

ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ГРАММАТИКЕ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. В статье определяется важность и актуальность цифровых технологий в обучении языкам, так как с их помощью можно сделать занятия более коммуникативно-ориентированными. Также эти технологии дают возможность преподавателям более эффективно преподавать языковой материал, а студентам быть активными во время урока. В ходе исследования была смоделирована специальная программа, учитывающая особенности обучения иностранному языку студентов нелингвистических специальностей. В рамках данного исследования выявляются положительные аспекты, а результаты исследования включаются в моделирование профессионально ориентированного иноязычного образовательного комплекса. Актуальность статьи подтверждается удовлетворительными результатами итогового контроля и делает ее актуальной для дальнейшего продолжения курса с выполнением заданий более высокого уровня.

Ключевые слова: иноязычное образование, неязыковая специальность, факультет туризма, цифровые технологии, цифровые навыки, коммуникативные навыки, уровни цифровой грамотности, конкурентоспособный специалист.

USING DIGITAL TECHNOLOGY IN TEACHING GRAMMAR TO STUDENTS OF NON-LINGUISTIC SPECIALITIES

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Abstract. The article defines the importance and actuality of digital technology in language teaching, as with the help of them it is possible to make classes more communicative oriented. Also, these technologies give opportunity for teachers to present language material more effectively and for students to be active during the lesson. During this study a special program was modeled taking into account the specific features of teaching foreign language to non-linguistic students. Within this study the beneficial aspects are observed and the results of study are included in modeling professional oriented foreign language educational complex. The applicability of the article has been proved by satisfactory results of end-of-course test and makes it actual for further continuation of the course with implementation of higher-level tasks.

Keywords: foreign language education, non-linguistic specialty, faculty of tourism, digital technology, digital skills, communication skills, levels of digital literacy, competitive specialist.

For every country it is important to develop educational system in order to become one of the most competitive and developed countries. The main task of the educational system of the country is to train professionally qualified specialists with foreign language competence to implement this policy.

In April 2015, the former President of the Republic of Kazakhstan N.A. Nazarbayev developed a project “100 concrete steps to the top thirty”, which was the beginning of a great work in this direction. The 79th step of the project says about a gradual transition to teaching disciplines in English in high schools and universities. The main goal of the education system is to increase the competitiveness of the trained personnel and increase the export potential of the education sector [2].

Therefore, it is necessary to provide students with professional foreign language education in order to achieve great success in educational system and to export domestic education. For this reason, one of the most important requirements for professional education in the process of modernization is to train competitive, competent, responsible specialists who will be able to focus on related activities.

The growing role of foreign languages in the process of forming a competitive specialist is due to the expansion of international relations between industries and individual enterprises, the widespread use of imported equipment and foreign technologies in the practice of enterprises.

All above mentioned factors bring to as well as improvements in digital literacy of students. Therefore, it will be actual teaching foreign language with the usage of digital technologies, so students could use both skills in their future professional life. In modern educational space it is impossible even to imagine without digital skills both students and teachers.

For this reason, the developed course of English for students of tourism faculty is with an emphasis of improving digital literacy. We believe that foreign language competence and digital literacy will play a huge role in further career of students.

In 1995, Lanham concerned digital literacy as restrictive view [3]. He determined that a new form of literacy was required to make sense of multiple sources of information. Gilster (1997) suggested digital literacy was “an ability to understand and to use information from a variety of digital sources” [4]. One of the authors who worked on this theme and pointed the components of digital literacy is Douglas A.J. Belshaw.

He concerns digital literacy as the ability to understand and to critically evaluate different aspects of digital media content and the digital media landscape [5]. Figure 1 shows the model of digital literacy of the students for the developed course dur-

ing the process of foreign language teaching based on the literature research and Belshaw's concept:

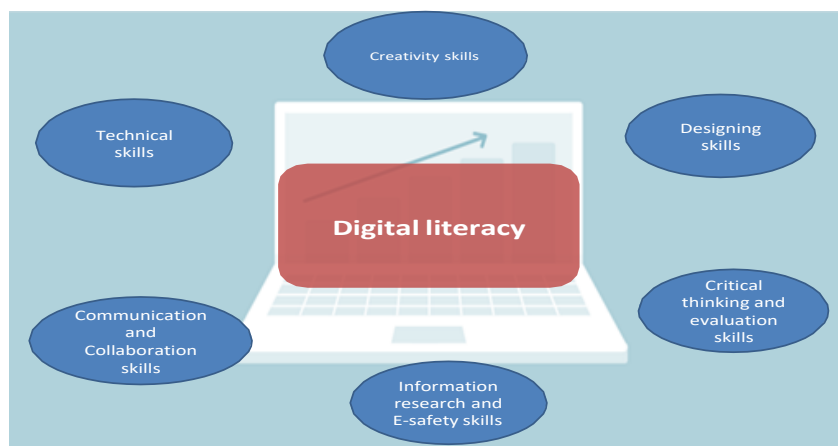


Fig.1. Digital literacy model formed during foreign language teaching

While developing the course, which is the basis for the given article, the tasks were aimed to form the following skills on the basis of D. Belshaw's concept [5]: technical, creativity, designing, critical thinking and evaluation, information research and e-safety, communication and collaboration skills.

Overall, by digital literacy we understand the abilities for living, learning, and working in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices.

Among Kazakhstani scientists who worked regarding the development of digital literacy of students is Dzhusubalieva D.M. She states that in recent years, considerable attention has been paid to the use of digital technologies in education, with the help of which students' motivation to learn is enhanced through the use of electronic textbooks, interactive information technologies that combine text, graphics, sound and video [6].

Current investigation involves an observation on a developed course for the first-grade students of tourism faculty based on discipline "English for tourism". The aim of this experimental course was to check the effectiveness of teaching foreign language to students of tourism faculty using digital technology.

The course is intended for the period of 15 weeks with the outcome of digital literate students with language competence and professional skills at non-linguistic university. Given article is written on the basis of 7 weeks observation results with the aim to define the possible progress in foreign language educational process.

The special course is designed by Foreign Language teachers of Language Department and the given experiment is held at S.Seifullin Kazakh Agrotechnical Re-

search University The course is held as extra curriculum classes, once a week every Wednesday, and 65 students (1st year of study) of Faculty of Tourism and Restaurant Business showed intention to participate and 35 of them could attend the classes, unfortunately other 15 could not participate due to their timetable. In order to determine the effectiveness of the course the levels of digital literacy (basic, medium and master) are identified beforehand, special descriptors of levels are described in syllabus.

The course consists of 13 themes, including 6 themes for the first semester which were the basis for this article: “Jobs and duties”, “All in a day’s work” “Hotel facilities”, “Destinations”, “Table for two”, “City tours” and Consolidation for 7th week. Each section includes 3 tasks grading from basic to master’s level.

At the end of 7th week students are expected to gain medium level of digital literacy with higher elementary level of language knowledge. As the course is digital oriented the following tools and apps were used during the program: computer, mobile phone, padlet, YouTube, social network, photo editors, and online websites. All tasks are oriented to use language within the theme of students’ future profession aiming to develop digital skills: future career, describing hotels, communication on destination, city sightseeing, choosing food.

Tasks include language focus on countable and uncountable nouns, simple tense, giving directions and making comparisons as well as developing technical, communication and collaboration, information research, e-safety, critical thinking, evaluation skills, designing and creativity skills. Some tasks with basic and medium levels of digital skills given to students during three weeks are shown in Table 1.

Table 1

<i>Tasks for basic level:</i>		<i>Tasks for medium level:</i>	
1. Create your EuroPass CV and download it. Fill in the gaps with information about yourself.	<i>Vocabulary:</i> Action verbs, Career, Describing hotels, reasons for travelling	1. Write a description to Shera Park hotel for its advertisement. Design the paper.	<i>Vocabulary:</i> food, city sight-seeing, destination
2. Find out appropriate internship programs. Make a table on MS excel giving descriptions. Choose appropriate one and apply for it	<i>Language focus:</i> Question forms, formal letters, making comparisons,	2. Find a menu in Russian and create on the base of it a menu. Design it on the different theme.	<i>Language focus:</i> dialogue, basic grammar, past simple, giving directions
		3. Shoot 1minute video responding to a text we have just read. Share it on your instagram page with #textresponddate. One	<i>Professional practice:</i> de-

3. Go to a link puzzle.com and create your puzzle using vocabulary in hotel facilities	Simple tense, presentation, countable, uncountable nouns; some, any	student finds another's page and retells the class her video content.	describing a building
4. Find information on LA Hollywood Boulevard and give descriptions for each sightseeing located on this street	<i>Professional practice:</i> Writing CV and Cover letter, Writing a hotel description, describing a destination	4. Choose one tour destination and make a presentation describing it	Giving a guided tour
5. Find a video presentation on Engvid.com about London, Paris and Berlin. Give comments on the structure of presentation		5. Prepare a short presentation (using Power Point, Apple Keynote or Google Slides) about one touristic attraction including information about weather, transport, entertainment	Presentation, complaining about food

Table 2

Descriptors and indicators of Communication and collaboration skill

<i>Skills</i>	<i>Levels</i>	<i>Descriptions of levels</i>	<i>Number of students</i>
Communication and collaboration skill	Basic	<ul style="list-style-type: none"> – To be able to communicate on social network – To be a confident user of Instagram, facebook, twitter, whatsapp, mail – To communicate and share information with mates on appropriate theme 	81,3 %
	Medium	<ul style="list-style-type: none"> – To be able to communicate on social network using their products – To be able to comment and share one content – To communicate with via video sharing 	18,7 %
	Master	<ul style="list-style-type: none"> – To be able to communicate on social network using their products and presenting their own point of views – To be able to comment and share one content, searching information on a specific theme – To be able to collaborate with other subjects, like tour operating management; – To be able to leave feedback for needed theme 	None

In order to solidify knowledge of students and as well as to see the results of learnt material it was carried out an end-of-course test. The test included 30 questions on the basis of language focus, vocabulary and professional practice.

Prior works and studies underline the actuality of foreign language teaching at non-linguistic universities in accordance with social order for professional specialists. The importance of educating competent graduates who can easily communicate in foreign language has been discussed and majority of solutions have been offered by methodologists.

However, these studies have either not been focused on the whole process of teaching foreign language through digital technology or have had less contribution on developing methodological component for non-linguistic university students. With the help of this course we examined and described how to get success in teaching foreign language through development of new program oriented on development of digital skills of students. We found out that:

- Digital technology plays significant role in both students and teachers' lives; therefore, we can use for our benefits during foreign language teaching;
- Tasks oriented for development of digital skills lead to successful realization in case they are grouped in accordance with levels;
- When students do not accent on marks, and solve the tasks connected with their future profession they succeed in developing both foreign language and digital knowledge.

These findings extend those of other scientists, confirming that the usage of digital technology is beneficial in process of teaching foreign language at non-linguistic university. Most notably, this is the one of first study to investigate language skills in collaboration with digital skills.

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**РОЛЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ
В ИЗУЧЕНИИ НЕМЕЦКОГО ЯЗЫКА**

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Аннотация. Информационные технологии стали частью современного образовательного процесса, в том числе и при исследовании иностранных языков. В статье анализируются различные информационные технологии в изучении немецкого языка, такие как онлайн-ресурсы, компьютерные программы, мобильные приложения и социальные сети.

Ключевые слова: информационные технологии, немецкий язык, электронные средства, Интернет, онлайн.

**THE ROLE OF THE INFORMATION TECHNOLOGIES
IN LEARNING OF THE GERMAN LANGUAGE**

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Abstract. Information technologies have become a part of the modern educational process, including the study of foreign languages. The article analyzes the various information technologies in the study of the German language, such as online resources, computer programs, mobile applications and social networks.

Keywords: information technologies, German language, electronic means, Internet, online.