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The Role Of Information And Innovative Technologies In Teaching Kazakh

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Abstract

The aim of the study is to investigate the role of information technologies in teaching Kazakh via method of modeling and transformation, method of integrated education and the method of gamification in teaching Kazakh as a foreign language. The results of this research will impact the development of teaching Kazakh as a foreign language, its recognition and competitiveness at the international scientific level. In conclusion, an innovative component in teaching Kazakh as a foreign language allows students to activate the process of mastering the material, as well as prepare for the exam.

Keywords: Technologies, Web Site, Mobile Application.

El papel de la información y las tecnologías innovadoras en la enseñanza kazaja

Resumen

El objetivo del estudio es investigar el papel de las tecnologías de la información en la enseñanza del kazajo mediante el método de modelado y transformación, el método de educación integrada y el método de gamificación en la enseñanza del kazajo como lengua extranjera. Los resultados de esta investigación afectarán el desarrollo de la enseñanza del kazajo como idioma extranjero, su reconocimiento y competitividad a nivel científico internacional. En conclusión, un componente innovador en la enseñanza del kazajo como idioma extranjero permite a los estudiantes activar el proceso de dominar el material, así como prepararse para el examen.

Palabras clave: tecnologías, sitio web, aplicación móvil.

1. INTRODUCTION

While implementing the keen judgments of the Leader of the Nation Nursultan Nazarbayev about innovations in education and language policy, there is a need to develop a new method of teaching the Kazakh language as a foreign one that meets the challenges and requirements of the 21st century. The Kazakh language is currently being taught in several leading universities around the world. This indicates a need and motivation for learning the Kazakh language. Nonetheless, the problem of teaching the Kazakh language as foreign is that unfortunately, it does not receive proper attention from Kazakhstani scholars. The neglect happens because the work of the majority of scholars who conduct teaching materials has been aimed at

teaching the Kazakh language as a second language. The new idea of teaching official Kazakh language as a foreign language based on information and innovative technologies is aimed at improving the methodology of language teaching, in addition to being relevant interdisciplinary research.

Lately, the research involved in studying the ways to improve the efficiency of teaching foreign languages, Kazakh language in particular, through informational technology is becoming more and more important. We consider the opportunity given to us as confirmation to all of these. Specifically, our research project Teaching Kazakh language as a foreign language based on information and innovative technologies participated in the research projects competition for 2018-2020, and has received grant funding for its implementation by the Science Committee of the Ministry of Education and Science. The main objective of our project is to form a theoretical and methodological basis for teaching Kazakh language as a foreign one through informational technologies, as well as making our own contribution to improving the teaching techniques and methods by creating an educational platform for distance and online learning. Those would include a website based on computer games technology and a mobile application created via smart technologies.

At the same time, development of a multimedia electronic training complex is planned. It is called Kazakh language for foreigners and contains four applications. According to European standards of education, the complex is going to be available for beginners (A1/A2), as well as continuing levels (B1). In addition, we are planning to prepare a collective monograph called Use of

Informational Technologies in theory and practice of teaching Kazakh as a foreign language. Techniques and methods of teaching Kazakh as a foreign language based on information and innovative technologies have never been an object of a special study before. Therefore, for the first time ever we will consider the scientific and theoretical principles of forming and developing a new direction in Kazakh linguistics as a method of teaching Kazakh as a foreign language. We will also consider issues in the methods of teaching Kazakh as a foreign language.

2. METHODOLOGY

Within the framework of the project, during the research the following methods were applied:

2.1. Method of modeling and transformation

The specific aspects of teaching Kazakh as a foreign language is that it is a process of mastering skills and abilities rather than theoretic knowledge; in addition, learning the types of speech acts such as listening, speaking, reading, writing, requires the use of enhanced multimedia and interactivity. At the moment, teachers are not able to perform the role of a mediator of knowledge and skills. They must be able to help their students during the learning process. Teaching classes successfully are possible, if each teacher will rely on the following basic principles. First and foremost, a strong motivation is

crucial when teaching students, since it leads to quick and positive results. Secondly, language learning should be focused on a student because it is necessary to take into account the individual characteristics of students who differ from each other not only by varying perceptions with the help of different senses, but also by the fact that they have different cognitive processes. Thirdly, fundamental modernization of the technological basis of teaching Kazakh language is necessary. The new technologies may create a new impulse for learning. Fourthly, easy and natural communication between the teacher and students plays an important role in the learning process. Fifthly, a prerequisite for successful communication in Kazakh language is the dosage, coverage, and presentation of grammar material that needs to be focused on practice. In rapidly changing society, modern realities require teachers to update the linguistic and didactic innovative potential, to introduce the most effective methods and technologies into educational practice, and develop the accumulated theoretical and practical experience in teaching Kazakh as a foreign language. Therefore, it is necessary to comprehend the goals and objectives of teaching Kazakh as a foreign language. Linguistic and didactic innovations are determined based on the latest scientific, technical and technological achievements in order to meet the actual needs of the students. Thus, the introduction of ICT contributes to achieving the goals of education modernization which is to improve the quality of education, to increase the accessibility of education, to ensure balanced development of an individual who will be able to operate in the information space, integrate with the information and communication capabilities of modern technologies,

and possess the information culture (Yujin et al., 2018; Chimi et al., 2018).

2.2. Method of integrated education

The principle of integration implies simultaneous and parallel assimilation of all four types of speech activity (Passov, 1990). Meanwhile, integration does not mean the development of the activities at all stages of learning will remain the same: their ratio will change. For instance, at the initial stage preference may be given to speaking, and at further stages, the emphasis will be shifted to reading, if the final practical learning objectives require it; while speaking is used only to the extent that promotes forming of the reading skills. During the research, the supervisor and the participants of this project found out that today there is shortage of sufficiently developed training complexes that meet European standards of language teaching in the field of teaching Kazakh as a foreign language, We have developed an educational and methodical complex named Kazakh language for foreigners for level A1 based on the European standards of language teaching, as well as using the method of an integrated approach. For the first time ever, in our opinion, in the methodology of teaching Kazakh as a foreign language, an educational-methodical complex has been developed, and these are (Inchamnan, 2018):

- Textbook (Course Book) (picture 1), which consists of ten thematic units; students can practice grammar and lexical tasks in the trainer after each unit. For the first time the concept of the trainer is used in the methodology of teaching Kazakh as a foreign language:

- Grammar trainer, which covers grammar test tasks, as well as the grammar of practical Kazakh language.

- Vocabulary trainer, which covers lexical test tasks, as well as a lexical glossary on the topic of these units.

- Workbook for independent practice.

- Audio CD - disc containing video and audio files for the topics of the unit. While developing this educational and methodological complex, audio and video texts for the A1 level, in particular, we adhered to the leading methodological principles used in the audiovisual teaching method, which are:

Principle of reliance on spoken language; the principle of oral outrunning; the principle of functionality (grammar is studied not formally, but functionally, i.e. while speaking); the principle of situational (the material is introduced in the form of dialogues reflecting real-life situations) (picture 2); the principle of visual-auditory synthesis (Shchukin, 2008).

Picture 1
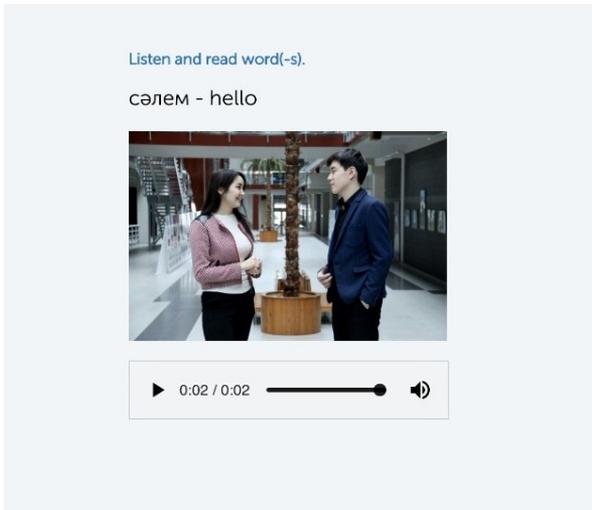
Picture 2

2.3. The method of gamification in teaching Kazakh as a foreign language;

The foreign scholars give various definitions of gamification. Gabe Zichermann defines it as a process of using game mechanics and thinking in order to engage the audience and solve the problems (Zichermann, 2010). Amy Jo Kim thinks that gamification is using gaming technologies to make the tasks more entertaining and fun (Kim, 2000). In our opinion, Karl Kapp gives the most detailed definition. According to him, gamification is using the principles of game mechanics, aesthetics, and thinking to engage the students into the learning process, increase motivation, activate learning, and solve the problems (Kapp, 2012). Let us consider every element of that definition. The purpose of any game is to create a system in which players have some kind of abstract task, implying tests and difficulties during its implementation. The game has certain rules, is highly

interactive, and causes positive emotions. The game mechanics lies in earning points, bonuses, getting to the next level, and is an important foundation of the whole gamification process. Without an appealing and aesthetic appearance, as well as high-quality graphics, gamification will not be successful and will fail at its initial stage (Van Staalduinen, 2011). Game thinking is perhaps the most important element of gamification, since it gives specific meaning to the simple actions, adding to them such elements as, competition, cooperation, research, etc. Another key point of gamification is the involvement of participants, i.e. attracting their attention and involvement in the process of educational games. During the development of the learn Kazakh.kz website, gamification was used as well as shell scripting. Shells give the teacher an opportunity to create interactive tasks by themselves without any knowledge in programming or involving the IT specialists. Various tasks with texts, pictures, sounds, and video can be developed thanks to shells. Created tasks are saved as standard web pages. Below shown an example of a task created with the shell (picture 3).

| ? | Дүйсенбі | Аптаның бірінші күні | ☆ 🔊 ✏ |
?	Сейсенбі	Аптаның екінші күні	☆ 🔊 ✏
?	Сәрсенбі	Аптаның үшінші күні	☆ 🔊 ✏
?	Бейсенбі	Аптаның төртінші күні	☆ 🔊 ✏
?	Жұма	Аптаның бесінші күні	☆ 🔊 ✏
?	Жексенбі	Аптаның жетінші күні	☆ 🔊 ✏

Picture 3

We are planning to develop our own copyrighted game for our website. We will further elaborate on this in our next article. We would also like to note that learnkazakh.kz allows learning of the new vocabulary and grammar through interactive games and tasks that are available online and on the easy access mobile app. In learnkazakh.kz lessons are divided into categories (introducing yourself, family, weather and etc.). Furthermore, every category has their own phonetics, grammar, vocabulary, tests, useful tips, and additional information. The big emphasis is put on pronunciation: you listen to the new words and practice their pronunciation at the same time (Rassulova, 2012).

2.4. Methods of the learning results assessment

An especially relevant problem is the development of innovative tasks for foreign students since the main goal of such tasks is to activate the student's regular mental activity at the initiation stage. In particular, one of the forms of innovative exercises is test tasks, which

are conducted after studying a specific unit of grammar and lexical material. The educational-methodical complex Kazakh language for foreigners is used as a source material for tests, which eliminates the possibility of errors of student incompetence. A specific feature of the test controller is that the work can be performed both in the classroom as a test and as extracurricular tasks for students' self-control. Hence, the innovative approaches in teaching Kazakh as a foreign language are based on the emotional memory of the student, on the forming of communicative and professional competence, and on regular training of the student's creative activity. Meanwhile, innovations related to the organization of the educational process and the introduction of new educational technologies in the educational process are the most prevalent. (Picture 4, picture 5). An innovative component in teaching Kazakh as a foreign language allows students to activate the process of mastering the material, as well as prepare for the exam.
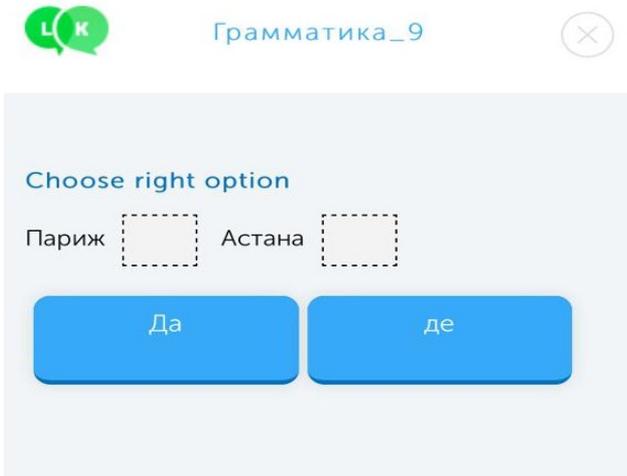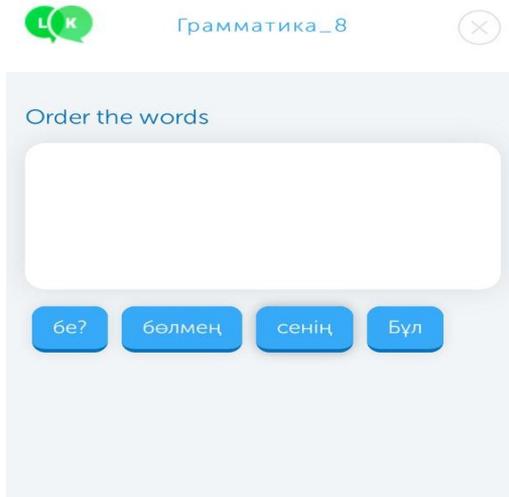
Picture 4   Picture 5

3. RESULTS

- An educational platform was created through the website for distance and online learning of Kazakh as a foreign language;

- A multimedia electronic level A1 training complex Kazakh language for foreigners was developed;

The results of this research will impact the development of teaching Kazakh as a foreign language, its recognition and competitiveness at the international scientific level; in addition, the use of gamification technologies in creating a learning website will influence the development of e-learning methods. All the innovative trends in the teaching process of Kazakh as a foreign language that were discussed above are also present in the professional activities of teachers of Suleyman Demirel University where the foreign student is being a subject to the innovative educational activities. In the future, we are intending to solve the following issues:

- Development of a computer game for the learnkazakh.kz website based on gamification technologies;

- Development of mobile applications for iOS and Android;

- Development of multimedia electronic training complex Kazakh language for foreigners that include four applications and are aimed at A2, B1 levels.

Method of implementation:

I Training complex for levels A2, B1

A) Course Book

B) Workbook

C) Audio CD

II. Grammar trainer:

A) Grammar Book for practicing Kazakh language

B) Grammar Test Book

C) Online Grammar Tests

III. Vocabulary trainer:

A) Glossary

B) Vocabulary Test Book

C) Vocabulary Online Tests

IV. Reading Passages

A) Reading Texts Compilation

B) Audio CD

- preparation of a collective monograph named Theory and practice of teaching Kazakh as a foreign language based on information and innovative technologies. We also plan to run the results of the project at the preparatory departments for foreign citizens in the universities of the Republic of Kazakhstan; for foreigners learning the Kazakh language on their own; in universities of Europe, Korea, the USA, Turkey, Russia, all the places that have a Central Asia department.

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