TEACHING FOREIGN LANGUAGE USING DIGITAL TECHNOLOGY AT NON-LINGUISTIC UNIVERSITIES

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Abstract. The role of foreign language teaching at non-linguistic universities has positively changed last decade in our country in accordance with global changes. The development of intercultural communication, the necessity for social and scientific practice exchange between countries has changed the requirements for specialists of almost all spheres. Consequently within the transition of our country to international arena the social request for specialists with language knowledge and high level of digital skills has increased as well. With the rapid development of technology some teaching methods had lost their actuality and for teachers appeared a new challenge to concern their teaching materials and tools. This article is aimed to show the effectiveness of teaching foreign language to students of non-linguistic specialty (tourism faculty) using digital technology. Combination of two tasks as formation of non-linguistic students' digital skills and improvement their language knowledge is recently-developed within this study. 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 teach language material more effective 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.

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

Basic provisions

In order to be seen in the world of scientific community it is necessary to train qualified and educated specialists with developed language competence, and for today a number of effective works in the Republic of Kazakhstan have been carried out in this direction. First of all, the "Concept of the development of foreign language education in the Republic of Kazakhstan", initiated by academician S.S. Kunanbayeva in 2006, is a significant initiative in the development of the educational system in the country [1]. As a result of this concept, the Republic of Kazakhstan has made significant progress in joining the global educational space. In this regard, the main goal in any field is the training of professionally competent specialists in accordance with the social order. Today, mastering a foreign language is one of the most important

requirements for future specialists to develop professionally and achieve significant results in their field.

Introduction

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.Belshow. 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 during the process of foreign language teaching based on the literature research and Belshaw's concept:
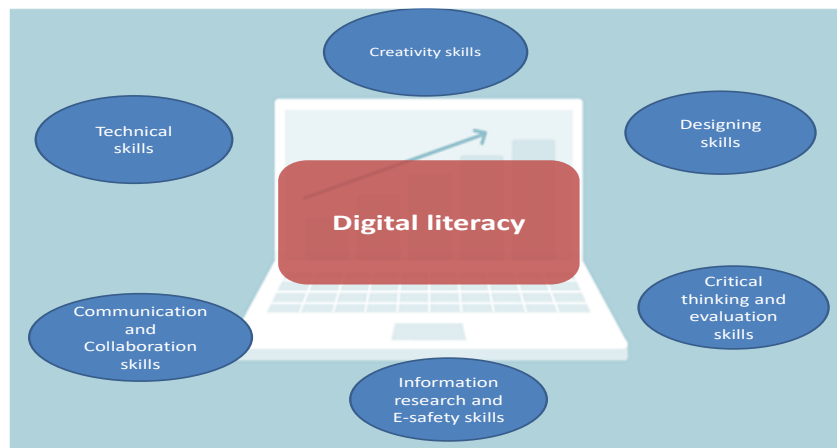
Fig.1 - Digital literacy model formed during foreign language teaching

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.Belshow'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].

Methods and materials

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 Kazakh Academy of Sport and Tourism. The course is held as extra curriculum classes, once a week every Wednesday, and 45 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 10 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 masters 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 - Tasks in accordance with levels of digital skills

Tasks for basic level:		Tasks for medium level:	
1. Create your EuroPass CV and download it. Fill in the gaps with information about yourself. 2. Find out appropriate internship programs. Make a table on MS excel giving descriptions. Choose appropriate one and apply for it 3. Go to a link puzzle.com and create your puzzle using vocabulary in hotel facilities 4. Find information on LA Hollywood Boulevard and give descriptions for each sightseeing located on this street 5. Find a video presentation on Engvid.com about London, Paris and Berlin. Give comments on the structure of presentation	*Vocabulary:* Action verbs, Carrier, Describing hotels, reasons for travelling *Language focus:* Question forms, formal letters, making comparisons, Simple tense, presentation, countable, uncountable nouns; some, any *Professional practice:* Writing CV and Cover letter, Writing a hotel description, describing a destination	1. Write a description to Shera Park hotel for its advertisement. Design the paper. 2. Find a menu in Russian and create on the base of it a menu. Design it on the different theme. 3. Shoot 1 minute video responding to a text we have just read. Share it on your instagram page with #textresponddate. One student finds another's page and retells the class her video content. 4. Choose one tour destination and make a presentation describing it 5. Prepare a short presentation (using Power Point, Apple Keynote or Google Slides) about one touristic attraction including information about weather, transport, entertainment	*Vocabulary:* food, city sightseeing, destination *Language focus:* dialogue, basic grammar, past simple, giving directions *Professional practice:* describing a building Giving a guided tour Presentation, complaining about food

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.

Results and discussions

Since the preliminary intention was to find out the effective results in language learning with the usage of digital technology, the seven's week tasks were dedicated to consolidation all themes and to assess their digital skills and acquisition of language material. For this reason, criteria for identifying their levels were carried out beforehand. As predicted it was observed that students felt free using digital technology for academic purpose during foreign language classes. A considerable amount of students (25 out of 35) achieved basic level of digital skills, and remained 10 students could get medium level. The amount was even higher than predicted. At the end of 7th week students were evaluated in accordance with descriptors for each level of skills included to digital literacy on the basis of D.Belshaw's concept [5]. The table 2 below shows descriptors only for communication and collaboration skill, and as it is seen a great deal (81, 3%) of students show the achievement of basic level. Even though tasks for medium level involved only 2 weeks, almost a quarter of participants easily got medium level of each skill. Therefore it says about the necessity in further continuation of the course with the transition to medium/master level tasks in order to improve their skills. None of students with descriptions of master level as no tasks were included during seven weeks.

Table 2. Descriptors and indicators of Communication and collaboration skill

Skills	Levels	Descriptions of levels	Number of students
Communication and collaboration skill	Basic	-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	-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	-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

There were a noticeable number of students who showed high performance in knowledge of language material according to final examination results as it can be seen at graph 1.

Results of end-of-course test

- ■ 30% - Point 90 +
- ■ 57% - Point 70-89
- ■ 13 % - Point under 70
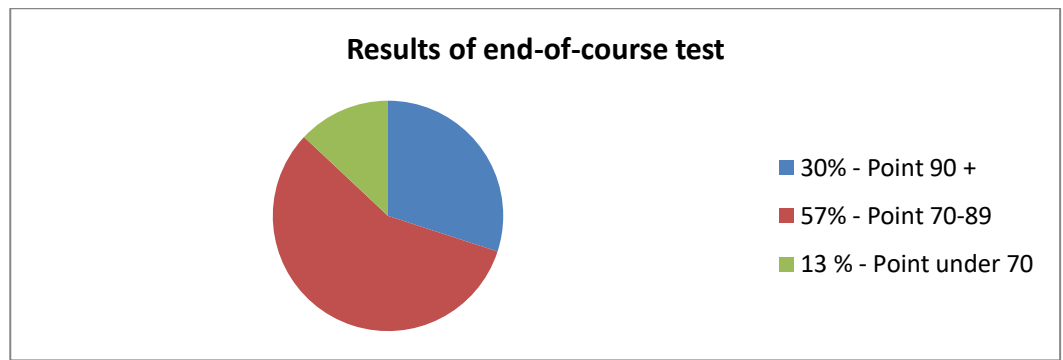
Graph 1 - Results of end-of-course test in %

As graph below demonstrates, it occurred that more than half number of students (19 out of 35) reached points 70-89, which is a tolerable indicator. Reasonably 10 participants of the course showed high performance, reaching more than 90 points (more than 26 right answers out of 30). Therefore almost 13% students, which is also considerable amount, reached points under 70 (2 students got fail). This indicator can be explained by reasonable factors, as the initial aim of students was not to get as high grades as possible. It can be explained by the fact that all participants came to the course voluntarily and they knew that marks would not affect to their academic history. Apparently students did not put forward the goal to reach high points during the test. Nevertheless number of students with satisfactory results is much more, which shows their high interest in the subject.

Conclusion

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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ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ С ИСПОЛЬЗОВАНИЕМ ЦИФРОВЫХ ТЕХНОЛОГИЙ В НЕЯЗЫКОВЫХ ВУЗАХ (ФАКУЛЬТЕТ ТУРИЗМА)

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Аннотация. В последнее десятилетие в соответствии с глобальными изменениями в стране роль преподавания иностранных языков в высших учебныз заведениях, особенно в неязыковых вузах, имеет значительные изменения. Стремительное развитие глобальной межкультурной коммуникации, а также необходимость социального и научного обмена опытом между странами изменили требования к профессионалам во всех сферах жизни общества. Поэтому в условиях выхода страны на международную арену возрастает социальный запрос на подготовку высокограмотных специалистов, владеющих несколькими иностранными языками. В последнее время, с бурным развитием технологий, некоторые методы, используемые в обучении, утратили свою актуальность, и перед педагогами и воспитателями страны встали новые задачи, связанные с дидактическими материалами и средствами. Данная статья направлена на демонстрацию эффективности и актуальности обучения иностранному языку студентов неязыковых специальностей (в том числе факультета туризма) с использованием цифровых технологий. В рамках данного исследования была разработана и предложена комбинация двух задач: формирование неязыковых цифровых навыков учащихся и совершенствование их навыков иностранного языка. В статье определяется важность и актуальность использования цифровых технологий в обучении языкам студентов неязыковых специальностей, а также возможность проведения коммуникативных уроков иностранного языка с помощью технологий и методов, используемых при обучении. Кроме того, предложенные в исследовании цифровые технологии позволят преподавателям эффективнее преподать языковой материал, а учащимся – быть более активными на уроках. В данном исследовании была смоделирована специальная программа по иностранному языку с учетом специфики обучения иностранному языку студентов неязыковых специальностей. В рамках данного исследования рассматриваются преимущества использования цифровых технологий, а результаты исследования будут использованы в дальнейшем при моделировании профессионально ориентированного комплекса обучения иностранному языку для студентов неязыковых специальностей. Актуальность статьи подтверждается удовлетворительными результатами курсовой апробации и необходимостью продолжения курса, включающего в себя дальнейшие задания высокого уровня.

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

ТІЛДІК ЕМЕС ЖОО-ДА (ТУРИЗМ ФАКУЛЬТЕТІ) ШЕТ ТІЛІН ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНА ОТЫРЫП ОҚЫТУ

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Аңдатпа. Соңғы онжылдықта еліміздегі жаһандық өзгерістерге сәйкес жоғары оқу орындарында, соның ішінде әсіресе тілдік емес университеттерде шетел тілін оқытудың рөлі үлкен өзгерістерге ұшырағаны бәрімізге мәлім. Әлемдік мәдениетаралық коммуникацияның қарқынды дамуы, сонымен қоса елдер арасында туындаған әлеуметтік және ғылыми тәжірибе алмасу қажеттілігі қоғамның барлық сала мамандарына қойылатын талаптарды өзгертті. Демек осыған орай еліміздің халықаралық аренаға өтуі аясында тілді меңгерген, цифрлық

сауаттылығы жоғары мамандарды даярлауға деген әлеуметтік сұраныс та арта түсті. Соңғы уақытта технологияның қарқынды дамуымен бірге оқыту барысында қолданылатын кейбір әдістер өзектілігін жоғалтып, еліміздің ұстаздары мен оқытушылар алдында оқыту материалдары мен құралдарына қатысты жаңа міндеттер мен тапсырмалар пайда болды. Бұл мақала лингвистикалық емес мамандық (оның ішінде туризм факультеті) студенттеріне цифрлық технологияны қолдану арқылы шетел тілін оқытудың тиімділігі мен өзектілігін көрсетуге бағытталған. Бұл зерттеу аясында студенттердің тілдік емес цифрлық дағдыларын қалыптастыру және олардың шеттілдік білімдерін жетілдіру сияқты екі тапсырманың үйлесімі әзірленіп ұсынылды. Мақалада тілдік емес мамандық студенттеріне тілдерді оқытуда цифрлық технология қолданысынң маңыздылығы мен өзектілігі айқындалып, зерттеуде қолданылған технологиялар мен әдістердің көмегі арқылы шетел тілі сабағын коммуникативтілік бағытталған түрде өткізуге болатындығы анықталды. Сонымен қоса зерттеу барысында ұсынылған цифрлық технологиялар мұғалімдерге тілдік материалды тиімдірек оқытуға және оқушылардың сабақ барысында барынша белсенді болуына мүмкіндік береді. Осы зерттеу барысында тілдік емес мамандық студенттеріне шетел тілін оқытудың ерекшеліктерін ескере отырып, арнайы шеттілдік бағдарлама модельденді. Осы зерттеу аясында цифрлық технология қолданысының тиімді жақтары байқалып, зерттеу нәтижелері болашақта тілдік емес мамандық студенттеріне кәсіби бағытталған шетел тілі оқу кешенін модельдеу барысында қолданылады. Мақаланың өзектілігі курстық тестілеудің қанағаттанарлық нәтижелерімен дәлелденді және оны одан әрі жоғары деңгейлік тапсырмаларды қамтитын курсты жалғастыру қажеттілігі құрайды.

Тірек сөздер: шеттілдік білім беру, тілдік емес мамандық, туризм факультеті, цифрлық технология, цифрлық дағдылар, коммуникативті дағдылар, цифрлық сауаттылық деңгейлері, бәсекеге қабілетті маман.