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Smart-resources in foreign language studies: A survey of Kazakhstan University students

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Abstract

The article is devoted to the discussion of the results of the study of readiness for the use of smart resources in the process of learning a foreign language via comparative qualitative research methods. The results show that although students are aware of the benefits of using modern information and computer technologies in learning English, they have not developed a readiness for the rational and systematic use of smart resources. In conclusion, the changing paradigm of education and the increasing role of foreign language training show that metacompetence is becoming an important component of the graduate's professional competence.

Keywords: Foreign language, Education, Competences, Metacompetency.

Recursos inteligentes en estudios de lenguas extranjeras: una encuesta a estudiantes universitarios de Kazajstán

Resumen

El artículo está dedicado a la discusión de los resultados del estudio de la preparación para el uso de recursos inteligentes en el proceso de aprendizaje de un idioma extranjero a través de métodos comparativos de investigación cualitativa. Los resultados muestran que, aunque los estudiantes son conscientes de los beneficios de utilizar información moderna y tecnologías informáticas para aprender inglés, no han desarrollado una disposición para el uso racional y sistemático de los recursos inteligentes. En conclusión, el paradigma cambiante de la educación y el papel cada vez mayor de la capacitación en idiomas extranjeros muestran que la metacompetencia se está convirtiendo en un componente importante de la competencia profesional del graduado.

Palabras clave: Lengua extranjera, Educación, Competencias, Metacompetencia.

1. INTRODUCTION

English is confidently entering the field of communication of the younger generation of Kazakhstan. Young people make plans for their future and connect them with knowledge of the English language. While studying at the university, students understand that knowledge of the English language provides great opportunities: to continue studying at prestigious universities abroad, a higher level of demand as a professional, to travel in English-speaking countries, to communicate with their peers living abroad. Higher professional education, responding to these needs, changes priorities in filling the content of

training: additional courses of disciplines are introduced, educational programs are changing. Changes that occur in the content of training in the vocational education system require changes in the approaches to teaching a foreign language. The systemic use of smart resources in the process of foreign language bachelor's training is one of the ways to advance in this matter.

This article was prepared as part of the study of the effectiveness of the use of smart resources in the process of teaching a foreign language to students of the University of Kazakhstan. In particular, we were interested in the problem of readiness for the use of smart resources of students studying a foreign language for 1-2 courses.

2. METHODOLOGY

In the pedagogical analysis, we relied on the basic tenets of the activity and competence-based approaches (KHUTORSKOY, 2001), on the patterns of implementation of modern computer technologies in education (POLAT, 2000). The traditional position of the activity approach has changed. This approach to learning from the standpoint of the learner (with particular consideration of the organization of subject-subject learning interaction by the teacher) primarily involves the freedom of the learner to choose the path, the textbook, the methods, and also the learning partner - the teacher. Psychologically, this approach presupposes, firstly, ensuring the safety of the student's personal manifestation in all educational situations, creating the

conditions for his personal self-actualization and personal growth. Secondly, this approach forms the activity of the student himself, his readiness for learning activities, to solving problematic tasks at the expense of partner, trustful subject-subject relations with the teacher (BRATOŽ & ŽEFRAN, 2018).

Third, the personality-activity approach to learning from a student's position implies a unity of external and internal motives: the achievement motive is external, and the cognitive motive is internal. Fourth, this approach means accepting the learning task by the students and experiencing satisfaction in solving it in collaboration with other students. This is the basis for the development of not only a sense of competence and affiliation (belonging to a group, family, community) as components of self-esteem, but to a large extent a feeling of self-confidence as a prerequisite of self-actualization. An activity approach to learning from the perspective of a learner also means the presence of an actual situation of internalizing new forms, rules, ways and means of socio-professional and communicative activities, that is, the development of not only the student's professional competence but also his personality as a whole. This, in particular, means that self-regulation, self-assessment, etc. are purposefully and effectively formed on the basis of the transition of the external to the internal by the student, the student (ZIMNYAYA, 2004).

The competence-based approach reflects practice-oriented attitudes in foreign language training at the University of Kazakhstan. These settings are prescribed for the purposes and objectives of

educational programs. The peculiarity of the proposed methodological approach is to create a new education model, which, based on the results of training, regulates the self-development of students and the entire educational system. A competent specialist from the standpoint of scientific views on the understanding of metacompetence should be distinguished by critical thinking, i.e. the ability to choose among the multitude of solutions the optimal, ability to work with information, a block of prognostic and analytical skills for the successful solution of professional tasks here and now.

The implementation of the competence approach in the process of learning a foreign language will allow a new approach to the problem of the quality of training a future university graduate, including with the involvement of new information resources. Along with the existing experience of learning with the involvement of digital educational resources, the aspects related to the qualitative characteristics of the conditions that ensure the effectiveness of learning a foreign language using smart resources are less clear. From a theoretical point of view, it should be noted that there are different approaches to the definition of the meanings of basic terms related to learning in an environment saturated with modern information technologies.

Analyzing the state of development of pedagogical thought in the field related to the improvement of e-learning systems, one should refer to already known and well-grounded provisions. Scientists at the University of Durham conducted a study of the impact of digital

technology on education and came up with some interesting conclusions (PEARL, WELLER, SCANLON & KINSLEY, 2011). According to their conclusions, digital technology should only supplement, but not supplant traditional educational methods, is most fully realized in work with students with slower development of the material or with special needs. In addition, the best results, according to them, can be achieved if the use of such information technology has a certain frequency, approximately three times a week. Frequent use of innovative methods can gradually reduce their effectiveness in the assimilation of information. Finally, researchers insist on the importance of holding professional development seminars for teachers who will use digital technology in their teaching methods. This position, in our opinion, is fair in teaching Kazakh students a foreign language. To confirm or deny it, we conducted a study (PAKDEL & TALEBBEYDOKHTI, 2018).

The research procedure used students' questionnaires. The survey took part in 100 students of Pavlodar State University named after PUSTOVOITOV (2014) (Republic of Kazakhstan).

3. RESULTS

The purpose of the survey: to identify students in 1-2 courses of the level of readiness to use smart resources in the process of learning English in high school. The survey involved answers to questions related to both understanding the essence of smart resources and the specifics of their use in learning English. The question Smart resources

is ... most of the students surveyed answered: 90% of the students are all the means that allow them to study in the information educational environment.

30% of the total number of students surveyed name books, 60% of the total number of students surveyed mention educational resources on the Internet, and 10% educational resources on electronic media as sources for completing assignments in the English language. The next question showed that 90% of students get additional information on English through smart resources. To the question How much time do you spend on English through smart-resources? 20% of the total number of students surveyed call 30 minutes to 1 hour, 10% of the total number of students surveyed spend less than 30 minutes, 70% of students - from 1 to 1, 5 hours a day 80% of students systematically study English through smart resources, sometimes 20% of students. Among the reasons that do not allow you to systematically engage in a foreign language through smart resources are the following. See Figure 1.

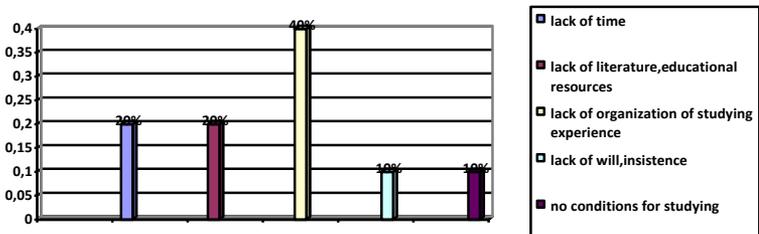


Figure 1 - What prevents to learn English through smart-resources?

Most students (40% of the total number of respondents) refer to the lack of experience in organizing the exercise, which means they need to diversify the advice of the teacher in the effective use of smart resources. This is also indicated by the results of answering the question: For which questions related to the use of smart resources for learning English, would you like to consult? Figure 2 presents the comparative results.

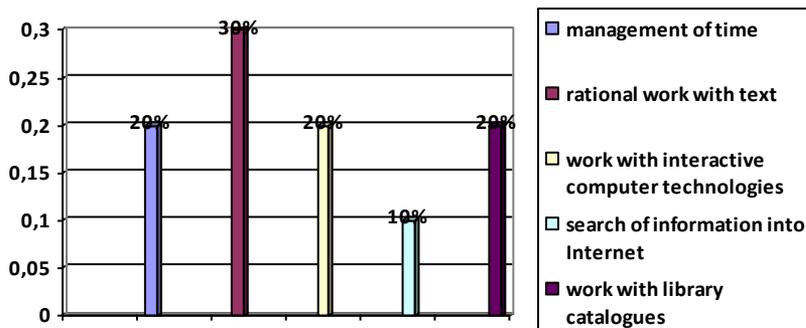


Figure 2 - Issues that require consultation in the use of smart resources for learning English

Answers to the questions: What types of activities do you know through smart-resources? Showed the diversity of students' interests in learning English.

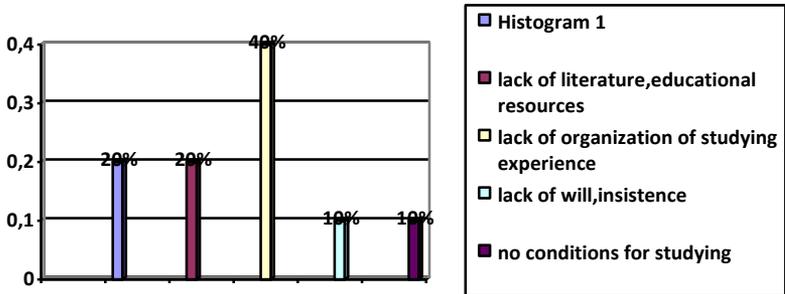


Figure 3 - Types of activities through smart-resources

To the question What is your character in learning English through smart-resources? We received such answers. See Figure 4.

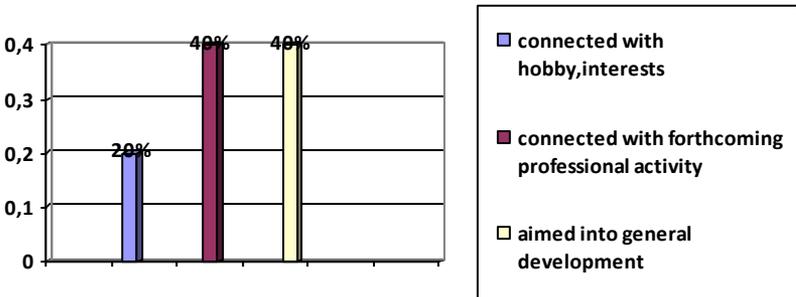


Figure 4 - Distribution of answers to the question: What is your character in learning English through smart-resources?

We considered the next question to be decisive. It gives an understanding of the direction in which the teacher should move to use smart resources in teaching a foreign language. We asked: what is the reason for the success of learning English through smart-resources? In order to determine whether the success of learning English through smart-resources depends on some conditions, we used the Spearman correlation criterion. Below is the result of researching the responses of EF students. The results of other faculties do not have significant differences. r_s - Spearman criterion. H_0 : The correlation between the profile of learning success through smart EF resources and the reference profile of all faculties, built by students, does not differ from zero.

H_1 : The correlation between the profile of learning success through smart EF resources and the reference profile of all faculties, built according to student estimates, is statistically significantly different from zero.

Table 1 - Dependence of the success in learning English through smart-resources

Successful learning of English through smart-resources is carried out:	Quality grade in the reference profile		Quality grade in the individual profile		D	d^2
a) individual	31	4	12	4	0	0
b) in group	47	2	31	2	0	0

c) under the guidance of a teacher	53	1	32	1	0	0
d) with the help of a teacher	45	3	18	3	0	0
e) another variant	2	5	1	5	0	0
Amount	178		94		0	0

$$r_s = 1 - \frac{\sum d^2}{6 \cdot N \cdot (N^2 - 1)}$$

$$r_{s\text{ЭМП}} = 1 - \frac{6 \cdot 0}{5(5^2 - 1)} = 1 - 0 = 1$$

$$r_{s\text{ЭМП}} = 1$$

$$n = 5$$

$$r_{s\text{КР}} = \begin{cases} 0.94 & (p = 0.05) \\ - & (p = 0.01) \end{cases}$$

$$r_{s\text{ЭМП}} > r_{s\text{КР}}$$

Answer H_1 : The correlation between the profile of learning success through smart EF resources and the reference profile of all faculties, built by the students, is statistically significantly different from zero.

4. SUMMARY

Such results suggest that it is necessary to create certain conditions for the effective use of smart resources in teaching students a foreign language. What kind? This is the purpose of further research. It is important to understand that such a distribution is possible based on the understanding of the readiness to use smart resources as a dynamic process, in which higher levels are characterized by greater student autonomy and extremely little help from the teacher. Of course, all students tend to use modern devices for performing various tasks, including tasks of a creative, research nature. At the same time, the high support of the teacher and other ways allow the student to successfully cope with such a task. Determining the level of ability to self-development, self-education of the student is also important from the point of view of the distribution of tasks for independent work of different levels. It is necessary to relate the student's abilities to the level of difficulty of the assignment, so that it is feasible for him, so that the student may have a sense of success after the assignment has been completed. For a more complete understanding of the direction in which our research interest should move, we conducted an analysis of the concept of metacompetence.

5. DISCUSSION AND CONCLUSION

The changing paradigm of education and the increasing role of foreign language training show that metacompetence is becoming an

important component of the graduate's professional competence. Metacompetence is the integration of the abilities and skills of self-organization, self-regulation, and self-reflection in the functional and social-communicative areas of the person's activities, as well as meta-knowledge (knowledge and skills about the techniques and means of learning and discovery of knowledge) and cognitive abilities.

By metacompetence, we understand the complex personality-significant characteristic, expressed as a combination of motivational, cognitive, activity and communication components, taking into account the personal attitude to the process of acquiring foreign language skills, manifested in the readiness to use them in a particular subject area, and ensuring the effectiveness of personality education. Individual curricula, which include a significant share of independent work using information technologies, determine the formation of a flexible, accountable system of continuing education and the creation of modern learning conditions as the main tasks. For the implementation of these tasks, we decided to use smart resources as the main means of forming metacompetence in foreign language training for university students.

Teachers are aware of the potential offered by smart resources in increasing the effectiveness of foreign language teaching, and teachers often lack effective strategies to encourage students to use English in their interactions with peers. The results

of the survey, which we conducted, showed the need to study special conditions to improve the efficiency of the use of smart resources in learning a foreign language. In conclusion, we would like to emphasize that, although we agree with the generally accepted view that the most effective way of teaching English is to use as much as possible all the tools that a student can choose, we can get the most out of using smart resources be systematic.

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