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The use of media resources in foreign language studies in Kazakhstan

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Abstract

This article analyzes the features of the construction of educational programs in higher vocational schools, examines the specifics of the use of media resources in the study of a foreign (English) language via comparative qualitative research methods. As a result, the process of learning a foreign language involves interacting with other people, working in a group, and participating in collective activities. In conclusion, when changes occur in education, the pedagogical system adapts to them in order to provide solutions that improve the teaching experience and practice of learning activities.

Keywords: Foreign language, Media resources, Competencies.

El uso de recursos mediáticos en estudios de lenguas extranjeras en Kazajstán

Resumen

Este artículo analiza las características de la construcción de programas educativos en escuelas vocacionales superiores, examina los detalles del uso de los recursos de los medios en el estudio de un idioma extranjero (inglés) a través de métodos comparativos de investigación cualitativa. Como resultado, el proceso de aprender un idioma extranjero implica interactuar con otras personas, trabajar en grupo y participar en actividades colectivas. En conclusión, cuando ocurren cambios en la educación, el sistema pedagógico se adapta a ellos para proporcionar soluciones que mejoren la experiencia docente y la práctica de las actividades de aprendizaje.

Palabras clave: Lengua extranjera, Recursos de medios, Competencias.

1. INTRODUCTION

The development of modern methods of transmitting information causes changes in the traditions of communication between people. For students as representatives of the younger generation, it is becoming the norm to meet and communicate on social networks, receive educational information not only from teachers but also from other sources. The process of self-identification today is also associated with the norms that are established in the virtual world. The older generation, which has become accustomed to a different system of interaction with the outside world, expresses concerns about how adolescents, young people, use the Internet, suggesting only negative side effects, such as increased depression and loneliness, weakening social ties and the development of surface

relationships. There are a number of studies in this field (YBARRA, MITCHELL, WOLAK & FINKELHOR, 2007). The topic of online victimization of youth is evolving, with valuable research focusing on sexual victimization on the Internet (FINKELHOR & ASDIGIAN, 1996).

Nevertheless, it is impossible to deny the fact that modern learning technologies should be focused on using the opportunities provided by an ever-expanding media space. Moreover, students in the study of a foreign language are more willing to turn to primary sources, trusting those media resources that can convey interesting information about the news, life, and culture of people from other countries. If this spontaneous interest is used thoughtlessly and unsystematically, then future specialists will not have a culture of using materials from global media sources.

Formed ways of training in the Kazakhstani higher education do not give visible results. There are objective reasons for this. As the teaching experience shows, the majority of first-year students who go to university are 90% of yesterday's graduates who have skills in foreign language speaking at the Elementary level, despite the fact that they studied English for 8-10 years. Such zero sections are conducted every new academic year to identify readiness for learning a foreign language at the university. Research is carried out using standardized procedures in accordance with the decision of the Council of Europe to use CEFR to assess language competence in any language that is being studied as a foreign language. According to the CEFR system,

students' foreign language skills are divided into 3 groups, each of
which in turn is divided into 2 groups, in which A1 level is Survival
Level (Survival Level - Beginner and Elementary), A2 - Pre-Threshold
Level (Waystage - Pre-Intermediate) - these are achievable goals in
learning a foreign language (NOVIKOVA ET AL, 2018).

The results of Kazakhstan's participation in international studies
show that teachers in secondary schools of the Republic provide strong
subject knowledge, but do not teach them to apply this knowledge in
real-life situations, which, in turn, creates problems in the teaching of
the profession. After graduation from vocational education institutions
(colleges, universities), graduates are also not ready or unable to apply
their foreign knowledge in a professional field.

The problem of foreign language training both in secondary and
higher education comes down not only to an incorrectly structured
teaching methodology but also in outdated methods of selecting the
content of the material. How to change the current situation? How to
find effective ways to improve the methodology of teaching a foreign
language? How to motivate university students to learn a foreign
language for professional purposes? We tried to answer these
questions in our research.

2. METHODOLOGY

The theoretical basis of the study is the work of well-known
scientists in the post-Soviet space. The foundations of the philosophy

of the dialogue of cultures set forth in the works of V.S. Bibler, on the one hand, allows us to strengthen and develop the individual attitude and characteristics of this person, the picture of the world, ways of thinking to a cultural, conscious, informed position, strengthen the voice of this person, help him build and retain him; on the other hand, to organize a dialogue of this voice, this position with a different culture, another voice represented by the text, another person - older, younger or peer (all options are significant here, therefore the content of this school of thought suggests dialogues between people of different ages), teacher (LEONTYEV, 1978). From the above, it is clear that these two tasks are closely interrelated since only in a dialogue with a different voice, encountering some resistance, can one's own built, unique human voice.

The study of the psychological characteristics of this age, the analysis of studies of the inner world of young people show the following:

1) features of the physiological development of the body at this stage affects the formation of the psyche, psychological processes, the development of skills to regulate the psychological states of the person;

2) the psychological characteristics of personality development during this period are distinguished by a high degree of plasticity of both mental processes (attention, memory, thinking), and psychological states;

3) one of the most important moral problems of the student age is the establishment of a balance between beliefs, moral ideas, and concepts with actions, actions, behavior;

4) at this age the sensual sphere acquires special significance;

5) the leading type of activity is teaching, and the general guidelines for organizing the process change.

In the system of vocational education, the activity approach carries a particular burden. In our study, the conclusion of VASSILY, NATALIA, INNA, LYAZAT & AIGUL (2017) is significant: «The concept of activity is connected with the concept of motive. There is no activity without a motive». We considered this aspect in the process of interviewing students when we revealed their attitude toward learning a foreign language with the involvement of media resources.

Planning of learning outcomes in higher education requires the use of the ideas of the competence-based approach (ZIMNYAYA, 2003), this side of the study is based on an analysis of the characteristics of the planning of educational programs, and courses of disciplines.

The specificity of the study of the problems of using media resources in the educational process of higher education was considered by the Kazakhstan scientist VYGOTSKY (1989), who works in the direction of scientific and methodological foundations of the formation of information culture of students in the process of

media education. The development of this teacher served as the basis for analyzing the working conditions of students with information in the media (RAVEN, 2002).

Thus, the conclusions that we made on the basis of the analysis of the theoretical aspects of the use of media resources in the study of a foreign language by university students form the basis for empirical research.

3. RESULTS

At the beginning of training in the first year of testing is conducted to identify the cash level. If a student, before starting his studies at a university, shows level A1, he is offered one educational route, and if level B1, then he is completely different. Consider what topics the curriculum offers in the discipline of a foreign language for students of non-language specialties. The distribution of academic hours by type of classes (6 credits) of the entry-level A1, the topics of the classes are presented below (Table 1).

Table 1 – Thematic plan of studying the discipline Foreign Language of full-time courses on the basis of general secondary education.

№ s/s	Theme title	The number of classroom hours by occupation			Students' individual work	
		lectures	practical (seminar)	laboratory studio, individual	Total	including students' individual work

1	Level A1: The first contacts. Greeting.	n/p	9	n/p	18	4,5
2	Family	n/p	9	n/p	18	4,5
3	House, flat	n/p	9	n/p	18	4,5
4	Meals	n/p	9	n/p	18	4,5
5	Clothes	n/p	9	n/p	18	4,5
Total per the 1st semester:			45	-	90	22,5
6	Level: A2 Time	n/p	10	n/p	22,5	5
7	World map. The countries of the studied languages and Kazakhstan.	n/p	12	n/p	22,5	6
8	Holidays, traditions, customs	n/p	11	n/p	22,5	5,5
9	Educational and professional communication	n/p	12	n/p	22,5	6
Total per the 2st semester:			45	-	90	22,5
TOTAL:			90	-	180	45

The content of the themes is selected according to the program of study in the discipline «Foreign Language». When the program is developed, the teacher assumes that students can be with different levels of training, so this aspect is taken into account in the program. As we can see in the planning there are no resources to be used in English classes.

The study was conducted on the basis of BURDINA (2007) Pavlodar State University (the Republic of Kazakhstan). 152 first-year students were enrolled in 6 faculties. The survey was conducted at the beginning of the school year, in the fourth week of September, when a certain period for social adaptation passed and first-year students began to get used to the new social situation, new people around, to teachers.

The purpose of the survey: to identify the attitude of students to the use of media resources in the study of a foreign language. In processing the questionnaire, we used both quantitative and qualitative methods.

The question "do you use media resources in learning a foreign language (a set of media information products accumulated on the media for further use)?" showed that media resources are not a fairly common way of learning a foreign language (Figure 1).
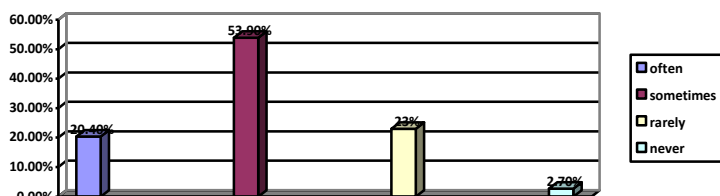

Figure 1 - Frequency of use of media resources in learning a foreign language

Students answered as follows: 23% - «rarely», 2.7% - «never», 53.9% - «sometimes», this is more than half of the total number of students surveyed. Such a high percentage of ignoring media resources suggests that students do not have full information about the possibilities of media resources to use them, do not possess special skills to use them, in general, are not ready to learn a foreign language, attracting media resources. Thus, students do not have media competence.

Moreover, the next question showed that they do not understand the essence of this concept very well. The question «What is media competence? prompted the following answers.

52% of the total number of respondents believe that this is the willingness and ability to use media resources; 29.6% of the total number of surveyed students believe that this is a group of competencies that are associated with the use of media resources in their lives; 18.4% assume that it is competence, the content of which is determined in the activity with media tools.

Nevertheless, students, being representatives of youth, draw information about the latest events in the world and the country from media resources.

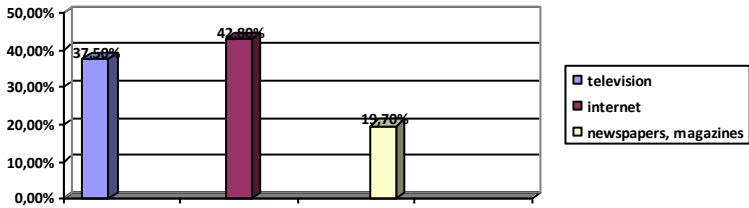Figure 2 shows the following selection of sources.

Figure 2 - Sources trusted by respondents (%)

Analysis of answers to the question «Use of media resources in English classes» showed the place and importance of using media resources in learning a foreign language. Pay attention to Figure 3. Most students evaluate the use of media resources in learning a foreign language positively.
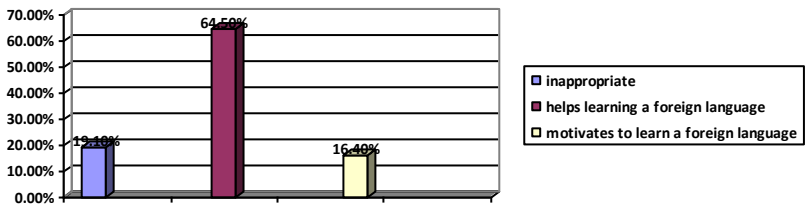

Figure 3 - The place of use of media resources in learning a foreign language (in%).

A small number (19.1%) of the students surveyed consider it inappropriate to use media resources in learning a foreign language, 64.5% of respondents believe that media resources help to learn a

language, 16.4% are motivated to learn a language through media resources. The next question showed the preferences of respondents in the choice of certain types of media resources in use in educational activities.
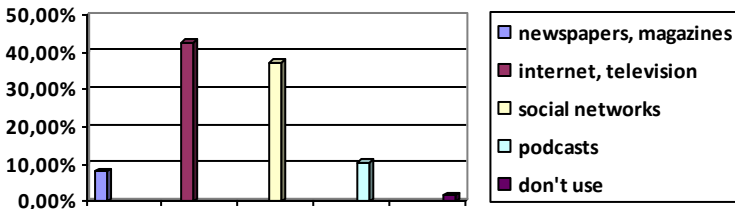

Figure 4 - Types of media resources preferred by students (in%)

Not all students consider media resources to be a reliable source. Pay attention to Figure 5. Of the total number of students surveyed, 48% will look for other sources of information to confirm the information, 21% are critical of the information that is obtained through media resources. In our opinion, the critical perception of information contributes not only to the development of professional and personal competencies, but also helps the formation of media competence.
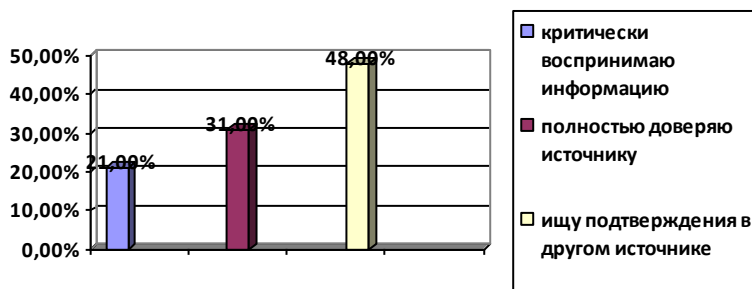
Figure 5 - Reliability of media sources (%)

The last question was of a situational nature: «Having become acquainted with actual information about another country («hot news») from a media source in a foreign language, you understand that there is no confirmation of such information in Russian. Your actions?

In this question, most students would prefer to wait for confirmation of this information (63.2%), rethink news critically (31.6%) and only 5.3% rely on the original source in a foreign language. In our opinion, these are quite serious reasons for considering the selection of media resources in use in a foreign language class at a university. In addition, it puts the teacher in front of the need to show a first-year student effective ways to use media sources, to teach them a critical attitude to the material being offered, so that the future professional has the tools to be thoughtful about his own work activity.

4.   DISCUSSION AND CONCLUSION

Analyzing the features of the implementation of the competence approach's provisions at the present stage, we can state that the results of scientific research, the experience of educational practice of higher education in recent years show how important is the orientation of goals, results, educational content for the competence of graduates.

In this regard, we agree with the statement of LANDSHEER (1988), who emphasizes: "The current rapid development of the competence-based approach is due to the awareness in society of the need to give education an activity orientation" (LANDSHEER, 1988: 10). Socium requests are expressed not by the presence of a higher education diploma, but by the extent to which a graduate can apply this education in his professional activity.

The competence-based approach is «a priority focus on goals — vectors of education: learning ability, self-determination (self-determination), self-actualization, socialization, and development of individuality», says (LANDSHEER, 1988). The purpose of the competence approach is to ensure the quality of education. As a result of this understanding of the goals of education, the concept of «quality of education» that is actively used in the normative documents of higher education finds its concrete expression in the results. Competence approach, respectively, involves the transfer of emphasis from reproduction to the development of abilities to actualize

knowledge in accordance with the tasks that arise in professional activities.

The quality of education can be achieved only if all the aspects that determine the competence approach are taken into account. The most complete definition in line with the problems of our research is the definition of LEBEDEV (2004), who believes that the competence approach is a set of general principles for determining educational goals, selecting the content of education, organizing the educational process and evaluating educational results.

Today, when changes occur in education, the pedagogical system adapts to them in order to provide solutions that improve the teaching experience and practice of learning activities. Modern sources of educational content are replacing traditional ones, giving an opportunity to improve education.

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