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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Teaching Kazakh language as a foreign language by the blended learning model

Aisulu Nurzhanova¹

¹Suleyman Demirel University Kazakhstan, 040900,
Kaskelen, Kazakhstan.

Nurzhanova.A@SDUK.kz

Saltanat Beissembayeveva²

²Khoja Akhmet Yassawi International Kazakh-Turkish University,
Kazakhstan, 161200, Turkistan, Sattarkhanov ave, 29 B.

Beissembayeveva.S@KTU.kz

Baltagul Ospanova³

³Khoja Akhmet Yassawi International Kazakh-Turkish University,
Kazakhstan, 161200, Turkistan, Sattarkhanov ave, 29 B.

Ospanova.B@KTU.kz

Zeine Orazbekova⁴

⁴Suleyman Demirel University Kazakhstan, 040900, Kaskelen,
Abylai Khan Street, 1/1.

Orazbekova.Z@SDUK.kz

Aigul Satbekova⁵

⁵Kazakh National Women's Teacher Training University, Kazakhstan,
050000, Almaty, Aiteke Bi, 99.

Satbekova.A@KNWTTU.kz

Abstract

This article describes the features of using the blended learning model when teaching the Kazakh language as a foreign language via comparative qualitative research methods. At a time when the system of information and communication technologies is updated every day, it becomes clear that it is necessary to change the form of training from traditional to a new format. In conclusion, the vitality of the Kazakh language is directly related to the completeness, novelty, and adaptability of its teaching methods to new realities.

Keywords: Blended learning, Information technology, Digital.

La enseñanza del idioma kazajo como lengua extranjera mediante el modelo de aprendizaje combinado

Resumen

Este artículo describe las características del uso del modelo de aprendizaje combinado cuando se enseña el idioma kazajo como lengua extranjera a través de métodos comparativos de investigación cualitativa. En un momento en que el sistema de tecnologías de la información y la comunicación se actualiza todos los días, queda claro que es necesario cambiar la forma de capacitación del formato tradicional al nuevo. En conclusión, la vitalidad del idioma kazajo está directamente relacionada con la integridad, novedad y adaptabilidad de sus métodos de enseñanza a las nuevas realidades.

Palabras clave: Aprendizaje mixto, Tecnología de la información, Digital.

1. INTRODUCTION

In accordance with the political and economic authority of independent Kazakhstan today in the international arena, the demand for the Kazakh language among foreigners is growing year by year. Due to the interest of the world community in Kazakhstan, over the past ten years at the faculties of Central Asia or Turkology at universities in a number of countries, including Indiana University (Bloomington, USA), Hankuk University (Republic of Korea), Gangnam University (Republic of Korea), A. Miscavige University (Republic of Poland), Islamic University named after Jamie Milli (India), Moscow Linguistic University (Russia) and other higher educational institutions, Kazakh is taught as a foreign

language. It is known that it poses new challenges for journalist scholars who are teaching the Kazakh language as a foreign language.

This is due to the fact that in the rapidly changing world of information and innovative technologies, it is obvious that traditional training of foreigners using traditional methods, One-on-One training and Face-to-Face learning, being in one classroom alone is not enough. Of course, in the global educational space, especially in the methodology of teaching a language as a foreign language, the problem of teaching a language using information technology is developing on a large scale. To make sure of this, you do not have to go far, it is enough to study internationally recognized languages (English, Chinese, Russian, etc.) in the Google search engine, and it is quite clear that there are accounts for various sites and social networks language teaching. They have numerous types. And for foreigners, it is clear that the number of sites and accounts related to the study of the Kazakh language can be counted on the fingers, that is, very few. There are many reasons for this (NURZHANOVA, 2018).

Today, there is a tendency to shift focus from a personal computer to a virtual online environment. The human-computer model is also losing its relevance over time, and the computer acts as a mediator between the virtual environment and the human, created by millions of users. At the same time, the range of terminology used to describe technical means is changing: the term

information and communication technologies (ICT) is slowly being replaced by the term digital technology.

Today, these terms are used synonymously, but the latter may more clearly reflect the features of new information technology and its acceptance by society. The term digital technology is used to refer to computer equipment differently. Although they are based on computer technology, they do mean other relationships between technology and the user. Thus, the term ICT competence encompasses the ability to efficiently use electronic resources for personal and educational purposes, and digital competence refers to a set of more complex skills and competencies in which a person not only uses information but also generates it and understands the mechanisms of functioning of the digital environment.

According to James Curran, a researcher at the University of Sydney, Australia, this critical approach to the adoption of computer technology allows students to navigate their own in the rapidly changing world of modern technology (CURRAN, 2011). At the same time, the format for presenting information has changed. Today, most of the information is presented in a multimedia format: the text is constantly updated with images, audio or video, infographics, and animation. Obviously, this trend is caused by a lot of information. Because messages in text form can quickly disappear in an intensive news feed if other media formats do not have units. Modern universities are equipped with

the latest information technologies that help their students to successfully acquire knowledge.

Therefore, due to the availability of information technologies, many researchers HEATHER (2007) connect optimization of the educational process with a combination of traditional teaching methods with information and communication technologies, that is, using Blended Learning. Currently, Blended Learning is a promising area for the use of information and communication technologies in the process of teaching a foreign language.

Blended Learning involves the integration of live learning with teaching using online resources. This type of training is a form of distance learning, the peculiarity of which is live and direct communication between the teacher and the student. Equal use of daily and distance learning creates a balance between the two forms of learning, reducing the gaps in the learning process. We can monitor the time, place, method and pace of learning material.

2. METHODOLOGY

The blended form of teaching a foreign language combines Face-to-Face Learning and Distance Learning, as well as Online Learning, and enables students to find the necessary material online, perform test tasks, test their knowledge and skills, work

with additional sources to broaden their horizons. And the use of video and audio recordings contributes to the qualitative assimilation and memorization of the material provided by the teacher. We also tried to use the most of these opportunities in the methodology of teaching the Kazakh language as a foreign language.

Educational and methodical complex Kazakh language for foreigners is a methodological work based on this combination developed within the grant project teaching the Kazakh language as a foreign language on the basis of information and innovative technologies. It includes learnkazakh.kz education platform (currently under development), the learnkazakh.kz Instagram page (content is being prepared), as well as textbooks and workbooks for levels A1, A2, B1.

The main purpose of the learnkazakh.kz site, which was launched in 2018 as part of the research and methodological work, and prepared by using the Blended Learning approach is to provide the student with Distance Learning and maintain interest in the Kazakh language. The tasks here are based on completing the student's independent knowledge, repeating and consolidating the topic in the classroom (Figure 1).

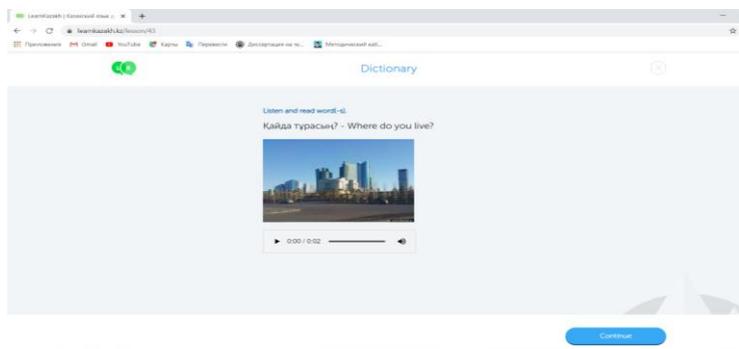


Figure 1: Type of assignment in the Distance Learning format on learnkazakh.kz



Figure 2: Lexical simulator in the textbook Kazakh language for foreigners. Level A1. The type of task performed in Face-to-Face Learning mode

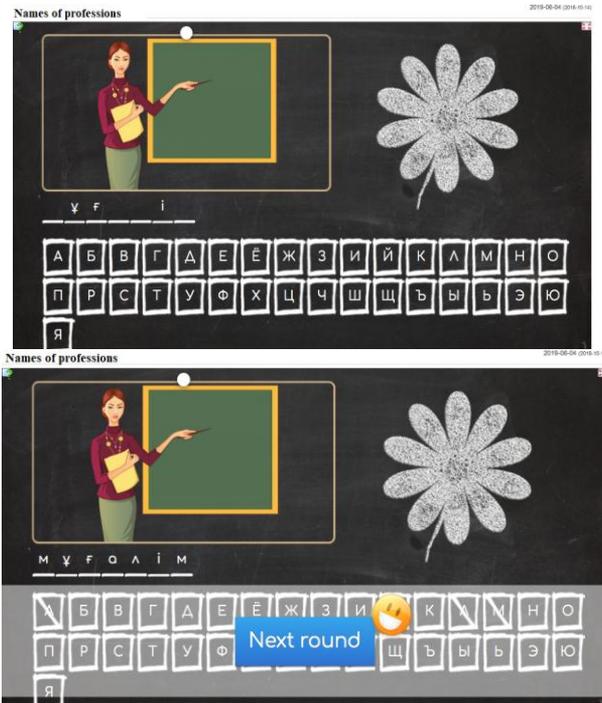


Figure 3: Type of the task that is performed on the Learning apps service.

Using Learning Apps resources while teaching Kazakh as a foreign language:

1. Increases educational motivation;
2. Improves the process of memorizing new words;
3. Raises the level of education;

4. Promotes the creative and intellectual development of students.
5. Reduces the shortage of training materials.
6. Improves information retrieval skills.
7. Promotes learning outcomes in a short time.

The above benefits encourage teachers to work with this service. However, before class, the teacher must check the availability of the Internet in the classroom. Therefore, assignments prepared in this service can also be sent to students by e-mail. The following link (<https://learningapps.org/5695422>) contains a set of tasks prepared in the Learning Apps service based on the topics presented in the A1 level textbook. Thus, the teacher will be able to solve some problems by working remotely.

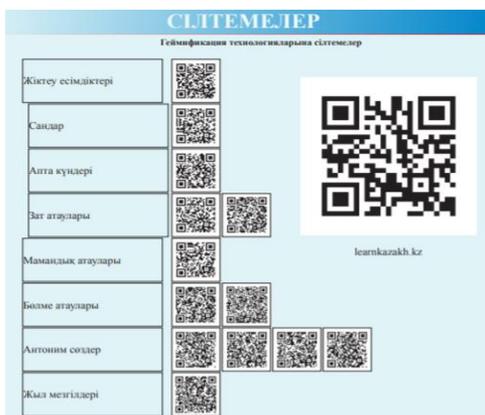


Figure 4: Tasks developed in the textbook using QR codes for Quizlet, Learning apps, Quizizz are presented at the end of the textbook as a link

The student can scan the QR code indicated in the A1 level textbook through the phone's camera and thus directly open the links. By completing various tasks on the Internet, students improve their language skills and increase consumer competency. In general, using the Blended Learning approach, students can develop not only language skills but also digital competency.

3. RESULT

In connection with the new capabilities of the communication network, the advent of the Internet and the computerization of society, the methodology of teaching the Kazakh language as a foreign language takes on a new character with the help of new information and innovative computer technologies. Obviously, the use of such innovative solutions gives the teacher new opportunities for more effective teaching. Nevertheless, we would like to conclude with the help of the fact that this research work involves experiments with a Blended Learning format and, as a result, the use of the opinions of foreign scientists

According to J. Richards, a researcher and professor in the field of educational technologies, the ratio of Online to Face-to-Face classes will be in the following proportions: 50% - 50%, 30% - 70%, 20% - 80%, 40% - 60%, > 50% - online. The most suitable - 50% - 50% (MATUKHIN, 2015). According to A.A. Minina, the

process of developing a Blended Learning program in a foreign language consists of two stages:

1. To define the goal.

Blended learning should be aimed at achieving certain goals, for example, such as the correct distribution of time in the process of working in large groups.

2. To choose the most suitable model for Blended Learning (MININA, 2016).

Scientists at the University of British Columbia offer six different Blended Learning models:

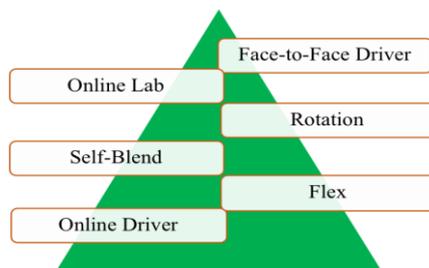


Diagram 1: Models of Blended Learning

Model 1: Face-to-Face Driver (the teacher teaches students the traditional style, as an additional part the lesson is combined with Online Learning).

Model 2: Rotation (based on the teacher's timetable, traditional and online learning takes place in turn).

Model 3: Flex (the training is mainly conducted in an e-learning environment where the teacher provides the students with the support they need).

Model 4: Online Lab (students work in online labs and special classes where the teacher monitors them online).

Model 5: Self-Blend (daily lessons that must be supplemented by online courses are identified by students).

Model 6: Online Driver (students study the course remotely online, but certification is carried out in the traditional way) (MATUKHIN, 2015).

4. DISCUSSION

As a result of the research work carried out in this article, it can be seen that the methodology of teaching the Kazakh language as a foreign language in the Blended Learning format is of particular importance. Therefore, despite the high interest of foreigners in the study of the state language, we would like to say that it is very important to have methods that equally contribute to the formation of digital and linguistic competencies, in which the volume of use of

various methodological tools developed by information technologies and traditional methods does not tire student, and is in a fascinating format and does not prevent the student from acquiring language skills. At the same time, we want to mention that the quality of the lessons depends on the professional competence of the teacher.

5. CONCLUSION

The vitality of the Kazakh language is directly related to the completeness, novelty, and adaptability of its teaching methods to new realities. Because, despite the high interest of foreigners in the study of the state language, the learning process will be ineffective if there are no different general methods. Through this study, we tried to contribute to solving this problem. The main advantage of the Blended Learning a foreign language is the ability to work in large groups, that is, the ability to simultaneously work with a large number of people.

The teacher has the ability to optimally allocate resources and improve student performance. The effectiveness of Blended Learning a foreign language is manifested in live communication with the speaker, in watching videos and visual perception of the new vocabulary. This form of training develops students' self-knowledge and self-control skills and offers results thanks to innovative technologies; improves analytical and search skills,

promotes better assimilation/consolidation of new materials and increases interest in knowledge of the language.

Thus, a blended form of teaching a foreign language helps to optimize the entire educational process, which consists of two parts of the cognitive activity of students (direct learning under the guidance of a teacher and distance learning, where there are many independent works). Combining the best aspects and advantages of classroom and distance learning, this model implements the principles of visibility, convenience, and adaptability for working in large groups. Only in the case of the correct division and use of methodological resources, students will have high levels of knowledge of the language.

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