

SCTCMG 2021
International Scientific Conference «Social and Cultural Transformations in the Context of
Modern Globalism»

AN INTEGRATIVE APPROACH TO TEACHING FOREIGN
LANGUAGES USING NEW INFORMATION TECHNOLOGIES

Fariza Akhmetovna Kulaeva (a)*, Hamsat Abasovna Akaeva (b),
Malkan Said-Khasanovna Adieva (c)
*Corresponding author

(a) Chechen State University, 118, Tbilisskaya str., Grozny, Russia, mr.rulaev.arsen006@mail.ru,
(b) Grozny State Oil Technical University, 74, Kadyrova ave., Grozny, Russia, khamsat.akaeva@mail.ru,
(c) Grozny State Oil Technical University, 3, Mozdokskaya str., Grozny, Russia, adieva.bella04@mail.ru

Abstract

Over the recent years, certain changes have been taking place in the educational system of our country, and integration processes in the higher education system intensified. Integration is the most important innovative phenomenon in modern education. Integration in learning is “the process of establishing links between the structural components of content within a specific education system in order to form a holistic view of the world focused on the development and self-development of the individual”. For students to self-realize further, an integrated approach to their teaching should be applied; subjects should not be taught in isolation from other disciplines. Graduates of modern educational institutions must have a whole range of skills and abilities for further successful professional activity. They must be able to tackle any challenge they face. The solution of such comprehensive tasks in the educational system today is impossible without the use of information technologies. In the modern world, it is very difficult to imagine life without new technologies. Technologies are increasingly developing every day, but people must also develop along with new technologies in order to survive in the modern high-tech world. This necessitates a minimum basic level of knowledge in this area. In the all-encompassing web, it is very difficult to select the necessary information at the right time without basic knowledge in one area or another. In this article, we will consider the methods of an integrative approach in teaching foreign languages, discuss the availability and practical application of innovative technologies.

2357-1330 © 2021 Published by European Publisher.

Keywords: Integration, innovative technologies, teaching foreign languages



1. Introduction

The main goal of teaching foreign languages is the development of communication skills, i.e. development of oral and written speech. This requires to master a whole range of knowledge: vocabulary, grammar, spelling, etc. Information technologies come to help the teacher and students to accomplish these tasks. Back in the early 1970s–80s new technologies have begun to be integrated into the educational process. To teach students a foreign language, such technological means as tape recorders were used. Later, language labs or communication laboratories appeared (Schulz-Zander, 1998). Of course, technologies move on; they are developing at an incredible speed. Every day participants in the education system gain access to new technologies that contribute to improving the quality of teaching foreign languages both in universities and schools. The traditional teaching methods, when the teacher stands with chalk at the blackboard, are still very relevant today, although some students deem them outdated. Modern information technology can be used as a complement to the traditional teaching method. Together they create a lively atmosphere in the classroom, students are happy to be involved in the educational process, they learn the language with enthusiasm (Dudinskaya, 2015).

2. Problem Statement

Despite a fairly large number of works devoted to the integrative approach to teaching foreign languages, the concept of the integrative program has not been fully implemented. To implement this program, it is necessary to include all aspects of language training in the learning process. As of today, innovative technologies are widely used in educational systems. Of course, while technologies cannot play a vital role in the teacher's work, it can be used as an additional tool to improve classroom teaching methods. Since the traditional method of chalk and conversation seems monotonous and boring to today's students, teachers focus on the latest technology for teaching a foreign language. Various software tools and modern technologies are being introduced, allowing students to easily access their subjects. The purpose of this study is to discuss the availability of various technologies, their impact on the educational process, practical application and problems associated with the use of modern technological tools. A huge number of books on any topic and in many languages are available on the Internet. In the all-encompassing web, it is very difficult to select the necessary information at the right time without basic knowledge in one area or another. Modern foreign language teachers and students have access to such types of modern technologies as video conferencing, communication laboratories, video libraries, various blogs, etc. The opportunity to participate in discussions with people from various social strata from different parts of the world motivates many students to learn foreign languages.

3. Research Questions

The use of the Internet has huge advantages in teaching and learning foreign languages. Students have the opportunity to listen to foreign speech, imitate it, find and learn new words using electronic dictionaries, exchange information with each other. Modern foreign language teachers and students have access to such types of modern technologies as video conferencing, communication laboratories, video libraries, various blogs, etc. The main issue is their effective implementation. And here a decisive role is

played by the teacher's professionalism, their ability to select the right material for working with students. For example, video conferencing helps one to access other people's speeches, wherever they are, in any part of the world. This is a live transmission of the program that has shown its maximum effectiveness this year during a pandemic. Neither students nor teachers had the opportunity to come to classrooms and study there. But even in typical circumstances, videoconferences are used to watch lectures of professors living in other cities or even countries. For students, this is a unique opportunity to gain knowledge in a particular area from the best specialists. This is especially true for learning a foreign language. The positive thing about video conferencing is that students can hear live foreign speech, immediately ask questions and get answers to them.

Language labs or communication laboratories help students independently, by including the appropriate software in their computers, develop listening and speaking skills. The use of headphones arouses students' interest in the subject and encourages them to repeat foreign words and expressions over and over again. In doing so, they can choose words, texts and dialogues in their area of interest. Listening is a very important aspect in learning a foreign language, the ability to listen allows a person to understand what the other person wants to say to them. Speaking is an equally important aspect in learning foreign languages. It is required to correctly convey to the interlocutor one's idea or request.

E-books enable students to develop reading skills that are extremely important in interpreting what is being written.

Email correspondence, like a traditional pen and notebook, develops writing skills. Writing is also needed to express our thoughts.

The use of the video library is another positive aspect of new information technologies. They allow recording and replaying recordings of lectures to students who, for some reason, could not attend the lecture. And those who did not understand the material can reproduce the recording and listen to the lecture again at a convenient time for them.

All of these information technologies are extremely important in the study of foreign languages in today's modernized world.

Blogging can also be widely used to educate students, and is especially useful when the teacher is off campus. The teacher can publish material or instructions for students; the students also have the opportunity to publish their comments and questions. The instructor can answer these questions in their blog.

It is convenient to use mobile phones to enrich the vocabulary. Here you can both find new words and save them for daily repetition. In the classroom, it is allowed to use online dictionaries.

The educational role of computers and other modern technologies in learning a foreign language is very significant. The teacher can use the latest technologies that can transform students from passive recipients of information into active participants in the educational process. The use of computer technology, including hardware, software and the Internet, improves the teaching and learning of foreign languages. Access to all technologies makes it easy for students to learn the language and improve their skills. The Internet is a generally accepted term that is widely used by people all over the world. Students use the Internet in classrooms to find new words and do various grammar exercises. Online technologies within the classroom seem interesting and make students look for materials that are suitable for them.

For example, grammar and vocabulary exercises in English and German online at www.smic.be has over 100 free exercises covering grammar and vocabulary for beginners to learn the language (Sokolik, 2001). Another interactive site is www.eslgo.com. Here the student can study a foreign language with a teacher. We give only a few examples, but there are thousands of websites that combine infocommunication technologies and foreign language teaching. Discussion forums and online courses for learning foreign languages are also available on the Internet.

Podcasting is of great interest in teaching and learning foreign languages. These are audio and video recordings that are available to anyone on the world wide web called the Internet. "Podcasting is the process of creating and distributing sound or video files (podcasts) in the style of radio and television broadcasts on the Internet. As a rule, podcasts have a specific topic and frequency of publication" (<https://ru.wikipedia.org/2013>). The recording can be made by anyone anywhere in the world, it can be downloaded and listened to or viewed at any time convenient for you. There are not only authentic podcasts, but also educational ones for those who are learning a foreign language. For example, German learners can go to the address: www.podkast.de. The most famous podcast server is YouTube. Podcasting enables students to leverage technical entertainment technology for educational purposes. It can be used to move away from the traditional teacher-student face-to-face teaching (Vijayalakshmi, 2009). At the same time, the relationship between the teacher and the students is not lost, which, in our opinion, is the basis of any educational process.

There are a variety of technological ways that allow educators and learners to copy and save educational material, scan words or texts and get their translation or meaning displayed on their screens. There are new developments in the field of machine translation. There are technologies that help students to regulate the speech rate of the material being listened to, to obtain visual images of the speaker's articulation. Such technologies improve the understanding and pronunciation of the listened text and facilitate the learning process for students.

Of course, we cannot consider only the positive aspects of the use of modern technologies in the educational environment. There are also a number of negative aspects. The disadvantages are the time that can be lost when searching for certain necessary information on the Internet, since there are a huge number of sites. Without some experience, it is difficult to cope with such a flow of information. Another negative point is the constant desire of students to enter chats and games instead of looking for the necessary information. And here we can only hope for self-discipline. Freezing the Internet while searching for necessary material or doing exercises is also an undesirable problem in the classroom, i.e. the technical side of this issue.

An integrative attitude towards teaching should not be limited to the use of technical devices in the educational process. Of course, nowadays all kinds of software testers and computer presentations are extremely important. But we should not forget that the integrative approach to teaching is not only innovative pedagogical technologies. It is, first of all, well-polished comprehensive teacher programs, certain pedagogical techniques aimed at the most effective development of theoretical and practical skills, knowledge, skills and mental abilities of students. A simple example is the game elements that have always been used by teachers in the education of students. The use of new information technologies can

be considered effective if the educational goals of the classes are properly pursued, and the classes themselves are logically planned and have a didactic character (Kulaeva & Kulaev, 2020).

The integration and application of innovative technologies in pedagogical practice is not a recent innovation. They took place in the era of early pedagogical educational institutions, an integrative approach to teaching and innovative educational technologies were used by Makarenko, Sukhomlinsky, Amonashvili and other outstanding teachers. Despite its undeniable success in certain groups of students or certain disciplines, innovative educational technologies, nevertheless, do not always have to and can be transferred to mass education. Moreover, they are initially selectively related to certain categories. Moreover, they often require the direct participation and guidance of their creator. The key to a successful result is precisely the local implementation of innovations in the field of the traditional system of teaching foreign languages, as well as education in general.

4. Purpose of the Study

The purpose of this work is to consider integrative methods in teaching foreign languages, discuss the availability of various technologies, their impact, practical application and problems associated with their application in teaching foreign languages. A huge number of books on any topic and in many languages are available on the Internet. Modern foreign language teachers and students have access to such types of modern technologies as video conferencing, communication laboratories, video libraries, various blogs, etc. The opportunity to participate in discussions with people from all social strata in different parts of the world motivates many students to learn foreign languages.

5. Research Methods

When performing this work, we used the following methods:

- theoretical analysis of the problem under study;
- study of the practical experience of teachers at the university;
- comparison of didactic and informational components of educational programs;
- analysis of students mastering various types of speech activity.

6. Findings

There are a variety of technological ways that allow educators and learners to copy and save educational material, scan words or texts and get their translation or meaning displayed on their screens. There are new developments in the field of machine translation. There are technologies that help students to regulate the speech rate of the material being listened to, to obtain visual images of the speaker's articulation. Such technologies improve the understanding and pronunciation of the listened text and facilitate the learning process for students.

Of course, we cannot consider only the positive aspects of the use of modern technologies in the educational environment. There are also a number of negative aspects. The disadvantages are the time that can be lost when searching for certain necessary information on the Internet, since there are a huge number of sites. Without some experience, it is difficult to cope with such a flow of information. Another

negative point is the constant desire of students to chat and play games instead of looking for the necessary information. And here we can only hope for self-discipline. Freezing of the Internet while searching for necessary material or doing exercises is also an undesirable problem in the classroom, i.e. the technical side of the issue.

7. Conclusion

The implementation of modern information and communication technologies in the educational process should not be limited to the use of technical devices. Of course, nowadays all kinds of testing software and computer presentations are extremely important. But we should not forget that innovative pedagogical technologies are, first of all, well-polished comprehensive teacher programs, certain pedagogical techniques aimed at the most effective development of theoretical and practical skills, knowledge and mental abilities of students. A simple example is the game elements that have always been used by teachers in the education of students (Kulaeva & Kulaev, 2020). The use of new information technologies can be considered effective if the educational goals of the lesson are properly pursued, and the lesson itself is logically planned and has a didactic character.

References

- Dudinskaya, R. (2015). *WWW-projects in German lessons as a method of developing students' creative abilities*. Mysl.
- Kulaeva, F., & Kulaev, A. (2020). *Information and communication technologies in foreign language classes*. ChR Publ.
- Schulz-Zander, R. (1998). Education in the information society. In J. Keuffer, H. Krüger Reinhardt, E. Weise & H. Wenzel (Eds.), *School culture as a design challenge* (pp. 407–422). Deutscher Studien Verlag.
- Sokolik, M. (2001). Computers in the Study of Languages. In M. M. Celse (Ed.), *Teaching English as a Second or Foreign Language*. Heinle & Heinle.
- Vijayalakshmi, S. (2009). Podcasting: An Effective Tool for Language Learning. In V. Manish & Y. Patel (Eds.), *Teaching English as a Second Language*. PHI Publication.