MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES TO STUDENTS OF THE DIGITAL GENERATION

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Abstract

This article is devoted to modern technologies and their use in language teaching of the students of digital generation. The authors note the factors contributing to the introduction of new technologies, consider the psychological characteristics of modern students and suggest ways to take these features into account choosing types of technologies for teaching foreign languages. The authors emphasize that the quality of teaching foreign languages in higher education at the present stage directly depends on the introduction of modern information and communication technologies and the use of their potential in the educational process, which is the trend of the development of society at the present stage. Modern technologies of education include the whole range of the latest information technologies, which occupies an ever-increasing place in our daily life and becomes an integral part of modern culture, including in the field of education. Thanks to modern technologies, students get interested in the subject, their mental activity is activated, motivation for learning increases. The term “learning technologies” refers to a combination of the teacher’s working methods that ensure the achievement of the set learning goals with the greatest efficiency in the shortest period possible. The most important characteristics of learning technologies are the following: a) performance effectiveness (a high level of achievement of the set educational goal for each student); b) productivity economic efficiency (a larger amount of educational material is assimilated with the less expenditure of effort on mastering the material per unit of time; c) ergonomics (learning process takes place in an atmosphere of cooperation, positive emotional microclimate, in the absence of overload and overwork); d) high motivation in the study of the subject, which contributes to an increase in interest in classes and allows teachers to improve the students’ best personal qualities, to reveal their reserve capabilities. The authors also refer to the training of students in the classroom using mobile devices, which activate the skills of the 21st century, namely 4 Cs (creativity, critical thinking, communication, collaboration) and can develop with a student-oriented, dynamic and motivating way. The authors particularly highlight the mobile application efficiency in the classroom. Digital narration, clips, podcasts, web quests, trailers are created using a video camera of any mobile device with direct access to the Internet and can be available to any student, at any time and in any place convenient for him. In this article, the authors give a variety of exercises using mobile devices, which causes a lively response from both teachers and students and has already shown itself as a current trend in the field of teaching foreign languages using digital technologies.

Keywords: learning, communication, technology, education, integration, digital generation, clip thinking, mobile devices.

1 INTRODUCTION

At the present stage the quality of teaching foreign languages (TFL) in higher education directly depends on the introduction of new generation’s technologies, namely, information and communication technologies and the use of their didactic potential in the educational process.

The concept of ‘information and communication technologies’ in the educational-methodical literature refers to different methods, methods and algorithms for the collection, application, presentation and transmission of information using computer equipment and telecommunications.

Due to the rapid growth of the scientific and technical base and information technology, the requirements made to teachers are growing. The use of modern Internet technologies in the educational process does not lead to the displacement of teachers by computer systems, but to changes in the role and function of teachers, to the complication of teaching. A teacher who does not master Internet technologies risks becoming uninteresting to his students.
Interaction in the course of the educational process, carried out on the basis of modern communication technologies, requires from the teacher not only pedagogical, but also special technical skills, experience in working with modern technical facilities.

2 METHODOLOGY

Various aspects of information and communication technologies and their role in training and education are reflected in the works of G.A. Berulava, E.S. Polat, L.K. Raitskaya, P.V. Sysoev, V.A. Testov, V.A. Travnev [1, 2, 4, 11, 10, 9] and others.

First, it is necessary to note the factors contributing to the integration of information and communication technologies in the educational process:

first, the information society, which needs modern information technologies, because every year the amount of information increases, which, according to scientists, has increased by 1 trillion times over the past 100 years, which globally exceeds the amount of knowledge that can be learned by an individual [2];

secondly, the informatization of education as a whole, requiring the active introduction of modern technologies at all stages of training for the preparation of a competitive specialist, as well as a change in the paradigm of education related to the method of learning and receiving information;

thirdly, the particular style of thinking of modern students, which was formed under the influence of information and communication technologies. Regarding the third factor, it is important to note the study of American scientists L. Lancaster and D. Stilman [3], which analyzes the problems of different generations over the past 70 years, namely their relationship with communication, perception of information, style of thinking, and a typology of 4 generations: generation, born between 1946–1964 (Generation ‘Baby Boomer’); 1965–1980 generation (Generation ‘X’); 1981–1999 generation (Generation ‘Y’); generation, whose representatives were born from 2000 to the present (Generation ‘Z’) [3].

Since modern students belong to the ‘YZ’ generation, the bulk of this study falls on this generation, which is characterized by virtuosity in electronic technology, are ‘digital natives’ because they were born in the technological world, do not know life without computers, mobile phones, the Internet, comparison with teachers from the first two generations who are ‘digital immigrants’ who remember the pre-computer world [6].

The thinking style of modern teachers, according to V.A. Testov [9], tends to the abstract-logical constructions, because this generation has grown on the traditional system of education, on the book as the main source of knowledge; the traditional system is characterized by the verbal style of presentation of educational material [8]. The thinking of modern students is figuratively emotional, when only emotionally significant information is assimilated.

In addition, it is noted that modern students tend to fragmentary-clip consciousness, which is formed under the influence of the acceleration of the pace of life, clip information that lead people to the need to use unified, simplified thinking patterns, which are largely based on the unconscious [2]. A striking example of this is the use of fast films - snapchat. This is a short video (short-form video).

A short video often refers to "snackable content" - a web material that is easy to get and share. Snackable video content has a limited length (like in text messages with a limited number of characters). After starting the Snapchat application immediately activates the camera. All chats start with a conversation, and in Snapchat images speak for you. All snaps, be it a photo or video, are shown for a maximum of 10 seconds. If you want to show something for a longer time, you can write down the history of Snapchat. Snaps are individual photos or videos. But laid out one by one, for example, photo plus video, they turn into whole stories - a chronological record of the day. Using this technology, it is possible to develop grammatical skill by introducing and fixing any kinds of tense forms of verbs using the video clarity of the material provided. Images are stored for 24 hours, then they disappear.

The first thing that comes to mind of most people when they hear the word “clip” is the rapidly changing video sequence from MTV or MUZtv, most often with images that are weakly interconnected. And in this view, we didn't go very far - the "clip" comes from the English "clip", which means "to cut out newspapers or films". Cutting out the main points and putting them into a common story, the editor facilitates the understanding of the viewer and shows the overall picture, without delving into the proposed topic.
Clip thinking works according to the same principles as video clips, i.e., a person perceives the surrounding reality as a sequence of unrelated events, and not as a homogeneous structure, which implies the interconnection of all parts. There are supporters of the fact that clip thinking is a global transformation of human nature and a huge problem of the modern generation.

All this goes against the verbal style of presenting educational material and leads to cognitive dissonance. Besides, the presentation of educational material without a figurative basis does not contribute to its effective learning. It is necessary to develop video accompaniment for each topic [2].

For example, you can use trailers that act as digital stories, i.e., digital narration. Digital narration is a popular language learning tool that is attractive to students. Moreover, it practices basic literacy skills.

Since this is digital learning, mobile devices, as well as various digital media, are simply necessary. This may include text, audio, images (images - photos) or video. Digital narration provides new opportunities for creativity and learning, as students feel complete freedom by expressing themselves through combinations of digital media, using mobile devices. For example, they can make a simple photo story, a more complex video story, or even stop-motion animation.

Digital storytelling has several advantages for language learning as well. The creation of stories is an effective way to practice and consolidate the language. The narrative makes us use many linguistic grammatical phenomena: tenses with adverbs of mode of action, direct and indirect speech, etc. Another advantage of digital storytelling is the ability to increase involvement in the learning process. It gives students the opportunity to work together on a project to achieve a well-defined result and develop their ideas, learning from each other.

Trailer is a short video to advertise a movie. We suppose we can use the concept of a trailer to create a digital history on a mobile device.

On all Apple mobile devices, you can download Apple's iMovie. This is a powerful video editing application that provides templates to turn your own photos and movies into a movie. The mobile application includes the “trailers” function, which provides universal trailer templates for many movie genres.

If no one in the group has an Apple device, then an alternative could be a mobile app such as VideoShow or Movie Maker. It takes a lot of time to create trailers. In one lesson you can draw up a plan; to assign a photo or video to it will be your home task and you can create and show a trailer only in the second lesson.

We live in the era of online video. Every minute, hundreds of hours of video are being uploaded to YouTube. Young people spend about 12 hours a week watching videos online. Modern mobile devices can video too. Thanks to this, students can make a standard video or a slow-motion video, either in the classroom or outside.

Regardless of whether an educational institution has expensive video equipment or not, teachers can use their mobile devices to capture moments of learning, add elements of novelty to learning, and engage students in joint project activities. Projects can be carried out in the end of studying a topic, section or block of topics. They can be practised once a month, semester or even a year, at the discretion of the teacher. Once the video has been created, a mobile device makes it easy to edit, play and distribute it.

Video can be used as a way to revitalize dialogues and role-playing games; as well as audio recording, it allows students to evaluate their language indicators. It is possible to record the dialogue as follows. Divide students into groups and give them the task to create a realistic video of any dialogue from the Student's book. Students in each group assign roles by selecting actors, a cameraman and a director (you can add other roles as needed, for example, the artist-designer responsible for finding and making props). Give student groups time to prepare and rehearse before recording their video. In conclusion, invite students to vote who made the most realistic video in their opinion.

Thus, using a textbook is an easy way for students to record video on their mobile devices. If you turn educational dialogues into videos it will bring more fun than just reading them out loud, and practical use of the language will be longer remembered. Planning and organizing video based on the textbook provides additional practice and expansion of the language base. Students also like to watch what they did and evaluate their work at the end. Moreover, if students record the information teachers have the opportunity to return with them to errors from General English. They can do it later if necessary.
Another example of video application is following. Tell a story in 30 seconds. This task represents the concept of a short video. Students should answer the question: If you had 30 seconds, what story would you tell? Students divided into groups take turns discussing ideas. The next step is to create a video. In the beginning, a plan is drawn up and the students are reminded that they only have 30 seconds of time. This task can be done at home. In the next lesson, the student group decides who created the best video story.

Students can be given a homework assignment to make a short video on their mobile device, illustrating what they have learned in class, for example, “Present Continuous”. In the next lesson, you can ask students to work together to create oral instructions for the video, thus making a how-to video. Alternatively, students can be asked to post their videos on the group's website or blog, if any. Other students can give a description of the instructions under the video. Thus, students with a better level of English would be able to speak "live", they would report a whole instruction by themselves in the frame. Students with lower levels and psychologically not ready to act "in the frame" would be able to lead the story "behind the scenes" orally or even reading out the information. Here we can already speak about a student-centred approach to teaching foreign languages, especially since such an approach meets the skills of the 21st century such as creativity and critical thinking, communication and collaboration as well as digital literacy [7].

Thus, students are given some freedom to create a set of instructions that are meaningful for them, as well as, possibly, to play themselves in the video, which is a great motivation for students, since video instructions reflect real life, they add authenticity to the task and the language used. Instructions developed by students are a way to verify that they understand which key language is required to complete this task.

When creating longer videos in a foreign language you should consider the following. If a teacher gives the ask to search for this or that information in the Internet, he should always be sure that the students will use the correct websites, and for this purpose it is best to give the right URLs at the very beginning. A good example for creating a longer video can be the topic Daily routines.

In the first lesson if you want to give the task to make a long video on the proposed topics you should prepare the online video yourself, illustrating the daily routine. You will show this video to the audience as an example paying attention and highlighting the vocabulary for a typical day. Homework for students in this case will be the task to draw up their daily routine using their mobile devices.

In the second lesson, students should be divided into pairs so that they can discuss the video. Each of them must put down what their partner did on the video. After watching their video, ask them to find out how often their partner does something by asking a question, for example, “Do you usually get up at 7 a.m.? Do you always have a salad for lunch?” They must add answers to their records. As soon as they do, the teacher invites students to write an off-screen commentary for their partner’s videos. They can also record audio for video or just voice it during the show. As a result, students exchange their videos and discuss how similar their daily routine is to their fellow students.

By compiling their daily routine in the form of short videos, students can make a huge amount of them. To combine them into a single video, they need to use an additional video editing application. iMovie, Splice and Quik are popular for iOS (which is also available for Android). Another Android application is Magisto, for Windows there is a Movie maker.

Technologies that remove perceptual barriers that correspond to students' thinking styles are information and communication technologies that teachers need to master in order to make the process of learning a foreign language the most rational and effective [5].

The fact that we live in the mobile world may be yesterday’s news, but here are a few statistics on the use of mobile devices that may surprise you: Just a year ago, there were about 7.5 billion mobile phones and tablets in the world. In other words, there are more mobile devices on the planet than people. Fifty percent of the world's population owns a mobile device. More than 100 countries use more mobile phones than the population of this country. The number of used mobile devices is currently growing five times faster than the population of the planet. Adults look at their device on average every six minutes.

As these statistics shows, mobile devices today are considered a necessity for most of us. We use them to communicate, view and create multimedia, such as photos and videos, and even to resolve disputes by quickly finding an answer on the Internet. So why cannot we use them as a part of everyday learning? And why many schools prohibit the use of mobile devices? Mobile devices often put teachers in a dilemma.
On the one hand, we can see how essential they are for everyday life, and recognize that they are powerful multimedia tools that can really improve our educational toolbox. On the other hand, we often encounter frightening stories in the media about possible shortcomings in the use of mobile devices in education and the general reluctance of educational institutions to allow their use.

A quick internet search for newspaper headlines shows that some forms of scary stories related to mobile technology appear every month, from textual language, which destroys our ability to use “real” language, to smartphones that are a source of distraction in the audience. There may also be general fatigue with respect to “another new technology in the audience”, or perhaps fear that the device will be more exciting than the lesson itself, and will become a kind of distraction.

In addition, according to V.A. Travnev [10], when using these technologies, the following didactic principles of learning are implemented:

1. the principle of visibility - it is possible to visualize various concepts, some abstract patterns and models when using information and communication technologies;
2. the principle of accessibility and feasibility - the technologies under consideration open up fundamentally new opportunities in the implementation of this principle, since modern programmes make it possible to generate tasks of increasing difficulty;
3. the principle of individualization of education - modern technologies open up the possibility for each student to build an individual learning path. The advantage of modern technology and alternative information is that the process of its perception is always individualized, the student can assimilate it in a convenient mode and pace, it assumes the presence of significant motivation, because students watch only what is interesting and attracts attention;
4. the principle of consciousness - the student with the help of modern technology better can organize their training; 5) the principle of activity - the use of innovative technologies is coherent with the student's independent activity in finding the necessary information on the Internet, performing various tasks, etc. [10].

Moreover, L.K. Raitskaya [4] points out the importance of developing foreign language information competence for students, which is a special and completely new significant competence, including all skills and abilities related to foreign language information, both on traditional media and in networks. Today, university graduates should have not just a foreign language communicative competence for professional growth and successful careers, but also a foreign language information competence.

Among the conditions for the development of foreign language information competence L.K. Raitskaya [4] distinguishes the following: a view of the types of information and information resources in a foreign language; Internet orientation in the foreign language that is being studied; proficiency in browsing, searching for viewing huge arrays of information; familiarity with the terminology of the Internet and ICT in the target language to the extent necessary to work with information sources; the study of the peculiarities of written speech (official, unofficial, scientific, and other styles) in the language being studied in comparison with the oral speech of the same styles; types and strategies of search in networks, since Internet resources are quite heterogeneous and diverse sources [4].

With an adequate and timely formation of skills and abilities that make up foreign language information competence, practical work with information in a foreign language will increase the motivation to improve foreign language proficiency [4, 1, 5, 6].

3 RESULTS

Despite the fact that there are a huge number of smartphones in the world, teachers in Russia unfortunately often possess not the most advanced mobile devices, which, in turn, can make us reluctant to use them with students. Moreover, mobile technologies are constantly changing. Although the functionality of a mobile device can remain fairly fixed, the differences between operating systems and constant updates can make them even more unmanageable. Mobile learning can make teachers nervous for all these and many other reasons. The teachers will not know what to do or where to start.

Speaking of digital technology on a larger scale, i.e. in the educational process, it should be noted that it is directly related to the term “e-learning”. E-learning itself refers to the use of electronic devices, such as computers and the Internet during education process. When students have access to a language learning programme or website they learn outside the classroom. With the increasing use of mobile devices, the term “mobile learning” is being widely used.
The advantage of mobile learning is that it can bring “real life” to the audience, i.e. “revive” the learning process. Mobile devices open up a whole world of learning opportunities. They can be used as a simple means of interaction; or, at the other end of the scale, to create impressive multimedia presentations. Most teachers turn to technology to improve their classes and more effectively teach a foreign language, while using a tape recorder, a projector or video cameras, typical smartphones and tablets. The latter have easy-to-use operating systems based on touch, gestures, and voice, which makes them easier to use than other types of technology.

No doubt that information and communication technologies contribute to a qualitatively new level of interaction between a teacher and a student; they change the role and functions of the teacher, who from a source of new knowledge is transformed into an instructor and consultant; they increase the student's activity by including it in various types of information retrieval activities, operating knowledge and using acquired knowledge; they optimize the learning process as well as motivate the student to educational activities [8].

4 CONCLUSIONS
Summing up, it should be noted that in order to use new opportunities for mobile learning in the educational process, organizational, research and methodological work is needed to introduce modern strategies, forms and methods of mobile learning into the educational process.

For the modern digital generation of students, it is necessary to develop such technologies that would harmoniously use the benefits of traditional and information education. This problem is fully applicable to the teaching of a foreign language, the process to which should be aimed at improving both the foreign language communicative competence and the foreign language information competence necessary in the conditions of the new information society.

REFERENCES