



ВЛИЯНИЕ ТЕХНОЛОГИЙ НА РАЗВИТИЕ ОБРАЗОВАНИЯ

EVOLUTION OF TEACHING AND LEARNING THROUGH TECHNOLOGY

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Shift from traditional into interactive approach: teaching monologue with the use of information and communication technologies

Gulnara A. Rizakhojayeva  , Madina M. Akeshova *Khoja Akhmet Yassawi International Kazakh-Turkish University,
Turkestan, Republic of Kazakhstan* gulnara_rizahodja@mail.ru

Abstract. *Problem and goal.* In modern society, the fundamental priorities are both the continuous renewal and recreation of the language personality of students, and the necessary competencies and abilities for the practical application of what has been learned to solve urgent problems. The concept of the formation of a “secondary language personality” that currently exists in the methodology of foreign language education and training implies the unconditional presence of competencies, the key and most significant of which is communicative. The level of formation of communicative competence is determined by the presence of awareness in the perception of the socio-cultural portrait of the country of a foreign language; social, cultural and ethnic tolerance; speech etiquette and courtesy in communication; possibility of finding ways to resolve conflicts in communication. The above tasks take place to be implemented only if the educational process is created and maintained in the context of a dialogue of cultures. But it is impossible without the introduction of information and digital technologies into the educational process. The purpose of this study is to test the effectiveness and relevance of the application of various methods, techniques and exercises using information technology to develop students’ speech skills (in particular, monologue speech). *Methodology.* The pedagogical experiment consisted of four stages: the organization of the study, the implementation of the experiment, the identification of quantitative and qualitative characteristics of the results of experimental learning, the interpretation of the causes and factors influencing the results. *Results.* The performance of the experimental group is relatively higher than that of the control group. The explanation for these results can be the different degree of performance of groups, the level of motivation of students, as well as the technologies used in the learning process. The data of the study of the quality of monologue speech at the control stage (test-cut of the experimental group) compared with the indicators of the ascertaining stage increased by an average of 10% in all parameters. *Conclusion.* Results of the experimental and control groups

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prove that the quality of the classes, the introduction of innovative and information technologies, as well as the motivation of students play an important role in the process of teaching a foreign language.

Keywords: foreign language, new technologies, education, speech, monologue


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Переход от традиционного подхода к интерактивному: обучение монологической речи с использованием информационно-коммуникационных технологий

Г.А. Ризаходжаева  , М.М. Акешова 

*Международный казахско-турецкий университет имени Ходжи Ахмета Яссави,
Туркестан, Республика Казахстан*
 gulnara_rizahodja@mail.ru

Аннотация. *Проблема и цель.* В современном обществе приоритетны непрерывное обновление и рекреация языковой личности обучающихся и наличие необходимых компетенций и способностей практического применения изученного для решения актуальных задач. Общеизвестно, что существующее в настоящее время в методологии иноязычного образования и обучения понятие формирования «вторичной языковой личности» подразумевает наличие компетенций, ключевой и наиболее значимой из которых является коммуникативная. Уровень сформированности коммуникативной компетенции определяется наличием осознанности в восприятии социокультурного портрета страны иностранного языка; социальной, культурной и этнической толерантности; речевого этикета и вежливости в общении; возможности поиска путей разрешения конфликтов в коммуникации. Вышеперечисленные задачи реализуются только при условии создания и ведения учебного процесса в контексте диалога культур. В этой связи следует учитывать, что осуществление диалога культур невозможно без внедрения в образовательный процесс информационных и цифровых технологий. Цель исследования – апробация эффективности и актуальности применения различных методов, приемов и упражнений с использованием информационных технологий для развития речевых навыков (в частности, монологической речи) обучающихся. *Методология.* Педагогический эксперимент состоял из четырех этапов: организация исследования, реализация эксперимента, выявление количественных и качественных характеристик результатов экспериментального обучения, интерпретация причин и факторов, влияющих на полученные результаты. *Результаты.* Показатели экспериментальной группы оказались сравнительно выше показателей контрольной группы. Объяснением могут служить различная степень успеваемости групп, уровень мотивации обучающихся и применяемые в процессе обучения технологии. Установлено, что данные исследования качества монологической речи на контрольном этапе (теста-среза экспериментальной группы) по сравнению с показателями констатирующего этапа увеличились в среднем на 10 % по всем параметрам. *Заключение.* Результаты экспериментальной и контрольной групп доказывают, что ка-

чество проведения занятий, внедрение инновационных и информационных технологий, а также мотивация обучающихся играют немаловажную роль в процессе обучения иностранному языку.

Ключевые слова: иностранный язык, новые технологии, монолог, образование, речь

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Problem and goal. Recognition of the essential destination of learning a foreign language at school, i.e. the accumulation of secondary countenance of a personality in schoolchildren indicates the compilation of not only the aptitude for intercultural communication, but also features that accord to the personality of the student [1].

The traditional approach to learning a foreign language does not completely applicable modern imperatives; accordingly, there is a necessity to assign new teaching methods, it permits students to acquire the ability to autonomously achieve knowledge and clarify communicative efforts [2].

At the current stage, the educational system should be purposed at actualizing a learning system in which the learner would not only know great deal, but that he would achieve to think with the relief of this cognition and cultivate the need for students to enlarge their accomplishment [3].

The recent aim of learning a foreign language is as integrative, concentrated on attaining a practical result in gaining mastery a foreign language, in conjunction with the education, training and maturation of the student's personality, his communication skills: consideration, cognition, imagination and motivation for supplementary language learning [4].

Student learning is punctiliously connected to motivation: learners will attain what they demanding to learn and will have big struggle in learning information in which they are impartial [5]. The actuality that, in both courses, motivating direction increased students' affection may, therefore, have subscribed to the positive consequence of activating enlightenment on student learning [6].

The monologue is consistently stained by speaker's communicative goals and demands [7]. Communicability is the main factor that arranges competence of communication on the logic-semantic degree. The monologue is pertaining to directedness to the addressee and by emotional shading which are apparently imported in linguistic features, along with in structure and arrangement. Developing speech, which is in tool of knowledge and thinking, performs important role in upbringing a well-rounded personality, and it is particularly true about advancing foreign language communication in the shape of monologue beneficial to master the language, which is closely tied with producing cognitive interest [8].

Distension of intercultural communication, assistance and commutation of scientific, professional and ethnic cognition shaped a qualitative modern technology as a communicative professionally-oriented access to teaching foreign languages, depend on teaching of students and signified communicative, ethnic, educational and devotional charges of the national character [9].

Teaching a foreign language mainly aims to learn to contact, realize and conduct the information gained. The point of a computer as part of multicultural approach to a foreign language is stand on two main technological achievements – the conception of and the global Internet multimedia technology. Multimedia technology gives opportunity to integrate various methods of transferring information in a distinct source, and the occupancy of a dynamic environment (Internet) adjusts multimedia a very effective appliance for storing and managing information. Additionally, it should be acknowledged, that visual learners attain effectively in visual representations or visual feature [10–12].

The phrase “Information and Communication Technology” (ICT) has been broadly used in education. Its huge influence attend enormous advances in various aspects of our life together with education. But recently, many aspects have appeared which encourages to affiliate ICTs into classrooms and learning perspectives [13]. Appliance of ICT positively influence the attribute of learning material, prospering speaking and listening in actual communicative level, expand writing and reading skills and advertises the development of different language skills of learners [14].

There are three fields of implying multimedia and the Internet that can turn foreign language learning to a new degree: information, communication and announcement.

The absolute benefit of using the Internet and multimedia is the perform to acquaint heuristic methods into the learning process with their assistance. The pertinence of heuristic learning is as a result of the fact in incudes “the rejection of ready-made knowledge, its reproduction” [15]. The development in the number of information demands modern man ambition, ingenuity, cureless without the capability to work formatively and autonomously. Heuristic arrangement and teaching methods assure that learners make new educational compounds is constantly preceded by the associating with creative work: planning, evaluation, control, consideration.

Methodology. To clarify the effectiveness of the teaching methodology of monologue speech implying communication and information technologies, a disciplined study was carried.

Cleric constituents of this inquiry were consumed in instructional procedure in the course of division training affinity convention in the capacity academic composition “Derivational Schoolhouse No 2” during 7 weeks. At the beginning of 21st of March till 25th of May in 2021. There were organized two learning groups: the preliminary class and the ascendancy class. As the preliminary class the 9thB is chosen and titled as experimental group EG, and 9thC group as an ascendancy class for controlling the group CG. There were organized two English lessons a week. And it comprised 14 hours for whole graduate fellowship. There were contained 4 main levels of analytical investigation. Such as:

- 1) the configuration of the research work;
- 2) performance, accompanying an arranged investigation;

3) assertion, assimilation of determinable and approximate features of the determination;

4) comprehension, a clarification of the incentive to the accomplished consequence.

Results and discussion. There was carried out an inquiry containing 10 students from each group in the first level of experiment. The aim of the survey was to clarify some problems come up with students while producing a monologue speech. This inquiry involved the attendant articles:

– psychological obstruction, i.e. concern of accomplishing a mistake, conveying something outside theme;

– awkwardness coincident with the implementation of the learnt lexical matter.

The accomplished analysis from both classes are distinguished determinable and approximate corresponding. The results are shown in Tables 1 and 2.

Table 1

The amount of learners of preliminary class, facing with sorts of problems while making monologue utterance

Preliminary class	Cognitive problems	The barriers essential to the implementation of the studied lexical component	The problems held by the use of the learnt grammatical constituent
Student 1	√		
Student 2		√	√
Student 3			√
Student 4	√		√
Student 5		√	
Student 6			
Student 7			√
Student 8	√		
Student 9		√	√
Student 10			√
Amount of students encounter problems	3	3	5
In %	30	30	50

Table 2

Learners of ascendancy group challenging with exigency during monologue speech

Ascendancy class	Cognitive problems	The barriers essential to the implementation of the studied lexical component	The problems held by the use of the learnt grammatical constituent
Student 1			√
Student 2		√	
Student 3			√
Student 4	√		√
Student 5		√	
Student 6	√		√
Student 7		√	√
Student 8	√		
Student 9		√	
Student 10			√
Count of learners challenging barriers	3	4	6
In %	30	40	60

On the assumption of the abstracts obtained, in should be assumed that, to a higher stage, EG’s students and the GG’s students cope with appliance of linguistic and phrasal tests.

There were organized check before the analysis at the second level of experimental work. Learners from both group were told to share their opinion to the position “Adults are faulty when they castigate teenagers. They see apart negative effects in them.” On the matter below study “What are you anxious about?” The aim of the pre-experimental test-slice was to generate a monologue speech that faces with the necessities of the curriculum.

In the chain of achieving the projected test, “pauses” in grammatical acquisition, English language phraseology, showing disagreements during the conversable exercises, also verbal dictions appropriate with to the instructional origination. There should not be less than 15 words for 9th form pupils. Aftereffects from the test which was taken before the analysis are determined and shown in Figure 1 and Table 3.

Table 3

The completion from the inquiry before the analysis

Advantages from analyzing discourse utterance	Preliminary class, %	Ascendancy class, %
Contrariety assertion communicative speech	20	20
Percentage of students who did not authorize for the appropriate program	20	30
Count of students who produced grammatical mistakes	40	50
Count of students accomplished lexical faults	40	50

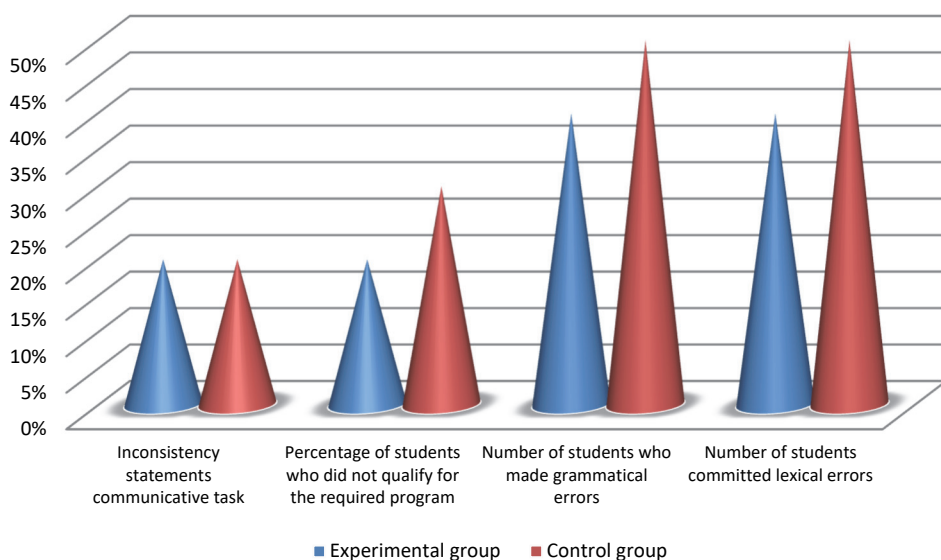


Figure 1. The decisions of the pre-experimental test

The next level of professional analysis pretended the complete exercising of the investigation. At the stage of magnificent lexical entity the pertinence of the approaches of coaching monologue utterance was considerable job of preliminary group’s completion, also it was contemplative checking of learners’ autonomy.

Students’ skills to create a monologue speech, choosing the word order correctly and apply grammatical accurateness was developed through using informational and communication technologies.

Displaying their opinions on the posters in the form of logical-syntactic construction was kind of challenging barriers concurrently the analysis. We can admit that all learners dealt with tasks of this type accurately.

After finishing the exercises, students were asked to persist the charts with two or enhanced points. And by doing that the exercises did not cause any specific pressure, the students comfortably involved their impressions in these arrangements.

As reported by the keywords signified on the diagrams, it was essential for the students to compose situations forward the chain on the accustomed topics. At the time application of these tasks, few EG students erected it struggling to go ahead by sharing expressions, for that clue learners agreeably referring to curiosity of the preceding learners. That situation could be determined with such reason as students had low degree of development in their creative thought, the implementation of the studied grammatical and lexical contents in usage.

The consecutive were donated assignments where learners were asked to attempt to make their individual short speech related to the advised expression. As a consequence show, the students content to involve aspects of argumentation, evaluation, assumption in their speech. Students conjointly inadvertently affected to the use of non-verbal communication: body language, facial explanation, intonation, break-off, giggling, which accomplished and invigorated the ways of verbal communication – phrases. The single disadvantage was that the production of statements effected the students few psychological barriers came along the fear of producing error, saying words outside of the theme. There were additionally minor violations in the expressional performance and correctly assortment of phrases

As before mentioned instruction, magnificent word agreement examples applied in the sample teaching monologue utterance lesson below.

In the stage of distinguishing determinable and approximate features from the conclusion, an ending test part was conducted in the similar classes. The last test reduction was achieved in accordance with the position “Choosing jobs and professions” and was same to the pre-experimental-test reduction completed the situation “Adults are mistaken when they disapprove teenagers. They are apprised of single negative conditions in them.” On the theme “What are you involved about?” against the adequate conclusions of this test slice, learners produce few lexical and grammatical mistakes. There was as well as some discrepancy among the statement and spoken expressions of the curriculum essentials. The proceeds of the last test-slice are showed in Table 4 and Figure 2.

Table 4

The sequences of the ending test

Monologue utterance research benefits	Experimental group, %	Control group, %
Contrariety assertion communicative speech	10	20
Percentage of students who did not authorize for the appropriate program	10	20
Count of students who produced grammatical mistakes	30	40
Count of students accomplished lexical faults	30	50

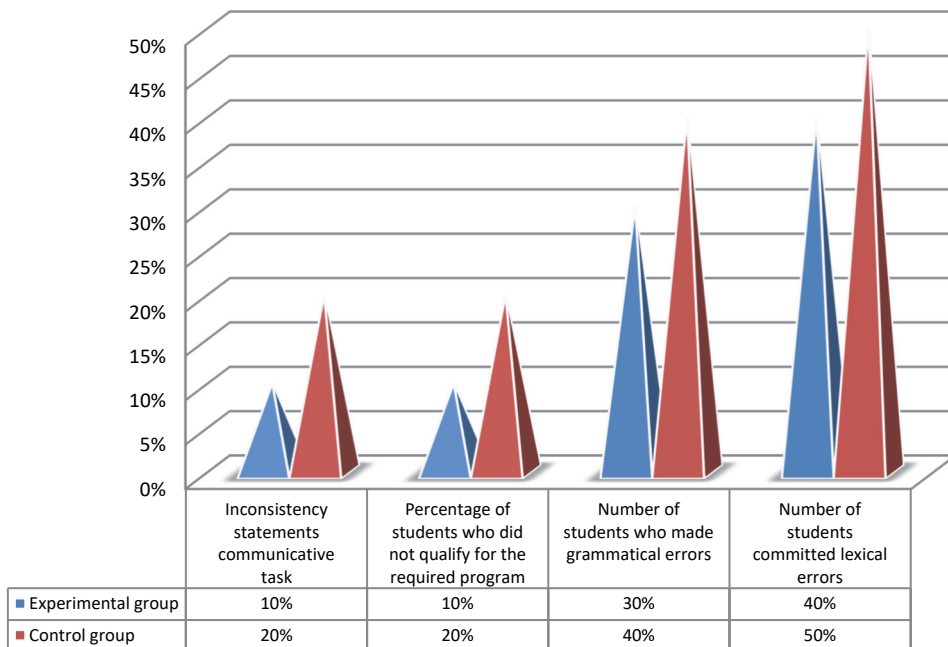


Figure 2. The sequences of the last test

The last level of the examination included the apprehension of the abstracts. After examining the sequences of the work displayed. We can consummate that the EG pointers are more excellent than the CG pointers. These arrangements can be described by the various academic achievement of groups, curiosity in learning process. The frameworks of the study of the monologue utterance from the final check EG equalized with structure of the analyzing discourse utterance of the pre-experimental test-slice elaborated by 10% in all signs. The learners of the EG attempted to completely comprehend the communicative exercise, to apply acceptable associating elements to produce a voluminous speech, different language and speech features within the creative language least determined by the curriculum. The refined data is presented in Table 5.

Table 5

Condensation of the experiment carried out in the EG and CG

Monologue utterance research benefits	Pre-experimental test, %		Last test, %		Advance of developing speech affection, %	
	EG	CG	EG	CG	EG	CG
Contrariety assertion communicative speech	20	20	10	20	10	0
Percentage of students who did not authorize for the appropriate program	20	30	10	20	10	10
Count of students who produced grammatical mistakes	40	50	30	40	10	10
Count of students accomplished lexical faults	40	50	30	50	10	0

Changing of developing speech affection showed in Figure 3.

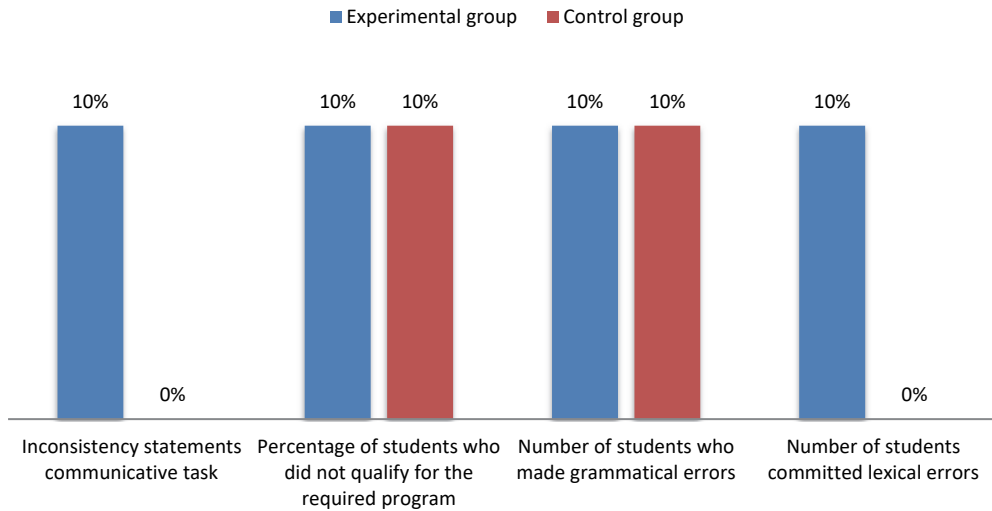


Figure 3. Advance of developing speech feature

As follows, found on data attained, it can be completed that the analytical progress of the abilities of monologue speech provide reducing the different sorts of struggles that learners come across when producing a monologue speech. As a consequence, student achievement advances, foremost a growth in motivation to attain a foreign language.

1. Instruction monologue speech applying information and communication technologies is the entanglement at the level of progress of speech abilities. The monologue speech of this degree is appertaining to the attendant criterions: almost connected aspect, compactness, coherence, semantic integrity, communicative adjustment. The efficient use of tactics of teaching monologue utterance applying information and communication technologies, the realistic function of speech drills, guides products helpful situations for the evolution of positive bearings in learning a foreign language. Learners have a consistent growth of monologue speech competencies, which provides the draft of the lexical-grammatical and vocal alteration of speech, the establishment of abilities and capacities of the logical creation of speech.

2. As displayed by consequences from the professional, the summary of the teaching discourse utterance of the final check of the EG acclaimed with the confinement of the cogitation of the monologue utterance of the inquiry before experiment clarified by 10% in complete symbols. During the procession of the analysis, the learners attempted to display their assumption, perspectives by producing a regular different sorts of obstacles.

Conclusion. In accepted analysis article the method of speaking from the frame of reference of its special attitudes, appliance and elements, the demands to coaching discourse utterance was contemplated.

The direction of particular analysis article was to learn the procedure of coaching discourse utterance on the groundwork of information and communication technologies at in intermediate and senior groups, considering the individuality aspects of the monologue speech, the description of applied and academic bases.

We have accomplished consecutive work by making the inquiry thesis:

1) the arrangement of guiding speaking in the content of an identity based proposition to cultivating a foreign language and promoted the aspect of the perception of “discourse utterance ” was inspected;

2) the cognitive and didactic aspects of coaching discourse utterance in secondary level learners of instruction were learn; learners at this degree of education are capable to autonomously apprehension, manipulate their ideological applications, and know the important affiliations in the assertion;

3) an image of acquiring monologue utterance with the appliance of information and communication technologies in foreign language classes at the intermediate and senior groups was deliberated.

Exercising monologue speech with the adoption of communication and information technologies is the multiplicity at the level of growth of speech abilities.

A figure of monologue utterance teaching was proven with the appliance of information and communication technologies assignments of English at the intermediate and leading stage of education in the formation of carrying on a professional analysis.

The completion of the scholarly analysis performed such the abstracts on the teaching of discourse speech of the last inquiry of the EG distinguished by the learning specifications of the monologue utterance

Of the before inquiry developed through 10% in complete signs. Analogy of the changings of the cultivating the affection in uttering of the EG and CG display such in the acquiring formation, specific in the attaining course imitates an essential role.

Accordingly, for the productive growth of the abilities of monologue utterance, one should notice a disciplinary order of methodical commotion is essential and adequate for profitable comprehend of this kind of speech exercise. Accomplishments of pedagogical and psychological aspects of learners gives opportunity you to arrange learning conferences in comparable way that the learning course produces to developing the inspiration and educational exertions of students.

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Bio notes:

Gulnara A. Rizakhojayeva, PhD, Assistant Professor at Khoja Akhmet Yassawi International Kazakh-Turkish University, 29 B. Sattarkhanov Ave, Turkestan, 161201, Republic of Kazakhstan. ORCID: 0000-0002-6791-243X. E-mail: gulnara_rizahodja@mail.ru

Madina M. Akeshova, PhD, Assistant Professor at Khoja Akhmet Yassawi International Kazakh-Turkish University, 29 B. Sattarkhanov Ave, Turkestan, 161201, Republic of Kazakhstan. ORCID: 0000-0002-2264-4742. E-mail: madina_shakh@mail.ru

Сведения об авторах:

Ризаходжаева Гулнара Абдумажиткызы, PhD, и.о. доцента Международного казахско-турецкого университета имени Ходжи Ахмета Яссави, Республика Казахстан, 161201, Туркестан, пр-кт Б. Саттарханова, д. 29. ORCID: 0000-0002-6791-243X. E-mail: gulnara_rizahodja@mail.ru

Акешова Мадина Мурзахановна, PhD, и.о. доцента Международного казахско-турецкого университета имени Ходжи Ахмета Яссави, Республика Казахстан, 161201, Туркестан, пр-кт Б. Саттарханова, д. 29. ORCID: 0000-0002-2264-4742. E-mail: madina_shakh@mail.ru