

ПОСТПАНДЕМИЙНЫЙ ПЕРИОД: РАЗВИТИЕ ЦИФРОВОГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ



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В данной статье анализируется ситуация, связанная с проблемой образования и особенно онлайн-курсов в настоящее время. Основные цели нашей работы – сравнить цифровое обучение до COVID-19 и после него, рассмотреть понятия «цифровизация образования», изучить и анализировать практики применения современных цифровых образовательных средств, способствующих наиболее эффективному процессу формирования иноязычной коммуникативной компетенции обучающихся, изучить влияние стремительного внедрения информационно-коммуникационных технологий на концептуальные подходы перспективного развития изучения иностранных языков. Для того чтобы провести эффективный анализ развития цифрового языкового образования, применяются такие методы как сбор и накопление данных, наблюдение, анализ и сравнение. Большая часть работы посвящена развитию цифровых технологий в образовании, также упоминается роль пандемии в обучении иностранному языку.

РАЗВИТИЕ ЯЗЫКА И ЦИФРОВОЕ ОБУЧЕНИЕ; COVID-19; СИСТЕМА ОБРАЗОВАНИЯ И ОНЛАЙН-КУРСЫ; СПЕЦИАЛЬНЫЕ ПРИЛОЖЕНИЯ И МЕТОДЫ; ИЗМЕНЕНИЯ В УЧЕБЕ

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1. Introduction. This paper discusses prospects for the development of digital learning in foreign languages. In the last two years, the issue of the transition to a digital format of education has become more and more important

in the field of education. In addition, the question of how to simplify work programs for the semester and for the academic year remains unanswered, since some disciplines could be successfully taught in a remote format that is

why the issue of digital language study is vital. This article aims to study the features of the development of studying foreign languages in the post-pandemic period. The subject of the research is education and the problems of the educational process in teaching foreign languages during the pandemic. The methods of analysis, comparison of forecasting are applied in the work.

2. Education world before COVID-19.

Even before the pandemic, the world's population faced significant challenges in realizing the right to education as a fundamental human right. Despite nearly universal enrollment in primary education in most countries, a huge number of children – more than 250 million – were out of school and nearly 800 million adults were illiterate [1].

Moreover, even for children enrolled in schools, the acquisition of knowledge is not guaranteed. It is estimated that 387 million (56 percent) of primary school age children worldwide lack basic reading skills. The task of funding education even before COVID-19 was extremely complicated. At the beginning

of 2020, funding shortfalls for achieving Sustainable Development Goal 4 (quality education) in low- and lower-middle-income countries were estimated to be a stunning \$148 billion annually [2]. However, this shortfall in funds will increase by about a third, because of the COVID-19 crisis.

Due to the unforeseen circumstances, education was halted for at least a month, and in some impoverished and poorly developed countries education has not yet resumed. Depending on their capabilities, education ministries in different countries have tried to force the children to learn in any way they can, resorting to the most unconventional ways. In Africa and Central Asia, for example, primary and secondary schools were taught through the use of television as well as radio stations. In Latin America and Oceania, printed materials – textbooks, books and articles – were used extensively for education. But by far the biggest growth has been in the use of digital platforms. On all the continents, for different ages, online learning was used as the main format of education throughout the epidemic [3].

Number of students affected by schools closures

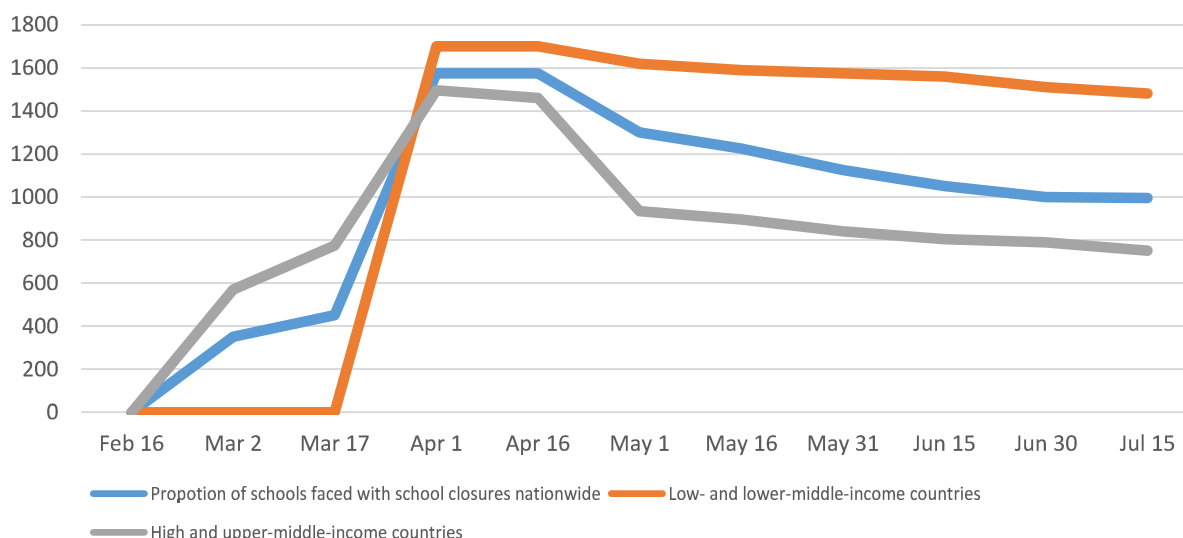


Fig. 1. Number of students affected by school closure¹

¹ Education assessment in the COVID-19 era and beyond. National Academy of Education. 12.02.2021. URL: <https://naeducation.org/wpcontent/uploads/2021/02/Educational-Assessments-in-the-COVID-19-Era-and-Beyond.pdf>

The graph shows that the most popular digital learning format was in Europe, with Latin America in the second place. Pre-school education, junior classes and middle school, elementary classes, high school and middle school – all of them were forced to switch to the online learning format due to an outbreak of the deadly infection. But looking ahead, it was COVID-19 that influenced and had a positive effect on educational change [4].

3. COVID-19 as a driving force for changes. The COVID-19 pandemic has led to the biggest education system failure in history. Currently there are more than 1.6 billion children in more than 190 countries affected by school closure – all of them are out of the classroom [7]. The health crisis has caused immense social and economic upheaval, and education systems around the world have been forced to respond and adapt rapidly. As a result, education has changed dramatically: schools and colleges, institutes and universities – all moved to distance learning. E-learning and digital platforms have become a new reality.

Does that pattern seem egregious for learners? Conversely, the crisis has stimulated innovation in educational system and has presented brand new prospects in the approach to learning. Due to UNICEF research, online learning has been shown to increase retention of information and takes less time [4].

The interesting fact is that it is much convenient to learn from home – a familiar and stress-free environment. The courses themselves constitute the individual study programs of certain topics, with interactive inserts in the form of games, quizzes or videos. Thus, the courses have become more flexible and user-friendly. According to a US survey provided by Forbes, 81% of students believe that harnessing digital assistive tools significantly improves their performance in higher education [8]. Worth noting, the pandemic has also brought a different perspective on human perception and those who were initially resistant or skeptical about online learning have changed their attitudes [9].

Online studying format through the Internet during the period of school closures

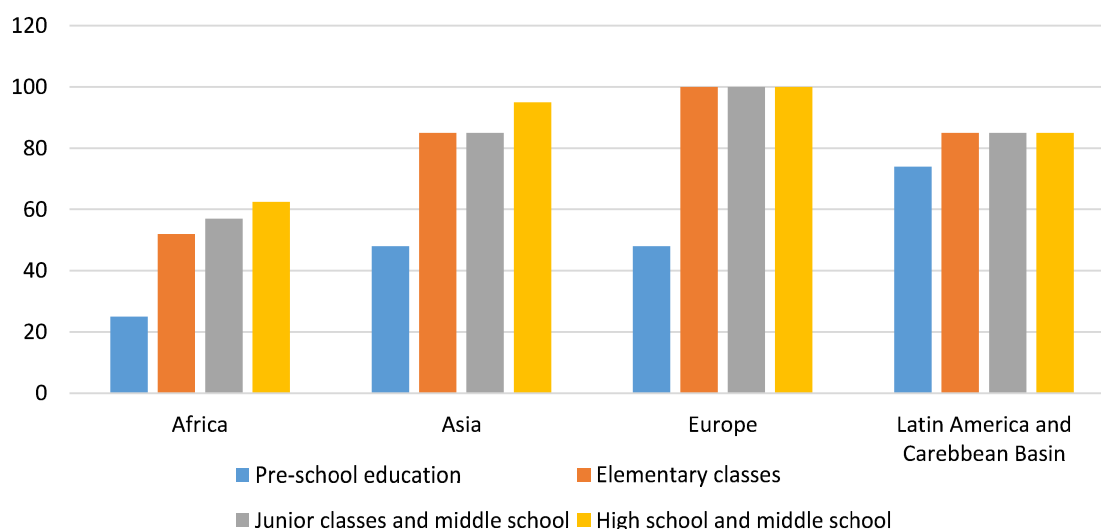


Fig. 2. Online studying format through the Internet during the period of school closure²

² Education during COVID-19 and beyond. United Nations. 15.08.2020. URL: https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/sg_policy_brief_covid19_and_education_august_2020.pdf

On the economic side, a digital platform is certainly cheaper than renting an office – language teaching companies have reduced their costs for premises, electricity and maintenance. These costs are on average 40% of the organization's expenses, and in fact, the only expenses the company has are the teachers' salaries – this is how companies sell their bearers' knowledge (from teacher to pupil – without any additional costs). It has certainly become more profitable.

In higher education, where distance learning, in most cases, took the form of broadcasting recorded lectures and working with online platforms, some universities have been suspended indefinitely due to the lack of information technology (IT) infrastructure for both students and teachers. Since neither schools nor universities were prepared for the pandemic, the transition to distance learning was an emergency one. Therefore, the quality of the training in the first months of pandemic left a great deal to be desired [10].

In addition, a different issue is on the agenda at the moment. The question of how to simplify work programs for the semester and for the academic year remains unanswered, since some disciplines could be successfully taught in a remote format, while for other subjects this was not possible. So here is the question – which subjects are most appropriate to accommodate for the post pandemic world?

4. Digitalization in education: teaching languages. Ensuring continuity of learning amid school closures has become a priority for governments around the world, many of which have mandated teachers to teach online [11]. In our opinion, languages studying in digital sphere is the most appropriate to accommodate for the pandemic world. In linguodidactics, the term Computer Assisted Language Instruction (CALI) and later Computer-Assisted Language Learning

(CALL) («computer learning of foreign languages», «computer linguodidactics») appeared in connection with the beginning of the active introduction of a computer in the process of teaching foreign languages. However, this concept does not fully include the entire arsenal of modern technologies. With the advent of interactive websites and mobile applications, such terms as Electronic Learning (e-learning), Mobile Learning (m-learning) have been used in education. Therefore, at present, more specifically in the pandemic world, the term Technology-Assisted Foreign Language Learning (TAFLL) is considered the most acceptable, most accurately reflecting the use of a wide range of ICTs in the practice of foreign language education. [5].

1. Online apps

– Studying approach

Short free app lessons are more like a game than a foreign textbook. This is by design, because the main principle of foreign language learning apps is that it is easier to learn if you have fun. But app data is not just a game. They are based on a methodology to help retain users for a long time, as well as a curriculum that meets international standards.

– Communication in real life

The main function of language is communication. Apps take a functional approach, focusing on the ultimate goal for which users are learning a foreign language. Lessons focus on real life goals – for example, ordering at a restaurant. Users learn the vocabulary and grammar necessary to achieve this goal through reading, writing, listening, and speaking exercises.

– Balanced approach

The application allows users to independently identify language patterns without focusing on learning the rules of grammar – in much the same way we learn our native language as a child. This approach,

called «indirect learning», is ideal for building solid fundamental knowledge of the language and its rules.

But in some cases, detailed explanations are still needed. Therefore, individual apps offer both options! In addition to the lessons, theory is available to users – a section that explains grammar, pronunciation and useful phrases.

– Individualization.

With a huge user base – over 300 million – personalized learning may seem like a daunting task, but apps do it. Machine learning algorithms are constantly working on the preparation of educational materials, adapting the complexity to the level of training of each user.

– Various study methods

When learning a language, it is important to perceive different types of speech. Therefore, apps offer a variety of options: live meetings, interactive stories and podcasts. These additional formats help users develop their communication skills, as well as listening and reading comprehension skills. These are all key skills in real-life language use.

2. *Communication apps*

It is very important to practice speaking a foreign language, and even more so when it can be done with a native speaker. Moreover, the best way to overcome the language barrier is to plunge into the language environment.

Let's talk about Tandem app. By talking about yourself and adding interesting languages and topics of conversation, you can find a native speaker. Communication is built through a chat: text for introverts, voice for extroverts. The option of a live conversation through a call is available, but you can limit yourself to the exchange of photos and videos. If you don't feel confident speaking the language yet, there is a built-in translator and auto-correction function. The selection of an interlocutor is based on mutual assistance in languages: first, they will

show those who are native speakers of the language you are interested in and teach your native language [6].

It should be noted that, despite all the advantages of digital technology in foreign language teaching, its use should be auxiliary in nature. Among the key points of the strategic development of digital learning of foreign languages can be identified a set of interrelated conditions, the implementation of which will contribute to the effective process of learning a foreign language based on the use of digital technology [6]. These ones include the following:

1. Improvement of teachers' digital literacy, which implies not only the possession of modern digital educational resources at the appropriate level, but also the willingness to work in a digital educational environment, to develop new electronic materials depending on the teaching objectives;

2. organization of training on the basis of the personal-activity approach by involving students in joint productive activities, taking into account individual psychological features and the level of foreign language proficiency;

3. innovative orientation of foreign language teaching, implying the teacher's awareness of the methodological possibilities of using modern digital tools and choosing the most optimal ones, corresponding to the goals and objectives of teaching [12];

4. use of ICTs as teaching aids both in the classroom and for organizing students' independent activities;

5. technical and technological support of the foreign language teaching process, including provision of necessary equipment and software, access to Internet, etc;

6. formation of students' motivation, which implies the creation of conditions for the realization of internal needs in mastering a foreign language for personal and professional goals, their awareness and further development [13; 14; 15].

5. Conclusion. The situation with the coronavirus has given a serious impetus to the use of distance technology in the education process, including teaching foreign languages.

Among the qualitative changes, it is worth mentioning the following opportunities as using an interactive whiteboard, creating simulators and online software tests of the topics covered (for example, *Quizlet*, *Google Forms*, etc.), allowing you to work out lexical and grammatical material, placement in the electronic educational environment of useful links to video resources for recapitulation and consolidation of material, as well as

independent work. In addition, an individual work format is also possible through the teacher's control of students' knowledge via audio and video recording of some types of individual assignments. It not only reinforces knowledge, but also increases motivation to master a foreign language due to interactive forms of such activities

Among the key points of the strategic development of digital teaching foreign languages, one can single out the support for research and projects on the basis of digital didactics both in terms of applying digital tools and technologies, and in terms of a new methodology for teaching foreign languages.

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Israilova Aizanat Sh., Kruchinin Ivan N. Post-pandemic period: development of digital teaching foreign language. This article analyses the situation concerning the education issue and especially contemporary online courses. The main objectives of our work are to compare digital learning before COVID-19 and after it, to consider the concept of «education digitalization», to study and analyze the practices of modern digital educational tools that contribute to the most effective process of forming a foreign language communicative competence of students, to study the impact of the rapid introduction of information and communication technologies on the conceptual approaches to the prospective development of foreign language learning. In order to carry out an effective analysis of the developments in digital language education, such methods as data collecting and accumulating, observation, analysis and comparison are applied. Much of the work focuses on the development of digital technology in education and the role of the pandemic in teaching foreign languages is also indicated.

LANGUAGE DEVELOPMENT AND DIGITAL TEACHING; COVID-19; EDUCATION SYSTEM AND ONLINE COURSES; SPECIAL APPS AND METHODS; STUDYING CHANGES

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