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# **Digital educational content in foreign language education**

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## **Abstract**

The paper reviews recent investigations in digital foreign language education in preparation of professionally competent specialists having knowledge-based and language skills in the specialty and digital skills in using multimedia educational technologies. We identified basic sub-competences that forms professional intercultural competence of students in digital learning format. Besides, it is presented some digital methodological components (spheres, topics, subtopics, stages, a set of web-based interactive exercises) that form multimedia tutorial in educational platform TurboSite, using virtual learning environment and personal learning network. The author described multimedia/digital exercises and gave some samples, which are used in experimental part of the scientific thesis.

**Keywords:** Digital educational content, Digital educational resources, Virtual learning environment, Personal learning network.

# Contenido educativo digital en educación en lengua extranjera

## Resumen

El documento revisa las investigaciones recientes en educación digital de idiomas extranjeros en preparación de especialistas profesionales competentes con habilidades basadas en el conocimiento y el lenguaje en la especialidad y habilidades digitales en el uso de tecnologías educativas multimedia. Identificamos subcompetencias básicas que forman la competencia intercultural profesional de los estudiantes en formato de aprendizaje digital. Además, se presentan algunos componentes metodológicos digitales (esferas, temas, subtemas, etapas, un conjunto de ejercicios interactivos basados en la web) que forman un tutorial multimedia en la plataforma educativa TurboSite, utilizando un entorno de aprendizaje virtual y una red de aprendizaje personal. El autor describió ejercicios multimedia / digitales y dio algunas muestras, que se utilizan en la parte experimental de la tesis científica.

**Palabras clave:** Contenido educativo digital, Recursos educativos digitales, Entorno de aprendizaje virtual, Red de aprendizaje personal.

## 1. INTRODUCTION

According to State Program “Digital Kazakhstan” for 2017-2020, one of the priority tasks of the Republic of Kazakhstan is the development of a creative society (a digital society) that owns digital skills that are the basis for the growth of all sectors of the economy and are important to ensure the possibility of integrating a digital society and gaining access to digital services, as well as to increase competitiveness. This priority is implemented through creating a single collection of digital educational resources in various school subjects

for 1<sup>st</sup>-11<sup>th</sup> grades (<http://school-collection.edu.ru/catalog/>), but still is not well-developed in higher institutions.

### *1.1. The concept of digital educational content, types of digital educational resources*

What is digital educational content? FLEROV (2015) suppose that ‘Multimedia/digital content is, in fact, a virtual object and can be used as a learning tool’. J’son & Partners Consulting gives another concept ‘Digital content is an informational, entertaining or gaming product distributed on digital networks or in digital format on physical media and consumed, recorded and copied without compromising on quality’. Companies producing multimedia content associate this term with any multimedia product created using digital technology and presented in digital format.

In the thesis, there is a digital content model that considers the types, methods for its implementation, as well as devices for consuming content (Table 1). As we noted in the Table 1, the types of digital content that can be implemented in educational process are: text, graphics, audio, video, games.

- “Texts” are authentic digitally illustrated texts.
- Demonstration graphics are represented by diagrams, graphs, drawings and photographs, portraits of scientists.

- Authentic audio texts allow students to hear native speakers' speech, which reflects live reality, features of the national culture.
- The visual range allows you to better understand and consolidate both factual information and purely linguistic features of speech in a specific context (video, photo, picture, film).
- Multimedia games are convenient, fast and effective way of presenting information, as well as fascinating test of knowledge acquisition using computer programs.

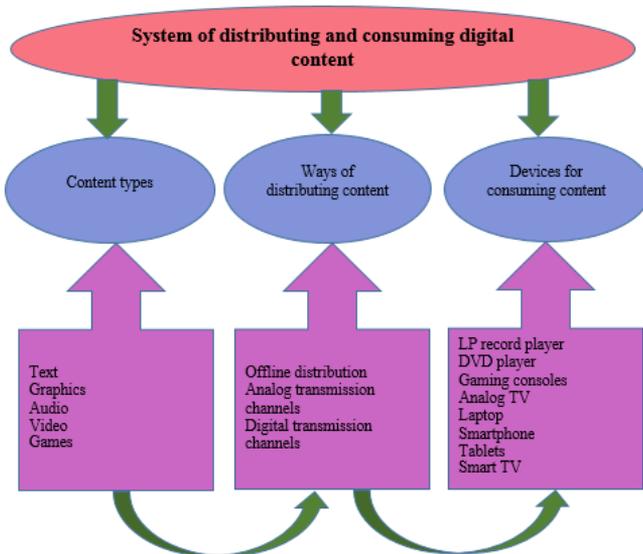


Table 1: Digital content model that considers the types, methods for its implementation, as well as devices for consuming content

These types of content are the main elements of creating digital educational resources at schools and institutions. GOROKHOVA (2017) defines ‘Digital educational resources (DOC) are digitally presented photographs, video clips, static and dynamic models, virtual reality and interactive modeling objects, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials necessary for organizing educational process’. Here is the link to digital educational resources that often used by pupils <https://e-history.kz/ru/scorm> in the history subject. Next model presents the types of classifying digital educational resources and its usage in foreign language education (Table 2).

Table 2: Types of digital educational resources

Types of digital educational resources			
E-books	Electronic educational aids	Electronic educational methodological complex	Electronic testing
<ul style="list-style-type: none"> <li>➤ Prototypes of traditional books</li> <li>➤ Original electronic books</li> <li>➤ Subject learning systems</li> <li>➤ Subject learning environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tutors</li> <li>➤ Simulators</li> <li>➤ Learning Gamification</li> <li>➤ Interactive Subject collections</li> <li>➤ Dictionaries</li> <li>➤ Practical Labs</li> <li>➤ Learning-testing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Subject worlds</li> <li>➤ Instructional methodical complex</li> <li>➤ Subject learning methodical environment</li> <li>➤ Innovative educational methodological complex</li> </ul>	<ul style="list-style-type: none"> <li>➤ Test</li> <li>➤ Testing exercises</li> <li>➤ Methodical recommendations on testing</li> <li>➤ Instructional tools</li> </ul>

Digital educational resources can be divided into:

Simple-structured digital educational resources:

- Article;
- Illustration with accompanying text;
- A book in the form of a set of scanned pages with a table of contents;
- Audio recording;
- Video recording;
- Presentation in MS Power Point format;
- A separate media object of a training course carried out on a specific technology platform.

Complicated-structured digital educational resources:

- Hypertext document with illustrations, allowing for division into separate sections (parts, chapters);

- An electronic learning courses on a specific subject (program), performed on a specific technological platform or requiring a specific environment (player) for use;
- Testing system;
- Simulations;
- Thematic catalogue.

Digital educational resources allow to create electronic library (electronic publications containing works of literature, reference books, etc.); a library of electronic visual aids; electronic encyclopedia (the publications are equipped with an abundance of illustrations, video and audio fragments, animation and three-dimensional models); tutors, simulators, workshops; multimedia textbooks; virtual laboratories.

## **2. METHODOLOGY**

Discursive sub-competence is the ability to create a coherent speech utterance, while observing the thematic organization, cohesion, coherence, rhetorical efficiency and an adequate functional style. Besides, it is the ability to combine sentences and create meaningful statements. Cohesion is the coherence of words in sentences and the

coherence of sentences in a text. Coherence is the grammatical, stylistic, logical and semantic integrity of the text.

Information sub-competence - Today, the most common interpretation of the concept is the definition given by ZAITSEVA (2002), characterizing informational sub-competence as “a complex of individual psychological education based on the integration of theoretical knowledge, practical skills in the field of innovative technologies and a certain set of personal qualities”. SEMENOV (2002) defines information sub-competence as a “new literacy”, which includes the ability to actively independently process information by a person, making fundamentally new decisions in unforeseen situations using technical means. Multimedia sub-competence - skills and abilities for processing digital information, PC skills and standard office software, as well as knowledge of information analytics and information security technologies. It is advisable to add the ability to create digital content, the skills of forming digital collaboration, network etiquette, the skills of digital exchange, digital security, etc. to the composition of digital competencies. Reflective sub-competence - Pedagogical reflection is usually described as a complex category, which includes a number of personal, professionally significant qualitative characteristics expressed in the ability to self-actualization, self-understanding, self-identification, self-regulation, self-esteem, which leads to self-disclosure of their internal potentials and their personal and professional self-realization (YUROVA, 2008). Discipline «Foreign Language Digital Learning Content» has spheres, topics and its subtopics, stages of tasks construction, typology of

exercise system, professional and communicative situations, multilingual multimedia material and web-based interactive tasks. Typical communication spheres include socio-cultural, educational, professional spheres.

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**Multimedia sub-competence** - skills and abilities for processing digital information, PC skills and standard office

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**Discipline «Foreign Language Digital Learning Content»** has spheres, topics and its subtopics, stages of tasks construction, typology of exercise system, professional and communicative situations, multilingual multimedia material and web-based interactive tasks.

**Typical communication spheres** include socio-cultural, educational, professional spheres.

### **A set of topics and subtopics**

Travel is the secret to happiness: The world of travel. Planning your business trip. Choosing a country. Describing city / town / village. Hotel reservation. Stay in a hotel. Health is a key to wealth:

Extending life expectancy by a decade. Healthcare charities. Sleep deprivation and its consequences. Human and environmental issues in the regions: Environment. Pollution in Urban Regions. Recycling. Conservation of wild life. Culture and art as a basis of human development: Cultural norms and values. Cultural awareness. Cultural know-how. Cultural etiquette. Culture shock. The advantages of being bilingual / multilingual. Preservation of cultural heritage of Kazakhstan. The most contemporary writers of KZ, UK, USA. Jobs and career profile: the 21st century skills: Employability and lifelong learning skills. Choosing a career path. Job adverts. How to write CV. Interviewing. Professional e-mail. Workplace bullying. Our discipline's content also includes magazine articles from [Learnenglishteens.britishcouncil.org](http://Learnenglishteens.britishcouncil.org) and newspaper articles from VOA, BBC, New York Times, Washington Post, and The Guardian. If we consider the work of Kunanbayeva, then there are four main stages in the preparation of exercises

- Reproductive stage
- Executive-receptive stage
- Performance and productive stage
- Context-communicative stage.

In pedagogical literature, an exercise is considered as “systematically organized re-execution of an action (mental or practical) in order to master it or improve its quality” (BIM, 1985).

The system of exercises is such a combination of the necessary types and varieties of exercises that are performed in such a sequence and in such quantity that take into account the patterns of formation of skills in various types of speech activity in their interaction and provide the highest level of mastery of a foreign language in given conditions.

A set of exercises by Kunanbaeva was selected as the basis:

1. Exercises, forming cognitive-stratification and factual-generalizing skills.
2. Exercises, forming compressive-synthesizing and interpretation-constructing skills for the information-accumulative stage.
3. Exercises, forming regulatory and communicative skills at a pragmatic-representative stage.
4. Exercises that formulate polemic-argumentative communicative skills (situations, business games, individual communication projects, role play) at the contextual-communicative stage.
5. Exercises at the contextual-communicative stage of the formation of communicative skills, sub-competence and competence of free professionally-based communication (include texts describing problematic, professional nature of tasks with their subsequent evidence-based and reasoned defense (project technology)).

**Professional and communicative situations.** A professional communicative situation can be represented at the superficial level by terms of various profiles, and at the deep level - by intersecting or coincident associative fields of these terms or by a combination of professional texts corresponding to them, and only intersecting or coincident associative fields of terms have a text-forming potential able to convey the meaning of a professional speech work and create intact the rest of the professional communicative situation. Professional case-problems are given with an amount of hyperlinks according to topic, analyzed and presented by students in interactive program fishbone.

### 3. RESULTS AND DISCUSSION

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Getting Started YouTube Microsoft

2. Why do young people usually decide to be a volunteer?  
3. Do you think that volunteering is a good way to meet people? Why/ why not?

Discuss in a group the following statements. Give your opinions and share with other group.

**YOU DON'T NEED A REASON TO HELP PEOPLE**



- Voluntary work is a form of slavery!
- I believe that voluntary work is an excellent way for young people to get work experience.
- Voluntary work is a good way to meet new people.
- I like helping other people.
- The world would be a better place if more people did voluntary work.
- Voluntary work is a waste of time.
- You need money to survive.
- The government should pay for some of the jobs volunteers do.

Work with your partner and make up a dialogue on the given Role-play situations:

**Role card 1:** Give advice to your colleague, who wants to go for a trip, but have not enough experience what to do (planning a trip).

**Role card 2:** Your parents want to have a rest in a 5-star hotel with a marvelous view on the ocean, but they do not know which hotel is more convenient for them; give them an advice.

Getting Started YouTube Microsoft Word

score <https://pin.kahoot.it/v2?pinid=3-596866-1fab-410c-bd61-9f1c370d313c>

### Cultural etiquette

Watch the video "10 Unusual food etiquettes around the world" (2,30 min) and be ready to make up a dialogue and test yourself on cultural etiquette.  
<https://www.youtube.com/watch?v=D2BapJ1BuaE>



Below you will find the DOS and DO NOT of BUSINESS DINING ETIQUETTE. Three of the statements are wrong. Decide which statements are wrong and change them to true statements.

- Do not order difficult-to-eat foods (pasta, ribs, lobster, etc.).
- Follow the lead of your interviewer and mirror his/her body language.
- Order alcohol to calm your nerves? Control your emotions.
- Order the same number of dishes as your business partner.
- Use proper? Continental Dining Style? No switching fork back and forth.
- Do not move your bread-and-butter plate closer to you.
- Learn the difference between a soup bowl and a finger bowl.
- Pass salt-and-pepper shakers separately.
- Place your napkin on the left when your meal is finished. Do not refold it.
- Do not forget to turn off your cell phone.

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file:///C:/Users/User/Desktop/DIGITAL BOOK 2019-2020/ipoeev/public\_html/page2.html

<https://www.cioms.com/culture-shock-symptoms-culture-shock.html>

Name the symptoms that most people have being far from the homeland, give your solutions on how to overcome these symptoms, presenting your interactive fishbone at [https://www.cioms.com/graphy/fishbone-diagrams/\\_or](https://www.cioms.com/graphy/fishbone-diagrams/_or) <https://mimo.com/>.



Answer the follow up questions you could ask:

- Do you know anyone who has had a culture shock?
- Have you ever had a culture shock?
- Some people say that culture shock doesn't have to happen between countries; it can also happen between jobs. People will go through the same stages if they change place where they work. Has this ever happened to you?

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d. \_\_\_\_\_



e. \_\_\_\_\_

1. The Mausoleum of Khoja Ahmed Yasawi, in the town of Yasi, now Turkestan, was built at the time of Timur (Tamerlane), from 1389 to 1405. In this partly unfinished building, Persian master builders experimented with architectural and structural solutions later used in the construction of Samarkand, the capital of the Timurid Empire. Today, it is one of the largest and best-preserved constructions of the Timurid period.

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**CASE STUDY**

**Youth unemployment**

Case problem: To decrease unemployment in Kazakhstan

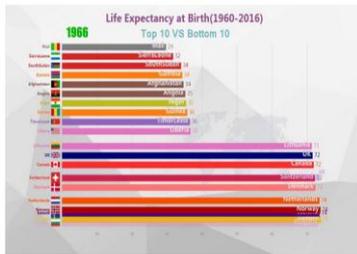
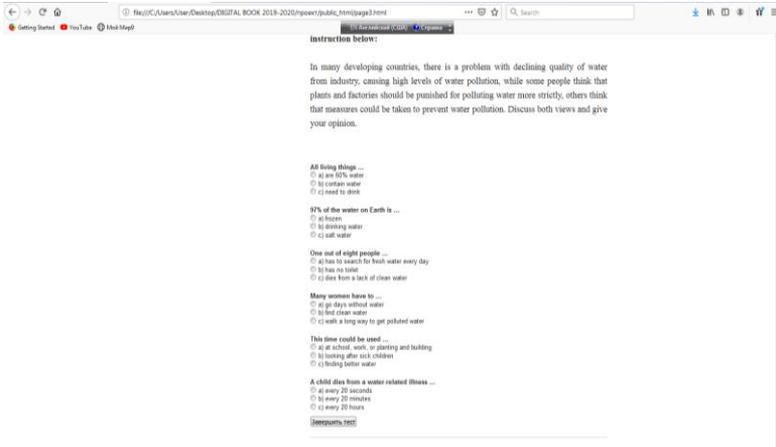
**Work in team. Split into 2 teams and investigate the website about Unemployment** <https://egalidictionary.net/unemployment/>, discuss about classification of employed/unemployed people, causes of unemployment, unemployment insurance.

Go to [Vialogues.com](https://www.youtube.com/watch?v=4j5616) and watch the video about youth unemployment <https://www.vialogues.com/vialogues/play/4j5616> and do the quiz.

Answer the brainstorming questions related to the topic of the case in [Vialogues.com](https://www.vialogues.com/vialogues/play/4j5616).

1. Is unemployment a great problem where you live now? Why? Do you know people who have lost their jobs recently?
2. What do you think the role of the government is in regulating the unemployment situation in this country? How should the government help people who have lost their jobs? Why?
3. When is the best time for a person to start looking for a job? Is it better to start job hunting while you are still studying and try to combine your studies with work?
4. Do you think that at universities students get enough knowledge and practice to have no difficulties when starting to work for some company. What should young people do to have enough qualification after graduation?

<https://www.vialogues.com/vialogues/play/4j5616>



1. Nowadays the number of the World Births is.....
2. By today the number of the World Deaths is.....
3. The Life Expectancy of Kazakhstan is.....
4. The Life Expectancy of Russia is.....
5. The Life Expectancy of China is.....
6. The Life Expectancy of the United States is.....
7. The highest rank of longevity is in..... with a number of..... people.
8. The lowest rank of longevity is in..... with a number of.....

Culture shock	Cultural awareness	Cultural know-how	Cultural etiquette	Cultural norms and values
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Team 1  
0  
+ -

Here is an example of case-problem that helps students to form intercultural professional competence, through using digital educational content.

Case study: Youth unemployment

Case problem: To decrease unemployment in Kazakhstan

Work in team. Split into 2 teams and investigate the website about Unemployment <https://legaldictionary.net/unemployment/>, discuss about classification of employed/unemployed people, causes of unemployment, unemployment insurance. Go to Vialogues.com and watch the video about youth unemployment <https://www.vialogues.com/vialogues/play/42636> and do the quiz.

Answer the brainstorming questions related to the topic of the case in Vialogues.com.

1. Is unemployment a great problem where you live now? Why? Do you know people who have lost their jobs recently?
  
2. What do you think the role of the government is in regulating the unemployment situation in this country? How should the government help people who have lost their jobs? Why?
  
3. When is the best time for a person to start looking for a job? Is it better to start job hunting while you are still studying and try to combine your studies with work?
  
4. Do you think that university students get enough knowledge and practice to have no difficulties when starting to work for some company? What should young people do to have enough qualification after graduation?
  
5. What are the most efficient ways to look for a job? Why?
  
6. Are minimum-wage laws a better explanation for structural unemployment among teenagers or among college graduates? Why?

Choose the case situation and be ready to discuss on it.

### Case Situation 1

According to statistics of Ministry of National Economics of RK the member of unemployed nation for the period of 2017 is 435,100 of unemployed (4.9%), but to the end of January 2017 the member of unemployment people were reduced to only 55100 (0.6%). It means that the government provides citizens by working places.

### Case Situation 2

According to the opinion of citizens of RK, unemployment exists in all regions of the country and the government doesn't support them enough in getting a job, even in their field of specialization. Citizens need to find a job not requiring diplomas.

Read Case Study: How Bob & Karen dealt with unemployment and debt <https://www.solution-loans.co.uk/blog/case-study-how-bob-karen-dealt-with-unemployment-and-debt/>.

Discuss the case situation in your teams and comment in teacher's blog about your solutions and make a decision on the case problem: 'To decrease unemployment in Kazakhstan'. Create your virtual learning environment with a website Vialogues.com and post your own blog on the given case problem.

#### 4. CONCLUSION

Teaching a foreign language through digital educational content allows you to optimize individual, pair and group work of students, which contributes to the development of skills in teamwork. Digital educational content is a productive learning tool (students acquire language or speech skills, cultural enrichment and constructive dialogue among themselves).

Thus, our thesis demonstrates the achievement of the goal - a theoretical justification, practical development of the methodology of professional intercultural teaching of non-linguistic specialties using innovative technologies that integrate the concepts of the modern cognitive-linguocultural methodology, competency-based approach and information learning. Promising research problems in the use of digital educational content for students of non-linguistic specialties are: the study of the problem of digital communication in the organization of educational interaction.

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