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DIGITAL TECHNOLOGIES AS A TOOL FOR INTERACTIVE LEARNING IN FOREIGN LANGUAGE LESSONS

Abstract. The article studied the possibilities of using Padlet online whiteboard in organizing interactive interaction of learners at foreign language lessons. The authors prove that the Padlet web service is an important tool in organizing interactive interaction of learners in the classroom. Empirical and theoretical research methods were chosen to investigate the research question posed, allowing the authors to study in detail and obtain a general idea of the issue under study for further development of a series of short-term lesson plans. As a result of the study, it was noticed that the Padlet online whiteboard is a convenient and multifunctional virtual space. The authors presented effective ways of using the possibilities of Padlet online whiteboard for successful organization of interactive interaction of learners at foreign language lessons. During the pedagogical experiment, the Padlet online whiteboard was used as a means of organizing and presenting student projects on the topics studied.

Keywords: interactive learning, lesson, foreign language, online whiteboard, Padlet.

Introduction

With the beginning of the COVID-19 pandemic in the Republic of Kazakhstan and the world, the question of further organization and conduct of the educational process for all levels of education arose. Although the issue of the organization of the educational process was resolved, however, it was still not clear how to organize interactive cooperation of students in the conditions of online learning. Thus, this issue is relevant to this day, since all the ways that contribute to the organization of interactive cooperation of students

in online lessons have not yet been fully studied, and there is a need to study, test and implement the technology of remote interactive teaching of a foreign language in the educational process in order to improve the quality of education.

The purpose of the authors of this article is to seek and implement possible ways of using the Padlet Internet service in organizing interactive cooperation of students in foreign language lessons. The Padlet online Internet service, according to the authors, is one of the key tools in organizing interactive cooperation of students in online lessons.

As a result of the research, we will try to reveal effective ways of using the Padlet Internet service, contributing to the organization of interactive cooperation of students in online foreign language lessons. To accomplish this goal, the authors define the following tasks:

• collect, study and systematize theoretical material on the research topic;

• create short-term plans for a series of sequential English lessons using interactive teaching methods (Safonova, 2015) and the Padlet Internet service;

• conduct a pedagogical experiment on the use of the Padlet Internet service in online foreign language lessons in order to organize interactive cooperation of students;

• analyze the results of the study.

Material and methods

Empirical and theoretical research methods were chosen to study the issue under study (Baiborodova, Chernyavskaya, 2014, p. 15). Empirical research methods include the collection and analysis of the information obtained during the study of domestic and foreign literature, as well as the use of the observation and experiment method, during which qualitative data were obtained. Theoretical research methods were used to systematize and successfully interpret the collected theoretical data. Methods such as analysis and synthesis helped the authors to study in detail and obtain a general idea of the issue under study for further development of a series of short-term lesson plans.

Results and discussion

One of the best visual learning tools that promote effective interaction between students and the teacher is the Padlet virtual whiteboard, which allows you to combine various forms of information transmission, thereby switching students to understanding that video and game programs can be successfully used for teaching.

The Padlet service is a tool for collaboration in a virtual space (on a virtual canvas), allowing:

• organize a collective brainstorming session (even if the participants are at a distance);

• prepare a virtual exhibition, poster or wall newspaper on a specific topic;

• organize a collection of ideas, examples on the designated issue of the topic under study;

• display the results of the information search of students on the topic;

• organize reflection (Korolyova, 2021).

The process of researching effective ways of using the Padlet online service that contribute to the organization of interactive cooperation of students in online foreign language lessons was implemented on the basis of the discipline «Environment-oriented

and business communication» for students of 1–2 year of study of the specialty «Foreign language: two foreign languages» of Pavlodar Pedagogical University.

In the process of conducting a pedagogical experiment to accomplish the set goals and objectives, a series of sequential lessons on the topic of section 5 «Success of Failure» was developed based on the use of interactive methods and distance learning technology in teaching a foreign language in online lessons.

We agree with Evstigneev's words (Yevstigneyev, Yevstigneyeva, 2021): «Distance educational technologies (DET) involve the purposeful organization of educational and cognitive activity of students with the help of modern ICT. At the same time, the interaction between the participants of the educational process occurs indirectly. The education can be conducted at the time convenient for each participant of the educational process, in accordance with the pace of information transfer convenient for him, his individual interests and needs». However, taking into account the above-mentioned features of the organization of training, distance-learning technologies are considered an effective tool for the implementation of the system of principles of a personality-oriented approach.

Based on the basic methodological principles of interactive learning described in the book by T.I. Ermakova and E.G. Ivashkin «Conducting classes using interactive forms and teaching methods» (Yermakova, Ivashkin, 2013, p. 22), it became clear that the basis for a series of sequential lessons was mainly group and pair work, in which students were united through various unconscious (random division) and conscious (self-regulatory division) methods. Working in a group has many positive factors, such as mutual assistance, mutual learning, mutual respect, mutual support, and mutual motivation (Pokidova, Vertiyeva, Tsyutsyura, 2016, p. 177–179). In addition, the group form of learning is the key point in organizing interactivity in any lesson format. Along with pair and group work, we also applied a collaborative form of work, with the help of which interactivity was also organized during the lesson.

Below is a description of some effective ways of using the Padlet Internet service, contributing to the organization of interactive cooperation of learners, in this case, students of the higher education, in online foreign language lessons.

1. Organization of brainstorming. One of the effective ways to use the Padlet Internet service is to organize the «brainstorming» method. According to A.P. Neustroeva: «The method of brainstorming is one of the methods of active learning, which is aimed at activating thought processes by collaboratively searching for solutions to a difficult problem» (Neustroeva, 2019). The Padlet interactive whiteboard virtual space allows students to post their ideas during the brainstorming method. Students usually work with the Padlet board in pairs or in groups. In addition, the teacher can create an individual online Padlet board for each group and provide groups with an individual link to the prepared task.

Below is an example of a task for the «brainstorming» method, conducted as part of a pedagogical experiment with students of the 1–2 year of study of a language specialty. First, two online Padlet boards were created by us, and during the lesson, before studying new material, students were united into two groups. The task of the students, working in groups, was to generate as many ideas as possible on the topic of «Telephone language» and post them on the Padlet online board (see fig. 1, fig. 2). According to the task, students were supposed to suggest various variants of phrases on the topics: «answer the phone

call», «ask for someone or something», «describe problem with the line», «finish the conversation».
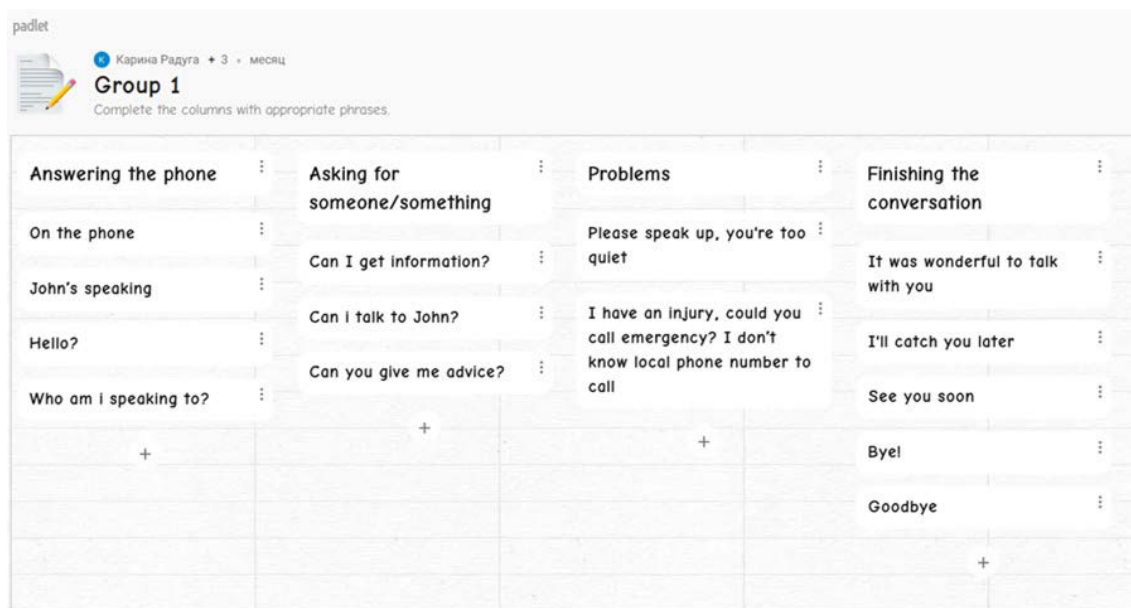
padlet

Карина Радуга + 3 · месяц

Group 1
Complete the columns with appropriate phrases.

Answering the phone	Asking for someone/something	Problems	Finishing the conversation
On the phone	Can I get information?	Please speak up, you're too quiet	It was wonderful to talk with you
John's speaking	Can i talk to John?	I have an injury, could you call emergency? I don't know local phone number to call	I'll catch you later
Hello?	Can you give me advice?		See you soon
Who am i speaking to?	+		Bye!
+		+	Goodbye
			+

Fig 1. Results of the brainstorming method of the 1ˢᵗ Group

padlet

Карина Радуга + 4 · меньше минуты

Group 2
Complete the columns with appropriate phrases.

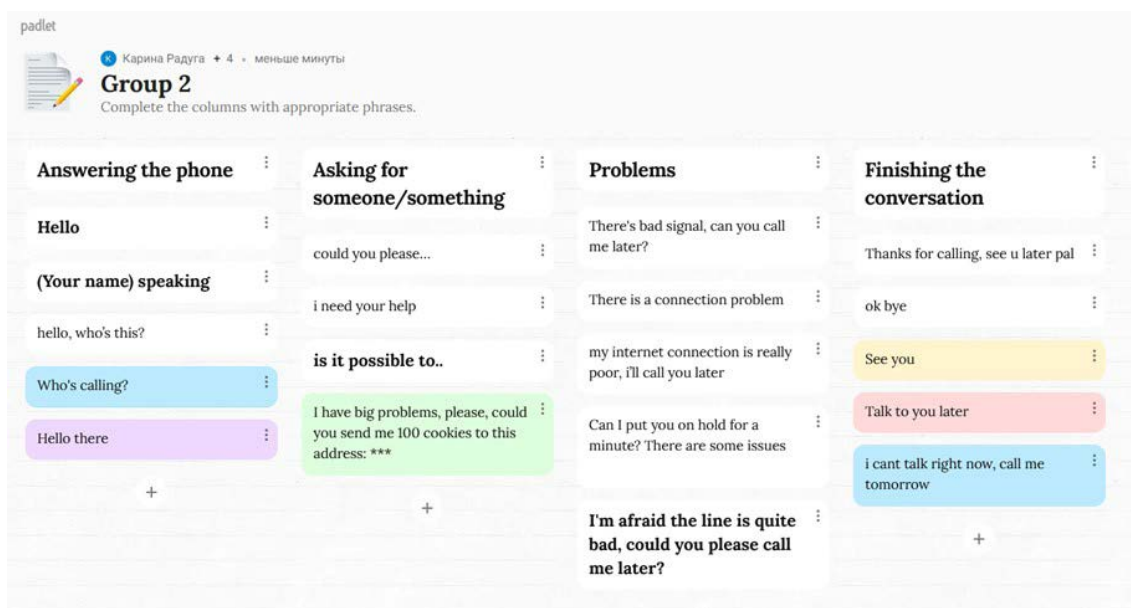| Answering the phone	Asking for someone/something	Problems	Finishing the conversation
Hello	could you please...	There's bad signal, can you call me later?	Thanks for calling, see u later pal
(Your name) speaking	i need your help	There is a connection problem	ok bye
hello, who's this?	is it possible to..	my internet connection is really poor, i'll call you later	See you
Who's calling?	I have big problems, please, could you send me 100 cookies to this address: ***	Can I put you on hold for a minute? There are some issues	Talk to you later
Hello there	+	I'm afraid the line is quite bad, could you please call me later?	i cant talk right now, call me tomorrow
+			+

Fig 2. Results of the brainstorming method of the 2ⁿᵈ Group

Thus, using the Padlet whiteboard for brainstorming, not only collaborative, but also interactive cooperation was created among students in an online lesson: students collaboratively brainstormed ideas and wrote them down.

2. Organization of project work. The Padlet online service can be used to organize students' project work. In this case, the online whiteboard serves as a tool to facilitate organization of interactive cooperation of students in an online lesson. This is determined

by the fact that the project work includes cooperation and collaboration of all participants in the process, thereby interactivity occurs (Yefimova, 2018).

During the pedagogical experiment, the Padlet online whiteboard was used by us as a means to facilitate the organization and presentation of students' projects. In one of the online lessons on the topic «Success or Failure», students of FL–22 Group were offered a project task, which they performed, united into two groups. The task of the students was to give advice on the topic «How to start a business». All the tips offered by each group were noted on the Padlet online whiteboard.

The advantage of this whiteboard is that each of the groups can see the answers of all project participants. In addition, due to the use of the Padlet online whiteboard, the project work process is accompanied by the interactivity of all participants, even if the participants are not connected to a single online conference. This is due to the fact that the Padlet virtual space allows project participants to see each other's comments and thus participants can correct answers, even in asynchronous learning format.

Thus, the Padlet online whiteboard, being a tool for organizing an online lesson, helps to organize the interactivity of students, moreover, not only in synchronous, but also in asynchronous learning format.

Conclusion

In this article, possible ways of using the Padlet Internet service in organizing interactive cooperation of students in online foreign language lessons were considered. It was noticed that the Padlet Internet service is a convenient and multifunctional virtual space, with the help of which it is possible to successfully apply a huge and diverse number of interesting and effective interactive teaching methods. During the pedagogical experiment, such methods as the project method and the "brainstorming" method were used for research.

Thus, the Padlet online service helped to organize interactive cooperation of students, as it meets all the criteria of interactive teaching: it involves students in the learning process, develops their communicative and language skills, increases the skills of teamwork and pair work, tolerance and respect for each other, as well as this online service provides access to information exchange, is easy to use, free, can be used for any goals and objectives of the educational process.

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САНДЫҚ ТЕХНОЛОГИЯЛАР ШЕТЕЛ ТІЛІ САБАҚТАРЫНДА ИНТЕРАКТИВТІ ОҚЫТУ ҚҰРАЛЫ РЕТІНДЕ

Андатпа. Мақалада білім алушылардың шет тілі сабақтарында интерактивті өзара іс-қимылын ұйымдастыру кезінде Padlet онлайн-тақтасын қолдану мүмкіндіктері зерделенген. Авторлар Padlet веб-сервисі білім алушылардың сабақтарда интерактивті өзара іс-қимылын ұйымдастыруда маңызды құрал болып табылатынын дәлелдейді. Қойылған мәселені зерттеу үшін эмпирикалық және теориялық зерттеу әдістері таңдалды, бұл авторларға қысқа мерзімді жоспарлар сериясын одан әрі әзірлеу үшін зерттелетін мәселе туралы жалпы түсінік алуға және егжей-тегжейлі зерделеуге мүмкіндік берді. Зерттеу нәтижесінде Padlet онлайн-тақтасы– ыңғайлы және көп функционалды виртуалды кеңістік екені атап өтілді. Авторлар шет тілі сабақтарында білім алушылардың интерактивті өзара іс-қимылын табысты ұйымдастыру үшін Padlet онлайн-тақтасының мүмкіндіктерін қолданудың тиімді тәсілдерін ұсынды. Педагогикалық эксперимент барысында Padlet онлайн-тақтасы оқытылатын тақырыптар бойынша студенттік жобаларды ұйымдастыру және таныстыру құралы ретінде пайдаланылды.

Түйінді сөздер: интерактивті оқыту, сабақ, шет тілі, онлайн-тақтасы, Padlet.

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ЦИФРОВЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВО ИНТЕРАКТИВНОГО ОБУЧЕНИЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

Аннотация. В статье изучены возможности применения онлайн-доски Padlet при организации интерактивного взаимодействия обучающихся на уроках иностранного языка. Авторы доказывают, что веб-сервис Padlet является важным инструментом в организации интерактивного взаимодействия обучающихся на уроках. Для изучения поставленного вопроса были выбраны эмпирические и теоретические методы исследования, что позволило

авторам детально изучить и получить общее представление об исследуемом вопросе для дальнейшей разработки серии краткосрочных планов занятий. В результате исследования было отмечено, онлайн-доска Padlet – это удобное и многофункциональное виртуальное пространство. Авторами были представлены эффективные способы применения возможностей онлайн-доски Padlet для успешной организации интерактивного взаимодействия обучающихся на уроках иностранного языка. В ходе педагогического эксперимента онлайн-доска Padlet использовалась как средство организации и презентации студенческих проектов по изучаемым темам.

Ключевые слова: интерактивное обучение, урок, иностранный язык, онлайн-доска, Padlet.

Authors` contributions
Nygmetova B.D. – the concept of the study, research methodology, writing part of the text.
Roy A.V. – design of the study, visualization, formal analysis, writing part of the text.
Chepelyuk A.I. – visualization, formal analysis, writing part of the text.