

The Role of Innovative Technologies and Social Networks in Teaching the Kazakh Language

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ABSTRACT

Currently, it is impossible to study a language without the Internet. The use of innovative technologies in teaching the Kazakh language in Russian-speaking classrooms plays a significant role in addressing various didactic challenges. It fosters greater interest among students, which, in turn, enhances their concentration and memory. As a result, learning becomes more accessible and effective, stimulating students' thinking and helping them grasp the material more easily. These technologies also encourage participation from all students, including those who are typically passive or struggle academically, making lessons more inclusive and engaging. Moreover, integrating technology into the classroom environment promotes communication in the Kazakh language. Both teachers and students have the opportunity to expand their vocabulary and express their ideas more freely, which actively contributes to the development and usage of the language. Students become more independent learners, cultivating research skills and a curiosity that motivates them to seek out knowledge on their own. For educators, these technologies serve as essential tools that not only improve the quality of instruction but also enhance their professional standing. Teachers gain recognition from students and peers alike, and their overall competence and authority in the classroom are strengthened. This article discusses innovative technologies in teaching the Kazakh language, social networks that can be used in teaching the Kazakh language, and the advantages and disadvantages of using social networks in the educational process. Teachers are offered tasks that can be used with students on the subject of the Kazakh language using social networks.

Keywords: innovative technologies, social network, internet resources, educational process, digitalization, Instagram, YouTube, TikTok, content.

1. INTRODUCTION

In modern times, digitalization and the development of computer technologies are influencing the transformation and renewal of many spheres of human life. Accordingly, the field of education is also changing. Over time, the influence of digital technologies on education is growing, sometimes even surpassing traditional forms of education. The advantage of using innovative technologies in the system of teaching the Kazakh language is, first of all, increasing the language quality. Innovative technology means the transformation of the educational process through the use of Internet resources [1]. The primary goal of integrating new technologies into the educational process is to develop students' communicative competence, including its key components such as information and digital literacy. These tools are

particularly valuable for enhancing grammatical, phonetic, and lexical proficiency in the Kazakh language, as well as for fostering skills in reading, writing, listening, and speaking.

In teaching the Kazakh language, especially in Russian-language schools, digital and multimedia resources are employed with a linguodidactic focus. These include a variety of tools such as electronic dictionaries explanatory, reference, terminological, illustrated, and interactive as well as authentic materials in the target language available in text, graphic, video, audio, and game formats. Additionally, specialized educational resources are used, including computer programs, electronic textbooks, and interactive assignments designed specifically for language learning.

Common software applications like MS Word, MS PowerPoint, and web browsers, along with electronic communication tools both synchronous (such as chats, messengers, and video conferencing) and asynchronous (such as email, forums, and social networks) support the teaching process. Internet-based educational formats like hotlists, multimedia scrapbooks, treasure hunts, subject samples, and webquests are also incorporated into daily lessons to make language learning more engaging and interactive.

These technologies fulfill several important functions in language education. They serve an educational role by supporting the introduction of new material, a training function by helping students practice and build communicative skills, and a control function by assessing and monitoring learning outcomes. Furthermore, they perform an integrated function by combining all these aspects into a cohesive learning experience [1].

LITERATURE REVIEW

Nowadays, multimedia educational programs and electronic textbooks are considered one of the main factors of informatization of knowledge. This is due to the fact that the computer, in comparison with other tools, has a high priority: the ability to perform various tasks quickly and in a short time; the versatility of visualization capabilities; a high level of didactic capabilities. The use of a computer in language teaching provides the following opportunities: the ability of the language learner to work independently; the ability to control his actions based on the links on the computer; the ability to check and correct his own mistakes; the ability to return to tasks; the ability to view the computer as a teaching technique. Furthermore, the use of a computer to teach the Kazakh language has changed the learning process and has had a fundamental impact on teaching methods. According to psychologists, the use of various computer technologies in the classroom increases students' interest and creates confidence in their own abilities. Scientist K. Kadasheva says: "New, innovative teaching, the development of high activity and high-level teaching methods can be fully realized only with the comprehensive use of technical and electronic means of teaching. However, the optimal use of new technical and electronic means of teaching depends on the skill of the teacher" [3].

Speaking of innovative technologies, it is worth mentioning social networks in line with modern requirements. Social networks also play an important role in teaching the Kazakh language. It is impossible to imagine our life without social networks since they are used in every aspect of our lives. They have become an integral part of our daily lives. Young people spend a lot of time exchanging information, photos and videos on social networks. Therefore, the use of social networks and applications in teaching the Kazakh language is of great relevance. Before proceeding to the study of the features of using social networks and applications as a tool for teaching the Kazakh language, it is necessary to reveal the main conceptual aspects of the topic.

The concept of “social network” as a term was introduced into scientific circulation in 1954 by sociologist James Barnes, who proposed the following definition: “A social network is a social structure that includes groups of nodes that act as social objects”. However, this term began to spread only with the advent of the Internet [5].

Although the term “social network” appeared early, it did not have a generally accepted definition. Scholars have provided various definitions [5] and proposed their own versions (Table 1):

No.	Author	Definition
1	G.Z. Gabdrakhmanova	A structure based on the interaction or common interests of individuals.
2	S. V. Patyukov, E. V. Kovriga	A platform for building relationships, sharing information, getting feedback, and finding a social environment.
3	A.V. Plotnikov	A type of media, a special modern channel of media communication, which is characterized by a wide range of users, works only with the help of the Internet and additional “reception devices” (phone, tablet, laptop, etc.).
4	A. S. Ogneva	Platforms where participants can connect with each other.
5	L. M. Levin	A virtual platform that facilitates conversation, as well as the creation and development of social relationships.
6	R. V. Glushchenko, K. A. Yadykina, E. Yu. Yadykina	A web service where you can view your own and other users' interactions within a single system.
7	T. B. Malinina, D. A. Smertina	A web space that enables the mass distribution of content that can be authored by anyone.

Thus, according to the definitions of the authors given above, we conclude that a “social network” is an interactive website where users can communicate with other people within the network, view information about other users, and monitor their interactions. In the modern world, social networks serve not only as a means of communication, but also as an educational platform. Social networks provide great opportunities for improving and modernizing the educational process, including teaching the Kazakh language. There are both advantages and disadvantages of using social networks in the field of education. Let us dwell on the advantages:

- Access to a wide range of information: Social networks allow you to get information that is used in the educational process. These can be videos, articles, books, etc.;
- Interactivity: Social networks allow you to build relationships and exchange information with other students, teachers, and experts in the field of subject being studied;
- The possibility of distance learning;
- Development of communication and social skills: The use of social networks helps students develop communication and social skills that will help them become future professionals;

- Focus on the educational process: Social networks make the learning process more interesting and increase students' interest in learning.

The disadvantages of using social networks:

- Lack of control: social networks do not allow students to fully track the content they watch. This can cause them to see negative content and advertisements.
- Negative health effects: Prolonged use of social media can cause students to experience eye strain, headaches, etc.;
- Distraction of students' thinking;
- Decreased quality of education: some researchers suggest that students may waste their time on entertainment content instead of viewing educational materials;
- Security concerns: Personal information about students may be accessible to others, posing a threat to student safety.

From this we can see that the use of social networks as an educational tool has its advantages and disadvantages. However, with the help of social networks, there is a great opportunity to attract potential users without wasting much effort and money. We will dwell separately on social networks that can be used in teaching the Kazakh language [6].

THEORETICAL FRAMEWORK

Today, new audiovisual technical tools presented in multimedia require Kazakh language teachers to take a new approach to language teaching and improve their methods. A few years ago, the concepts of "Technical tools of teaching", "Laboratory" were associated only with the use of tape recorders, educational television, classes in the language room or research in the field of technical and exact sciences, but there was no opportunity to use computers, as well as Internet resources in language teaching. Now Kazakh language teachers have at their disposal several types of technical tools of teaching aimed at using computer technology. Mastering this complex technical system requires special training [3].

Optimization of the learning process – it is necessary to provide for the improvement of educational Laboratories based on updated computer programs and the development of a methodology for using this type of technical tools of teaching in teaching the state language. Of course, the development of new computer programs and a whole information Educational Complex is considered the most urgent need of today's domestic higher schools. However, it is impossible to satisfy it without a thorough knowledge of the theoretical foundations of using computers in the process of teaching the Kazakh language. Now let us describe the theoretical foundations and methodological principles of this process: 1) It is known that one of the principles is sufficiently general, has a universal character within certain limits, others may be specific (individuality) in their field of application. In connection with this, first of all, the general methodological principles proposed in a narrow range are developed and clarified. 2) There are also methodological principles, the application of which is currently limited to the specific, difficult area of teaching the Kazakh language with the help of certain computer programs presented in multimedia: the principle of teaching some individual aspects of the language system and one of the types of speech activity, or the use of particularly important educational tools based on teaching the state language. The teacher can use computer

presentations, audio and video materials, slides, graphic objects with simple and complex animation in the lesson of the Kazakh language [4].

Using new technologies in the process of language acquisition, it is quite possible to form pedagogically formed writing, listening, understanding, speaking skills. As for the psychological aspect, since each of the modern students usually has computers, laptops, videos and TVs with many games in their homes, they are accustomed to perceiving the environment in this way. The possibilities of new technologies allow students to understand that they can also be successfully used in acquiring studying curricula and language learning, and this affects the development of creative activity, increases interest in the subject, improves listening and speaking skills, and as a result, ensures high-quality education. The use of network technologies and multimedia teaching programs allows improving the quality of language teaching. In addition, from a psychological point of view, the application of a computer increases the interest and motivation of the language learner and allows him to freely apply his knowledge without feeling pressured during each work. Multimedia teaching programs are very convenient for language teaching. They help to eliminate the psychological and language barriers of the language learner. New technologies introduced into the teaching system affect the personality, content and methodology of teaching. It enhances motivation in teaching and didactics in the learning process. "Multimedia" in Latin means "many media". Multimedia is a very complex technological tool for teaching that has not been fully explored. The teacher's task in organizing the learning process is to effectively use new technologies. Multimedia technologies should be in harmony with the traditional principles of teaching. Multimedia is the provision of interactive programs using modern computer tools. Multimedia is the combined use of text, sound, video, etc. Multimedia is an information and technological hypertext structure [2]. The complex use of various types of multimedia technologies contributes to the development of interaction between all users, from the teacher to the ordinary student; it enables the student to make every effort to present himself, to develop his abilities. Owing to the support of the teacher, he recognizes his capabilities, his humanity and values and changes himself. The decisive factor at each stage of teaching the state language through new technologies should be the abundance of oral exercises. Its ignorance leads to a forced imposition of preparatory and language exercises that hinder the practical mastery of the language being taught. However, this approach does not exclude the need for preparatory exercises, but, firstly, their main share will be very small compared to oral exercises, and, secondly, the implementation of any preparatory exercises should end with a demonstration of how the recognized phenomenon functions in the language to achieve the communicative goal.

METHODOLOGY

The use of interactive whiteboards in multimedia classrooms allows, firstly, to involve a large number of listeners, and secondly, to stimulate the cognitive process. In addition, this is an alternative to the synchronous model of interactive online learning. In accordance with modern requirements, a multimedia teaching program "Kazakh Language", a methodology for accelerated language learning based on multimedia classrooms, is being developed. In modernizing language learning, both the requirements and the relationship change. Although any teaching technology increases the intensity and activity of activities, in some technologies these tools are aimed at the improvement, development of the individual, forming the main idea and the basis for the effectiveness of the result. They are problem-based learning technology, communicative technology, developmental learning technology, debate, game methods, etc.

Furthermore, it is possible to use the methodology of developing high activity to improve the quality of teaching methods in teaching the Kazakh language. When conducting lessons using an interactive method, the teacher plays the role of a consultant. The language learner learns to explore, to work creatively, and his interest in the language increases, that is, he becomes motivated to learn for his own needs. The teacher creates conditions for the formation of interaction between the listener and the listener, which is important in learning another language [4].

In any case, all methods include four types of speech acts. Our main visual aid is the text. This is because most of the exercises are based on the text. The dictionary of the Kazakh literary language defines the text as: “A sequence of meaningful sentences and words that convey information, characterized by continuity and integrity around one topic.” Tasks are carried out on the text: questions and answers, drawing up a plan based on the content of the text, dividing the text into parts, assigning titles to parts of the text, identifying the main idea in the text, summarizing the text, etc. The purpose of the writing activity is to teach writing correctly. In writing, the following tasks are given: to be able to compose sentences with words and phrases related to a new topic, to compose sentences related to the given topic or to complete the idea in a sentence, to complete the sentences in the exercises with the necessary words and phrases, to be able to briefly write what they comprehend from the text, to write their own opinion based on what they hear or see on audiovisual materials, etc. At the end of the lesson, written work related to the consolidation of the new topic is carried out (a short composition, essay, expression of opinion, etc.). The basis of speaking is the ability to correctly convey thoughts, that is, the student expresses his/her opinion based on the information received. The tasks related to speaking are answering thought-provoking questions, creating a dialogue for a situational task, expressing an opinion or stating the content of the text, being able to independently create question-and-answer methods based on a diagram, being able to express one's point of view on audiovisual materials. The basis of listening is understanding and conveying information. The act of listening involves listening to information, being able to say or write what one has heard, seen, and understood through audiovisual materials, participating in discussions related to video material, that is, being able to express one's point of view on the information heard and seen [4].

DATA ANALYSIS

When planning a lesson, it is best to organize the work in three stages, observing general rules for using multimedia and digital resources [2]. The first stage is the pre-text stage - here the Internet resources to be used are planned, tasks are given in advance. The second stage is the text stage - the task is performed using digital resources. The third stage is the post-text stage - the task is automatically checked using digital resources. It is important for a teacher to know and learn how to correctly use Internet resources, that is, innovative technologies, in teaching a language. The ability to effectively use the capabilities of information technologies in the comprehensive mastery of the state language, the development of new teaching methods for conducting lessons is one of the most urgent issues at the present time. The effectiveness of technology, its prospects depends on the psychological characteristics and business acumen of the specialist. The main requirement arising from this is the subject's ability to focus, diagnose personal development, design situations, dialogue of thoughtful searches, and link the tasks in the textbook with life. The teacher should often use different teaching methods. Teaching technologies are divided depending on the learning process and the type of lesson: Problem-

Based Learning, Game-Based Learning, Support-Signal learning, computer-based learning, e-learning, communication technologies, innovative learning, learning through new technologies. The use of a computer in the lesson of the Kazakh language allows us to learn texts and information. It increases the ability of students to work independently and their cognitive activity, forms their spelling and lexical skills. The computer helps a lot from it, especially for language learners when performing various language training tasks. Basically, the following methods are used: 1) Question-answer dialogue; the essence of the task is to give a direct answer to the computer's question. The main language text is used to formulate the question. 2) Selected answers dialogue. The respondent chooses his own answer from the list of proposed answers. 3) Fill-in-the-blank exercises. 4) Exercises to check the level of vocabulary mastery: the computer offers a list of words that need to be translated; words written in Russian-Kazakh are given. The students should find the correct equivalents and form a pair. The computer provides the highest level of interactive learning. During this exercise, the student's actions are carried out through the constant and rapid reaction of the computer. Since students set the pace of work themselves, computer learning fully corresponds to the principles of self-study.

According to the research of methodological scientists, it is essential for teachers to continually enhance their professional skills by selecting teaching methods that are not only convenient for their own use but also effective and beneficial for their students. Within the educational process, new technologies offer several key advantages. They help spark students' interest in learning, support the holistic development of the individual, and create favorable conditions for the deep and comprehensive acquisition of knowledge. Ultimately, these technologies contribute to improving the overall quality of education.

RESULTS

The contribution of digital technologies to the organization of lessons in order to make information accessible and understandable to the audience is enormous. In the process of comprehensive coverage and organization of the learning process in the Kazakh language subject, you can use the capabilities of digital technologies such as learningApp.com, quizlet, quizziz, kahoot. The advantage of these smart technologies is that they help students complete tasks of different levels independently, transforming them into multimedia tools and interesting tasks. Such digital technologies not only evaluate each work individually, but also summarize the student's achievements in a table. In addition, these digital technologies can be used at all stages of the lesson. This helps to organize the lesson interestingly and effectively. Through the LearningApps.org website, you can present lexical and grammar topics to students in the classroom, incorporating media, pictures and various templates. This shows the variety of tasks that can be performed. For example, puzzles, intellectual games, cards and rebuses, etc. are collected. You can prepare video or audio recordings according to the topic of the lesson and offer listening tasks to students. This improves students' attention and memory. At the levels of knowledge accumulation and analysis, it is possible to develop a system of tasks in the form of solving crossword puzzles, identifying differences, matching and word searches. With the help of this site, it will be easier for the teacher to independently create his class, monitor and evaluate the activity and results of the activities of each student. The final part of the lesson includes a section for leaving comments and suggestions, so students can receive feedback on the topics covered in the lesson. This allows students to be aware of the shortcomings and achievements that they need to work on. It contributes to the formation of students' own views, self-development and decision-making skills. Based on the results, students improve

their skills in generalization, analysis, self-education and practical application. Therefore, the use of digital technologies help not only to improve students' knowledge, but also develop skills of using modern technologies and their functional literacy.

DISCUSSION

The social network “Instagram” can be used for any purpose, this network is focused on the exchange of photos, so it can be used to create a dialogue or conversation, and to search for images for discussion (for example, a student post). Instagram provides convenient communication between groups of students in the classroom, as it allows to instantly post high-quality photos and record 1-minute videos. This saves time on the exchange of work results. For example, making a video by creating a dialogue, and then identifying talented “actors”. This social network is a great opportunity to do creative homework. If the teacher does not want to use his personal page, he can open a personal page or a page for the whole class for teaching purposes. The teacher can create a personal Kazakh-language environment using Instagram.

Instagram users are attracted to stories, with which you can post photos and 1-minute videos. Students can be invited to complete tasks in stories, for example, to publish the correct answers to the questions posed, conduct a survey, demonstrate certain speech skills. As a rule, this type of task is well received by students, because they are easy and interesting to perform, which significantly increases students' interest in the subject. Through Instagram, you can give students the following task: descriptive skills are necessary in students' lives, and to develop them, you can perform the task “Speak and show through photos or pictures.” Students take a photo and post it on Instagram. If a common page is used in the lesson for the class, the teacher can show a picture from a tablet or laptop, and students can speak about it. For many lexical topics, you can offer students a monologue “My dream”, where students describe their dreams. In addition, you can offer students to discuss texts from the pages of famous people on Instagram. The following tasks can also be given through Instagram:

- As a homework assignment, instead of the task “Make a sentence using the past tense”, you can ask students to take pictures of interesting moments from the past day on Instagram and describe what they did yesterday evening at 16:00, 19:00, 21:00 in the post. They will talk about that picture in class. Other students should ask additional questions;
- A short video presentation: this can be given as homework. Students record a video of their day or an interesting incident that happened on the street, and they must speak in Kazakh in the video. As feedback, teacher can reward the student who gets the most likes or organize an expert assessment based on various criteria (content, student vocabulary, etc.).

In addition, there are also pages dedicated to learning the Kazakh language on Instagram. In particular, the page of the Kazakh language teacher Nabieva Oksana, who posts videos on various topics on her page; Taqpaq Oku is a page with a collection of Kazakh poems for children; “Kieli Tezek (Holy Dung)” is a page with memes for fun and interesting learning of the Kazakh language; Qazaq Genius project is a blog dedicated to analyzing the lyrics of popular Kazakh songs and enriching vocabulary through musical context; “Soz” is a page with translations and meanings of words, where unknown, rarely used and forgotten words are published. YouTube social network. In recent years, YouTube has become not only an entertainment platform, but also a popular virtual educational space where you can find high-

quality educational content. YouTube has the opportunity to consolidate grammar rules, expand vocabulary, improve pronunciation and broaden your worldview. Users have access to interesting and diverse content for learning the Kazakh language: courses for learning the Kazakh language, videos explaining grammatical materials, etc. There are many channels on YouTube dedicated to learning the Kazakh language. For example, Saule Shudabaeva (a philologist with 27 years of experience) explains Kazakh language topics on her channel, reviews homework assignments on the Kazakh language in the school curriculum, uploads videos on how to greet in Kazakh, etc. Nazira Zhylybayeva shares information about Kazakh grammar, colloquial speech style and reading on her channel called “Kazakh language for everyone.” Channel viewers learn how to correctly construct and correctly understand sentences in Kazakh. Marzhan Usenbaykyzy invites people to learn the Kazakh language on her channel, starting with the alphabet, and also reads her own prose and poetry on her channel. Soyletube videos on the YouTube internet platform also help you master spoken language and phrases used in everyday life in a unique way.

The teacher can give students the following tasks to use YouTube in Kazakh language lessons:

- Students can be asked to create a video on the topic “My Favorite City”; the students’ task is to tell about their hometown in Kazakh using various video effects and multimedia elements;
- Students should subscribe to a Kazakh-language channel on a topic of interest to them (sports, fashion, music, etc.), choose a video they like, and write their opinion or ask the author a question in Kazakh;
- Students create an audio podcast on the topic “My Hobby”, upload it to the YouTube channel and share the link with the class. After listening to the podcast, each student should ask the author a question or write a positive comment using Kazakh;
- Students find a Kazakh music video on YouTube, watch the video, write the lyrics in Kazakh and discuss the lyrics in Kazakh;
- Students watch a video on YouTube where the author explains some grammar rule in Kazakh and complete the suggested tasks (for example, make sentences, etc.).

In 2018, the TikTok application for publishing short videos was launched. Now this application is widely recognized. It is based on the publication of short music videos that are shot up to 60 seconds long. Through this network, teachers can post various content, explaining the main issues of the topic, the correct pronunciation or brief meanings of certain words, which contributes to the rapid memorization of students. There are also pages on TikTok that teach the Kazakh language. The “Soyle.kz” is a project created under the leadership of Doctor of Philology, Professor Aldash Aiman and Candidate of Philology Turenliyazova Asylzhan. It provides interesting and useful information about the Kazakh language. In addition, there are pages dedicated to learning the Kazakh language by teachers such as Daden Aigul, Abildinova Ardak, Otegen Altynai, Tasibekov Kanat.

CONCLUSION

In conclusion, the use of digital technologies in Kazakh language lessons is relevant for implementing a new teaching direction. Students become competitive educated individuals by performing tasks based on information technologies. Therefore, it is important to use digital

technologies in the educational process, integrating them into the teaching process. The application of new types of digital technologies during the lesson contributes to the development of students' creative and intellectual abilities, the formation of skills to use their knowledge in life. As we can see, the versatility of modern social networks also allows them to be used in teaching the Kazakh language. Social networks are also used as a means of communication between teachers and students. This helps to increase the level of interaction in the learning process. In our country, Instagram, YouTube, TikTok networks are widespread, and they are used in teaching the Kazakh language, contributing to the increase of students' interest in the subject. In general, the use of social media in the educational context is still controversial, and to make it more effective for both teachers and students, the advantages and disadvantages of introducing them to the educational process must be taken into account. However, social networks can be an additional tool for teaching a foreign language, since their use helps to develop students' creative abilities, increase cognitive activity and them for educational activities.

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