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THE ROLE OF EDUTAINMENT TECHNOLOGY IN TEACHING LISTENING

Currently, the introduction of new technologies into the educational process, along with traditional forms of education, leads to the emergence of new, modern forms and technologies of learning. One of the areas where the importance and effectiveness of modern technologies and their application are manifested at a high level is the process of teaching listening skills. The greatest attention in the conditions of mastering a foreign language and developing communicative competence in a foreign language is paid to listening. This is because it is known that any communication is not carried out without listening. The article discusses the features of Edutainment technology, one of the modern teaching technologies used in the process of teaching listening skills. In addition, the advantages and possible disadvantages of Edutainment technology have been analyzed. Experimental teaching was taken as the main method of research work and the effectiveness of the use of Edutainment technology in teaching listening skills was proved in practice.

Keywords: listening, Edutainment, technology, teaching, audio, audiovisual materials, game, songs.

Introduction

In the modern socio-cultural space, in the context of the growing mobility of society and the rapid development of globalization, the need for the formation of a comprehensively developed multicultural personality is natural. This situation requires close attention to methods and techniques used in the process of teaching a foreign language. Generally, the term «a multicultural personality» refers to a person who is able to recognize and accept not only his own cultural values, but

also cultural values and norms of other people and another country. The formation of this personality, in turn, requires mastering a foreign language, including the ability to communicate correctly, appropriately in a foreign language. And the most important part of any linguistic communication is listening. Without listening, there is no speaking, accordingly, any communication is not possible there. The fact that it is difficult for students to master listening skills also shows the importance of learning this skill. By developing listening skills, students can also get acquainted with lexical units and grammatical structures of the language. Respectively, special attention to this skill allows to develop other skills in a foreign language. Listening serves as a goal and as a means of learning. While listening as a goal of learning provides an understanding of information by ear, as a means of learning listening is reflected in transmitting materials containing other language data to students. J. Newton and I. Nation point out that even at the very beginning of a child's life, when he begins to understand his native language and speak it, the key point is the ability to listen [1, 37]. That is, considering the importance of listening in the development of the language of a newborn child, we can determine the importance of listening in the life of a person as a whole. In addition, in the era of modern technology, when almost all information and materials are being transferred from printed form to audio and audiovisual form, the development of listening skills of members of society is among the most important issues. Generally speaking, we can say that listening skills are the basis of communication, because, any communication begins with listening and understanding information.

Since listening skills are considered as the most important and at the same time the most complex skills, students have some difficulties in developing this skill. M. Kirana identifies several indicators that help to determine whether students have such difficulties. Some of them are: it is difficult for students to answer general and specific questions about the information they have heard, about its content; they cannot generalize the information they have heard; students find it difficult to understand the main idea of the speaker that he wanted to convey, etc. [2, 234].

When such difficulties arise, it is important for students first of all to understand how the listening process takes place. The listening process, like all speech activities, consists of different steps. According to Tyagi there are five stages of the listening process:

- Hearing: at first a person hears and perceives sound waves from the external environment through the ear receptors;
- Understanding: then he understands the meaning of the symbols he heard. The meaning of these symbols becomes clear depending on the person's past experience or a specific context;
- Remembering: a person not only hears information and understands its meaning, but also stores it in a short-term or long-term memory;

- Evaluating: at this stage, the listener identifies facts and necessary information from the listened information;
- Responding: the listener completes the listening process by giving a verbal or nonverbal response to the information [3, 2].

However, students should not confuse listening with hearing. B. Reddy distinguishes the differences between them: hearing is a physiological process that occurs spontaneously, while listening is a phenomenon that occurs only when a person has a concentration on the information heard and a desire to understand the speaker [4, 115].

Moreover, to make the process of teaching listening proceed correctly, productively and successfully, first of all, students need to understand the psychological, physiological and linguistic features of perception of information through listening in a foreign language. From a psychological and physiological point of view, listening is closely related to short-term and long-term memory. Short-term memory stores information until it is transferred to long-term memory. A long-term memory is responsible for the process of information processing. Accordingly, when perceiving information in any foreign language, a person's short-term memory transfers new information into long-term memory, linking them with previously listened information. That is, according to psychologists, the more the information received is similar to each other, the more difficult it is to store it in long-term memory and the faster students forget language materials [5, 200]. Considering these features, it can be noted that in the process of developing listening skills, the use of Edutainment technology leads to significant achievements.

Currently, one of the urgent issues is not only educational material, but also how and in what format to deliver this material in order to develop students' language skills. Nowadays, we are teaching generations Z, who were born since the 2000s. They grew up in an information-saturated environment, as a result of which it is difficult to keep the attention of students in monotonous tasks for a long time. Anything that is not pragmatical and too formal makes them bored and slows down the learning process. For these generations living in the age of information technology development, the visual form of information perception is in the foreground. Taking into account these and the above features, it can be seen that the use of Edutainment technology in the process of teaching a foreign language is of particular relevance.

In general, Edutainment is a system that assumes the principle that knowledge should be transmitted in an understandable way and in an interesting form, in a comfortable atmosphere, linking learning with entertainment, as well as using modern technical and didactic tools [6, 193]. The most important feature of this technology is the introduction of modern tools, games, audio and audiovisual

materials into traditionally conducted classes. Edutainment technology consists of many elements that can make the learning process more interesting for students. Therefore, we can talk about the advantages of this technology. However, teachers have to take into account that this technology is not a technique or method that can replace fundamentally one academic education, but only an additional tool that ensures the active participation of students. According to M. Addis, Edutainment is a form of activity that ensures that the students will be able to study and satisfy their interests at the same time. From his perspective, the process of implementing Edutainment technology into the learning process involves a connection between an object and a subject. Here, the subject is a student, while the object is a format of information that can teach and entertain at the same time [7, 730]. That is, the most fundamental property of this technology is its novelty. Moreover, in the process of teaching using Edutainment technology, students gain individual experience, being directly involved in this process, and the level of transmission of educational material also increases. In general, the features of Edutainment technology include:

- emphasis on the development of students' interests, which allows them to develop new skills;
- accent on entertainment, which includes interest in the educational process and reduction of psychological pressure;
- the use of various universal games that do not depend on the age of students;
- emphasis on modernity, that is, when using audio, audiovisual materials of modern formats, didactic games, multimedia tools in the learning process, students are maximally involved in the learning process [8, 67].

Currently, researchers are developing teaching plans and methods that have a direct impact on the development of listening skills, which are carried out using the elements of Edutainment technology. One of them is a system of exercises which helps to develop listening skills developed by Gimadieva and Salekhova in 2022 using Ted Talks [9]. Other similar research works are carried out with an emphasis on the use of audio, audiovisual materials in the teaching process, the inclusion of game elements, songs, the use of quizzes that provide the development of listening skills, etc. In this work, we have studied in a practical way how the use of edutainment technology affects the development of listening skills of students.

Materials and methods

As N. Aksakal noted, if the aim of teaching is to educate future generations and develop their abilities, then teaching methods should also be applied based on the needs and preferences of this generation [10, 1233]. Therefore, we conducted a research work to determine the role of Edutainment technology in the development of students' listening skills. In this research work, an experimental teaching method was used. The experiment involved 21 students at the pre-intermediate

level, divided into two groups. In the experimental group of 11 students, classes were conducted using elements of Edutainment technology, in the second control group of 10 students, classes were conducted in the traditional format. In both groups, teaching was conducted with the help of the textbook «English File Pre-Intermediate 4th edition». During the experimental teaching the topics «Think positive or negative?» «The meaning of dreaming», «Music and film» were covered, classes were conducted using elements of Edutainment technology that correspond to the age characteristics and interests of students.

The English language lesson on experimental teaching was conducted 3 times a week in each group for 4 weeks (12 hours in each group). During the experiment, many different elements of Edutainment technology were used. To introduce how this technology is used in lessons in general, we will not focus on all tasks, but only on tasks that use three elements: songs, educational games and excerpts from TV shows.

1) The task in which the song was used. The theme of the lesson: «Think positive or negative?» Students listened to Bobby McFerrin's song «Don't Worry Be Happy».

Pre-listening stage: before listening, students were introduced to the topic of the song and answered general questions:

- Do you know who Bobby McFerrin is?
- Have you heard his song «Don't Worry Be Happy»?
- In general, what do you do when you are not in the mood, how do you raise it?

Listening stage: students were given sheets with the lyrics of the song, some words of which were written incorrectly, and they were asked to correct these errors while listening to the song.

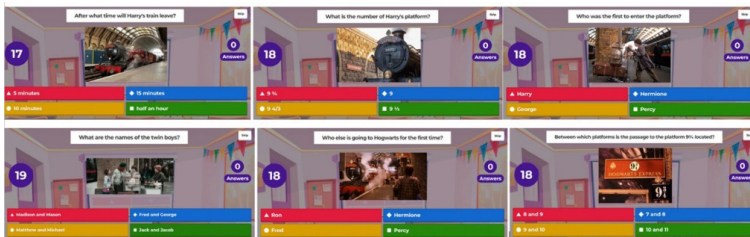
Post-listening stage: after listening, students got acquainted with the meaning of words that were unfamiliar to them and sang a song together.

2) The task in which the educational game was used. The theme of the lesson: «The meaning of dreaming». Students watched a fragment of «Harry Potter and the Philosopher's Stone» which is called «Platform 9¾».

Pre-demonstration stage: before watching the video, students were introduced to the topic of the video and answered general questions:

- What are your favorite movies?
- Do you know Harry Potter?
- Who has seen or read Harry Potter?
- Which one of the eight films did you like the most?

Demonstration stage: Students completed a multiple choice/test task in the game platform Kahoot about the content of the video while watching the video.



Picture 1 – Quiz in Kahoot

Post-demonstration stage: after watching the video, students were asked to tell what the video was about in general, its content.

3) The task in which the excerpt from TV show was used. The theme of the lesson: Music and film. Students watched a «Musical Genre Challenge with Charlie Puth» from The Tonight Show Starring Jimmy Fallon.

Pre-demonstration stage: before watching the video, students were introduced to the topic of the video and answered general questions:

- Who are your favorite singers?
- Do you know Charlie Puth?
- What genre of music do you like to listen to?

Students were also introduced to the types of musical genres.

Demonstration stage: Each of the students was given different cards with the name of the song or genre. While watching the video, students look at each other's cards, and each is given a task to find a pair of cards that they have, that is, students were asked to match songs with their genres.



Picture 2 – Cards with songs and their genres

Post-demonstration stage: after completing the task, a pair discussion was held about the favorite genres of music and favorite singers of students.

Results and discussion

In the course of teaching, pre-experimental and post-experimental studies were conducted to prove the hypothesis put forward about the effectiveness of using the Edutainment technology. To determine the level of students' listening skills, the pre-experimental study was conducted. For the pre-experimental study, two groups were given the same listening tasks in the traditional form. The results of the pre-experimental analysis are filled in the Table 1:

Table 1 – Results of the pre-experimental study

	Number of students	Percentage of academic performance before the experiment (by listening skills) (7-10 points)	Percentage of academic failure before the experiment (by listening skills) (1-6 points)
<i>Experimental group</i>	11 students	36,3% (4 students)	63,7% (7 students)
<i>Control group</i>	10 students	40% (4 students)	60% (6 students)

During the experiment, all tasks included tasks before listening/viewing, during listening/viewing, and after listening/viewing. After 12 lessons, which included the above tasks, we conducted a post-experimental analysis. To do this, two groups performed the same listening tasks in the traditional form. The results of the post-experiment analysis are given in the Table 2:

Table 2 – Results of the post-experimental study

	Number of students	Percentage of academic performance after the experiment (by listening skills) (7-10 points)	The percentage of academic failure after the experiment (by listening skills) (1-6 points)
<i>Experimental group</i>	11 student	72,7% (8 students)	27,3% (3 students)
<i>Control group</i>	10 student	50% (5 students)	50% (5 students)

After the experiment, students' interest in the process of learning foreign languages using Edutainment technology increased, and the academic performance of the experimental group increased by 26.4 percent (Figure 1).

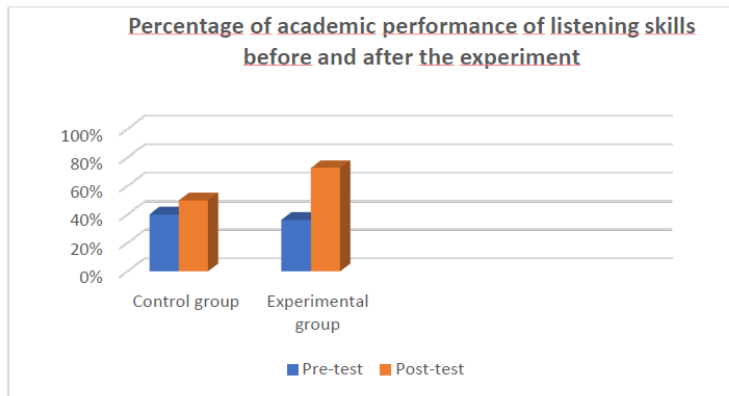


Figure 1 – Percentage of academic performance of listening skills before and after the experiment

Conducting an experiment, where students performed various tasks aimed at arousing their interests, we noticed that it is much more interesting and important for them to learn and observe the “real” language expression, which will automatically take place when we use the Edutainment technology. Thus, a quantitative and qualitative analysis of the experimental data showed that it is possible to improve the quality of students’ knowledge and to develop students’ listening skills through the use of Edutainment technology.

Analyzing the results of experimental teaching, we can conclude that using the Edutainment technology in the process of teaching foreign languages is very important. While using the elements of Edutainment technology in the lesson, such as authentic audio, audiovisual materials, quizzes, games, we noticed a significant increase in students’ interest in the perception of information, motivation to learn a foreign language. In addition, students actively participated in the educational process and learned to express their thoughts freely.

The elements of Edutainment technology that were used in the study and reflected in this work include the song, educational game and the fragment of the TV show. The use of songs is of great importance in the development of listening skills. This is because music is the most effective tool that can influence the emotions and feelings of any person. Some teachers believe that the use of songs in teaching distracts students’ attention from learning, but the fact that the given knowledge and information will be received successfully only when the student feels emotionally comfortable, we can say that songs selected in accordance with the age, level and interests of students increase their mood and further increase their motivation to learn a foreign language.

In addition, various educational games were used in the study. These games helped to develop students' problem-solving, critical thinking and teamwork skills. In the learning process, where games from various online sites or special programs and interesting platforms are used, students feel that they are playing, and not studying. Thus, this type of activity ensures a smooth transition of learning, perception of certain information.

The third element reflected in the work was a fragment of the TV show. In general, TV is a tool that can transmit information and entertain at the same time. And various programs, shows on different topics on the TV have an impact on the development of students' listening skills, expanding their vocabulary and horizon. Moreover, since TV shows are authentic, its use in the language learning process helps to create a foreign language atmosphere in the classroom and increase students' motivation to learn the language.

Conclusion

Edutainment was created to make learning enjoyable, by combining an entertainment and education. This technology helps students to keep their attention in one place, not to lose interest, to perceive information in an easy, interesting way, to develop critical, creative thinking skills and internal motivation of students. In addition, Edutainment technology provides active learning, that is, active participation of students in the educational process.

Based on the results of the research work we can notice that the use of this technology in the development of listening skills leads to significant achievements. Various authentic materials allow students to look at the true image of the language and use the language they are learning in real life.

Taking into consideration that modern education should be carried out in line with the requirements of the modern era, the use of various audio, audiovisual materials, games, film, show fragments, etc. will lead to a new educational environment. This does not mean that we should displace traditional teaching methods and techniques, but, on the contrary, it is possible to develop a successful curriculum by combining Edutainment technology with traditional methods.

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ТЫҢДАЛЫМДЫ ОҚЫТУДАҒЫ EDUTAINMENT ТЕХНОЛОГИЯСЫНЫҢ РӨЛІ

Қазіргі таңда білім беру үрдісіне жаңа технологиялардың енуі оқытудың дәстүрлі формаларымен қатар, жаңа, заманауи оқыту формалары мен технологияларының пайда болуына әкелуде. Заманауи технологиялар мен оларды қолданудың маңызы мен тиімділігі жоғары деңгейде көрініс табатын аймақтың бірі – тыңдалым дағдысын оқыту процесі. Шет тілін меңгеру және шет тіліндегі коммуникативтік құзыреттілікті дамыту жағдайындағы ең үлкен назарға алатын дүние – тыңдалым. Себебі, кез келген қарым-қатынас тыңдалымсыз жүзеге аспайтыны белгілі. Мақалада тыңдалым дағдысын оқыту процесінде қолданылатын заманауи оқыту технологияларының бірі – Edutainment технологиясының ерекшеліктері қарастырылған. Сонымен қатар, Edutainment технологиясының артықшылықтары мен мүмкін болатын кемшіл тұстарына талдау жүргізілген. Зерттеу жұмысының негізгі әдісі ретінде эксперименттік оқыту алынып, тыңдалым дағдысын оқытуда Edutainment технологиясын қолданудың тиімділігі іс жүзінде дәлелденді.

Кілтті сөздер: тыңдалым, Edutainment, технология, оқыту, аудио, аудиовизуалды материалдар, ойын, әндер.

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РОЛЬ ТЕХНОЛОГИИ EDUTAINMENT В ОБУЧЕНИИ АУДИРОВАНИЮ

В настоящее время внедрение новых технологий в образовательный процесс наряду с традиционными формами обучения приводит к появлению новых, современных форм и технологий обучения. Одной из областей, где значение и эффективность современных технологий и их применения проявляются на высоком уровне, является процесс обучения навыкам аудирования. Наибольшее внимание в условиях овладения иностранным языком и развития коммуникативной

компетенци на иностранном языке уделяется аудированию. Это потому, что известно, что любое общение не осуществляется без аудирования. В статье рассмотрены особенности технологии Edutainment, одной из современных технологий обучения, используемых в процессе обучения навыкам аудирования. Кроме того, проведен анализ преимуществ и возможных недостатков технологии Edutainment. В качестве основного метода исследовательской работы было взято экспериментальное обучение и доказана на практике эффективность применения технологии Edutainment в обучении навыкам аудирования.

Ключевые слова: аудирование, Edutainment, технология, обучение, аудио, аудиовизуальные материалы, игра, песни.

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