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# Formation of Oral Competence in French (Fle) Using Educational Platforms for Students in Kazakhstan: Pedagogical and Didactic Aspects

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## Keywords

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## Abstract

The article is devoted to the problem of implementing an individual approach in teaching languages on interactive educational platforms. The criteria for analyzing interactive educational platforms from the point of view of individualization are proposed. The article also discusses the problems of creating pedagogical platforms for teachers of the French language; such a pedagogical platform is considered by the author as an innovative didactic tool. This fulfills all the functions of didactic tools and can be used for distance learning of French language for a group of students; describing the available pedagogical platforms, the author concludes that the proposed options do not meet the needs of language teachers. The research hypothesizes that learning on an interactive educational platform in the context of an individual approach can increase the level of knowledge of students. The article describes the developed educational platform *Ca va école* for learning French. The paper also presents the results of a pedagogical experiment to evaluate the effectiveness of the developed methodology.

## Introduction

In the modern world, there is an urgent need for the use of information technologies in the process of teaching a language, as they allow not only to facilitate the process itself, but also to expand the audience of students. The ability to use the teaching platform for classes allows the teacher to conduct a full lesson in real time, using the resources of the teaching platforms. However, most teachers are wary of this type of training, preferring the traditional lesson to the latest technologies. In this article, we will focus on pedagogical platforms as a didactic means of teaching a language in the conditions of additional education. Our task is to compare traditional didactic tools and their functions and pedagogical platforms as an innovative tool, to identify their role in the modern process of teaching languages. The concept of didactic means is considered both in a narrow and in a broad sense. According to V. A. Slastenin, didactic means are objects that are sensorimotor stimuli that affect the sensory organs of students and facilitate their direct and indirect knowledge of the world (Pakhomova, Komova, Belia, Yivzhenko, & Demidko, 2021). According to the author, didactic tools include all items used in the educational process and facilitate the process itself, such as textbooks, school supplies, computers, etc. We are interested in a broader understanding of the concept of didactic means. Relying on the dictionary with M. Vishnyakova, we adhere to the following definition.

"Didactic means are the means by which learning goals are realized. They are divided into material (didactic material) and non-material means (methods and techniques of teaching, forms of organization of educational and cognitive activities)" (Marashi & Erami, 2021). That is, a didactic tool is not only what a teacher uses in the process of pedagogical activity, but also a way of organizing this activity. Traditional material didactic means are usually classified according to the sensory modality (Rusinov, 2021). That is, based on what sensory organs are involved in the process of perception of information by students. Guided by this feature, it is possible to divide didactic tools into visual, auditory, audiovisual, simulators and universal. We can refer to the pedagogical platform as a universal didactic tool, since hearing and vision are involved in the process of information perception when teaching using pedagogical platforms, and certain skills are also developed using modern simulators (for example, electronic cards with new words).

When understanding the didactic means as a means of non-material nature, we are dealing with didactic forms of teaching organization, among which there are traditionally general class forms of organizing classes (lesson, conference, seminar, etc.), group forms of learning (group work in the classroom, creative tasks), individual forms of work in the classroom and at home (written exercises, work with literature, etc. (Pakhomova et al., 2021). The possibilities of pedagogical platforms allow us to conduct general forms of organizing classes without affecting the quality of training. This is evidenced by the use of webinar platforms for training employees of companies with a global reputation. Group forms of work are usually implemented by creating specific chats between webinar members. Individual papers are sent to the group-wide chat or to the e-mail of the seminar host. Thus, we can conclude that the pedagogical platform as a didactic tool is in no way inferior to traditional material didactic tools. The organization of training is also possible with the help of pedagogical platforms without losing the quality of training. Can distance learning be considered different from traditional learning? According to the law "On Education in the Republic of Kazakhstan", the implementation of pedagogical programs is possible with the use of e-learning and distance learning technologies.

The term "e-learning" is understood as the organization of educational activities with the use of

information contained in databases and used in the implementation of pedagogical programs and providing its processing of information technologies, technical means, as well as information and telecommunications networks that provide the transmission of this information over communication lines, interaction between students and teaching staff (Fayadhm, Salih, & Mohammed, 2021). That is, we can refer to e-learning not only distance learning, but also independent learning using information technologies. So, currently, within the framework of the development of the education system, the introduction of information and computer technologies in the educational process is actively carried out, but at the same time, the issue of using modern technologies in teaching language disciplines in the context of an individual approach to teaching and upbringing remains poorly understood. One of the ways to increase motivation and take into account the individual characteristics of students in the process of learning languages is the use of interactive pedagogical platforms. Individualization of learning is taking into account the individual characteristics of students in the learning process, regardless of what these features are and to what extent they are manifested (Rusinov, 2021). In the context of globalization and technological progress, there is a need to find new ways to implement a differentiated approach and individualize language teaching (Alekseeva, Veklenko, Melikhov, Mironova, & Turyshev, 2021). In our opinion, one of such ways can be the use of interactive pedagogical platforms in the process of teaching languages. An educational platform is a personal-oriented Internet resource or a limited interactive network, completely dedicated to the subject and developing content, filled with educational materials and providing them to users on certain conditions (Marashi & Erami, 2021). The resources of pedagogical platforms for learning languages can be both the main source and complement the teaching materials used in the classroom, effectively organizing the entire learning process. But, unlike traditional teaching methods, the mechanism of work on pedagogical platforms involves regular monitoring of students' activities. In this sense, the e-course is a productive learning technology (Danchikov, Prodanova, Kovalenko, & Bondarenko, 2021). In our opinion, the criteria for the analysis and selection of interactive educational platforms that determine their accessibility and functionality within the framework of individualization of language teaching are:

- \* clear interface - this criterion assumes a clear location of the platform sections, high-quality design and design, and accessible navigation.
- \* methodically based selection of electronic content - all tasks of the site should have a methodological value and develop specific educational and language skills of students.
- \* the presence of multimedia elements of training, namely: images, animations, audio and video.
- \* interactivity - the presence of interaction with other participants in the learning process.
- \* availability of the free version. Today, a wide range of interactive educational platforms for learning languages is open to the student. However, not all of them are publicly available without special paid add-ons (Fayadhm et al., 2021).
- \* variability of tasks - the presence of a variety of tasks aimed at improving the language skills of students with different levels and abilities to learn languages.
- \* ability to monitor the results of training and diagnose errors throughout the training: this criterion allows you to fix the problem sides in the study of languages. This creates a detailed portrait of the student with all his strengths and weaknesses, as well as a source of "big data", which allows you to offer the student variable content (Dzvinchuk, Radchenko, Kachmar, Myskiv, & Dolinska, 2020).
- \* creating conditions for motivating students, encouraging them to achieve high results in learning languages, as well as the presence of competitive elements;
- \* receiving feedback from students. This criterion assumes the availability of the platform's functionality that allows the student to get in touch with the teacher or virtual teacher and get individual advice on certain issues.
- \* ability to set time limits for completing tasks.
- \* the ability to replenish the database of tasks by students. This criterion allows you to determine the cognitive interests of students, since, as a rule, students are ready to share those tasks and materials, the topics of which they are interested in, or work on which does not cause any difficulties.

We hypothesized that the individualization of language teaching will be effective if learning on interactive pedagogical platforms will improve students' academic performance and help develop their language skills, allowing students to independently perform various exercises and test their knowledge.

In order to carry out the experiment in accordance with the previously identified criteria for the analysis of interactive pedagogical platforms, we developed the platform of the pedagogical-school of the French language *Ca va école* (Sills-Busio, 2021).

Get Course was chosen as the platform for the *Ca va école* platform. This platform allows you to create an unlimited number of courses, showing key lessons and tasks, without completing which the student will not be able to continue studying on the course (Danchikov et al., 2021).

Get Course allows you to select and sort students. For example, we can distinguish those who have completed the first stage of training, but have not yet started the tasks of the second stage (Fayadhm et al., 2021). In other words, this platform allows you to implement an individual approach and monitor the progress of each individual student.

Integrating the advantages of the Get Course platform, the *Ca va école* platform can become one of the first interactive educational platforms that allow you to learn French at a convenient time and at a convenient pace, receiving a full-fledged individual program for learning a language and daily support from a teacher (Danchikov et al., 2021).

One of the distinctive features of the *Ca va école* platform is the multi-level French language training, which implements the principle of individualization. At the initial stage, the system checks the level of knowledge of the student and, as a result of testing, determines the course of study that is comfortable for him. Students independently view video lessons, perform exercises on the platform. During the training process, the system offers students additional exercises when identifying gaps in the process of practicing any of the skills. Students also get access to separate mini-courses for additional training of certain skills.

After completing each course, students take a final test aimed at testing the students' knowledge. This test helps the students of the platform to independently determine how successful the training was and whether further work is required to improve the language.

The beginning of training on the interactive educational platform *Ca va école* involves the passage of the future student of the courses in several stages •

- \* Registration on the website.
- Passing the test to determine the level of language proficiency: students complete test tasks, after which the system determines the appropriate individual course of study for each student. At the moment, the platform contains 2 full-fledged author's courses: for beginners (A1) and continuing (A2-B1), as well as mini-courses on reading, French prepositions, movies and TV series, articles.
- \* Getting access to the course.

At the testing stage, more than 100 students were trained on the platform. To date, more than 500 students from different regions of the Republic of Kazakhstan and countries of the Near and Far abroad are trained on this pedagogical resource. The resources of this educational platform allow you to train up to 1000 people at a time. At the moment, work is underway to achieve this indicator. For the experiment, an experimental and control group was selected, each consisting of 10 people. The subjects were school graduates, university students, representatives of various professions (teachers, representatives of IT companies, photographers, designers, etc.) from 17 to 25 years old, from various regions of Kazakhstan among the subjects were also representatives of near and far abroad (Ukraine, Belarus, Uzbekistan, the Russian Federation, Poland). (Al-Natour et al., 2021)

These groups were approximately the same in their characteristics, since students who had already started learning French using other methods were selected. The control group continued to learn the language, but was at an elementary level.

The students from the experimental group, who had previously started learning the language, resumed their study according to the new method proposed by us using the educational platform. At the ascertaining stage of the experiment, as a result of a small test, the level of knowledge of students from both groups was compared.

Then, at the formative stage, each group was asked to complete 5 lessons on the *Ca va école*

platform, clearly following all the instructions, completing tasks and using the platform's resources (Jiang, Sabitha, & Shankar, 2021; Samtani, Kantarcioglu, & Chen, 2021). Students watched video lessons, performed all the exercises independently, and received feedback and advice from teachers as they completed the tasks. At the control stage of the experiment, as a result of the final testing, we analyzed the progress of students after training on this educational platform, and made a general calculation of errors in both groups after completing test tasks. To test the statistical hypothesis and confirm or refute the effectiveness of individualization of language teaching on an interactive educational platform, we selected the Student's statistical criterion for independent samples (Abbasi, Shabbir, Abbas, & Tahir, 2020).

In our case, it was necessary to determine whether the difference in the level of knowledge in the experimental and control groups was critically significant after passing several lessons on the educational platform. As an indicator of measuring academic performance, we took the number of correctly solved tasks before the experiment and after the end of the experiment in the experimental and control groups. Experimental group (number of correctly completed tasks before the start of the experiment) Experimental group (number of correctly completed tasks after the end of the experiment). Thus, the initial data of the experimental and control groups coincide, and the final data differ. Consequently, the effect of changes is due to the use of experimental teaching methods—the individualization of teaching languages on an interactive educational pedagogical platform. (Abbasi et al., 2020). Control group (number of correctly completed tasks before the start of the experiment) Control group (number of correctly completed tasks after the end of the experiment).

## Conclusion

Thus, the use of interactive pedagogical platforms in the aspect of individualization of teaching languages can become exactly the pedagogical tool that contributes to improving the quality of knowledge acquisition by tracing the individual educational path of the student, as well as identifying cause-and-effect relationships between his activity on interactive pedagogical platforms and the success of learning. The introduction of interactive pedagogical platforms in the process of teaching languages makes the student an active participant in education, consciously carrying out the process of cognition.

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