СПОСОБЫ ИСПОЛЬЗОВАНИЯ QR-КОДОВ В ЯЗЫКОВОМ ОБУЧЕНИИ

Нурманова Гулжайна Нурманова
Докторант,
Университет им. Сулеймана Демиреля,
Казахстан, Каскелен

WAYS TO USE QR CODES IN LANGUAGE LEARNING

Nurmanova Gulzhaina
PhD student,
Suleyman Demirel University,
Kazakhstan, Kaskelen

Аннотация. В статье подчеркивается важность QR-кодов как основного инструмента преподавателя в обучении языку. Описаны компьютерные платформы для работы с QR-кодами. В целом, подробно описана эффективность QR-кодов в языковом обучении.

Annotation. The article emphasizes the importance of QR codes as the main tool of a teacher in teaching a language. Computer platforms for working with QR codes are described. In general, the effectiveness of QR codes in language learning is described in detail.

Ключевые слова: QR-код, компьютерная платформа, методы, языковое образование.

Key words: QR code, computer platform, methods, language education.

The new age is the age of information. In addition to their powers, information technologies affect the human mastery of incomplete information. Information and communication technologies are effective for everyday life and for industry, private professions, as well as in the field of education. Information and communication technologies are particularly popular in language learning. In this regard, natural questions are obvious that this technology gives students what competence they form. Let's try to find the answer to the question.

Let us first clarify the meaning of the term "competence." This term was usually used depending on the holder of a certain socio-professional status and is characterized by his understanding in the performance of the case, his knowledge, the correspondence of the authorities with a specific self-level solution of the issue to be executed.

The branch scientific explanatory dictionary of Kazakh language terms about the word "competence" states: (competence) - the ability to perform any tasks or do something as a whole." Translated from Latin means "competence - knowledge of one's work, noble, experienced." A person with competence in a certain field can count on a person who, in accordance with his industry, creates and effectively acts with any basis, armed knowledge and qualifications.

The Latin term "compete" means "know," "be able," "achieve." This generally determines the value of the competence.

To define the category of competence in language education, they should be converted into different types, clarified and integrated into a general logical concept. And in general education, within the framework of "competence" in language learning, this means the ability of students to create complex forms of activity, that is, the result.

Participation in achieving this result, which is the ability of a linguist to communicate in various conditions and organizational qualifications in accordance with socio-cultural norms, cognitive competence, ensuring the ability of a linguist to plan his training, choose the subjects he needs, evaluate and realize his work, constantly search and apply in all situations, as well as personal, intercultural.

The concept of "digital competence" has become widespread in modern research works, such as the replacement of the concept of information and communication technologies with digital technologies (1, 13).

The digital competence includes information and media competencies, communication, technical and consumer competencies.

The first requirement for a teacher to effectively organize the formation of these competencies through computer education:

- work with all programs included in the language training software (2, 27).

Another condition for the successful integration of computer training into the educational process is the careful selection of a system of training tasks. That is, regardless of the type of program (applied, instrumental, educational) used in the training process, the teacher must organize 3 stages of the exercise:

- 1) Tasks for preparation for work with the program;
- 2) Exercises that organize work with the program;

3) Tasks performed after working with the program.

In accordance with this classification, in order to form the digital competencies of students, the capabilities of the QR code are high. In general, a **QR code** (Quick Response) is a barcode for transmitting information through quick recognition through a mobile phone camera. The QR code, which has become the main marketing tool, also recognizes the effectiveness of the educational process. Using the QR code, you can encode any information, including related to language learning:

- Reference to additional text information on text, topic;
- links to the site;
- links to video recordings or replays;
- references to audio materials;
- link to online quizzes and gamification;
- Link to interactive tasks;
- you can link to a collaborative presentation or online whiteboard, and so on.

In this sense, the QR code can become the main auxiliary tool of the teacher in teaching any language. That is, the teacher, using an online generator, prepares in advance links to tasks based on "turning" QR codes, texts based on hearings, reading actions specially developed on digital educational resources. Students using a Smartphone, tablet camera or one of the code scanning programs (for example, Qrafter, QR Code Generator, QR Reader, etc.) scan the image and open a resource prepared directly by the teacher.

The use of the QR code in the educational process has several reasons, one of which allows students to be independent. This means that by scanning the code, it can use technology and form digital competencies. As we have noted above, the first stage of the training exercises are tasks **for preparing to work with the program**. In this Picture 1. regard, let's talk about the use of QR code. On the site created as part of the grant project "Teaching the Kazakh language as a foreign language based on information and innovative technologies," which forms the core of our general research article, the QR code presented in Figure1 for tasks performed through digital technologies can be scanned and directly opened through the camera of the language phone. In this way, he performs the first mandatory task - open the QR code to prepare for working with the program. Language learners claim their knowledge through a scanner link, performing tasks on lexical, grammatical topics developed in the computer programs Quizlet (8), Learning apps, Quizizz, etc. In addition, in the textbook "Kazakh Language for Foreigners," written as part of this project (6, 2), you can go to the site @learnkazakh.kz through the QR code. In this regard, linguists can form the consumer abilities of linguists using technical means, in particular a Smartphone, an interactive board, a laptop, etc., performing tasks in various computer programs.

In addition, as an example of **the tasks that we are preparing to work with the program**, we receive a QR code that refers to the **Quizlet** online service. In general, one of the most effective methods of teaching the Kazakh language as a foreign language is working with a lexical minimum. **Quizlet** has such efficiencies as:

- 1) Teacher time saving - one-time entry of material into the program.
- 2) Reuse a single set, with different groups, with different students, with different levels.
- 3) Ability to copy, combines, and creates new sets of cards.
- 4) The ability to import your own text materials.

Words and attractive simulators offered in accordance with each topic are necessary for everyday speech of linguists, communication with people. In this regard, Quizlet is one of the most effective programs for conducting classes, saving the time of teachers. The reason for saving time is that the teacher just enters words about the content of the task, and the program performs the conversion of tasks into several forms. This program is very effective in developing the vocabulary fund, mastering new words. And in achieving this goal, the question arises of how to

organize the development of the dictionary fund, increasing the interest of linguists. Of course, here we will still turn to the QR code for help. A longer link to linguists saves time by scanning the QR code. As shown in the textbook "Kazakh Language for Foreigners" on the topic "What is the color of clothes," didactic games are included in the system of tasks developed by the teacher. All this constitutes the **first stage** of the exercise.

And for **training that organizes work with the program**, at the second stage, the system of tasks that open through the QR code presented in Figure 1 can perform tasks and exercises created in various computer programs, including Quizizz, Playposit, Triventy, etc. As an example of workouts that **organize work with the program**, let's analyze the training system of the Quizlet online service. After getting acquainted with the names of colors in the above lesson "What is the color of clothes," linguists choose one of the correct answers through the function of the "Know" program, and also perform tasks such as competent recording, identification, testing of transmitted and heard words. In general, access to a computer program with a QR code, execution of tasks after login, will undoubtedly be able to develop the digital competencies of linguists.

The third part of the exercise stage is **tasks that are performed after working with the program**. At the same time, you can note the effectiveness of using the QR code when organizing the generalization, fixation and feedback of the lesson. The linguist entered the exercise system using the QR code, performing tasks, being active in games, can now be organized to analyze his attitude to classes, understanding or misunderstanding, interesting or uninteresting in the use of computer programs. **Plickers (9)** is an application for quickly evaluating the responses of students in the audience. We analyzed above that the QR code refers to text, site, etc, but this is not the only use of QR codes. Plickers is used to read QR codes in student cards on a teacher's mobile phone or tablet. Each student will have an individual card (Figure 2). In the four corners of the card, the student selects the answer options he needs, which are four answer options. **Plickers** has such efficiencies as:

- 1) Full class engagement
- 2) Anonymity of voting
- 3) Inability to correct the answer after the question is accepted. Working with a mobile application takes no more than a few minutes. The results of the survey are obtained in the lesson without a long check. Students do not need smart phones or computers.

The teacher pre-lists the group in the program and displays sheets with a separate QR code for each student. It is possible to take the question to an interactive board, scan the answers of each judge by mobile phone and download the result in the form of a table. During the **tasks performed after working with the program**, questions will be asked about the organization of feedback in this service, as well as answers from linguists. Questions can be created to understand lessons, determine the level of interest in computer programs. Both Plickers and the QR code are very

often used depending on the professional skill of the teacher. At each stage of classes, as well as at any moment of organizing exercises, depending on the skill of the teacher, there is an opportunity for classes to take place interestingly. This will allow developing and improving the digital competencies of students.

In conclusion, teaching the Kazakh language to foreigners is one of the important things in the educational process. And even more important is the formation and development of any competence of a linguist. In particular, issues of digital competence in accordance with modern flows are still being achieved taking into account world experience. Since language training consists of skillful ideas and professional skill, various technologies will certainly develop that begin to different digital competencies.

ЛИТЕРАТУРЫ

1. Ожегов С.И. Словарь русского языка / Под ред. чл.-корр. АН СССР П.Ю.Шведовой. — 18-е изд., стереотип. — М.: Рус. яз., 1987. — 797 с.
2. Хуторской А.В. Дидактика: Учебник для вузов. Стандарт 3-го поколения. — СПб: Питер, 2016. — 720 с.
3. Harmer J. How to teach English. An introduction to the practice of English language teaching. Edinburg.: Gate Longman, 2000. 198 p.
4. <https://zen.yandex.ru/media/id/5dcc388e4180cf0b42416d85/quizlet-esce-odna-prostaia-i-effektivnaia-programma-dlia-zapominaniia-5f1580da50c99c2b4c6e3af9>
5. <https://www.teachaholic.pro/opros-za-30-sekund-chto-takoe-plickers-i-kak-ispolzovat-ego-na-uroke/>
6. 11 Nurzhanova A., Beissembayeva S., Ospanova B., Orazbekova Z., Satbekova. Teaching Kazakh Language as a foreign language by the blended learning model. Opcion, Vol 36, Num 91, 2020.
7. 12 Nurzhanova A., Suinzhanova Zh., Yergubekova Zh., Ospanova B., Barkibayeva R. Online services in teaching the Kazakh language as a foreign language. Opcion, Vol 36, Num 91, 2020.
8. www.quizlet.com
9. www.plickers.com

REFERENCE

1. Ozhegov S.I. Slovar' russkogo yazyka / Pod red. chl.-korr. AN SSSR P.YU.SHvedovoj. — 18-e izd., stereotip. — M.: Rus. yaz., 1987. — 797 s.
2. Hutorskoj A.V. Didaktika: Uchebnik dlya vuzov. Standart 3-go pokoleniya. — SPb: Piter, 2016. — 720 c.
3. Harmer J. How to teach English. An introduction to the practice of English language teaching. Edinburg.: Gate Longman, 2000. 198 p.
4. <https://zen.yandex.ru/media/id/5dcc388e4180cf0b42416d85/quizlet-esce-odna-prostaia-i-effektivnaia-programma-dlia-zapominaniia-5f1580da50c99c2b4c6e3af9>
5. <https://www.teachaholic.pro/opros-za-30-sekund-chto-takoe-plickers-i-kak-ispolzovat-ego-na-uroke/>
6. Nurzhanova A., Beissembayeva S., Ospanova B., Orazbekova Z., Satbekova. Teaching Kazakh Language as a foreign language by the blended learning model. Opcion, Vol 36, Num 91, 2020.
7. Nurzhanova A., Suinzhanova Zh., Yergubekova Zh., Ospanova B., Barkibayeva R. Online services in teaching the Kazakh language as a foreign language. Opcion, Vol 36, Num 91, 2020.
8. www.quizlet.com
9. www.plickers.com