

Технологиялар Университеті, Алматы қ., Қазақстан Республикасы.

Васкез М.А. – Тілдер Кафедрасының аға оқытушысы, Халықаралық Ақпараттық Технологиялар Университеті, Алматы қ., Қазақстан Республикасы.

Байсбай Н.Б. – Тілдер Кафедрасының аға оқытушысы, Халықаралық Ақпараттық Технологиялар Университеті, Алматы қ., Қазақстан Республикасы.

Бұл мақала Халықаралық ақпараттық технологиялар университетінің (ХАТУ) "Elementary" деңгейдегі студенттерінің сөйлеу дағдыларын қалыптастыруда инновациялық бейне презентация әдістерін қолданудың әсерін зерттейді. Зерттеу әрқайсысы 15 студенттен тұратын төрт бөлек топтарды қамтыды. Бұл жұмыстың негізгі бағыты – бейне презентациялардың ІТ студенттерінің сөйлеу дағдысын қалай арттыра алатынын анықтау. Мұны бағалау үшін сөздік қорының ауқымы мен өзектілігін, грамматикалық дәлдікті, идеялар мен ақпаратты түсіндіруді және топтық жұмысқа қатысуды қамтитын алдын ала анықталған критерийлер пайдаланылады. Зерттеудің мақсаты интервенцияның тиімділігін бағалау шеңберінен шығады; сонымен қатар тіл дағдылары мен бірлескен жұмысты жақсартуға болатын нақты салаларды анықтауға бағытталған. Осы факторларды ескере отырып, оқытушылар өздерінің оқыту стратегияларын жеке қажеттіліктерге сәйкес бейімдеу жолдарын жақсы түсінетін болады, бұл ауызша қарым-қатынас дағдыларының кешенді дамуына ықпал етеді. Бұл зерттеуден күтілетін нәтижелер "Elementary" деңгейдегі студенттердің сөйлеу дағдыларын арттырудың динамикалық құралы ретінде бейне презентациялар әдісін қолдану арқылы оқыту педагогикалық тәжірибені ақпараттандыруда елеулі үлес қосуды көздейді. Сонымен қатар, ол білім беру ұйымдарында оқу бағдарламаларын жобалау мен оқыту әдістемелерін болашақта жетілдіруге негіз бола отырып, тиімді тіл үйрету әдістері туралы құнды түсініктерге ықпал етеді.

Түйінді сөздер: бейне презентация, оқыту, үйрену, ағылшын тілі, айтылым, грамматика, сөздік қор.

СОВЕРШЕНСТВОВАНИЕ РАЗГОВОРНЫХ НАВЫКОВ ІТ СТУДЕНТОВ С ПОМОЩЬЮ ИННОВАЦИОННЫХ МЕТОДОВ ВИДЕОПРЕЗЕНТАЦИИ

Калдарова А.К.* – PhD докторант, сеньор-лектор кафедры языков, Международный Университет Информационных Технологий, г. Алматы, Республика Казахстан.

Васкез М.А. – сеньор-лектор кафедры языков, Международный Университет Информационных Технологий, г. Алматы, Республика Казахстан.

Байсбай Н.Б. – сеньор-лектор кафедры языков, Международный Университет Информационных Технологий, г. Алматы, Республика Казахстан.

В этом исследовании изучается потенциальное влияние инновационных методов видеопрезентации на разговорные навыки учащихся уровня "Elementary" Международного университета информационных технологий (МУИТ). Исследование состоит из четырех отдельных групп, каждая из которых состоит из 15 студентов. Основная цель данной работы состоит в том, чтобы оценить, как видеопрезентации могут улучшить устную речь студентов. Для оценки используются predetermined критерии, которые включают диапазон и актуальность словарного запаса, точность грамматики, объяснение идей и информации, а также участие в командной работе. Цель исследования выходит за рамки оценки эффективности интервенции; она также направлена на выявление конкретных областей, в которых можно улучшить языковые навыки и совместную работу. Учитывая эти факторы, преподаватели смогут лучше понять, как адаптировать свои стратегии обучения в соответствии с индивидуальными потребностями, чтобы способствовать целостному развитию навыков устного общения. Ожидаемые результаты этого исследования обещают внести значительный вклад в педагогическую практику, подчеркивая, как видеопрезентации могут служить динамическими инструментами для улучшения разговорных навыков среди студентов уровня "Elementary". Кроме того, исследование дает ценную информацию об эффективных методах преподавания языка, обеспечивая основу для будущего совершенствования разработки учебных программ и методологий преподавания в учебных заведениях.

Ключевые слова: видеопрезентация, обучение, изучение, английский язык, говорение, грамматика, словарный запас.

Introduction. In the realm of contemporary society, where effective communication is pivotal to personal, academic, and professional success, the focus on oral proficiency becomes paramount. Research underscores the need for a multifaceted approach to education, one that not only imparts subject-specific knowledge but also hones essential 21st-century skills. Notably, communication skills have emerged as linchpin attributes for academic achievement and career readiness, prompting a reevaluation of teaching methodologies, particularly in elementary education.

The dynamic nature of communication skills, however, poses challenges to traditional teaching approaches, necessitating innovative interventions. Technology integration, a hallmark of modern education, introduces novel avenues for effective pedagogy. Video presentations, as exemplified in studies from Scopus-indexed sources, have proven instrumental in enhancing oral communication skills, aligning with principles of active learning and student-centered pedagogy.

The International Information Technology University (IITU) provides a unique backdrop for this research, considering the distinctive challenges and opportunities inherent in its educational context. As the study unfolds, involving four groups of 15 students each, it promises a nuanced exploration of how video presentations impact oral proficiency in elementary students, addressing a critical gap in the existing literature.

The objectives of this research crystallize around assessing vocabulary, grammar accuracy, clarity of explanations, and the role of teamwork in video presentations, seeking to uncover actionable insights for educators and policymakers. In doing so, this study not only contributes to the broader discourse on effective educational practices but also endeavors to shape the future landscape of elementary education by leveraging technology for holistic skill development.

Effective communication skills are foundational in navigating the complexities of contemporary society, influencing personal, academic, and professional success. Within the spectrum of communication skills, oral proficiency assumes a central role, encompassing the ability to articulate ideas, disseminate information, and engage in meaningful discourse [1]. Recognizing the pivotal role of effective spoken communication, this research endeavors to investigate and enhance the oral communication capabilities of elementary students at IITU through the innovative incorporation of video presentation techniques.

Goal and Objectives. This research focuses on examining how innovative video presentation methods can improve the oral communication skills of IT students. With the increasing importance of effective communication in the tech industry, IT professionals are expected to not only possess technical expertise but also the ability to express ideas clearly and confidently. The study aims to investigate how structured video-based activities, such as recorded presentations, peer evaluations, and multimedia storytelling, can enhance students' speaking abilities, fluency, and self-assurance in English. The research strives to close the divide between technical knowledge and communication skills, equipping students to meet the collaborative and client-oriented requirements of the IT field.

The study is designed to systematically tackle the oral communication challenges faced by IT students. Its first objective is to evaluate the current oral proficiency levels of IT students and pinpoint specific difficulties, such as issues with clarity of explanation, limitation of vocabulary, grammar accuracy or fear of public speaking. The second objective involves creating and applying innovative video presentation strategies tailored to IT students, incorporating tools like screen recordings, voiceovers, and visual aids. The third objective is to analyze the effectiveness of these techniques by comparing students' oral skills before and after the intervention, using methods such as self-assessments, peer reviews, and instructor feedback. Lastly, the research aims to offer practical recommendations for educators on how to incorporate video-based approaches into IT programs, promoting both technical and communicative growth.

Background and Rationale

In the evolving landscape of education, marked by technological advancements and shifts in instructional paradigms, the imperative to equip students with both subject-specific knowledge and essential skills for the 21st century has gained prominence [2]. Among these skills, effective communication stands out as a cornerstone for academic achievement and future career readiness [3].

Elementary education serves as the formative stage for skill development, providing the foundation for students' subsequent academic and professional journeys [4]. During this critical phase, students begin to cultivate their communication abilities, presenting an opportune moment for targeted interventions aimed at enhancing oral proficiency [5]. However, traditional teaching approaches often fall short in addressing the diverse and dynamic nature of communication skills [6].

The integration of technology in education has ushered in new possibilities for innovative teaching and learning strategies [7]. Video presentations, in particular, have emerged as promising tools for enhancing oral communication skills by providing a multimedia platform for students to express ideas and interact with course content [8]. The utilization of video presentations aligns with principles of active learning and student-centered pedagogy, fostering a more interactive and participatory educational experience [9].

Scope of the Study

This research centers on elementary students at the International Information Technology University, recognizing the unique challenges and opportunities inherent in this educational context. The study involves four distinct groups, each comprising 15 students, allowing for a comprehensive exploration of the impact of video presentations on oral proficiency. By concentrating on this specific academic context and student demographic, the findings can be precisely applied and tailored to the needs of elementary education within the dynamic 21st-century landscape.

Objectives of the Study

The primary objective of this research is to investigate the effectiveness of video presentation techniques in developing the speaking skills of elementary students. Specific goals include:

1. To assess the impact of video presentations on vocabulary range and relevance in oral communication.
2. To evaluate the influence of video presentations on grammar accuracy in students' spoken language.
3. To examine how video presentations contribute to the clarity and effectiveness of students' explanations of ideas and information.
4. To analyze the role of teamwork participation in video presentations as a factor in enhancing overall oral proficiency.

Significance of the Study

This research holds significant implications for both academia and educational practice. Understanding the effectiveness of video presentation techniques in enhancing speaking skills can inform instructional strategies, curriculum development, and teacher training programs. The findings may contribute to the broader discourse on effective pedagogical approaches, particularly in the context of developing communication skills in elementary education.

Furthermore, this study addresses a gap in the existing literature by focusing specifically on the impact of video presentations on the oral proficiency of elementary students. While previous research has explored the benefits of technology in education and the role of oral communication in academic success, there is a limited body of work that systematically examines the integration of video presentations as a targeted intervention for developing speaking skills in elementary students [10].

This research seeks to contribute valuable insights to the ongoing discourse on effective educational practices, leveraging technology to enhance oral communication skills in elementary students. By exploring the specific context of video presentations at IITU, this study aims to provide actionable recommendations for educators, curriculum designers, and policymakers striving to foster holistic skill development in the next generation of learners.

Literature Review.

Communication Skills in Education:

In the dynamic landscape of education, the importance of effective communication skills has been widely acknowledged [11]. The ability to communicate proficiently is considered a cornerstone for academic achievement and future career readiness. Researchers emphasize that these skills not only contribute to successful academic outcomes

but also are integral to navigating the complexities of contemporary society. The imperative to equip students with both subject-specific knowledge and essential skills for the 21st century is particularly emphasized in light of technological advancements and shifts in instructional paradigms.

Oral Proficiency in Elementary Education:

Elementary education serves as a formative stage for skill development, laying the groundwork for students' subsequent academic and professional journeys [12]. During this critical phase, students begin to cultivate their communication abilities, presenting an opportune moment for targeted interventions aimed at enhancing oral proficiency. However, traditional teaching approaches often fall short in addressing the diverse and dynamic nature of communication skills [13].

The literature suggests that interventions in oral proficiency at the elementary level are crucial for the holistic development of students. Effective oral communication not only facilitates academic success but also plays a pivotal role in shaping students' interpersonal skills and self-confidence [14]. The integration of technology in education, as seen in various studies, has opened new possibilities for innovative teaching and learning strategies [15].

In studies on the acquisition of the English language, various approaches have been used to conceptualize oral proficiency. Oral proficiency involves receptive and expressive abilities, as well as understanding or usage of certain parts of spoken language, such as syntax, vocabulary, phonology, morphology, pragmatic skills, and discourse characteristics [16].

Moreover, the investigation conducted by Gao, Tsai, Huang, Ma, and Wu focused on the impact of TikTok as a tool for enhancing learning motivation and oral proficiency in MICE learners. The survey outcomes indicated a significant improvement in both learning motivation and oral proficiency among MICE learners who participated in the TikTok experiment, surpassing those who exclusively followed traditional teaching methods. As outlined in their study, the researchers proposed the integration of TikTok as a video aid within MICE education classrooms with the aim of enhancing learning motivation and oral proficiency in this specific student group [17].

Role of Technology in Education:

The integration of technology, especially video presentations, has garnered attention as a promising tool for enhancing oral communication skills in students. Video presentations provide a multimedia platform for students to express ideas and interact with course content, aligning with principles of active learning and student-centered pedagogy. Such tools can offer a more interactive and participatory educational experience, fostering a deeper understanding of the subject matter.

In the study conducted by Hoang, Mc-Alinden, and Johnson (2022), the utilization of virtual reality (VR) mobile technology to extend a learning ecology was investigated, focusing on oral proficiency outcomes and students' perceptions. The results from the research demonstrated substantial changes in overall oral proficiency, highlighting significant differences in fluency and coherence, lexical resource, and pronunciation among students. Additionally, a slight yet noteworthy difference was observed in grammatical range and accuracy. Through interviews with the students, the study uncovered detailed affordances of VR in effectively supporting the language learning process [18].

Gap in the Existing Literature:

Despite the recognition of the benefits of technology in education and the importance of oral communication skills, there exists a limited body of work that systematically examines the integration of video presentations as a targeted intervention for developing speaking skills in elementary students. This research aims to address this gap by providing a comprehensive exploration of the impact of video presentations on oral proficiency.

Specific Objectives of the Study:

The objectives of this research align with the identified gaps in the literature. The study seeks to investigate the effectiveness of video presentation techniques in developing the speaking skills of elementary students. Specific goals include assessing the impact of video presentations on vocabulary range and relevance in oral communication, evaluating the influence on grammar accuracy, examining how video presentations contribute to the clarity and effectiveness of students' explanations, and analyzing the role of teamwork participation in video presentations as a factor in enhancing overall oral proficiency.

Significance of the Study:

This research holds significant implications for both academia and educational practice. Understanding the effectiveness of video presentation techniques in enhancing speaking skills can inform instructional strategies, curriculum development, and teacher training programs. The findings may contribute to the broader discourse on effective pedagogical approaches, particularly in the context of developing communication skills in elementary education.

Methodological Considerations:

The study focuses on elementary students at the International Information Technology University (IITU), recognizing the unique challenges and opportunities inherent in this educational context. The involvement of four distinct groups, each comprising 15 students, allows for a comprehensive exploration of the impact of video presentations on oral proficiency. By concentrating on this specific academic context and student demographic, the findings can be precisely applied and tailored to the needs of elementary education within the dynamic 21st-century landscape.

The literature review establishes the foundational importance of communication skills in education, particularly oral proficiency in elementary students. The integration of technology, specifically video presentations, emerges as a promising avenue for enhancing these skills. The identified gap in the existing literature underscores the need for the current research, which aims to contribute valuable insights to the ongoing discourse on effective educational practices. By exploring the specific context of video presentations at IITU, this study seeks to provide actionable recommendations for educators, curriculum designers, and policymakers striving to foster holistic skill development in the next generation of learners.

Materials and methods. During the 1st attestation of Academic Year 2023-2024, four groups of 1st year students from STEM streams enrolled in LAN6001/2A Foreign Language/General English Elementary level. The syllabus covered "Greeting, My family, A typical day, Shopping, Food and Drink, Health and Human, Sport in our life, Leisure activities" modules which were offered in the 1st attestation of Fall semester. A sample of 60 undergraduate students (STEM Elementary 1&2 experimental groups, STEM Elementary 3&4-control groups) worked with those topics starting from

September 4, 2023, till December 1, 2023. The participants were randomly assigned to either the experimental groups, which engaged in video making activities, or the control groups, which received traditional instructional methods.

The experimental group students were given task to record their own videos on the topic “Learning through Fun” (Figure 1). The video presentation covered different lifehack ideas on learning English using *educational games and Apps; Educational Podcasts; Interactive Multimedia (videos, animations, online interactive modules), etc.* Students had to work with this task in pairs.

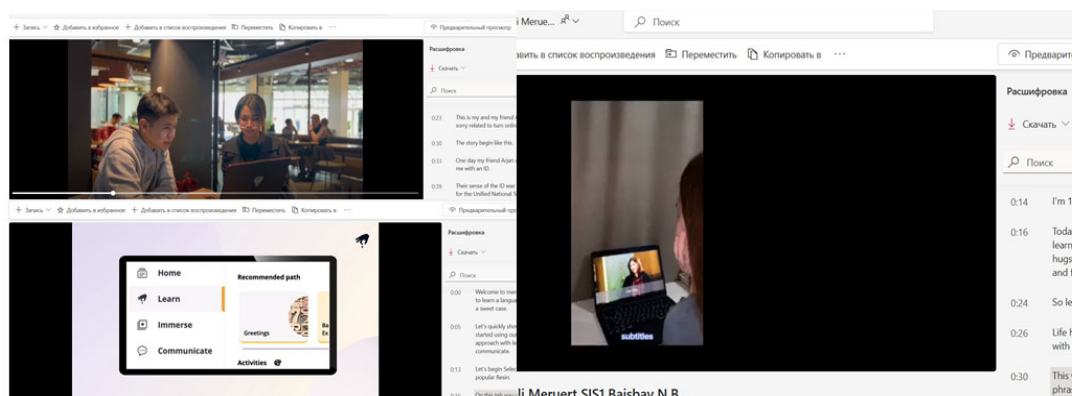


Figure 1 – “Learning through Fun” videos

Data Collection Process

The data collection involved three stages: (1) Pre-test administration, (2) Intervention (video-making activities for the experimental group and traditional instruction for the control group), and (3) Post-test administration. The pre-test and post-test were conducted on the Socrative.com platform for grammar and vocabulary assessment, while the speaking test was conducted through individual task cards.

Criteria for Evaluating Video Materials

The video materials were assessed based on five criteria: (1) Language (accuracy of grammar and vocabulary use) – 20 points, (2) Task response (relevance to the given topic) – 20 points, (3) Creativity (originality and engagement of presentation) – 20 points, (4) Presentation (clarity, fluency, and pronunciation) – 20 points, and (5) Adherence to deadlines – 20 points. The total score for the video assessment was 100 points. The video-making results were included in continuous assessment and were not part of the pre-test or post-test scores.

The short video clips contained information about the lifehack using 10 new active vocabulary and 5 grammar structures which were covered in the course program as well. The duration of the video was 3-5 minutes. The experimental students were given video presentation schedule beforehand, and students had to follow the stages which were mentioned in that document. Then evaluation parameters covered the following criteria: language, task response, creativity, presentation, deadlines.

All students’ videos were uploaded to IITU Microsoft Teams (MT) platform. The syllabus of the program, guidelines to the video presentation, suggested useful phrases for presentation and other materials were uploaded to MT as well.

Results and discussion.

There were 60 undergraduate students who were involved in this study, with 80% male and 20% female. The age range of participants was between 17-18 years old. Four English language Elementary classes at International Information Technology University (IITU) who were enrolled for the first semester of academic year 2023–2024 were the subjects for this part of the study. Two of the classes were assigned as the experimental groups (STEM Elementary 1&2, n = 30), and the other classes were the control groups (STEM Elementary 3&4, n = 30).

First of all, we would like to start this section of the article by describing the research results which we have achieved. We utilized the pretest–posttest experimental design to test the effectiveness of the innovative video presentation techniques on oral proficiency. The pre-test was conducted in the first week of the study to assess students’ initial knowledge, and the post-test was conducted in the 13th week to evaluate progress. The tests consisted of 20 questions (15 multiple choice and 5 open-ended) to assess grammar and vocabulary, along with a speaking assessment where students had to respond to a topic using a task card.

The data in Table 1 was derived from the pre-test and post-test results obtained from the Socrative.com platform for grammar and vocabulary assessments and from teacher evaluations for the speaking test. The average scores for each group were calculated by taking the mean percentage scores from both assessment types.

Table 1 – Results of tests

Groups	Pre-test results 100%	Post-test results 100%
STEM Elementary 1	70,6	80,6
STEM Elementary 2	64,3	77,3
STEM Elementary 3	69,2	77,2
STEM Elementary 4	70,1	76,7

Based on the results it is enough to say that the performance of the experimental group students significantly increased after working with video making activities. The highest number of test results can be seen in STEM Elementary 2 group students’ work. The result stood at 64,3% in week #1 and then it rose significantly to reach 77,3% in week #13.

We can see a slight increase in STEM Elementary 1 group students. It showed 70,6% in week #1 and then went up gradually to 80,6% after thirteen weeks. Moreover, we can see that there was an increase in both experimental group students' knowledge on the covered topic of 10-13%. Overall, the video making activities did motivate students to learn better, as indicated by the overall increase in achievement scores.

The results of this study have theoretical and practical applications. The following is a discussion of a few key points:

- Motivation and activities related to creating videos

We may conclude from the study's results that creating videos is a useful tool for improving English language proficiency. The current generation of students, who currently spend many hours viewing videos on YouTube, TikTok, and Instagram, might be inspired by video-making activities. By making these claims, we do not imply that creating videos is the answer or a magic wand that would instantly help students learn the material. However, there's a good chance it will inspire learners to participate in the subject matter.

- Instructional design and video production exercises

Videos may have the potential to divert students' attention from their studies and cause them to focus more on the entertainment value than the educational value. However, by incorporating structured instructional design elements, such as predefined vocabulary lists, grammar structures, and assessment rubrics, we ensured that students maintained a balance between entertainment and learning. A vital component of creating an effective instructional video making activity is striking the right balance between the enjoyable and informative elements. The key to creating a successful instructional video activity is for instructional designers to recognize that educational games have two sides: pedagogical and entertaining elements. A well-balanced combination of these elements is what makes an instructional video activity effective.

Limitations. Despite the valuable insights provided, it is crucial to acknowledge the limitations of this research. Firstly, the study's focus on a specific demographic within a single institution may limit the generalizability of the findings to a broader educational context. Additionally, the short-term nature of the study may not capture the long-term effects of integrating video presentations into the curriculum. Furthermore, external factors such as individual differences among students and variations in teaching styles may impact the outcomes. These limitations should be considered when interpreting and applying the results.

Recommendations. To address the aforementioned limitations and build on the success of this study, several recommendations are proposed. Firstly, future research should encompass a more diverse sample of elementary students across different educational institutions to enhance the generalizability of findings. Longitudinal studies could provide a deeper understanding of the sustained impact of video presentations on oral proficiency. Additionally, exploring variations in the implementation of video presentations and assessing their effectiveness under different teaching methodologies can offer nuanced insights.

For educators, it is recommended to integrate video presentations strategically into the curriculum, ensuring alignment with learning objectives. Providing explicit guidance on effective teamwork skills and fostering a supportive learning environment can maximize the collaborative benefits observed in this study. Continuous professional development opportunities for educators can enhance their proficiency in leveraging technology for effective communication skill development.

This research, while shedding light on the positive outcomes of video presentation techniques, opens avenues for further exploration and refinement of pedagogical practices. By considering these recommendations, educational practitioners can advance the integration of innovative approaches, contributing to the holistic development of oral communication skills in elementary students.

Conclusion. In conclusion, this research illuminates the potential of video presentation techniques in enhancing the oral proficiency of elementary students at the International Information Technology University. The findings underscore the positive impact of video presentations on vocabulary acquisition, grammar accuracy, and the clarity of ideas, affirming their efficacy as pedagogical tools. The observed correlation between effective teamwork participation and enhanced oral proficiency further highlights the holistic benefits of collaborative learning. As we navigate an era defined by technological advancements, integrating innovative approaches like video presentations can significantly contribute to the development of essential communication skills.

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Information about the authors:

Kaldarova Aissulu Konisovna* – PhD student, “8D01721 – Foreign Language Teacher Training” educational program, Senior Lecturer of the Department of languages, International Information Technology University, Republic of Kazakhstan, 050022 Almaty, 34/1 Manas Str., tel.: +7-747-714-24-30, e-mail: a.kaldarova@iitu.edu.kz.

Vasquez Marco Angelo – Senior Lecturer of the Department of languages, International Information Technology University, Republic of Kazakhstan, 050000 Almaty, 34/1 Manas Str., tel.: +7-778-325-11-24, e-mail: m.vasquez@iitu.edu.kz.

Baisbay Nazym Bolatkyzy – Senior lecturer of the Department of languages, International Information Technology University, Republic of Kazakhstan, 050000 Almaty, 34/1 Manas Str., tel.: +7-707-375-51-48, e-mail: n.baisbay@iitu.edu.kz.

Қалдарова Айсулу Қонысқызы* – “8D01721 – Шетел тілі педагогтарын дайындау” білім беру бағдарламасы бойынша PhD докторанты, Тілдер кафедрасының аға оқытушысы, Халықаралық Ақпараттық Технологиялар Университеті, Қазақстан Республикасы, 050000, Алматы қ., Манас көш., 34/1, тел.: +7-747-714-24-30, e-mail: a.kaldarova@iitu.edu.kz.

Васкез Марко Ангело – Тілдер Кафедрасының аға оқытушысы, Халықаралық Ақпараттық Технологиялар Университеті, Қазақстан Республикасы, 050000, Алматы қ., Манас көш., 34/1, тел.: +7-778-325-11-24, e-mail: m.vasquez@iitu.edu.kz.

Байсбай Назым Болатқызы – Тілдер Кафедрасының аға оқытушысы, Халықаралық Ақпараттық Технологиялар Университеті, Қазақстан Республикасы, 050000, Алматы қ., Манас көш., 34/1, тел.: +7-707-375-51-48, e-mail: n.baisbay@iitu.edu.kz.

Калдарова Айсулу Конисовна* – PhD докторант по специальности «8D01721 – Подготовка педагогов иностранного языка», сеньор-лектор кафедры языков, Международный Университет Информационных Технологий, Республика Казахстан, 050000, г. Алматы, ул. Манаса, 34/1, тел.: +7-747-714-24-30, e-mail: a.kaldarova@iitu.edu.kz.

Васкез Марко Ангело – сеньор-лектор кафедры языков, Международный Университет Информационных Технологий, Республика Казахстан, 050000, г. Алматы, ул. Манаса, 34/1, тел.: +7-778-325-11-24, e-mail: m.vasquez@iitu.edu.kz.

Байсбай Назым Болатқызы – сеньор-лектор кафедры языков, Международный Университет Информационных Технологий, Республика Казахстан, 050000, г. Алматы, ул. Манаса, 34/1, тел.: +7-707-375-51-48, e-mail: n.baisbay@iitu.edu.kz.

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APPLICATION OF AN ADDITIONAL RENEWABLE ENERGY IT-COURSE

Karatayeva Zh.R.* – PhD student, L.N. Gumilyov Eurasian National University, Astana, Republic of Kazakhstan.

Abildinova G.M. – Candidate of Pedagogical Sciences, Associate Professor, L.N. Gumilyov Eurasian National University, Astana, Republic of Kazakhstan.

In the digital age, technology has become an essential part of daily life, leading to rapid growth and a high demand for the information technology (IT) industry serving as a professional sphere. Pursuing additional IT-courses presents an appealing opportunity for those interested in studying technology and its applications across various industries. Furthermore, government-backed digitalization of education highlights the necessity to shape the content and methods of implementing modern educational programs to keep pace with the evolving educational landscape. Therefore, this article highlights the practical implementation of the educational trajectory of minors in IT in the