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UDK 378.1

THE DIGITAL TECHNOLOGY: PAST, PRESENT AND FUTURE

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Abstract: This article examines the notion of the term "digital technology". And the authors aim to analyze and discuss the usage of technology in the past, present and future. Three main stages of using computer technologies in the teaching of foreign languages are discussed in this article. Also it is reviewed how today digital technology should be used by educators in the classroom, as a resource for teaching EFL. This discussion arose from the analysis by the second year students of the Kazakh Ablai Khan University of International Relations and World Languages (KazUIR&WL) at which the digital technology (online tool) has gained recognition of its potential by students. And types of digital technologies of future are discussed as well.

Key words: digital technology, traditional technology, behavioral, communicative and integration approaches, digital media, online learning tools, classtool.net, intercultural communicative competence, fishbone diagram.

Introduction

Today digital technology plays a great part in our life. And the usage of digital technology in teaching process is no exception. As a second year Ph.D. student I was really immersed in the evolution of technology in teaching process. In this article we try to understand its stages in the past and its current state in education. And we tried to foresee its future as well. Firstly, let's find out what digital technology means.

The term digital technology appeared relatively recently. In the English-language pedagogical literature, it is used as an umbrella term that includes a variety of recent (cloud, mobile, smart technologies, etc.) and already traditional information and

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communication technologies (Dudeney, Hockley, Pegrum, 2013). (See figure 1).

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          │    Digital technology    │
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┌──────────────────────┐  ┌──────────────────────────┐
│   New technology:    │  │   Traditional technology: │
│                      │  │                            │
│   Cloud, mobile, smart│  │  Traditional information and│
│     technologies     │  │  communication technologies │
└──────────────────────┘  └──────────────────────────┘
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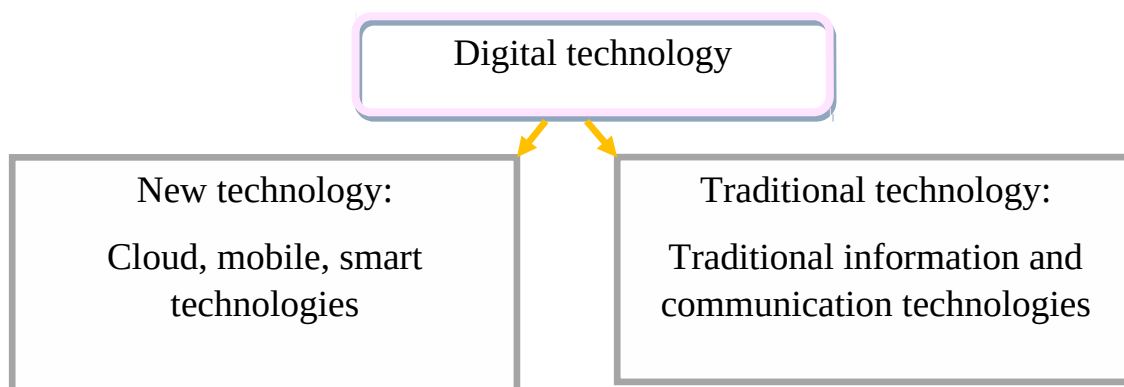
The use of computer technology in the teaching of foreign languages began more than 70 years ago. Until recent days, this topic was the subject of a rather narrow circle of specialists, but with the advent of the information age in the development of society, the rapid development of Internet, mobile and cloud technologies, more and more foreign language teachers in our country and abroad realize the necessity to integrate the latest technologies into the educational process.

Mark Warschauer in his article "The use of computers in the teaching of foreign languages" outlined three main stages of using computer technologies in the teaching of foreign languages: behavioral, communicative and integration (Warschauer, 1997). This direction is called Computer Assisted Language Learning, which means the study of foreign languages using computer technology. Each stage is characterized by a certain level of technology development, as well as the corresponding pedagogical method.

The digital technology: past

The first stage in the development of training with the support of computer technology began in the late 50s and continuing until the 60-70s. It was based on the popular behavioral theory of teaching. Computer exercises created during this period, trained the skills of students (grammar, writing) by repeating. The main principle of building computer programs was "drill and practice". The computer only partially served as a teacher, it was perceived as a device that provides only educational material to students. The established model of training computer exercises acted according to the principle: presentation - training - control. Proponents of the behavioral theory of learning argued for the defense of this method:

- periodic repetition of the material is necessary in the learning process;
- the computer is ideal for exercises based on repetition, as it is not "tired" and gives an objective assessment;
- A computer program allows each student to work at their own pace.

However, in the late 70s and early 80s the behavioral approach has lost its popularity for many reasons. First, this approach was refuted on a theoretical and practical level. Secondly, the emergence of personal computers has opened a number of new opportunities. ***The second*** stage was the beginning of a new communicative period based on the communicative theory that was popular in teaching in the 80s. Proponents of the new method believed that the exercise and training did not allow communication in the target language. The basic principles of a communicative approach to the use of computer technology were:

- emphasis on the use of language forms in speech;
- implicit grammar teaching;
- emphasis on the creation by students of their own sentences and texts, and not on the use of ready-made;
- lack of a traditional assessment system (right / wrong), the possibility of multiple answers
- maximum use of the target language in the teaching process;

- Interaction: student – computer, student – student.

A whole generation of new computer programs, created according to the principles of the communicative approach, has appeared. First, the skills based training programs have changed. As before, the computer contained the correct answer, but finding the answer now required self-searching, self-monitoring, and student interaction. Secondly, special programs were developed aimed at a written discussion of controversial topics, communication between students and the development of critical thinking. Thirdly, new programs have appeared that do not contain specific language material, but give students the opportunity to use the already acquired skills in communication, as well as understand the speech in the language being studied. Despite the significant progress that occurred at the second stage of the development of CALL, it was clear that the potential of computer programs in the teaching of foreign languages is only half used, so the further development of information technologies led to the beginning of a new stage. In the 90s of the twentieth century there was a rapid leap in the development of computer technology associated with the advent of the Internet, the invention of multimedia and hypertext technologies, and the further improvement of communication technologies. There is a need for a different

approach to the study of foreign languages, which would use the results of technical progress. The integration period is characterized by the emergence of new approaches to the teaching of foreign languages, which imply the use of language in a real context, the training of four types of speech activity, as well as the harmonious integration of ICT into the learning process. Through communication technologies (forum, chat, subscription lists), students were able to communicate directly and practically free of charge with other students or with native speakers 24 hours a day from school, university, at home or from work. Students have access to various databases and e-learning resources, work in small research teams, share results with other researchers, and receive advice from specialists in a particular area. The use of well-structured information stored in databases or information environments of universities serves as a learning tool for testing one's own hypotheses, helps to remember information, contributes to the formation of skills of logical and creative thinking. Teachers, in turn, thanks to access to networks can improve their professional level, getting a unique opportunity to communicate with their colleagues almost all over the world. Video conferencing technologies create ideal conditions for conducting joint scientific, scientific and methodological work, the exchange of educational developments and educational computer programs.

Thus, the integration stage of teaching foreign languages is characterized by a wider use of ICT capabilities by teachers, the need to solve psychological and pedagogical tasks of using computer tools in the educational process based on a balance between the best traditional teaching methods and information technologies in order to create a successive and didactically expedient information educational environment (Titova, 2017).

The digital technology: present

Today, as already noted, it is possible to talk about the emergence and establishment of a completely new stage in the application of digital media in education in general and in the teaching of foreign languages in particular, namely the *socially interactive stage*. This stage is characterized by active social interaction of users due to the rapid development of social services Web 2.0 and their mobile applications, content aggregation, rapid development of user content, online collaboration systems, instant access to educational material, etc. At this stage, digital technologies become an integral attribute not only the learning process, but also the daily life of a person due to the wide distribution of smart phones, tablet computers and other personal mobile devices.

The socially interactive period in education is based on the influence of technologies, conventionally called Web 2.0 or the second generation Internet. The creation of the term Web 2.0 is traditionally attributed to the American author Tim O'Reilly, who published an article in 2005 (O'Reily, 2005). The origin of the idea of mobile learning is associated with the advent of the first laptop computer, invented by A. Kay and Xerox Parc in 1972. The first laptop computer became the prototype of modern laptops and tablet computers (devices that are most convenient for educational purposes). A. Kay positioned the idea of the first laptop as a concept for a learning device: a personal computer for children of all ages. This concept of A. Kay underlies the creation of modern tablet computers such as the iPad. Thus, A. Key is not only the founder of the first portable device, but also the author of the idea of mobile learning. Moreover, his concept proves that initially portable computers were created specifically for educational purposes (Kay, 1977).

This basic principle expands the possibilities of distance and mixed education; on the other hand, it transforms traditional education, giving students' unlimited additional materials of any level of difficulty on the topic. It took almost three decades to fully implement the principles of accessibility, multimedia, interactivity, orientation to the student, individualization and personalization of learning through mobile (or portable) devices.

So achieving effective learning via digital technology, digital media to be exactly is a major concern in contemporary education. "Digital media are any media that are encoded in machine-readable formats" Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices. Examples of digital media include software, digital images, digital video, video game, web pages and websites, including social media, data and databases, digital audio, such as MP3 and electronic books. Digital media often contrasts with print media, such as printed books, newspapers and magazines, and other traditional or analog media, such as images, movies or audio tapes. In combination with the Internet and personal computing, digital media has caused a break in publishing, journalism, entertainment, education, commerce and politics (Wikipedia, 2018).

So, if we illustrate it graphically digital media might be shown in the following way (see Figure 2):

Digital video	Digital audio
Video game	Data and databases
Social media	Web pages & Websites
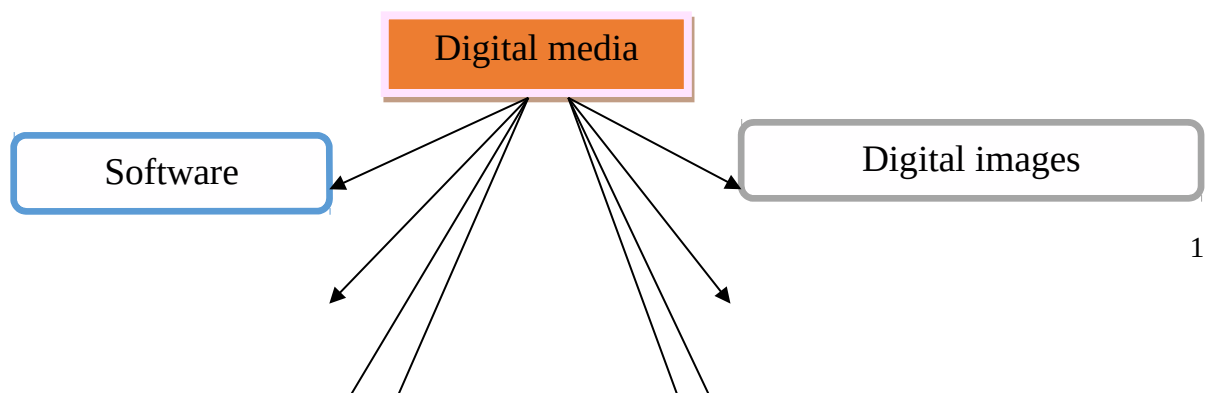
Studies have shown that using digital media change and improve education. If you put the radio on the internet and put a newspaper in a tablet, then you certainly have digital media (Christian, 2015). It means we all use digital media. But which of them are frequently used by us? We mean by teachers? In this part of our article we will review a few significant ways of using some digital media: online learning tools, to be exactly. We hope that they will be useful in guiding educators regarding how to think about which digital media best support their classroom goals.

Online learning tools

"Online learning tools refer to any program, app, or technology that can be accessed via an Internet connection and enhance a teacher's ability to present information and a student's ability to access that information (Study.com)". There are three major types of online learning tools: online classrooms, assistive technology, and apps. In 2015

Noodle staff published the 32 most innovative online educational tools to use. There were such online tools like Skype, prezi, duo lingo and etc. These tools had to be designed for high school or college students, user-friendly, in a strong design language, easy to use, and available for free. Their selections were based on how these online tools are making a difference in students' education. The categories were: classroom connectors, interactive information providers, language learning tools, online courses, presentation makers, productivity boosters, and reading enhancers (Noodle. staff, 2015). We think this list was really useful for all people who were looking for it. But today we could add another online education tool for teachers which we use in teaching EFL.

Classtool.net

ClassTools.net is a web-based educational productivity tool. Timelines, quizzes, and games are just a few of the products offered free of charge. Here users are presented with

a number of tools offered. There are also some video tutorials available at the bottom of the home page. Depending on what the user needs, there are a variety of template available (Lilibeth, 2011).

How do we use this web-based educational tool in our lessons?

The lesson was conducted on the theme "Human rights". *The aim of the lesson* was the development of intercultural communicative competence on the level II-HC/B2 (to develop the students' critical thinking and communicative skills on the theme and logical speech with the help of language activities and patterns).

The content of professional foreign language education is defined as new cognitive-linguocultural complexes (CLC), reflecting the result of interrelated implementation of the methodological principles of cognitive-social, linguo-cultural, socio-cultural, conceptual, personality-centered aspects of the structure of the new cognitive consciousness and provides cognitive-linguocultural reconceptualization of the world as a person and serving as a content base for subject of intercultural communication (Kunanbayeva, 2010). The organizational basis of the substantive aspect of content aimed at mastering new cognitive-linguocultural complexes (CLC) which are allocated within the framework of the generally accepted communicative spheres or spheres of communication (industrial, social, socio-cultural, educational-professional) integrated unit content, acting at the same time as a learning unit that provides subject content for the formation of conceptual, pragmatic, socio and linguo-cultural and other aspects of *intercultural and communicative competence of the subject of intercultural communication.* Intercultural communicative competence is determined by a set of the following sub competencies (see Figure 3):
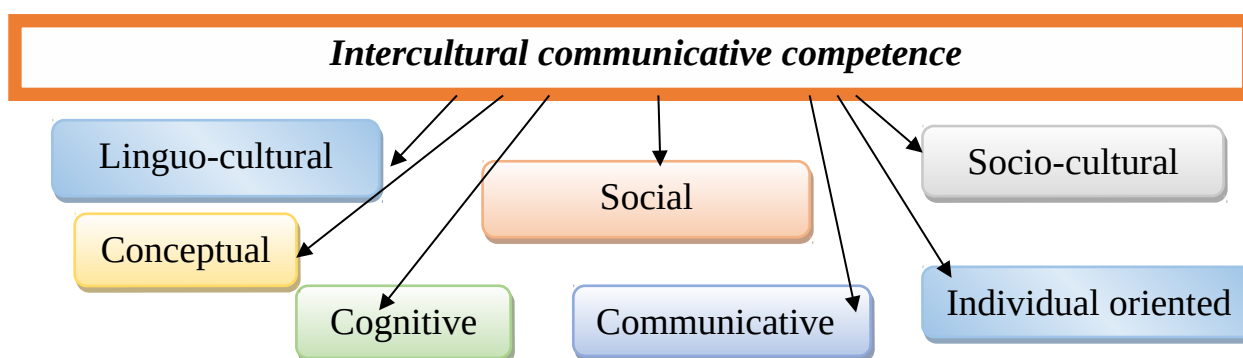
Lesson objectives were: a) to enhance the knowledge on the theme "Human rights"; b) to understand the concept of human rights and know what rights and responsibilities they have as a citizen of KZ; c) to allow students to practice speaking spontaneously and fluently about their feelings that may provoke the use of words and phrases they have learnt recently; d) to conclude the theme by analyzing the causes and effects of violation of human rights and trying to find the solution to the problem;

Procedure of the lesson:

I. Preparatory stage:

1. Organization moment:

a) Greeting T-SS;

b) Checking up the absentees)

c) Warm-up**:**

1).What are human rights? *Possible answers:* Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted, for example if a person breaks the law, or in the interests of national security (Youth for HRI, 2001).

2) Do you know your rights?

Possible answers: Political rights? (Right to vote);

Civil rights (Right to freedom of opinion);

Equality rights (Right to be free from racism);

Economic rights (Right to be paid fairly for work);

Social rights (right to an education);

Cultural rights (right to speak one's own language);

What about the responsibilities? As a citizen of KZ you have the responsibilities in front of our society and government. What are they? What are the Universal Declaration of Human rights? *Possible answers:* The Universal Declaration of Human Rights (UDHR) is a historic document that was adopted by the United Nations General Assembly at its third session on 10 December 1948 in Paris, France.

II. Main stage: A) *Speaking: Pair works.* SS will discuss the UDHR that were given to learn by heart. *Task:* Discuss the UDHR with your partner. Ask the following questions: What articles do you remember? What are they about? SS will be checked with the help of game. *Teacher:* I hope you have discussed it. Now we'll play the game! I will check your knowledge about the UDHR with the help of the game which is called Random Name Picker! (Teacher uses the https://www.classtools.net/random-name-picker/46_fghBPF)

B) Listening. (Video: Maria's story.)

Retrieved from: https://www.youtube.com/watch?v=IRoaaeSPO3I

Before watching: Task 1: SS answer the questions: 1). How human rights are violated? 2) What forms of slavery are there

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in the world today? Task 2: SS study the vocabulary. T-SS. 1) Injustice *noun* a situation or action in which people are treated unfairly   E.g.: *the fight against racial injustice; 2)* Trap *verb* trick or deceive (someone) into doing something contrary to their interests or intentions. Trapped *adjective* unable to escape, as from a situation. 3) Primary *adjective basic.* Syn. main, first, key, dominant.4). Abolish *verb* formally put an end to (a system, practice, or institution). E.g.: "the tax was abolished in 1977" 5). Consider *verb* think carefully about (something), typically before making a decision. 6).Restore *verb* to bring back to or put back into a former or original state.

While watching: Task 1: SS watch the video and answer the questions below in written form: a).What human rights issues are illustrated in the video? B) What challenges did Maria face? C). Why is it important to notice these issues and to raise awareness about such issues?

After watching: Task 1: SS analyze the video answering the questions above and go into detail to remember some data and statistics.

Problem solving: Group work: Group A. Group B. **The problem:** Human trafficking is a grave violation of human rights.

Task 1: SS will be given the fishbone diagram and they have to discuss: What are the causes and effects of human trafficking? What should we do to solve it? SS map their

ideas using the following diagram (SS main task to use fish bone and find out the causes and effects of human trafficking and find the solution). Before working in the group they will watch a video which will give them some idea of solving this problem. (The information that is taken from the video they'll use in the solution part. Then they present their idea to the whole class).

A game and a diagram

In this lesson a game "Name Picker" and diagram "Fishbone" were used. A game **"Name Picker"** gave a great opportunity to recall all the articles that were in the UDHR. Although students know their rights like a right to marriage, a right to move this game helped them remember which article it was. Using this game helped my students learn without feeling that they're working hard or that the task was too difficult. They were so immersed in what they were doing.

What about fishbone diagram? It helped to build a sense of community. The "**Fishbone diagram**" identifies many possible causes for an effect or problem. It was used to structure a brainstorming session. It helped us to sort ideas into useful categories. Students brainstormed the major categories of causes of the problem using headings: causes, sub causes and wrote the categories of causes as branches from the main arrow. Although there are four factors in the given diagram, my students organized it in their own way. For instance, the first category was headed as the causes and second one

was the effects and the third and fourth was headed as the solutions to the problem. As a result of this study, we have found there are indeed many benefits for using this diagram in finding the solution to the problem. Moreover, in finding the solution students underwent a thorough process of creating well-researched, rich, sophisticated, thoughtful and creative digital works (Tulesova, 2018).

What about the future of digital technology? It is very complicated task to foresee it because today's new gadget might be obsolete in a month. But let's try to analyze it.

Carike Loretz in his blog showed the different stages and the basic differences of web (from web 1 till web 4). So analyzing this table we decided to add Web 5. (See figure 4)

The digital technology: future

Stages	1994-2000	2000-2010	2010-2020	2020-2030	2030-2040
Web	Web 1 Information Web Web learning/reading	Web 2 Social web Collaborative web learning	Web 3 Semantic Web Personalized web learning	Web 4 Intelligent web Intelligent web learning	Web 5 "The Telepathic Web" or "The Symbionet Web"
Features	• Mostly read web • The Number of authors are limited • The Number of users are million • Static info and home pages • Owning content • Html forms	• Mostly read write communicative web • The Number of authors are million • The Number of users are billion • Great interactivity (blogs,	• Mostly mobile and personal web • Focus on individual user • Integrated on demand • Semantic and web content objects • Widgets,	• Mostly self learning, self organized web • Focus on individual user +Subject domain +Level of knowledge • Internet as	• Mostly complex future web generation: the concept of emotional education • brain implants will be very popular • Computers that interact with human beings. (Communicate with the internet through thought) • to think of a question and open up a web page • payments, will be paid for with

wikis) • Sharing content XML,RSS • Tagging	mashups • Active user engagement	universal • World computer • Knowledge base	a microchip in the brain or the hand and all devices will be connected to the internet

So as you see from the table above we tried to show the similarities and differences of these five webs. The main features of these five web generations are introduced and compared. We hope this table could help you define each web generations.

Conclusion

This article aimed to analyze the evolution of the digital technologies in different periods: past, present and future. Authors tried to go into detail showing the purpose of using digital technologies in education process in certain time. Also it was demonstrated to the reader how to use the potential tools for the teaching of EFL, specifically, digital interactive games that can be used in teaching activity. Analysis of present and future digital technologies was given in this article as well. In conclusion we can say that digital tools should be included as another option to boost classes and it can be inserted to make more pleasant teaching-learning process. And we really hope that the options that were offered by us will be useful for you in teaching EFL.

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