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«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ

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БАЯНДАМАЛАР ЖИНАҒЫ**

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ақпараттарды есте сақтауы үшін мультимедиялық білім беруді ұйымдастыру керек екенін дәлелдейді.

Қорытындылай келе, оқу процесінде фильмдерді пайдалану студенттердің оқу тәжірибесін байытатынын, оқуды қызықты және тиімді ететінін атап өтуге болады. Фильмдер білімді тереңдетуге көмектесіп қана қоймай, сонымен қатар сыни ойлау, эмпатия және аналитикалық ойлау сияқты маңызды дағдыларды қалыптастырады, ынталандырады және дамытады. Олар оқу үдерісінде жетістікті нәтижелерге жетуге және оқушылардың жеке қасиеттерін тудыруға ықпал ететін оқу ортасын жасайды. Сонымен, кинофильмдерді білім беруде пайдалану оқытудың тиімді әдісі ғана емес, білім алушылардың тұлғалық дамуы мен мәдени байытылуының қуатты құралы болып саналады.

Қолданылған әдебиеттер тізімі

1. Josh Drew “6 Key Benefits of Using Movies in Education” Nov 13, 2020.
2. Hithakshi Kotyan “A Different Approach: Movie-Based Learning” March 7, 2020.
3. Lale Kabadayi “The role of short film in education” 2012.

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MODERN TECHNOLOGIE’ IMPACT ON STUDENT MOTIVATION FOR AUTONOMOUS LEARNING

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Introduction

In the 21st century, the emphasis on language teaching has increasingly prioritized the development of learner autonomy. Autonomy, a concept not limited to education but also prevalent in fields such as organizational management, medicine, and business, plays a significant role in empowering individuals. However, the literature surrounding autonomy in language learning surpasses that of other disciplines. According to Dickinson (1995), autonomous learner takes complete responsibility for all of the decisions concerned with learning and implementation of those decisions [1]. He/she also takes an active, independent attitude to learning and undertakes a learning task separately. Little (1991) sees autonomy as a capacity for detachment, critical reflection, decision-making and independent action [2]. He describes the term responsibility as control over the cognitive processes underlying effective self-management of learning.

Since learners today are 21st-century learners or digital natives, as they possess high technology, bringing technology into the classroom will meet the needs and increase their motivation especially in learning the language, and provide a great opportunity for them to study autonomously and collaboratively [3]. Technology is needed by students in schools and the workplace as one of the basic skills in the 21st-century [4]. They have the skills to use technology as part of their lives. Students can use ICT in learning process to explore any information connected to their lesson and help them to access learning materials through Internet. It is supported by Lam and Lawrence (2002)’s claim that using technology allows the learner to control their learning process and provides learners with ready access information [5].

Zimmerman (2002) highlights the role of technology in fostering metacognitive awareness and self-regulated learning skills among students [6]. By providing access to digital tools for planning, monitoring, and reflecting on learning progress, technology-enabled environments empower students to take control of their learning processes and become more autonomous and motivated learners.

Methodology

In the nowadays educational landscape, technology has become an indispensable tool for facilitating learning. The use of modern technologies in teaching and learning English promises the emergence of autonomous language learning. It provides students easy access to a variety of resources, tools, and environments for learning outside of the classroom [7]. In the formation of learner autonomy, digital technologies play a special role, since they represent a more active and potentially changing paradigm of the environment for creating and sharing knowledge, contribute to the proper organization and effectiveness of learner autonomy [8].

In the view of Ushioda ‘autonomous learners are by definition motivated learners’ [9]. following literature reviews attempt to demonstrate and support the objective of the study. The significance of motivation in language learning has become the prime focus of educational psychologists for several years. Ellis’ (1985) comment on success in learning and motivation is worth mentioning. He claims “we do not know whether it is motivation that produces successful learning or successful learning that enhances motivation” [10].

In our study, we made an attempt to find out whether the use of modern technologies in English classroom has an impact on increasing motivation for learner autonomy.

There are many e-learning-based platforms that can be used as learning media, including Google Meet, Zoom, Edmodo, Telegram, and WhatsApp. Among the myriad of digital platforms available to educators, Google Classroom stands out as a versatile and user-friendly platform that streamlines communication, organization, and collaboration in the classroom.

This study aims to investigate the impact of using modern technology, specifically Google Classroom, on students’ motivation for autonomous learning in the English classroom. Using a mixed methods approach, this study investigates the perceptions and experiences of learners using Google Classroom and the effectiveness of the tasks in increasing motivation for learner autonomy.

The bank of tasks was based on the implementation of learning principles aimed at developing autonomy skills. To form cognitive abilities, forms of work were selected that develop creativity, thinking and imagination.

Among the criteria for the development of autonomy skills, we have identified such components as motivational, cognitive, activity-based and reflective. In this study, we will consider the motivational component of learner autonomy.

Based on the results of studying the works of foreign scientists and Kazakhstani experts, we have identified the following levels of development of students’ autonomy skills: low, medium and high [11].

The criteria for compliance with certain levels of formation of the motivational component of autonomy are presented in Table 1.

Table 1 Levels of students’ autonomy skills development

Level	Motivational
Low	Weak need for autonomy, low motivation.
Medium	Understanding the necessity and value of autonomy.
High	Presence of value-oriented motivation and need for autonomy implementation.

Results

The study was conducted among first-year university students of economic faculty of NJSC “The L.N. Gumilyov Eurasian National University”, Astana. There were 16 people in the experimental group; the control group included 23 students.

To determine the initial state of development of the motivational component of learner autonomy of students, we used a quantitative method. We developed a questionnaire that included closed-ended questions representing alternative questions (one answer is selected). The total number of students involved in the survey was 39 people; the survey was conducted on a voluntary and anonymous basis.

Analyzing the results obtained from the respondents, we found that 17% of students in the control group and 25% of students in the experimental group have high motivation towards this subject, diligently complete tasks set by the teacher, and show a desire for self-education and self-improvement within the framework of studying a foreign language. 50% of those surveyed in the experimental group and 39% of students in the control group indicated that they are not willing to exceed the norm in completing tasks. 25% of students in the experimental group and 44% of students in the control group responded that assessment is more important to them than knowledge; while studying the language, they do not want to delve into its essence. Interpreting the obtained results, we compiled a summary table reflecting the outcomes of the conducted survey among students of both groups.

Table 2 The levels of development of the motivational component of autonomy of students at the pre-test stage

Group	Levels of development of the motivational component		
	Low	Medium	High
Experimental	4	8	4
	25 %	50 %	25 %
Control	10	9	4
	44 %	39%	17 %

Analyzing the obtained results, it can be concluded that the level of development of the motivational component in both the experimental and control groups for the majority of students is average, indicating an insufficient level of development of this component.

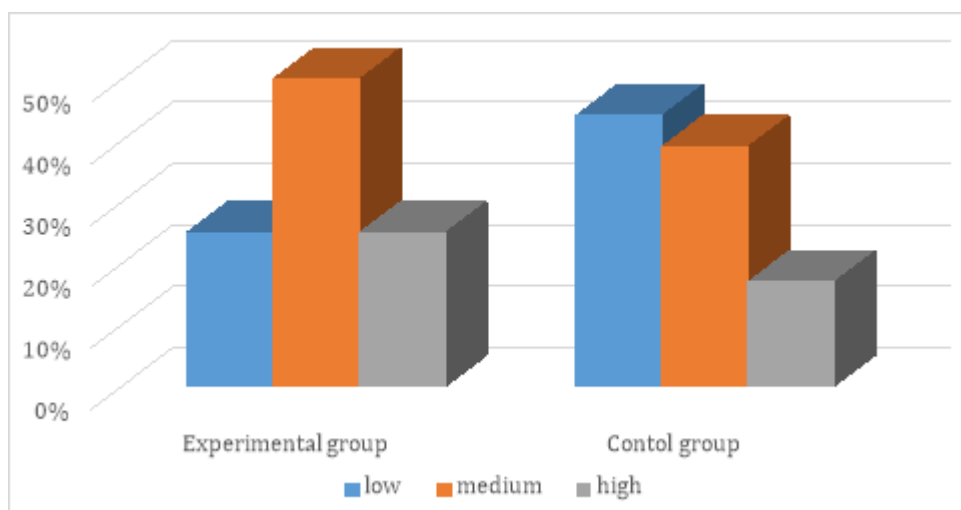


Figure 1 Distribution of students in the experimental group and control group by levels of development of the motivational component of autonomy during pre-test stage of the experiment.

In accordance with the syllabus, the participants of the study have been taught on the basis of the textbook English File Intermediate Plus by Oxford University Press. In the learning process of the experimental group the tasks for the realization of autonomy uploaded to Google Classroom platform were introduced. In the second group there were no changes in the learning process.

In the course of the final stage, we diagnosed the level of development of the motivational component of autonomy skills of the learners of both groups. To interpret the results after the experiment, the respondents were given a questionnaire.

Analyzing the answers of the students of the experimental and control group, we obtained the following results: the number of students with a low level in experimental group decreased from 25% to 19%, the number of students with an average level in experimental group changed from 50% to 37%, the number of students with a high level in experimental group increased from 25% to 31%. The results are presented in Table 3.

Table 3 The levels of development of the motivational component of autonomy of students at the post-test stage

Group	Levels of development of the motivational component		
	Low	Medium	High
Experimental	3	8	5
	19 %	50 %	31 %
Control	10	9	4
	44 %	39%	17 %

The results of the table, which give an idea of the degree of development of the motivational component, are shown in the diagram in Figure 2.

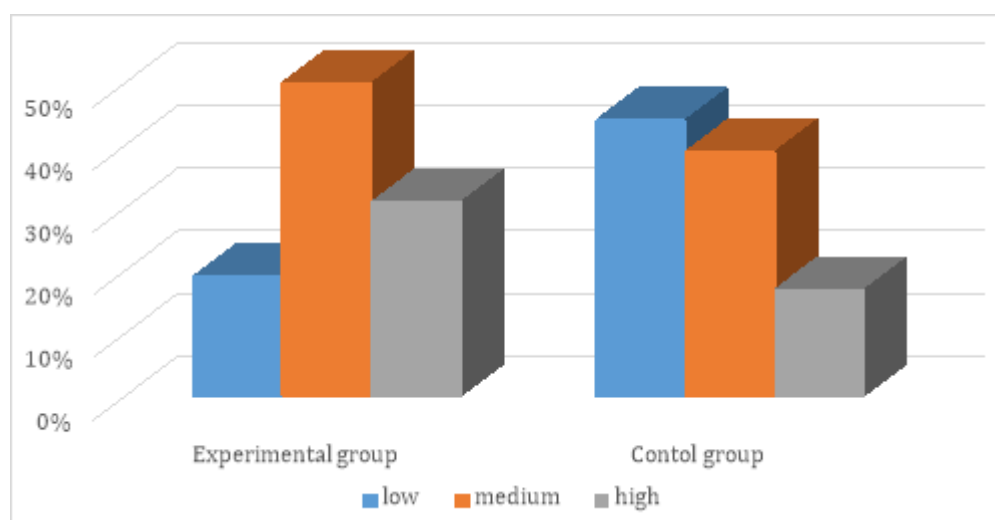


Figure 2 Distribution of students in the experimental group and control group by levels of development of the motivational component of autonomy during post-test stage of the experiment.

Upon analyzing the findings reflected in the diagram and table, we have concluded that as a result of conducting the formative stage in the experimental group, there is an increase in the development of the motivational component of autonomy skills for one learner to a middle level. Additionally, for one learner, this level reached a high one. Meanwhile, in the control group, the level of autonomy skills remained unchanged.

Conclusion

The findings of this study highlight the potential of Google Classroom to enhance student motivation for autonomous learning in the English classroom. By leveraging Google Classroom with carefully designed tasks and activities, teachers can significantly enhance the motivational component of students' autonomous skills in learning English.

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