EDUTAINMENT AS A NEW TREND IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

The article is devoted to the issue of successful assimilation of lexical and grammatical material by students in foreign language lessons within the framework of a meta-subject approach. Since it is the formation of meta-subject results that is one of the main requirements of the State of Educational Standard, the authors of the article pay special attention to the concept of "edutainment" as a meta-subject aspect in the development of students' language competence and their motivation to learn foreign languages.

Keywords: language competence, meta-subject results, aspect of a meta-subject, edutainment, successful situation.

АННОТАЦИЯ

Статья посвящена вопросу успешного усвоения учащимися лексико-грамматического материала на уроках иностранного языка в рамках метапредметного подхода. Поскольку именно формирование метапредметных результатов является одним из основных требований состояние образовательных стандартов, авторы статьи уделяют особое внимание понятию "решение" как метапредметному аспекту в развитии языковых способностей учащихся и мотивации их к изучению иностранных языков.

Ключевые слова: языковая компетентность, метапредметные результаты, метапредметный аспект, образование, статус успеха.

ANNOTATSIYA

Maqola meta-mavzu yondashuvi doirasida chet tili darslarida talabalar tomonidan leksik va grammatik materiallarni muvaffaqiyatli o'zlashtirish masalasiga bag'ishlangan. Meta-fan natijalarini shakllantirish davlat ta'lim standartining asosiy talablaridan biri bo'lganligi sababli, maqola mualliflari o'quvchilarning til qobiliyatlarini rivojlantirish va ularning chet tillarini o'rganishga bo'lgan motivatsiyasining meta-fan jihati sifatida "o'quv-ko'ngilochar mashg'ulot" tushunchasiga alohida e'tibor berishadi.

Kalit so'zlar: til kompetentsiyasi, meta-mavzu natijalari, meta-mavzu jihati, ta'lim, muvaffaqiyat holati.

The main features of the modern world are integration and intensive international communication processes. In this regard, the issues of the effectiveness of teaching foreign languages are of particular relevance. The existing trends in teaching foreign languages provide a close connection between the solution of educational and educational tasks and the pragmatic and cultural aspects of the content in developing speech communication skills in a foreign language. At the same time, the need for such activities is increasing, which brings the use of English beyond the lesson's scope, making it possible to expand the possibilities of mastering language and speech skills in simulated communication situations.

Pedagogical science has many innovative ideas, methods, techniques, and technologies. One of the areas of modernization of education is the use of a meta-science approach. Using the meta-subject aspect in teaching foreign languages will help overcome the fragmentation and fragmentation of scientific knowledge and achieve the level of meta-subject results. These results in questions:

1. What forms of organization of the educational process are aimed at the results of Meta-science?

2. How to evaluate such results in the process and according to the results of the meta-subject integration?

3. How is it advisable to consider the interaction of participants in the educational process as an essential factor in the formation of the results of the meta-subject?

4. What are the changes in the educational environment necessary for meta-subject integration?

5. Finally, what is the role of the teacher in the general process of forming the results of the meta-subject?

I set the task to consider the concept of "edutainment" as a meta-subject aspect in developing students' language competence. To begin with, let's assume the components of this word, which came from the merger of the English words "education" ("education") and "entertainment" ("entertainment"). The Macmillan English Dictionary for Advanced Learners defines "education" as the activity of teaching a particular subject, that is, transferring knowledge on a specific topic. This definition is consistent with the interpretation in Russian-language dictionaries. For example, in a Large Encyclopedic Dictionary, learning is understood as "the main way of obtaining education, the process of mastering knowledge, skills, and abilities under the guidance of teachers, masters, mentors, etc." In the learning process, social experience is assimilated, and an emotional and value attitude to reality is formed. "If we consider the word "entertainment," then the English-language explanatory dictionary presented above defines it as "representations that give people pleasure" which, according to the explanatory dictionary of S.I. Ozhegov, is presented as "An occupation, a pastime that gives pleasure, entertaining." Considering these concepts, it can be assumed that these interpretations of the presented terms are dissonant. Because of this, the question arises of how entertainment can form the basis of the learning process. Simon Soloveitchik agrees with this discrepancy, arguing that the school cannot entertain it. Instead, the main thing in the learning process is "to do not only interesting things but also everything that needs to be done with interest" [5]. The author also claims that studying is not entertainment, but a hobby, because "this is the first step to a future responsible, serious life full of meaning and joy."

A feature of Edutainment technology is the introduction of modern forms of entertainment into the system of traditional lectures, lessons, classes, seminars, and master classes, since without television programs, desktop, computer, and video games, movies, music, websites, multimedia programs, etc. it is already impossible to imagine modern learning and communication. Classes and events in the format of Edutainment technology can be held in a cafe, park, museum, office, gallery, or club, where you can get information on any informative topic in a relaxed atmosphere. The scientific literature and Internet sources analysis shows that the technology has several methodological advantages and prospects. Edutainment has yet to be studied, but it can be an effective tool for developing foreign language communicative competence. Hence, the question of the methodological significance and value of modern methods. The technology of information and entertainment training requires further theoretical and practical research, which determines the relevance of this article. The purpose of this work is to identify the features and methodological potential of the technology—an educational event based on a review and analysis of the literature.

Summarizing the above, the following features of Edutainment technology can be distinguished:

- The presence of a process of two-way interrelated activity of the subjects of the educational process (subject-subject communication).
- The presence of a goal in the organization of the learning process.
- The presence of comfortable conditions.
- The guarantee of achieving a specific result.
- The complex application of didactic, technological means of training and control.

Consequently, according to the structure, goals, content, and set of modern tools, such as computers, desktops, video games, movies, music, websites, multimedia programs, etc., Edutainment has all the signs of modern learning technology. In the context of this work, Edutainment technology can be defined as follows: Edutainment is a learning technology considered as a set of current technical and didactic learning tools based on learning through entertainment. Thus, in the teaching methodology, the tendency to develop should be noted. It is challenging to gain fundamental knowledge or a new profession with the help of information and entertainment technologies. Still, a student can become more erudite, consolidate learning, and develop skills in many areas, especially in foreign language proficiency, where the demand for information and entertainment technologies has been particularly noticeable recently.

The Edutainment technology also includes emotional and motivational conditions, through which a comfortable background is created, on which the main content of the lesson is deployed.

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