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## **EFFECTIVE ORGANIZATION OF LECTURES THROUGH THE NEARPOD PLATFORM IN THE FORMATION OF LINGUOCULTUROLOGICAL COMPETENCE OF PRE-SERVICE FOREIGN LANGUAGE SPECIALISTS**

This research investigates the effectiveness of organizing lectures through the Nearpod platform to enhance the development of linguoculturological competence among pre-service foreign language specialists. It explores how integrating Nearpod's interactive features and authentic cultural content can foster cultural sensitivity, intercultural communication skills, and linguistic awareness in language education. A comprehensive literature review was conducted using multiple databases, including Google Scholar, ERIC, Scopus, Academic Search, EBSCO, and JSTOR. The literature review results from 15 articles indicate that Nearpod has emerged as an effective tool in language education, offering interactive features and authentic cultural content that enhance student engagement and promote effective learning experiences. The utilization of Nearpod has shown promising results in developing linguoculturological competence among pre-service foreign language specialists, fostering cultural sensitivity, intercultural communication skills, and linguistic awareness. The findings suggest that the effective organization of lectures through the Nearpod platform can contribute significantly to the formation of linguoculturological competence. The integration of interactive presentations, formative assessments, and real-time feedback in language instruction enhances student engagement, promotes peer collaboration, and fosters deeper understanding of cultural diversity. By leveraging Nearpod, educators can create dynamic and interactive learning environments that prepare pre-service language specialists for effective intercultural communication in a globalized world.

**Key words:** Nearpod platform, linguoculturological competence, pre-service foreign language specialists, effective teaching methods, intercultural communication, cultural competence, technology integration in education.

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### **Болашақ шет тілі мамандарының лингвомәдени құзыретін қалыптастыруда NEARPOD платформасы арқылы дәрістерді тиімді ұйымдастыру**

Бұл зерттеу аясында, болашақ шет тілі мамандарының лингвомәдени құзыретін дамыту деңгейін арттыру барысында, Nearpod интерактивті платформасы арқылы дәрістерді тиімді және оңтайлы ұйымдастырудың тәжірибелік тиімділігін зерттейді. Nearpod интерактивті платформасының мүмкіндіктері мен шынайы мәдени мазмұнды біріктіру тілдік білім берудегі мәдени сезімталдықты, мәдениетаралық қарым-қатынас дағдыларын және лингвистикалық хабардарлықты дамытуға қалай ықпал ететінін анықтай отырып зерттейді. Google Scholar, ERIC, Scopus, Academic Search, EBSCO және JSTOR сияқты бірнеше мәліметтер базасын тиімді қолдана отырып, әдебиеттерге жан-жақты шолу жасалынды. Он бес шақты мақаладан тұратын әдебиеттерге шолу нәтижелері Nearpod оқушылардың белсенділігін арттыратын және тиімді оқуға ықпал ететін интерактивті мүмкіндіктер мен шынайы мәдени мазмұнды ұсына отырып, тілдік білім беруде тиімді құралға айналғанын көрсете алады. Nearpod интерактивті платформасын қолдану лекцияны алдын-ала жоспарлауда, болашақ шет тілдері мамандарының лингвомәдени құзыретін дамытуда, мәдени сезімталдықты, мәдениетаралық қарым-қатынас дағдыларын және тілдік хабардарлықты тәрбиелеуде перспективалы нәтижелер көрсетті. Тәжірибе барысында алынған нәтижелер Nearpod интерактивті платформасы арқылы дәрістерді тиімді ұйымдастыру лингвомәдени құзыреттілікті қалыптастыруға айтарлықтай үлес қоса алатынын айқындай түсті. Тілді оқытуда нақты уақыт режимінде интерактивті презентацияларды, қалыптастырушы

бағаларды және кері байланысты біріктіру студенттердің белсенділігін арттырады, жүйеленген топпен ынтымақтастықты дамытады және мәдени әртүрлілікті тереңірек түсінуге ықпал етеді. Nearpod интерактивті платформасын тиімді пайдалана отырып, оқытушылар жаһанданған әлемде болашақ шет тілі мамандарын тиімді мәдениетаралық қарым-қатынасқа дайындайтын динамикалық және интерактивті оқу орталарын құра алады.

**Түйін сөздер:** Nearpod платформасы, лингвомәдени құзыреттілік, шет тілі мамандарын даярлау, оқытудың тиімді әдістері, мәдениетаралық коммуникация, мәдени құзыреттілік, білім берудегі технологияларды интеграциялау.

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### **Эффективная организация лекций через платформу NEARPOD в формировании лингвокультурологической компетентности у будущих учителей иностранного языка**

В данном исследовании исследуется эффективность организации лекций с помощью платформы Nearpod для повышения уровня развития лингвокультурологической компетентности специалистов по иностранному языку до начала обучения. В нем исследуется, как интеграция интерактивных функций Nearpod и аутентичного культурного контента может способствовать развитию культурной чувствительности, навыков межкультурного общения и лингвистической осведомленности в языковом образовании. Был проведен всесторонний обзор литературы с использованием нескольких баз данных, включая Google Scholar, ERIC, Scopus, Academic Search, EBSCO и JSTOR. Результаты обзора литературы по 15 статьям показывают, что Nearpod стал эффективным инструментом в языковом образовании, предлагая интерактивные функции и аутентичный культурный контент, которые повышают вовлеченность учащихся и способствуют эффективному обучению. Использование Nearpod показало многообещающие результаты в развитии лингвокультурологической компетентности у специалистов по иностранным языкам до поступления на работу, воспитании культурной восприимчивости, навыков межкультурного общения и языковой осведомленности. Полученные результаты свидетельствуют о том, что эффективная организация лекций с помощью платформы Nearpod может внести значительный вклад в формирование лингвокультурологической компетенции. Интеграция интерактивных презентаций, формирующих оценок и обратной связи в режиме реального времени при обучении языку повышает вовлеченность учащихся, способствует сотрудничеству со сверстниками и способствует более глубокому пониманию культурного разнообразия. Эффективно используя платформу Nearpod, преподаватели могут создавать динамичные и интерактивные учебные среды, которые готовят языковых специалистов к эффективному межкультурному общению в глобализованном мире.

**Ключевые слова:** платформа Nearpod, лингвокультурологическая компетентность, подготовка специалистов по иностранному языку, эффективные методы обучения, межкультурная коммуникация, культурная компетентность, интеграция технологий в образовании.

## **Introduction**

The effective organization of lectures plays a crucial role in shaping pre-service foreign language specialists' linguistic and cultural competencies. As the field of language education evolves, educators are continually seeking innovative methods and tools to enhance their students' learning experiences. In this context, the Nearpod platform has emerged as a promising solution for optimizing lecture delivery and fostering the development of linguoculturological competence among language learners (Bobajonova, 2023: 65) [1]. The aim of

the research was to explore the effectiveness of organizing lectures through the Nearpod platform in the formation of linguoculturological competence among pre-service foreign language specialists.

The choice of this topic stems from the recognition of the need for a comprehensive investigation into integrating the Nearpod platform in language education. While prior research has explored the use of educational technology in language learning, there is a significant gap in examining the specific impact of the Nearpod platform on the development of linguoculturological competence (Sanmugam, 2019: 15) [2]. By addressing this gap, the research

seeks to contribute to the existing body of knowledge and provide practical insights for educators in their instructional practices.

The growing importance of linguoculturological competence in the field of foreign language education underscores the relevance of this topic. In today's interconnected world, effective communication goes beyond linguistic proficiency; it necessitates an understanding and appreciating of the target culture's customs, values, and social dynamics (Cardoso, 2022: 11) [3].

Pre-service foreign language specialists need to be equipped with the necessary skills to navigate intercultural interactions confidently. By focusing on organizing lectures through the Nearpod platform, this research aims to uncover potential benefits and challenges associated with this technological tool, ultimately enhancing the formation of linguoculturological competence among language learners.

This research aims to integrate the Nearpod platform in the organization of lectures, specifically targeting pre-service foreign language specialists. The subject of investigation is the impact of this integration on the development of linguoculturological competence. The primary goal of this research is to examine and analyze the effectiveness of the Nearpod platform in fostering linguoculturological competence among pre-service foreign language specialists. To achieve this goal, the following objectives will be pursued:

- (1) to explore the advantages and challenges of organizing lectures through the Nearpod platform;
- (2) to investigate the impact of interactive and multimedia elements on student engagement and knowledge retention leveraging;
- (3) to examine the perception and experiences of both instructors and students regarding the use of the Nearpod platform in developing linguoculturological competence.

This study aims to provide valuable recommendations and practical implications for educators, curriculum designers, and educational policymakers by addressing these research objectives. The findings will contribute to the field of language education by shedding light on the potential of the Nearpod platform as a tool for effective lecture organization and the development of linguoculturological competence among pre-service foreign language specialists. The research aims to empower language learners to become culturally sensitive and compe-

tent communicators in an increasingly interconnected global society.

## Materials and methods

The primary research question of this study is: **How does the effective organization of lectures through the Nearpod platform contribute to the formation of linguoculturological competence among pre-service foreign language specialists?** The study hypothesizes that organizing lectures through the Nearpod platform enhances the development of linguoculturological competence among pre-service foreign language specialists.

The research was conducted in stages. First, a comprehensive review of existing literature was conducted to explore the current research on educational technology, the Nearpod platform, and its impact on language learning outcomes. The stage was critical in reviewing a theoretical foundation and informed the research design. In the literature review, the researcher used reputable sources to identify the gap in the literature. This is what led to the formulation of the research question and gave the directions for the research. The researcher then embarked on utilizing the internet to get the solution. As such, several reputable online databases were identified and selected as the primary sources for gathering secondary data related to the research topic. These databases included Google Scholar, ERIC, Scopus, Academic Search, EBESCO, and JSTOR.

In data collection, the researcher searched the selected online databases using relevant keywords and search terms related to the topic, including the Nearpod platform, linguoculturological competence, pre-service foreign language specialists, effective teaching methods, intercultural communication, cultural competence, and technology integration in education. The search from the databases was limited to articles published within the last five years to ensure that the data used is the most recent and relevant. Secondary data were chosen due to their accessibility, breadth of information, and potential for providing diverse perspectives. The selection criteria for articles for this research included relevance to the research topic, quality of research design, and empirical evidence supporting the claims made (Park and Walters 2022: 36) [4].

Qualitative and quantitative research studies were considered to ensure a comprehensive under-

standing of the topic. The collected data were analyzed using a thematic approach. Key themes, patterns, and recurring concepts related to the effective organization of lectures through the Nearpod platform and its impact on linguoculturological competence were identified and synthesized. The analysis involved coding and categorizing the data to extract meaningful insights. The Nearpod platform was identified as the central focus and was prioritized in this research. It provides educators with various interactive features, including multimedia presentations, virtual reality, and real-time assessment tools. The utilization of the Nearpod platform in the organization of lectures served as the primary focus of this study. The results of this research will be presented in subsequent sections, including the analysis and discussion chapters.

The findings will include an exploration of the advantages and challenges of organizing lectures through the Nearpod platform, the impact of interactive and multimedia elements on student engagement and knowledge retention, and the perception and experiences of both instructors and students regarding the use of the Nearpod platform in developing linguoculturological competence among pre-service foreign language specialists.

By analyzing the secondary data obtained from online databases, this research aims to provide empirical evidence and meaningful insights into the effectiveness of the Nearpod platform in enhancing the formation of linguoculturological competence. Integrating qualitative and quantitative data will contribute to a comprehensive understanding of the research topic, allowing for well-informed conclusions and practical recommendations for language educators and policymakers.

## Literature review

Developing linguoculturological competence is crucial for foreign language specialists as it enables effective intercultural communication (Tulusina, 2021: 25) [5].

Technology integration in education has gained significant attention due to its potential to enhance teaching and learning experiences. Various technological tools and platforms have been developed to facilitate interactive and engaging learning environments. Scholars highlight the importance of technology integration in language education, as it provides

opportunities for learner autonomy, personalized learning, and authentic language use. (Bobajonova, 2023 a : 65) [6].

Nearpod has emerged as an effective tool for organizing lectures in foreign language education. The platform allows instructors to create interactive presentations incorporating multimedia elements such as videos, images, and audio clips (Duysabayeva, 2022 : 97) [7].

Some scholars suggest that Nearpod's interactive features promote learner engagement and provide opportunities for active participation, leading to improved learning outcomes. (Musa and Momeni, 2022 : 110) [8].

The platform's real-time feedback and assessment features enable instructors to gauge student understanding and adjust their teaching accordingly. Using Nearpod in foreign language instruction has shown promising results in developing linguoculturological competence among pre-service language specialists (Sanmugam, 2019 a: 15) [9].

It is argued that Nearpod's interactive features enable learners to engage with authentic cultural materials, such as videos, articles, and real-life scenarios. Exposure to authentic cultural content helps learners develop cultural sensitivity and awareness, enabling them to navigate cross-cultural communication effectively (Sanmugam, 2019 b: 15) [10]. Moreover, Nearpod's collaborative features facilitate peer interaction and collaboration, creating opportunities for learners to discuss cultural topics and share their perspectives. This fosters a deeper understanding of cultural diversity and enhances students' ability to adapt their language use in various cultural contexts (Sanmugam, 2019 c: 15) [11]. Equally important, using Nearpod in lectures allows for integrating virtual reality (VR) experiences, enabling students to immerse themselves in simulated cultural environments. These VR experiences provide a more immersive and interactive way to explore different cultures, promoting deeper cultural understanding and empathy (Barbetta, 2023: 1) [12]. The effective organization of lectures through the Nearpod platform offers valuable opportunities for the formation of linguoculturological competence among pre-service foreign language specialists (Al-Marri, 2023: 6) [13].

The research aimed at determining the effectiveness of the Nearpod application in interactive technology, and its ability to monitor students'

progress and check understanding during teaching. Using the Nearpod application to verify understanding and to monitor their progress in their own classroom, and a control group consisting of students who studied in the usual way without monitoring progress or using the Nearpod application. The results of the data analysis showed that the use of the Nearpod application for the responding students improved the participation of these students and the evaluation of the whole group in one lesson. (Marri McKay and Ravenna, 2017: 13) [14].

The Nearpod program used as a tool to promote active learning in higher education, where the Nearpod application was adopted to enhance the teaching and learning outcomes of lectures given by teachers. To achieve the goal of the research, an electronic educational questionnaire was designed and the Nearpod application was integrated with the video learning system to be used in distance learning to present lectures and the students' own devices were used to carry out learning activities during the lessons. The results of the research related to the study tool showed that the Nearpod program and the BYOD model enhanced active learning in the classroom and raised students' satisfaction in the integrated learning environment and in the use of the Nearpod program in all courses, especially those taught through the video learning system (Hakami, 2020: 7) [15].

Nearpod is an education web browser that provides features to deliver learning materials and operate and evaluate the learning process. Teachers can share their materials by sharing a unique code or link to start the session. Nearpod is used either for synchronous or asynchronous teaching. The learning materials are delivered to ZOOM, so the teacher and students are engaged in a live interaction. During the learning process, the teacher can see the number of

active students making the learning session and students' engagement monitored (Sanmugam, Selvarajoo, Ramayah, & Lee, 2019: 3) [16].

Teaching and learning four fundamental steps of teaching by using Nearpod. First, downloading and creating an interactive multimedia presentation. The teachers can make a standard presentation slide and enter interactive tasks such as polls, quizzes, drawing, filling the gap, or open-ended questions. Second, sharing the presentation with the learners and controlling during the lesson. By using live participation, the students can only see the slide that the teacher shows. It makes students work systematically during learning. Third, presenting to the class and providing engaging interaction. At last, monitoring and checking students' works which are not time-consuming because they will appear automatically to the teachers. These steps are created to design interactive educational presentations and involve the learners in the lesson (Měkota and Marada, 2020: 1) [16].

Using Nearpod may seem challenging for teachers since they need to prepare a presentation, which is time-consuming, and they must create some activities for it. The scaffolding of the lesson must also be suitable for the application. It means that the teacher must restructure the curriculum (McClean & Crowe, 2017:7) [17].

If the teachers are aware of all these barriers and try to create a lesson in Nearpod and teach with it, they appreciate the dynamics Nearpod provides to the lesson. The teacher then can adjust the learning materials to students' needs (Audi & Gouia-Zarrad, 2013:5) [18].

## Results and discussion

Here is a table summarizing the online data search results (table 1).

**Table 1** – Summarizing the number of articles used after being subjected to the inclusion and exclusion criteria.

DATABASE	NUMBER OF ARTICLES FOUND	ARTICLES ELIMINATED	ARTICLES REMAINING
Google Scholar	121	116	5
ERIC	80	78	2
Scopus	100	99	1
Academic Search	90	88	2
EBSCO	110	107	3
JSTOR	70	67	2
Total	<b>571</b>	<b>556</b>	<b>15</b>

After analyzing the data from the articles, four dominant themes emerged: Utilization of Nearpod in language education, enhancing linguoculturological competence, student engagement and collaboration, and technology integration for effective teaching. These themes are discussed below concerning other relevant previous literature.

#### **Utilization of Nearpod in Language Education**

The findings of some articles indicate a growing interest in using Nearpod as a technology tool in language education. (Mirzaev, 2022:264) [19]. Nearpod offers interactive features that enhance lecture organization, making it an appealing platform for educators aiming to engage students and promote effective learning experiences. The results show that numerous studies have explored the effectiveness of Nearpod in various language education contexts, including foreign language learning and intercultural communication (Tornwall, Joni, Lin Lu, and Kui Xie, 2020:1) [20].

#### **Enhancing Linguoculturological Competence**

It is discussed to have a positive impact of utilizing the Nearpod platform on developing linguoculturological competence in three articles.

These studies highlight how Nearpod's interactive features and authentic cultural content help pre-service foreign language specialists gain cultural awareness, sensitivity, and the ability to navigate cultural nuances in communication (Guyen and Omarbekova 2021:50) [21]. The platform facilitates exposure to authentic cultural materials, such as videos, articles, and real-life scenarios, promoting deeper cultural understanding and effective intercultural communication skills.

#### **Student Engagement and Collaboration**

The findings emphasize the importance of student engagement and collaboration facilitated by Nearpod. The interactive nature of the platform enables active student participation and provides opportunities for peer interaction and collaboration. This fosters deeper discussions on cultural topics, allows for the sharing of diverse perspectives, and enhances students' ability to adapt their language use in different cultural contexts. Nearpod's collaborative features create a dynamic learning environment, encouraging students to engage with the course content and their peers actively (Burton 2021:50) [22]

#### **Technology Integration for Effective Teaching**

The results highlight the broader trend of technology integration in education for effective teaching. Nearpod is recognized as an effective tool for organizing lectures and enhancing student learning experiences. The platform's interactive presentations, formative assessment capabilities, and real-time feedback features allow instructors to gauge student understanding and adjust their teaching accordingly. Nearpod offers a user-friendly interface that supports instructors in creating engaging and interactive learning environments, ultimately contributing to the formation of linguoculturological competence among pre-service foreign language specialists (Arda Purnama Putra, Muh Arafik, and Iqlima Pratiwi, 2021:298) [23]

#### **Conclusion**

The effective organization of lectures through the Nearpod platform provides a valuable tool for forming linguoculturological competence among pre-service foreign language specialists. While the search results showcase the potential of the Nearpod platform in the formation of linguoculturological competence, it is important to acknowledge the limitations of the existing literature (Wurigen Zhao, 2021:83) [24]. The number of articles found may vary across databases, and the selection criteria for the final 15 articles are subjective. Additionally, some articles may focus more on the general use of Nearpod in education rather than on linguoculturological competence formation. Further research is needed to investigate the long-term impact and scalability of Nearpod integration in foreign language education and explore the specific strategies and instructional designs that maximize the platform's effectiveness in developing linguoculturological competence (Timothy Ashe Jr, 2023:1) [25].

By leveraging the interactive features, authentic cultural content, and collaborative capabilities of Nearpod, educators can enhance student engagement, foster cultural sensitivity, and equip students with the necessary skills for effective intercultural communication (Aithal and Shubhrajyotsna Aithal, 2023:102) [26].

The implementation and further exploration of Nearpod in language education offer significant prospects for promoting linguoculturological competence and preparing pre-service language specialists for the challenges of a globalized world.

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