

G.Sh. Akhmetova

Ablai Khan Kazakh University of International Relations and
World Languages, Kazakhstan, Almaty
e-mail: galakh70@rambler.ru

INTENSIFICATION THE FOREIGN LANGUAGE EDUCATION PROCESS USING THE FRAME APPROACH IN THE CONTENT OF DISTANCE LEARNING

The article discusses the features of the use of a frame-based approach to learning a foreign language in the content of distance learning. A frame-based approach reflects a stereotype approach to the study of a material, knowledge organization, teaching tasks decision, scientific speech style formation e.t.c. Framing is an effective way of compressing information with the help of the enlargement of didactic units of knowledge in the process of content generalization. Realization of a frame-based approach gives opportunity to raise the quality and speed of teaching material perception, critical thinking formation and development. The use of computer telecommunication technology in distance education become very important in modern system of the higher education and in FLT.

A comparative analysis of the interpretations of the term "frame" is carried out. The benefits of a frame-based modeling for learning a foreign language, providing lectures, seminars and students independent work of the theoretical disciplines in foreign language department is analyzed. The experimental work was provided with the 30 students of Pedagogical department of the Kazakh Ablai Khan University of International Relations and World Languages. As a result of the frame-based approach application it is possible to highlight the raise interest to the learning subjects and the increase of students performance. The application of the frame-based technology in teaching various disciplines of the language profile in the conditions of distance learning leads to a significant intensification of educational process.

Key words: frame, frame approach, distance learning, slot, lexis.

Г.Ш. Ахметова

Абылай хан атындағы Қазақ халықаралық қатынастар және
әлем тілдері университеті, Қазақстан, Алматы қ.
e-mail: galakh70@rambler.ru

Қашықтықтан оқыту жағдайында фреймдік тұрғыны пайдаланып шет тілдерін оқыту үдерісін жеделдету

Мақалада қашықтықтан оқыту жағдайында шет тілдерін оқыту үдерісінде фреймдік тұрғыны пайдалану ерекшеліктері қарастырылады. «Фрейм» терминін анықтауға салыстырмалы сараптама жүргізіледі. Фреймдік тұрғы материалды игеруді, білімді ұйымдастыруды, оқыту мақсатына қол жеткізуді, сөйлеудің нақты ғылыми стилін қалыптастыруды, тағы басқаларды бірізділікке түсіру тұрғысынан жүзеге асырылады. Фреймдеу – бұл мазмұнды шолу нәтижесінде білімнің дидактикалық бірліктерін ірілендіру есебінен ақпаратты сығымдап берудің жоғары тиімді тәсілі. Фреймдік тұрғыны жүзеге асыру студенттердің оқу материалдарын қабылдау сапасын арттыруға және жеделдетуге сыншыл ойлауды қалыптастыруға және дамытуға мүмкіндік береді. Заманауи білім беру жағдайында қашықтықтан оқыту, соның ішінде шет тілдерін оқыту мақсатында компьютерлік телекоммуникациялық технологияларды пайдаланудың маңызы өте жоғары болып табылады.

«Фрейм» терминінің мағынасын айқындауға салыстырмалы сараптама жасалды. Қашықтықтан оқыту жағдайында тілдерді оқытатын ЖОО-ларда шет тілдерін оқыту үшін, пән дәрістері мен семинарларын ағылшын тілінде өткізуге арналған теориялық және практикалық материалдарды даярлау барысында фреймдік модельдеуді қолданудың артықшылықтары сарапталады. Осы тұрғыны пайдаланудың нәтижесі ретінде студенттердің оқу пәніне қызығушылығын және үлгерім нәтижелерінің артуын атауға болады. Тіл бағытындағы түрлі пәндерді қашықтықтан оқыту үдерісінде фреймдік тұрғыны қолдану оқу үдерісін айтарлықтай ширектіруге септігін тигізеді.

Түйін сөздер: фрейм, фреймдік тұрғы, шет тілінде білім беру, қашықтықтан оқыту, слот, лексика.

Г.Ш. Ахметова

Казахский университет международных отношений и мировых языков
имени Абылай хана, Казахстан, г. Алматы,
e-mail: galakh70@rambler.ru

**Интенсификация процесса иноязычного образования с
использованием фреймового подхода
в условиях дистанционного обучения**

В статье рассматриваются особенности использования фреймового подхода при обучении иностранному языку в условиях дистанционного обучения. Фреймовый подход отражает стереотипность подхода к изучению материала, организации знаний, решению учебных задач, формированию четкого научного стиля речи и многого другого. Фреймирование – это высокоэффективный способ сжатия информации за счёт укрупнения дидактических единиц знания в результате содержательного обобщения. Реализация фреймового подхода позволяет повысить качество и скорость восприятия студентами учебного материала, формирование и развитие критического мышления. Очень важное значение в ситуации современного обучения приобретают возможности использования компьютерных телекоммуникационных технологий для целей обучения на расстоянии, в том числе и иностранным языкам. Проведен сравнительный анализ трактовок термина «фрейм». Анализируются преимущества фреймового моделирования для изучения иностранного языка, организации теоретического и практического материала для проведения лекций, семинаров и практических занятий по дисциплинам на английском языке при дистанционном обучении в языковом вузе. Было проведено экспериментально-опытное обучение с 30 студентами педагогического факультета КазУМО и МЯ им Абылай хана. Как результат использования данного подхода можно выделить повышение интереса к учебным дисциплинам и рост результатов успеваемости у студентов. Применение фреймового подхода в обучении различным дисциплинам языкового профиля в условиях дистанционного обучения приводит к существенной интенсификации учебного процесса.

Ключевые слова: фрейм, фреймовый подход, дистанционное обучение слот, лексика.

Introduction

The current state of the society is reflected in the foreign language teaching system in education institutions. In its desire to meet modern requirements, the education system is characterized by the search and approval of new approaches to teaching various disciplines, which are designed to most fully meet the urgent needs of both the reformed Kazakhstani society and each individual. One of such approaches is the frame approach, which puts forward new principles of organization the educational material. In this work we review the peculiarities of using the frame approach foreign language education. A frame-based approach reflects a stereotype approach to the study of a material, knowledge organization, teaching tasks decision, scientific speech style formation e.t.c. Framing is an effective way of compressing information with the help of the enlargement of didactic units of knowledge in the process of content generalization. Realization of a frame-based approach gives opportunity to raise the quality and speed of teaching material perception, critical thinking formation and development. The use of computer telecommunication technology in distance education become very important in modern system of the higher education and in FLT .

The theory of frames in linguistics is relatively young, but already has its own history.

The concept of “frame” was firstly introduced by M. Minskiy for structural representation of knowledge through special descriptions. According to M. Minskiy, the frame recreates the “ideal” picture of an object or situation, which serves as a starting point for the interpretation of “real” situations with which a person deals in reality. The frame is a “framework”, “frame”, “matrix structure of the main idea of the educational material”, which is overlaid on most topics and sections in the form of diagrams. Any frame consists of slots (terminals), which must be supplemented with specific content (Marvin, 1975: p. 24).

The use of frame approach in FLT in modern conditions of e-learning is of a great importance. Nowadays, the term “frame” is used by many researchers, but it has not received an unambiguous definition that would describe and include all aspects of this multidimensional concept. It is advisable to give several interpretations of the concept which currently exist in modern linguistic literature and reveal the essence of the frame by comparing them. For instance, Ch. Fillmore gives several different interpretations of the term “frame”. He sees it at different times: as a case frame, understood as a structure of consciousness that reflects the linguistic consciousness of the speaker (Fillmore Ch.J., 1981: 369 – 495) as a system for choosing language tools

connected with the concept of “scene” – grammar rules, lexical units, language categories, (Fillmore Ch.J, 1975: 123 – 131) as a system of categories, which is structured according to a motivating context and presented as a set of concepts and categorization of experience.

T.Van Dijk identifies the “model of the situation” as the main type of representation of knowledge. T.Van Dijk proceeds from the thesis that we understand the text only when we understand the situation in question. This is especially true for some forms of social activity, such as going to the theater, flying by plane, dining at a restaurant or shopping at a store (T.VanDijk, 1989: 68-110).

A frame – the most common term for a cognitive model – is a hierarchical structure where “at the top level of the hierarchy is a frame (macroframe) containing the most general information. The macroframe information is true for frames of lower levels – slots”(Odintsova I. V., 2010: 79-85). I.V. Odintsova, in her studies on the linguistic and methodological interpretation of Russian as a foreign language, considers strong and weak frames, noting that at the initial stage strong frames are updated that reflect objective situations built on the basis of our sensory perception and answer the questions WHAT? WHERE? WHEN? on advanced – weak, reflective, problematic frames that answer, first of all, to the question WHY?

Thus, modern linguistic theory has a significant number of different interpretations of the frame. However, it is possible to note a number of provisions that are common to various views on the nature of the frame: 1) in almost all interpretations, the frame is considered as a kind of structure that allows us to present a stereotypical situation; 2) the frame is interpreted as a certain cognitive area that is associated with a given linguistic unit. At the same time, the connection between the frame and the verbal instrumentation of the language and the cognitive area of consciousness is revealed, in which, through the linguistic structures, a schematized image-representation of the person’s experimental knowledge is activated.

Materials and methods of research

To organize an empirical study of the features of professional and personal motivation of teachers of higher educational institutions of Kazakhstan, a research program was developed. **The object of study**

The object of study is the process of higher foreign language education in the content of distance learning.

The subject of study is the use of a frame-based approach in a higher foreign language education in the content of distance learning.

The aim of study is to show that therealization of a frame-based approach in a higher foreign language education gives opportunity to raise the quality and speed of teaching material perception, students critical thinking formation and development .

The objectives of study:

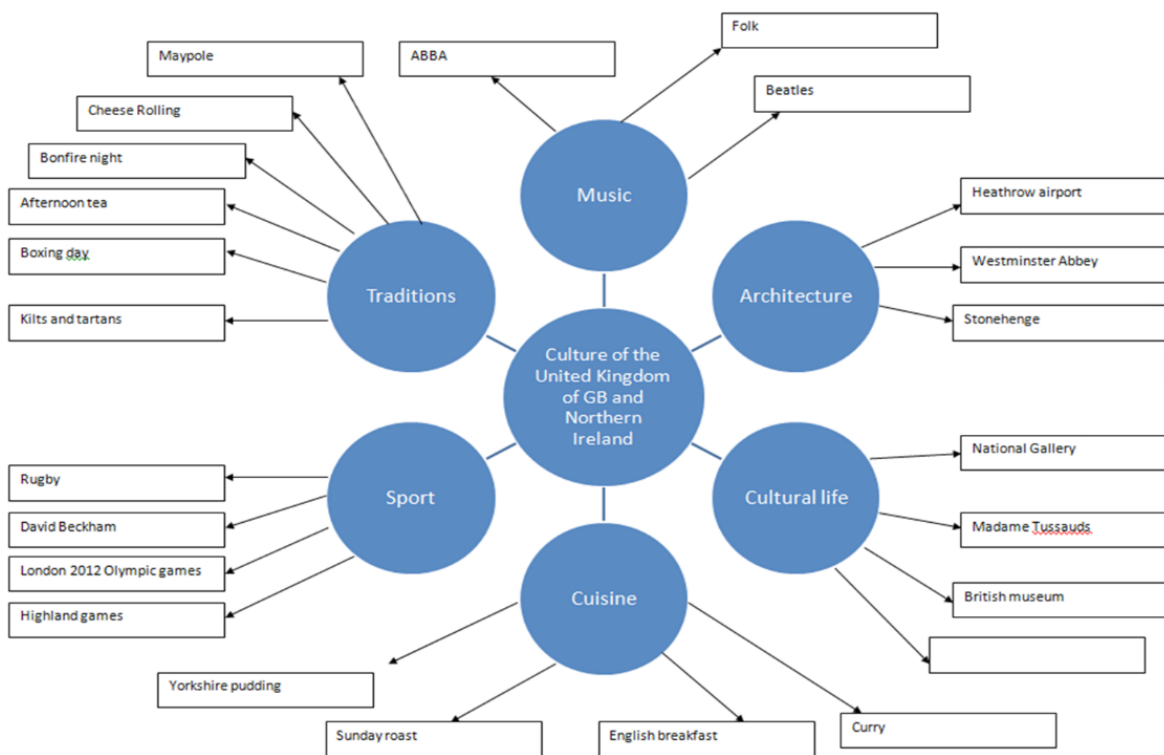
- to clarify the essence of the concept of “frame” and the application of frame- based approach in foreign language education ;
- to verify the effectiveness of the frame-based approach application in foreign language education as the tool for compressing information with the help of the enlargement of didactic units of knowledge in the process of content generalization;
- to demonstrate the possibilities of the frame-based approach application in foreign language education in the content of distance learning.

In order to solve the objectives, the following research methods used:

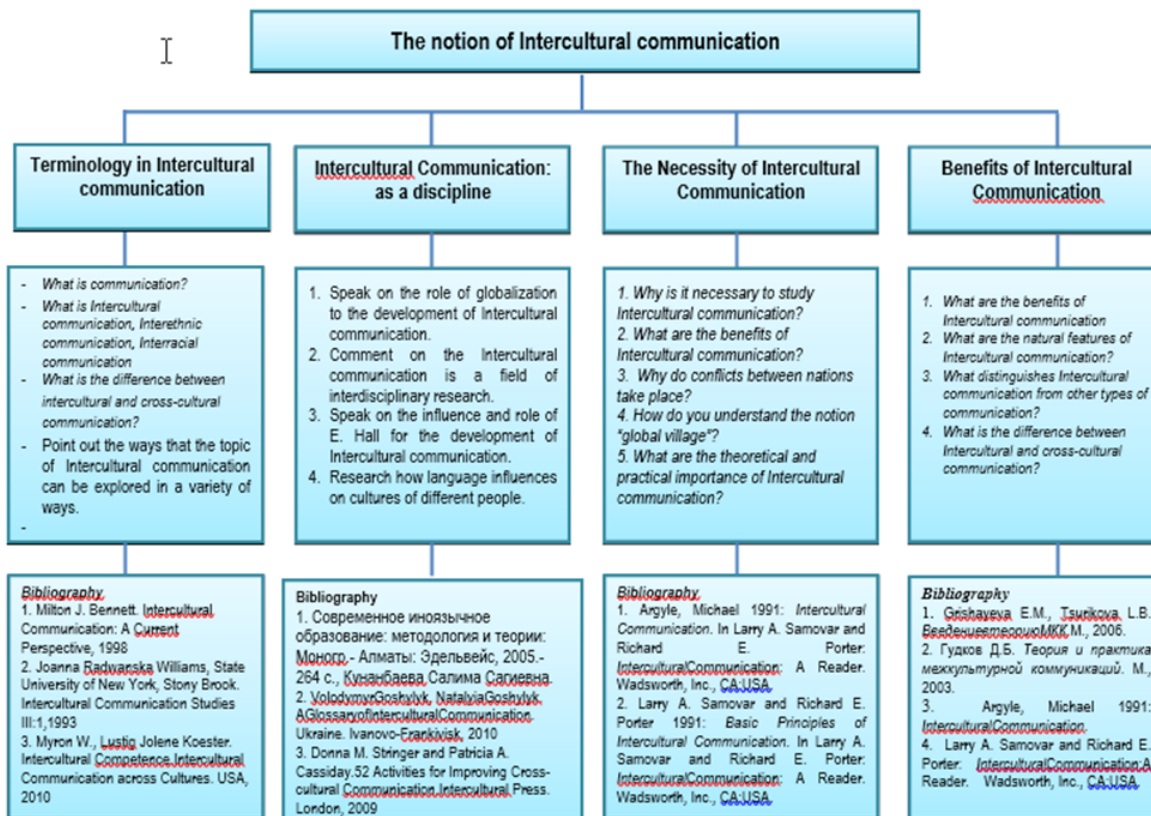
- methods of theoretical research: analysis, synthesis, analogy, modelling of the object study;
- methods of the empirical level: observation, questionnaires, testing, conversation, methodical experiment .

Using a frame approach will facilitate the selection process of lexical material on a certain topic. So, lexical units that nominate basic, central concepts located at the upper levels of the frame, concepts that are always true for a given situation, are certainly included in the active dictionary of students. The compulsory vocabulary list for the selected topic also includes vocabulary that fills the main terminal nodes of the required substructures of the corresponding frame. Here is a frame of general information about Britain (Picture 1).

Using the frame approach develops students’ algorithmic, discursive, and operational ways of thinking. The “frame approach” to the organization of knowledge provides the folding (compression) and compact representation of information. The presented frames are diverse in their structure and content. From psychology it is known that knowledge is acquired, laid down and stored in long-term memory in a compressed form – in the form of cognitive mental structures – frames. The idea of applying the frame approach in learning is that if knowledge is acquired and stored in memory in the form of frames, then knowledge must also be presented in the form of frames in the learning process. This is the main point of the frame approach in teaching any discipline. Thus, if you present educational information to students in a structured, collapsed form – in the form of frames, you can significantly intensify the educational process. The main feature of the approach is to increase the volume of knowledge being studied without increasing the learning time. (Minski M., 1979: 23-25)



Picture 1 – This is the example of using frame approach to provide distance education of the subject Basics of Intercultural Communication for the students of language university



Picture 2

Results and discussion

The virtual classroom has a wide range of mechanisms to engage students and to transfer a large amount of data and facts into time resistant knowledge. Frame approach can be used either with software or with a pen and paper. Regardless of the method, visually explained content is easier to organize. It provide online tutors with the ability to review their students' work and progress. It is an excellent way to evaluate the level of understanding of their students.

There are many benefits of the frame approach for distance learning. The most important of them are: creating a learning plan in a form of a frame, framing any teaching material to use in collaboration, framed information as interactive resources which can transform a teaching discussion, using frames in flipping classroom to reinforce student's prepared lesson notes in the classroom and can generate discussion and participation in class, the use of the frame approach in providing lectures helps to present, visualize and organize both content and vocabulary into a coherent whole. It is a real possibility to compress lecture material into logical circuits that could from one side give dynamics to teacher's narration and from the other to stimulate students mental activity and critical thinking in the process knowledge perception and further study.

The main principles of the educational process using frame approach are general didactic principles aimed at the formation of cognitive activity (formed by Ya.A.Kamensky): systematicness and consistency, strength, visibility, accessibility, scientific nature, constituency and consistency. Based on this, we have identified the main provisions that determine the requirements for using a frame-based approach for educational purposes in a distance learning situation:

1. application of the frame-based approach in organization and presentation of knowledge as the base of intensification of educational process gives the opportunity to form the basic conceptual apparatus;

2. frame-base approach provides the formation of important communicative competence;

3. frame –based approach enhances efficiency of foreign language education, because it stimulates motivation and keeps students interest;

4. implementation mechanisms of the frame-based approach are:

- educational-methodical complex for the teaching process at the base of frame organization of

knowledge that should ensure intensive assimilation of the curricula;

- optimal conditions of use that should provide the frame-based approach implementation;

5. foreign language education with the use of frame – based approach forms critical thinking, discursive thinking and systemic type of thinking.

It is possible as to organize the online interactive lecture so to provide a seminar discussion with the help of this frame. the use of a frame-based approach in a higher foreign language education gives opportunity to raise the quality and speed of teaching material perception, students critical thinking formation, development intercultural communicative competence and can be successfully applied in the context of distance learning.

There are certain characteristics that a frame-based approach share:

- The main idea is the central image
- The main themes radiate from the central image in different directions
- The branches comprise a key image or keyword
- Topics of lesser importance are represented as “twigs” of the relevant branch
- Adding images invokes thought or helps to make the message better understood
- The branches form a connected nodal structure

A frame-based approach is increasingly used as a tool to improve distance learning, understanding and memory through the visual representation of information and ability to be used to transform learning into an active process. We have tried to use this technic as an effective tool for the foreign language education through the following educational tools:

1. Planning. A frame-based approach is the perfect tool for creating a learning plan; whether it's planning your curriculum, breaking down a particular subject or simply to map out an essay or exam answer. Visual learners will especially appreciate the structure and layout of information on a frame which are appealing and easy-to-understand. Online frame structures have an added advantage in that they can be accessed from anywhere at any time, meaning peace of mind if you've forgotten what topic you had planned to focus on.

2. Collaboration. Online frame structures add an extra element to the advantages of using this learning tool; collaboration. Ideas, notes and work can be shared among those learning similar topics and in the best position to work together to produce a valuable library of useful information. Not only

does this lighten workload and stress, it also creates synergy where sparks of possibilities can fly.

3. Participation. Online frame structures can be used as interactive resources which can transform a classroom or a discussion. As discussed above, frames can be used as a brainstorming tool for both individuals and groups through the sharing of new ideas which can ignite sparks of possibilities. This enhances the e-learning experience by providing a unique resource to unlock creativity and express ideas intuitively and quickly.

4. Flipping the Classroom. The new buzzword in education, flipping the classroom, encourages an innovative way of learning using technology. In the flipped classroom model, students learn their lessons before they come to class using videos, social media or other online resources and participate in activities while in class. Utilizing education technology both in-class and at home opens up many possibilities for different types of learning. A frame-based approach can enrich the learning process in a flipped classroom as they reinforce student's prepared lesson notes in the classroom and can generate discussion and participation in class.

The educational effectiveness of the a frame-based approach for development intercultural communicative competence of students of a language university was verified in the process of experimental work, which was carried out during the 2019-2020 academic year on the basis of the faculty of foreign languages at the Ablai Khan Kazakh University of International Relations and World Languages. For carrying out experimental and experimental work, students of the 3rd (third) year of the Pedagogical Faculty were involved, since a foreign language (English) is studied as a professional-oriented one. The experiment was attended by 30 students in the speciality 5B011900 "Foreign Language: Two Foreign Languages" in the classes of Academic Writing and seminars of Basics of Intercultural Communication.

The transition to online education in situation of Corona virus pandemic made it possible to continue and use this technology in distance learning for this subjects. At the preparatory stage, the initial level of learning the English language identified as a result of analysis and direct observation in groups. As for indicators of the formation of the motivational component in students of both groups, we selected questionnaire with assignments for: 1. The interest in the studying of intercultural competence realias and the ability to write different types of essays in English; 2. the need for mastering the important

points of these subjects for foreign language communication. Of the total amount of the analyzed questionnaire answers, the largest number of positive answers were received to the questions. The results of preliminary experimental sections showed that students are interested in application frames for introduction of the materials, brainstorming and giving the feedback in the form of frames, as an effective way of compressing information and gives opportunity to raise the quality and speed of teaching material perception. It was very important in regime of distance learning.

This conclusion gives reason to assert that specialized purposeful training is necessary to form the communicative competence of students of a language university. The formative experiment was carried out in vivo in the framework of the 3-year classes on the subjects of Academic Writing and seminars of Basics of Intercultural Communication. In general, the analysis of the results of experimental work, the purpose of which was to determine the didactic effectiveness of the frame-based approach for development intercultural communicative competence of students of a language university for the formation of intercultural communicative competence, allows us to draw the following conclusions: 1. visualization of the educational process in form of frames can significantly increase the quality and speed of learning; 2. Framing – is a highly effective method of compressing information in the form of schemes, models, algorithms.

The scientific novelty of the study is that: – scientifically substantiated the use of a frame-based approach in a higher foreign language education gives opportunity to raise the quality and speed of teaching material perception, students critical thinking formation, development intercultural communicative competence and can be successfully applied in the context of distance learning. The research was based on the following methodological principles: Competency-based approach to education (Kunanbaeva S.S., Khutorsky A.B., Shadrikov V.D., Zimnyaya I.A.); cognitive linguocultural theory (S.S.Kunanbaeva, D.N. Kulebaeva); the formation of the skills of analysis and evaluation of a foreign language textbook (Yakushev M.V.)

Conclusion

As a result of the study the following conclusions were made:

- Freimallows to present information in concise form to intensify the foreign language education.

- A frame-based approach to the knowledge organization by structuring educational material provides streamlining and organizing knowledge to put it “memory files” that leads to increasing of the memory.

- Using the frame approach develops students’ algorithmic, discursive, and operational ways of thinking, communicative abilities.

- In foreign language education the frame – based approach can be seen as a set of linguistic and extralinguistic, pragmatic components.

One of the most significant issues encountered in the mainstream correspondence model of distance education is the transactional distance, which results from the lack of appropriate communication between learner and teacher. This gap has been observed to become wider if there is no communication between the learner and teacher and has direct implications over the learning process and future endeavors in distance education. Distance education providers began to introduce various strategies, techniques, and procedures to increase the amount of interaction between learners and teachers and frame-based approach to the knowledge organiza-

tion is really effective for foreign language education facilitation.

All in all, neglecting the essential role of teaching materials can represent a stumbling block for the appropriate online learning of a foreign language education. In this sense, teachers could definitely improve their students’ performances by applying new techniques based on CS in the virtual classroom. A frame-based approach to distance education offers a new and more effective way of introducing any material in the EFL, as it enables to present the tasks in relation to the students’ previous knowledge and taking into account how the lexicon is arranged in the human mind. This would undoubtedly have a positive impact on the students’ comprehension and retention of lexicon in their long-term memory. (Monserrat Esbrí, 2014: 743-752) Last but not least, research concerning the application of the frame approach in EFL in the situation distance education should become an object of considerable interest, since the insights provided by this approach can shed light into new strategies of practical value for developing appropriate, relevant and effective organization of learning material.

References

- 1 Marvin Minsky,(1975). A Framework for Representing Knowledge, in: Patrick Henry Winston (ed.), *The Psychology of Computer Vision*. McGraw-Hill, New York (U. S.A.),
- 2 Fillmore Ch.J.(1981), *Delo o padezhe. Novoe v zarubezhnoi lingvistike*. [The case of the case. New in foreign linguistics] M., 10. pp.369 – 495. (In Russian)
- 3 Fillmore Ch.J.(1975) An Alternative to checklist theories of meaning. *BSL*. Vol.1. pp. 123 – 131.
- 4 T. Van Dijk. (1989) *Epizodicheskie modeli v obrabotke diskursa*. // *Yazik. Poznanie.Communikaciya.:Sb.rabot* [Episodic models in discourse processing. Language. Cognition. Communication: Collection of works] M.Progress, pp.68-110 .(In Russian)
- 5 Odintsova I. V. (2010) «Freim» kak ponyatie kommunikativno-kognitivnogo napravleniya v prepodavanii russkogo yazika kak inostrannogo. *Harakteristika silnih i slabih freimov. VestnikCMOMGU*. [“Frame” as a concept of communicative and cognitive direction in teaching Russian as a foreign language. Characteristics of strong and weak frames. Bulletin of education, Moscow state University] № 4, pp.79-85 (InRussian)
- 6 Budd, J.W. (2004). ‘Mind maps as classroom exercises.’ *Journal of Economic Education*, 35 (1): 35–46. DOI: 10.3200/JECE.35.1.35-46, pp. 35-46
- 7 Sokolova E.E., (2011) *Konsepsiya obucheniya inostrannomu yaziku s pomoshju freimovogo podhoda*. *Vestnik MGOU. Seriya “Pedagogika”* № 2 [The concept of teaching a foreign language using a frame approach Bulletin of the Moscow state University. Series “Pedagogy”.] pp. 76-81 (In Russian)
- 8 Hanewald, R.(2012). ‘Cultivating lifelong learning skills in undergraduate students through the collaborative creation of digital knowledge maps.’ *Procedia – Social and Behavioral Sciences*, 69: 847–853, pp. 23-25
- 9 MinskiM.(1979)*Freimidlyapredstavleniyaznaniy*. [Frames for knowledge representation] M. (In Russian)
- 10 Monserrat Esbrí (2014). Applying semantic frames to effective vocabulary teaching in the EFL classroom *FÒRUM DE RECERCA – ISSN 1139-5486 – http://dx.doi.org/10.6035/ForumRecerca..19.48 N°19/*, pp. 743-752

Литература

Marvin Minsky, *Framework for Representing Knowledge*, in: Patrick Henry Winston (ed.), *The Psychology of Computer Vision*. McGraw-Hill, New York (U. S.A.), 1975.

Филлмор Ч. Дело о падеже // Новое в зарубежной лингвистике. – М., 1981. – Вып. 10. – С. 369 – 495.

Fillmore Ch.J. An Alternative to checklist theories of meaning //BSL. 1975. Vol. 1. – P. 123 – 131.

Дейк Т.А. ван. Эпизодические модели в обработке дискурса // Язык. Познание. Коммуникация: Сб. работ. – М.: Прогресс, 1989. – С. 68-110.

Одинцова И. В. «Фрейм» как понятие коммуникативно-когнитивного направления в преподавании русского языка как иностранного. Характеристика сильных и слабых фреймов // Вестник ЦМО МГУ. – 2010. № 4. – С. 79-85.

Budd, J.W. 2004. 'Mind maps as classroom exercises.' Journal of Economic Education, 35 (1): 35–46. DOI: 10.3200/JECE.35.1.35-46.

Соколова Е.Е. Концепция обучения иностранному языку с помощью фреймового подхода // Вестник МГОУ. Серия «Педагогика». № 2 / 2011. – С. 76-81.

Hanewald, R. 2012. 'Cultivating lifelong learning skills in undergraduate students through the collaborative creation of digital knowledge maps.' Procedia – SocialandBehavioralSciences, 69: 847–853.

Минский М. Фреймы для представления знаний. – М., 1979. – С. 23-25.

Monserrat Esbrí. Applying semantic frames to effective vocabulary teaching in the EFL classroom FÒRUM DE RECERCA – ISSN 1139-5486 – <http://dx.doi.org/10.6035/ForumRecerca.2014.19.48> N°19/2014. pp. 743-752.