TEACHING FOREIGN LANGUAGES WITH HIGH AND LOW TECH METHODS IN THE CLASSROOMS

Raimkulova Irina Alikulovna
Russian teacher at the regional
Center for retraining and advanced
Training of public education
Workers of the Samarkand region

In teaching subjects or foreign languages as methods, there are different styles, approaches, and strategies used. As known, it depends on the teacher to choose any one or more according to the needs of their class. Their education philosophy, the demographics of her/his class, students, and the nature of the subject also influence the methods being used. Language is one of the most interesting tools in people's hands for communication. To use the language well you need to research the language features and details (Egorova, 2008).

The word "teaching methods" refers to the general principles, pedagogy strategies used for classroom instruction. Therefore, teacher choice of teaching method depends on what fits he or she — his/her educational philosophy, classroom demographic, subject area(s) and school mission statement. Today, in most literatures, teaching theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use.

If we talk about teacher-centered approach to learning, teachers are the main authority figure in it. Students are viewed as "empty vessels" who passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment. In one word, in this style, teaching and assessment are viewed as two separate entities; student learning is measured through objectively scored tests and assessments.

As well as, teachers are still an authority figure in a student-centered teaching method, but, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. Also, in this method, teaching and assessment are connected because student learning is continuously measured during teacher instruction.

It needs to admit that advancements in technology have propelled the education sector in the last few decades. Therefore, the high tech approach to learning utilizes different technology to aid students in their classroom learning. Many educators and teachers use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also useful and beneficial in a classroom setting because it allows to use unlimited resources. So, teachers may use the internet in order to connect their students with people from around the world.

Today, in modern classrooms, some tech tools are used in high tech approach. There are:
- Tablets/laptops - (Gmail, Docs, Sheets, Classroom, Drive, and Calendar)
- Gamification software (such as 3DGameLab and Classcraft)
- education-focused social media platforms

In the process of lessons, teachers do not only use high technology tools. While technology undoubtedly has changed education, many educators opt to use a more traditional, low tech approach to learning. Some learning styles require a physical presence and interaction between the educator and the student. Moreover, some research has shown that low-tech classrooms may boost learning. For example, students and pupils who want to learn Russian or another language, if they take some hadwritten notes , they have better recall than students who take typed notes. Another drawback of technology in the classroom may be that students exposed to spell check and autocorrect features at an earlier age may be weaker in spelling and writing skills. Ultimately, tailoring the learning experience to different types of learners is incredibly important, and sometimes students work better with a low-tech approach.

Below are some examples of low technology usage in different teaching methodologies:

➕ Kinesthetic learners have a need for movement when learning. Teachers should allow students to move around, speak with hands and gestures.

➕ Expeditionary learning involves "learning by doing" and participating in a hands-on experience. Students may participate in fieldwork, learning expeditions, projects or case studies to be able to apply knowledge learned in the classroom to the real world, rather than learning through the virtual world.

➕ The biggest benefit of learning Russian with the communicative approach is that it works effectively with both types of students. For example, those who are shy and quiet, and those who are more active during the class. If teacher asked student: "How would you describe yourself?" No matter the answer, the student will always receive positive support from the teacher. With this in mind, the teacher will encourage he/she and involve he/she in different classroom activities. Her/his self-confidence will grow as a result and he/she will use the Russian language more actively. If he/she feel comfortable using Russian – be a positive partner for her/his group-mates in various dialogues and group discussions. In conclusion, the teacher will analyze his/her vocabulary and will correct his/her grammar mistakes if necessary.

➕ Many types of vocational or practical training cannot be learned virtually, whether it be a laboratory experiment or woodworking.

Through these different approaches to teaching, educators can gain a better understanding of how best to govern their classrooms, implement instruction, and connect with their students. Within each category of teacher and student centeredness and tech usage, there are specific teaching roles or "methods" of instructor behavior that feature their own unique mix of learning and assessment practices. And now, we will talk about each of them in detail.

Direct instruction (Low tech) is the general term that means to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. In this method of instruction, the teacher might play one or all of the following roles: As the primary teaching strategy under the teacher-centered approach, direct instruction utilizes passive learning, or the idea that students can learn what they need to through listening and watching very precise instruction. Clearly, teachers and professors act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans. Direct instruction programs include exactly what the teacher should say, and activities that students should complete, for every minute of the lesson. Because it does not include student preferences or give them opportunities for hands-on or alternative types of learning, direct instruction is extremely teacher-centered. It's also fairly low-tech, often relying on the use of textbooks and workbooks instead of computers and devices.

Flipped Classrooms (High Tech). The idea of the flipped classroom started in 2007 when two teachers began using software that would let them record their live lectures. By the next school year, they were implementing pre-recorded lectures and sharing the idea of what became known as the flipped classroom. Broadly, the flipped classroom label describes the teaching structure that has students watching pre-recorded lessons at home and completing in-class assignments, as opposed to hearing lectures in class and doing homework at home. Teachers who implement the flipped classroom model often film their own instructional videos, but many also use pre-made videos from online sources. In pandemic years, using this method is also useful for both teachers and students to learn Russian language briefly. A key benefit of the flipped classroom model is that it allows for students to work at their own pace if that is how the teacher chooses to implement it. In some cases, teachers may assign the same videos to all students, while in others, teachers may choose to allow students to watch new videos as they master topics (taking on a more "differentiated" approach).

But despite this potential for more student-centeredness, flipped classroom models are still mostly based on a teacher's idea of how learning should happen and what information students need, making it chiefly teacher-centered. From a technology perspective, the system hinges on pre-recorded lessons and online activities, meaning both students and teachers need a good internet connection and devices that can access it.

Kinesthetic Learning (Low Tech). this method is Sometimes known as "tactile learning" or "hands-on learning", because it is based on the idea of multiple intelligence, requiring students to do, make, or create something. In a kinesthetic learning environment, students perform physical activities rather than listen to lectures or watch demonstrations. Hands-on experiences, drawing, role-play, building, and the use of drama are all examples of kinesthetic classroom activities.Though a great way to keep students engaged and, at times, simply awake, very few classrooms employ kinesthetic learning activities exclusively. In spite of the popularity of learning style theories, there is a lack of research-based evidence. One advantage is that it is rarely based on technology, as the method values movement and creativity over technological skills. That means it's cheap and fairly low-barrier to adopt, as well as a welcome break from students' existing screen time. Kinesthetic learning can be more student-centered than teacher-centered when students are given the choice of how to use movement to learn new information or experience new skills, so it's also adaptable to a teacher's particular classroom preferences.

Differentiated instruction (high tech) is the teaching practice of tailoring instruction to meet individual student needs. It initially grew popular with the 1975 individuals with disabilities education (IDEA), which ensured all children had equal access to public education. The Individualized Education Programs (IEPs) that started under IDEA helped classroom teachers differentiate for students with special needs. Today, differentiated instruction is used to meet the needs of all types of learners. Teachers can differentiate in a number of ways: how students access content, the types

of activities students do to master a concept, what the end product of learning looks like, and how the classroom is set up. Some examples of differentiation include: having students read books at their own reading levels, offering different spelling lists to students, or meeting in small groups to reteach topics. However, differentiation is focused on individual student needs, it is mostly planned and implemented by the teacher. And technology, though a potential aid, is not a hallmark of the differentiated teaching style, making it a fairly traditional, low-barrier method to adopt.

Inquiry-based Learning (High Tech). This teaching method is based on student investigation and hands-on projects, inquiry-based learning that casts a teacher as a supportive figure who provides guidance and support for students throughout their learning process, rather than a sole authority figure. In this method, teachers encourage students to ask questions and consider what they want to know about the world around them.

Facilitator	Personal Model	Delegator
Facilitators place a strong emphasis on the teacher-student relationship. Operating under an open classroom model, there is a de-emphasis on teacher instruction, and both student and educator undergo the learning process together. Student learning loosely guided by the teacher, and is focused on fostering independence, hands-on learning, and exploration	Teachers who operate under the "Personal Model" style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher's process.	Teachers act as a "resource" to students, answering questions and reviewing their progress as needed. Teachers play a passive role in student's learning; students are active and engaged participants in their learning. The main goal of a Delegator is to foster a sense of autonomy in the learning process.

Students then research their questions, find information and sources that explain key concepts and solve problems they may encounter along the way. In learning Russian, students try to find words' meaning in various sites to learn and understand better. Findings might be presented as self-made videos, websites, or formal presentations of research results. Inquiry-based learning falls under the student-centered approach, in that students play an active and participatory role in their own learning. But teacher facilitation is also extremely key to the process. Usually, during the inquiry cycle, every student is working on a different question or topic. In this environment, teachers ask high-level questions and make research suggestions about the process rather than the content. At the end of the inquiry cycle, students reflect on the experience and what they learned. They also consider how it connects to other topics of interest, as an inquiry on one topic often results in more questions and then an inquiry into new field. Inquiry-based learning can make great use of technology through online research sites, social media, and the possibility for global connections with people outside of the community. But depending on the subject at hand, it doesn't necessarily require it.

Expeditionary learning is based on the ideas of the teacher and is a form of project-based learning in which students go on expeditions and engage in in-depth study of topics that impact their schools and communities. The learning in this model includes multiple content areas so that students can see how problem-solving can happen in the real world-ideally, their own worlds. When they have a good understanding of the circumstances, students and teachers work to find a solution they can actively implement.

Personalized Learning (High Tech) is such a new educational method that its definition is still evolving. At the heart of the model, teachers have students follow personalized learning plans that are specific to their interests and skills. Student self-direction and choice in the curriculum are hallmarks of personalized learning. Assessment is also tailored to the individual: schools and classrooms that implement personalized learning use competency-based progression, so that students can move onto the next standards or topics when they've mastered what they're currently working on. That way, students in personalized learning classrooms can progress to work beyond their grade level as they master topics, while students who need additional help have that time built into their daily schedules as well. Personalized learning is extremely student centered, but teachers are required to teach lessons, look at frequent assessment data, and meet with students to make any necessary changes to their learning plans. They'll also need to have a certain comfort level with technology: the differentiated and personalized instruction that students receive often come in the form of online lessons and programs, so teachers must be able to navigate virtual platforms with ease.

Game-based learning (High Tech) comes from the desire to engage and support students in more active learning in the classroom. Because they require students to be problem solvers and use soft skills that they will need as adults, games are a great way to encourage a "mastery" mindset, rather than a focus on grades.

In a game-based learning environment, students work on quests to accomplish a specific goal (learning objective) by choosing actions and experimenting along the way. As students make certain progress or achievements, they can earn badges and experience points, just like they would in their favorite video games. Game-based learning requires a lot of time and planning on the teachers' part. Fortunately, there is software that makes this process much easier, like 3DGameLab and Class craft

Teachers who use this software may be better at differentiating quests for students because of the data the programs provide. Because teachers play a big role in planning and creating content under this model, game-based learning isn't completely student-centered. But it is still very much focused on the student, who works at their own pace and makes independent choices in a gamified environment.

In conclusion, the use of the above-mentioned methods is beneficial for both the teacher and the student. True, which method to use depends on a variety of factors, such as the size of the lesson, the number of students, and so on. However, the effective organization of the lesson is a modern student. Students prefer modern teaching methods to traditional ones. However, this does not mean that traditional lessons should not be used. In short, there are a variety of methods that can be used in the course process. It should be noted that the transfer of lessons using the same method also depends on the professional skills of the teacher. Especially if the subject is the teaching of foreign languages, for example, the subject of Russian, then the teacher needs an interesting and understandable transition to the subject.

REFERENCES:
1. Алферова, А.Д. (1911). Родной язік в средней şколе. Опіт методики
2. Бабайтсева, В. (1997). Русский язік. Москва.
3. Эгорова, Н.В. (2008). Поуроçніе разработки по-русскому, язіку. Москва: Ҳилл
4. https://teach.com/
5. https://www.journalofnomads.com/