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INSTAGRAM AS AN EDUCATIONAL TOOL

Gabdullina Aigerim Yerlanovna

aigerimk.bio@gmail.com

Master student of the Faculty of Social Sciences of the Eurasian National University named after L.N. Gumilyov

Scientific supervisor - A.B.Abibullayeva

Introduction

In 2020 the whole world struggled under the COVID-19 pandemic. All state systems and structures found themselves in a state of crisis. The whole world had to switch to digital education including distance learning which led to closure of schools, institutions and other learning spaces affecting more than 94% of the world's student population. The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries according to Sumitra & Roshan [1]. Nobody could have foreseen a sharp leap in the digitalization of all systems in the world, including education.

Digital education: a necessity?

Since March 16, a state of emergency was introduced in Kazakhstan due to the coronavirus, where movement on the streets in large cities, including visits to schools, was restricted. Students began the fourth quarter of the academic year remotely. But online education faced a different problem in our country. Aimagambetov [2] stated "the Internet in our country is not adapted for 2.5 million children to learn through online systems ... we need to give more opportunities to use instant messengers, e-mail, electronic special programs". Moreover, the problem was not only in providing all schoolchildren with the Internet. The move to distance learning came as a surprise to many teachers, pointing to a digital literacy gap. Were teachers ready for it? Definitely not.

Following the results of conducting trial online classes throughout the country in April 2020, the Ministry of Education and Science of the Republic of Kazakhstan made decision to abandon online streaming education due to the extreme congestion of the wireless network and the inability to ensure uninterrupted operation of the Internet to go live for two and a half million children throughout the country. For students in remote Kazakhstani villages, it was planned to keep attending classes in a regular mode with two shifts of education, accompanied by mandatory disinfection and ventilation of the premises.

Problems

While the transition to online education was not a huge challenge for higher education teachers, school education was not ready for the overnight transition to distance education. Teachers were left on their own with the decision on how to organize classrooms, maintain the academic plan, which tools to use for educational purposes, what kind of sources to use during lessons.

Due to the fact that such a definition as "distance learning" is not provided for in the current national legislation, there is no proper experience in maintaining such an educational format [3]. How to switch offline academic year programs into online curriculum. Goals and tasks, lesson plans, normative documents indicating the duration of the academic hour, goals and means for classes. Each school was left alone with the task of completing the academic year, keeping up with the school curriculum and successfully passing the regulatory state exams.

The education system was not ready for the transition to digital education, which is not sufficiently disclosed in its content to teachers in schools. Akhmetova [4] define e-learning as an umbrella term that includes computer with access to internet to make learning available from any distance and at any time. According to Dahalan [5] "it provides alternatives to traditional face-to-face, instructor-led education". Digital education provides opportunities for both learners and

teachers to improve the learning experience. Unfortunately, in Kazakhstan, in most cases, only shortcomings came to the fore.

Internet usage increases

Over the past 10 years, all of humanity has become active users of the Internet and social networks. The educational system gradually introduced innovations and different e-learning options. A person in the 21st century strives for comfort and continuous learning, which has become the impetus for the creation of a huge number of educational platforms, social networks of various formats, blogs and vlogs. The very content that people create has now switched to educational and motivating.

The number of active Internet users has grown significantly during the pandemic. According to the report of Datareportal [6] the total number of internet users around the world grew by 222 million from October 2020 to 2021 – more than 600,000 new users each day. The time spent on the internet due to datareportal grew to the current global average of 6 hours and 58 minutes, which consequently led to the rise of time spent in social media. The conditions of the pandemic led people to look for entertainment in what was at hand - on the Internet. Datareportal [6] stated that more than 1 billion new users have started using social media since April 2019.

According to the report of NIC “Molodezh”[7] in 2020: only 1,4% of youngsters do not use the internet, while 67.7% spend more than 3 hours on the internet everyday. According to the same organization, among the sources of information for young people, social networks, blogs (61.5%) are in first place, followed by Kazakhstani republican channels (39.1%), and Kazakhstani Internet sites (33.3%) [8].

Considering the popularity of social media, instead of forcing students to move to new and unfamiliar platforms for them, as well as for teachers, why not use already familiar tools for educational purposes?

Neufeld [9] reports about a case study by Akkan (2012) using qualitative and quantitative methods involving 31 teacher participants in a high school. Through surveys, interviews and classroom observations, they found that integrating digital technologies in lessons increased interest of both students and teachers.

Another suggestion by Neufeld (2018) is that using social media platforms increases creativity and communication. People learn best when provided with opportunities to design, create, and build meaningful projects. Constructionist learning environments provide opportunities for modeling useful real life learning habits by their emphasis on learning by designing, creating, programming, and sharing with the community[9].

Among many social media platforms the most popular among teenagers is Instagram. Due to Pew Report (2021) majority of 18- to 29-year-olds say they use Instagram (71%)[10].

What is instagram?

Familiar for students and teachers, Instagram has a wide range of tools inside the app which could upgrade the learning process and integrate students in a more effective way. Common features of instagram in 2022 - stories, filters, AR masks, highlights, live streamings, reels video - gives a wide range of opportunities for the creative education process.

Instagram is a free, online photo and video sharing application and social network platform that was developed by Facebook in 2016 and rebranded into Meta platform in 2021. According to Statista (2021) there are over 1 billion users on instagram [11]. Due to Pew Report (2021) majority of 18- to 29-year-olds claimed the usage of Instagram (71%) daily [10].

Thus the study is aiming to understand if Kazakhstani teachers use their instagram accounts in education.

Research Question

The study gives quantitative analysis for usage of instagram as an educational tool and by teachers. In addition, the study is a starting point for my thesis ‘Teacher’s personal brand in professional status’ with the first attempt to define the personal brand from teachers’ point of view.

RQ: Is using instagram as an educational tool popular among teachers in Kazakhstan?

Data and methods

In order to analyze the popularity of Instagram among Kazakhstani teachers for this study the data was collected via an online survey on Google forms. The survey included both closed- and open-ended items. Closed-ended items included dichotomous items. The survey length was 8 questions among which 4 pertained to participants' demographics and 3 were related to Instagram use.

Respondents for the survey were chosen by convenience sampling. At first the survey link was sent via messengers to teachers from BIL schools where 60 replies were received. Second stage included respondents with an Instagram account due to its spread via Instagram. At the end 181 teachers took part in the survey. Among 181 responding teachers 30 were male. Teachers aged from 19 to 56 years old with 10 invalid replies. Among 181 teachers 4 people claimed not having an Instagram account with the rest 177 active users of this social media app. 32 teachers among respondents used Instagram for educational purposes while 149 with dominating 82,3% did not think of this option.

Conclusion

As a result of a pilot survey of Kazakhstani teachers, the study found that despite the fact that 97.8% have Instagram accounts, most of them do not use it for educational purposes. The study shows that this direction needs to be studied and conveyed to Kazakhstani teachers in order to popularize the teaching profession and demonstrate the capabilities of teachers with a personal brand. The whole education process could be changed and shifted to a new level by teachers with blogs. It is becoming quite popular to be an Insta-teacher now. Some examples are: @teachingandsofourth@teaching3rdwithmrg@lessons_and_lattes@missmskindergarten@proactive.teacher. These teachers share media content on their Instagram profiles - ideas for classroom organizations, activities and projects for students, feedback from the class, moments of their personal life. Sharing interesting professional and personal content step by step leads to building a personal brand resulting in a high level of influence on the audience and attention from students not only in the classroom but also from the whole world.

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МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ ТАНЫМДЫҚ БЕЛСЕНДІЛІГІН СЮЖЕТТІК-РӨЛДІК ОЙЫНДАР АРҚЫЛЫ ДАМУЫ

Абдижаппар Зарина Мұхтарқызы

Л.Н.Гумилев атындағы ЕҰУ-нің 5В010100 – «Мектепке дейінгі оқыту және тәрбиелеу»

мамандығының 4 курс студенті, Нұр-Сұлтан, Қазақстан

Ғылыми жетекшісі – А.К. Махадиева

Еліміз егемендік алғаннан бері білім беру саласында жасалып жатқан шаралардың барлығы болашақ ұрпаққа жалпыадамзаттық және жеке ұлттық игіліктер негізінде тәрбие мен білім беру ісін неғұрлым жоғары деңгейге көтеруге бағытталып отыр. Бүгінгі таңда қоғамдық өмірді демократияландыру және ізгілендіру жағдайында ұлттық ерекшелігімізді айқындайтын оқытудың жаңа технологияларын пайдалану, жетілдіру қажеттілігі туындап отыр.

Бұл орайда, білім беру саласындағы мектепке дейінгі кезеңде де біршама жұмыстар атқарылуда. Бала мектепке дейінгі кезеңде қоршаған ортаны жедел түрде қабылдап, өз тәжірибесін жинақтап, әр түрлі аймақта қарым-қатынас жасай бастайды. Мектепке дейінгі ұйымдарда баланың жас ерекшелігін ескере отырып, әр түрлі ойындар, дамыту және түзету сабақтары жүргізіледі. Бұл баланың бүкіл қажеттіліктерін шешеді деген сөз емес, бірақ баланың дамуында жағымды ахуал туғызатыны сөзсіз.

Осы кезекте, балалар ұжымын қалыптастыратын және дамытатын іс-әрекеттердің бірі ойын болып саналады. Ұлы қазақтың ойшыл ақыны Абай: «Адам ата-анадан туғанда есті болмайды, естіп, көріп, ұстап, ескерсе дүниедегі жақсы-жаманды танитындығы, сондайдан білгені, көргені көп болған адам білімді болады» [1]- деп, адамзаттың қалыптасу барысына мән береді.

Халқымыздың аяулы азаматы М. Жұмабаев. «Педагогика» атты еңбегінде ойын туралы: «баланың қиялы ойында жарыққа шығады» - дейді [2]. Ойын балаға кәдімгідей бір жұмыс. Ойынға да бала нәрселерді пайдаланады. Айналадағы жұмыста нені көрсе, соны істейді.

Ойын – баланың дамуында ерекше мәнге ие. Ойын арқылы баланың мінез-құлық, танымдық және жеке ерекшеліктері дамуы жүзеге асады. Зерттеушілердің зерттеулерінде ойын тақырыбына көп көңіл бөлінеді. Мысалы А.Н.Леонтьевтің зерттеулерінде ойын баланың дамуында үлкен мәнге ие және адамдар арасындағы қарым-қатынаста бағдар болып, сонымен қатар баланың шеберлік дағдыларын дамытатын әрекет ретінде қарастырылады. [3, 25 б.]

В.В. Давыдов: «Дұрыс ұйымдастырылған ойынға бала өмірге еніп қажетті нәрселерді үйретеді. Ойынның аз ғана уақытында баланың және психологиялық жағдайы өзінің ойын мазмұнына қарай көрінеді» - деген пікір айтады [4].

Д. Б. Эльконин өз пікірінде, ойын- психикалық дамудағы күрделі әсер беретін психологиялық құбылыс екенін атап өтті. [7] К.Д.Ушинскийдің айтуынша, ойында бала «өмір сүреді, және оның іздері нақты өмірдің іздерінен гөрі тереңірек қалады.» [5, 207б.]

Жоғарыда аталған ғалымдардың пікірлерін талдай келе, баланың жалпы жан дүниесін, және оның сезіміне әсер етіп логикалық ойлауын дамыту, әрқашанда күн тәртібінен түскен емес. Бала ойын арқылы оқуға, мектепке даярланады. Сондықтан да баланың ойында бір