

A.K. Kaldarova^{1,*}  M.A. Vasquez¹ , T.A. Kulgildinova² 

¹International Information Technology University
Almaty, 050000, Republic of Kazakhstan

²Ablai Khan Kazakh University of International Relations and World Languages
Almaty, 050000, Republic of Kazakhstan

*e-mail: a.kaldarova@iitu.edu.kz

TRANSFORMING STUDENT WRITING SKILLS THROUGH GOOGLE DOCS: COLLABORATIVE AND INTERACTIVE TECHNIQUES

Abstract

This study, conducted at the International Information Technology University (IITU), explores the impact of Google Docs on writing skills among first-year elementary level students focusing on correct grammar and vocabulary usage. The research aims to quantitatively assess the effectiveness of Google Docs in developing the writing proficiency among first-year elementary university students. Four groups, each consisting of 15 students, were selected for the study, making a total of 60 participants. Quantitative methods exclusively ensure objective and measurable outcomes in the research methodology. The teachers administered pre- and post-assessment tests to evaluate the writing skills of students before and after the intervention. Researchers used Google Docs for various writing activities, including collaborative writing projects, peer review sessions, and interactive feedback mechanisms. Students used the real-time collaboration feature of Google Docs to co-author documents, share ideas, and receive immediate feedback from peers and instructors. Researchers collected and analyzed data to measure the improvement in writing skills across different groups. The collaborative and interactive features of Google Docs significantly enhance student writing skills, as suggested by preliminary findings. Marked improvement in the ability to construct well-organized and grammatically correct sentences was shown by students. The potential of Google Docs as a powerful educational tool for fostering collaborative learning and improving writing proficiency in an academic setting is highlighted by the study. The growing body of evidence supporting the integration of digital tools in education is contributed to by this research, and valuable insights for educators seeking to enhance student writing skills through innovative and interactive techniques are provided.

Key words: English language, teaching, skills, writing, technology, students.

Introduction

In the modern educational landscape, digital tools are increasingly integrated into teaching and learning processes to enhance student engagement and learning outcomes. One such tool, Google Docs, has gained prominence for its collaborative and interactive features, which can significantly transform the way students develop their writing skills. This study, conducted at the International Information Technology University (IITU), investigates the effectiveness of Google Docs in improving the writing proficiency of students through collaborative and interactive techniques. The research employs a quantitative methodology to provide objective and measurable insights into the impact of this digital tool on student writing abilities.

Academic success and professional development require writing as a fundamental skill. Traditional writing instruction often fails to engage students or provide the immediate feedback necessary for effective learning. An innovative solution to these challenges is offered by collaborative learning, supported by digital tools like Google Docs.

Multiple users are enabled to work on the same document simultaneously by Google Docs, providing opportunities for peer collaboration, which has been shown to improve writing skills. Students are allowed to engage in constructive feedback and reflective learning, essential components of effective writing instruction, by the tool's features, such as commenting, suggesting, and version history. Additionally, it is made an ideal platform for educational purposes by the accessibility and user-friendliness of Google Docs, as it can be accessed from any device with an internet connection, promoting inclusivity and flexibility in learning.

Significance of the Study

The significance of this study lies in its potential to be informed by educational practices and policies regarding the integration of digital tools in the classroom. With the increasing adoption of technology by educational institutions worldwide to enhance learning experiences, it becomes crucial to understand the specific benefits and mechanisms through which tools like Google Docs improve student outcomes. This research provides empirical evidence that can support the broader adoption of digital collaboration tools in educational settings by focusing on a quantitative assessment.

In the context of the ongoing global shift towards remote and hybrid learning models accelerated by the COVID-19 pandemic, these study findings hold particular relevance. The pandemic has shown that we need strong digital systems and tools to help us learn and teach well in online spaces. Google Docs, which lets people work together, has become very helpful for teachers and students as they adapt to these new ways of learning.

Research Questions

The study aims to address several key research questions:

1. How effective is Google Docs in improving the writing skills of university students?
2. What specific features of Google Docs contribute most significantly to the enhancement of writing skills?
3. How does collaborative writing using Google Docs compare to traditional, individual writing practices in terms of student outcomes?
4. What are the perceptions of students regarding the use of Google Docs for collaborative writing activities?

The study wants to assist us understand how Google Docs helps students learn better when writing by answering these questions.

Methodology

A quantitative research design is employed by this study to assess the impact of Google Docs on student writing skills. Four groups, each consisting of 15 students, were selected for the study, making a total of 60 participants. The participants were undergraduate students at IITU, enrolled in various academic programs. The aim is to ensure the generalizability of the findings across different disciplines by selecting diverse academic backgrounds.

During the research, students were given tests before and after the teaching to see how their writing skills changed. Google Docs was used by students for various writing activities, including collaborative writing projects, peer review sessions, and interactive feedback exercises, during the 12-week intervention period. The researchers collected data on key metrics such as grammar accuracy, coherence, vocabulary usage, and overall writing quality. Researchers performed statistical analysis, including paired t-tests, to determine the significance of the observed improvements.

Pedagogical Implications

The integration of Google Docs in writing instruction can potentially reshape pedagogical approaches, emphasizing collaborative learning and continuous feedback. Educators can utilize the tool's features to design assignments that require students to work together, thereby fostering a sense of community and collective responsibility for learning. A more dynamic and responsive teaching approach is enabled by the ability to track changes and provide real-time feedback, allowing instructors to address student needs promptly.

Contemporary educational trends that prioritize 21st-century skills, such as digital literacy, communication, and teamwork, are aligned with by the use of Google Docs. These essential skills can be developed by engaging students in collaborative writing activities, preparing students for the demands of the modern workforce by educators.

This study shows how Google Docs can help students improve their writing skills by working together and using interactive methods. Educators and policymakers gain valuable

insights from the quantitative findings that highlight the effectiveness of this digital tool in improving key writing metrics. As the educational landscape continues to evolve, a crucial role in shaping the future of writing instruction will be played by the integration of digital tools like Google Docs.

This study shows that using digital tools can help make teaching better and include more students, going beyond just the classroom. Educators can help students become better writers by using Google Docs to make learning more interesting and supportive.

Hypothesis

This study hypothesizes that the use of Google Docs significantly enhances the writing skills of students at the International Information Technology University (IITU) through its collaborative and interactive features. Specifically, it is proposed that IITU students who participate in writing activities using Google Docs will exhibit greater improvements in their writing proficiency compared to those using traditional, non-collaborative methods. These improvements are expected to be evident in key writing metrics such as grammar accuracy, coherence, vocabulary usage, and overall writing quality. Also, it is hypothesized that the collaborative features of Google Docs, including real-time peer feedback and version history, will be positively correlated with students' perceived development of writing skills and engagement. The integration of these interactive elements is anticipated to foster a more dynamic learning environment, promoting deeper learning and more effective writing practices among IITU students.

Literature review

The integration of digital tools in education has transformed traditional teaching methodologies, offering innovative approaches to enhance student learning. Google Docs, a widely used cloud-based word processing tool, has gained attention for its potential to improve writing skills through its collaborative and interactive features. This literature review explores the impact of Google Docs on writing proficiency, focusing on collaborative learning, real-time feedback, and the overall effectiveness of digital tools in writing instruction.

Collaborative Learning and Writing Improvement

Collaborative learning, where students work together to achieve common educational goals, has been shown to enhance writing skills through peer interaction and feedback. In the context of writing, collaborative learning allows students to engage in peer review processes, which can lead to significant improvements in writing quality. Google Docs facilitates collaborative learning by enabling multiple users to work on the same document simultaneously. This real-time collaboration can enhance the writing process by allowing students to engage in synchronous discussions, make immediate revisions, and provide instant feedback.

Real-Time Feedback and Writing Skills

The ability to receive and provide real-time feedback is a crucial aspect of writing instruction. Google Docs offers several features that support real-time collaboration, including commenting, suggesting edits, and version history. These features enable students to engage in ongoing feedback processes, which are essential for effective writing development.

The version history feature in Google Docs allows students to track changes over time, providing a valuable tool for reflecting on their writing progress. According to a study by Wen and Walters, the ability to review and analyze previous drafts can help students understand their writing development and make informed improvements. This feature supports the iterative nature of writing, where continuous refinement is essential for enhancing writing skills [1].

Effectiveness of Digital Tools in Writing Instruction

The rapid expansion of the Internet has revolutionized global communication, making it possible to share information instantly across the world. Over the past few decades, advancements in information technology have significantly transformed the landscape of virtual learning [2]. This shift hasn't just impacted online education; it has also led both teachers and students to increasingly rely on digital tools to enhance the four key skills in English language

learning: listening, speaking, reading, and writing. These technologies offer innovative ways to engage with language, personalize learning experiences, and provide immediate feedback, further enriching the overall learning process. As these tools continue to evolve, they play an essential role in making language acquisition more interactive and accessible, regardless of location or individual learning pace.

The effectiveness of digital tools in writing instruction has been the focus of numerous studies, with evidence suggesting that these tools can lead to notable improvements in writing performance. Research highlights how digital platforms not only help students refine their technical writing skills, such as grammar and syntax, but also encourage creativity and collaboration. Additionally, these tools provide personalized feedback, enabling learners to track their progress more effectively and make necessary revisions. As a result, digital resources play a crucial role in enhancing both the quality and efficiency of writing instruction in modern classrooms. According to Ghanizadeh et al., digital technologies are thought to assist language teachers in pertinent feedback while promoting the growth of all four language skills: speaking, reading, writing, and listening. Innovations in technology have had a positive impact on many spheres, including teaching and learning [3].

A meta-analysis by Seyyedrezaei et al. reviewed various studies on the use of technology in writing instruction and found that digital tools positively impact writing performance. The analysis revealed that students who used digital tools for writing exhibited improvements in writing quality, including grammar, coherence, and overall writing effectiveness. Google Docs, with its collaborative and interactive features, aligns with these findings by offering a platform for students to engage in collaborative writing activities and receive real-time feedback [4].

The idea that digital tools can enhance writing instruction by providing additional resources and support for students is supported by research conducted by Fajriyah et al. [5]. Their study found that technology-enhanced writing environments can lead to increased student motivation and engagement, which are crucial factors for successful writing development. Google Docs, as a widely accessible and user-friendly tool, aligns with this research by offering a platform that promotes student engagement and facilitates collaborative learning.

Various researchers have explored the use of innovative techniques and diverse teaching and learning technologies. It is widely argued that such techniques are vital for students' overall development and for building profession-oriented communicative competence. Implementing innovative learning methods not only enhances the efficiency of knowledge transfer and access to information but also equips students with critical skills needed in a professional setting. Compared to traditional approaches, these modern tools foster deeper engagement, encourage active learning, and better prepare students to meet the evolving demands of the workforce. Moreover, they promote adaptability and creativity, key components in preparing students for future challenges in their respective fields [6].

The landscape of English language learning has undergone significant shifts in recent years, largely due to the rise of technology, which has revolutionized traditional teaching practices. One of the most promising developments is the integration of gamified educational software into language learning environments [7]. Beyond the use of tech tools in writing or virtual reality (VR) in learning languages, different studies increasingly highlight gamification as an effective component in both teaching and learning foreign languages as well. According to Yildirim and Sensoy, the use of VR and gamified tools fosters immersive learning environments, enhancing both cognitive and emotional aspects of language acquisition [8]. These tools not only engage students more effectively but also cater to diverse learning styles, making language acquisition more interactive and enjoyable. The ongoing advancements in educational technology suggest that gamification will continue to play a key role in shaping the future of language education.

Student Perceptions and Engagement

Understanding student perceptions of digital tools is essential for evaluating their effectiveness in writing instruction. Research on student attitudes towards technology-enhanced learning environments provides valuable insights into how digital tools impact student engagement and learning outcomes.

A study by Carless et al. explored students' perceptions of using collaborative tools in writing instruction and found that students generally view these tools positively. The study reported that students appreciated the ability to collaborate with peers, receive immediate feedback, and access writing resources through digital platforms. Google Docs, with its collaborative features, aligns with these findings by offering a platform that supports peer interaction and real-time feedback, contributing to a positive learning experience [9].

The importance of student engagement in learning processes is emphasized by research conducted by Haleem [10]. Haleem argues that today's technology's adaptability and non-intrusive character make learning more appealing to the next generation. Google Docs, with its interactive features, provides a platform that encourages students to engage actively in the writing process and collaborate with their peers, which can enhance their writing skills and overall learning experience.

This literature review highlights the potential of Google Docs to enhance student writing skills through its collaborative and interactive features. Research supports the effectiveness of digital tools in writing instruction, emphasizing the benefits of real-time feedback, collaborative learning, and student engagement. Google Docs offers a valuable platform for facilitating these aspects, providing opportunities for students to improve their writing proficiency through interactive and collaborative activities. As educational institutions continue to integrate digital tools into their teaching practices, understanding the impact of tools like Google Docs on writing instruction will be crucial for optimizing educational outcomes and enhancing student learning experiences.

Materials and methods of research

This quantitative study was conducted at the International Information Technology University (IITU) to evaluate the impact of Google Docs on the writing skills of first-year Elementary level students. The research aimed to statistically assess the effectiveness of Google Docs as a tool for enhancing writing skills over a twelve-week period.

A total of sixty first-year Elementary English language learners were selected for this study, comprising four groups of fifteen students each. The participants were enrolled in the General English Foreign Language training curriculum for the academic year 2023–2024. The students were divided into two main groups: the experimental group (Foreign Language Elementary 1 & 2, $n = 30$) and the control group (Foreign Language Elementary 3 & 4, $n = 30$).

The experimental group engaged with Google Docs for various writing tasks, which included group writing assignments, peer reviews, and interactive feedback systems. This platform facilitated collaborative learning and provided real-time feedback, allowing students to improve their writing skills effectively.

To measure the participants' writing skills, teachers administered pre- and post-assessment exams. The pre-assessment took place at the beginning of the study, and the post-assessment was conducted after twelve weeks of intervention. The assessment results were quantitatively analyzed to determine the extent of improvement in students' writing skills.

Data from the pre- and post-assessment exams were compiled into a table to provide a clear comparison of student performance. The statistical analysis was performed to evaluate the differences in scores between the pre- and post-tests for both experimental and control groups. The effectiveness of Google Docs in enhancing writing skills was assessed based on the percentage improvement observed in the experimental group compared to the control group.

Results and its discussion

This study, carried out at the International Information Technology University (IITU), examines how Google Docs affects first-year Elementary level students' writing skills. The

purpose of the study is to evaluate statistically how well Google Docs helps first-year elementary university students improve their writing skills. For the study, four groups of fifteen students each were chosen, for a total of sixty participants.

To assess students' writing abilities both before and after the intervention, teachers gave pre- and post-assessment exams. Google Docs was utilized by researchers for a range of writing tasks, such as group writing assignments, peer reviews, and interactive feedback systems (Figure 1).

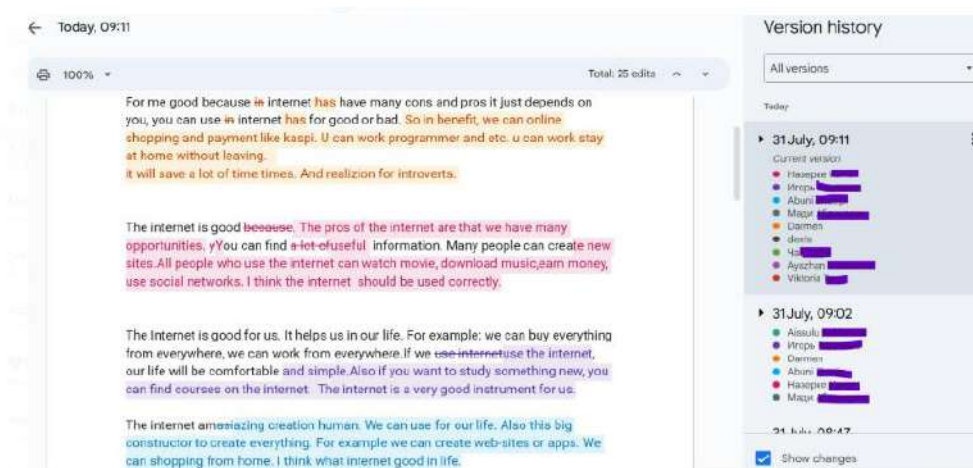


Figure 1 - Google Docs tasks

Note: Compiled by the authors

This part of the paper analyzes the pre and posttest results of sixty students (Table 2). Four groups of Elementary English language learners from International Information Technology University (IITU) who were enrolled for the first semester of the academic year 2023–2024 served as the subjects for this portion of the study. The control and experimental groups were assigned to Foreign Language (FL) Elementary 1&2, $n = 30$ (experimental), and FL Elementary 3&4, $n = 30$ (control). During twelve weeks, the participants studied the General English Foreign Language training curriculum.

We'd like to start this section of the report by summarizing the results of the research we carried out. This study examines how well Google Docs helps International Information Technology University (IITU) students become more proficient in writing.

Table 2 - Results of pre/posttests.

Groups	Pre-test results 100%	Post-test results 100%
FL Elementary №1	72	87.2
FL Elementary №2	71.1	85.9
FL Elementary №3	70.5	82.7
FL Elementary №4	72.6	82.4

Note: Compiled by the authors

Based on the statistics, it is adequate to conclude that utilizing Google Docs to improve writing skill led to a significant improvement in the experimental group students' performance. The posttest results showed that the students in the FL Elementary №1 groups performed the best. The outcome was 72% in the first week, but after a few weeks, it shot up to 87.2%. Better

outcomes were also displayed by FL Elementary №2 students, who saw a steady climb to 85.9% after twelve weeks, up from 71.1% in week №1. Additionally, we note that there was 14.8–15.2% improvement in the writing skills of both experimental group students.

Regarding the control groups, it is clear that there is a small difference between their pretest and posttest results. The control groups did better on the posttest than they had on the pretest. Results for FL Elementary №3 students improved to 12.2% (70.5% on the pretest and 82.7% on the posttest). In the meantime, it rose to 9.8%, from 72.6% to 82.4%, according to results for the FL Elementary №4 control group. Higher posttest scores overall indicate that using Google Docs improved students' writing skills. These results also reveal that the average posttest results were higher than the pretest results. Research indicates that using Google Docs to help students to write better has a positive impact on their learning.

Conclusion

This study aimed to assess the effectiveness of Google Docs in improving the writing skills of students at the International Information Technology University (IITU) through collaborative and interactive techniques. Through the employment of a quantitative methodology with a sample of 60 students divided into four groups of 15 each, the impact of key writing metrics, including grammar accuracy, coherence, vocabulary usage, and overall writing quality by Google Docs' collaborative features, was explored in the research.

The findings of this study indicate that Google Docs has a significant positive effect on students' writing proficiency. The collaborative and interactive features of Google Docs, such as real-time feedback, commenting, and version history, contributed to measurable improvements in writing skills. Students who engaged in collaborative writing activities using Google Docs demonstrated enhanced writing quality compared to those who used traditional, non-collaborative methods. The real-time feedback and the ability to track changes facilitated a more dynamic and iterative writing process, leading to greater writing proficiency and engagement.

Overall, this study confirms the potential of Google Docs as a valuable tool for enhancing writing instruction. The integration of collaborative and interactive techniques through Google Docs aligns with contemporary educational practices that emphasize active learning and digital literacy. The positive outcomes observed in this study underscore the benefits of incorporating digital tools into writing instruction, providing educators with evidence-based support for using such tools to improve student writing skills.

Limitations

While this study provides valuable insights into the effectiveness of Google Docs in improving writing skills, several limitations should be acknowledged:

- **Sample Size and Generalizability:** The study was conducted with a relatively small sample of 60 students from IITU, divided into four groups of 15 each. This limited sample size may affect the generalizability of the findings to other institutions or larger populations. Future research could benefit from a larger and more diverse sample to validate the results across different educational contexts.
- **Duration of the Study:** The intervention period lasted for 12 weeks, which may not have been sufficient to capture long-term effects of using Google Docs on writing skills. Extended studies could provide a more comprehensive understanding of the sustained impact of digital tools on writing proficiency.
- **Scope of Measurement:** The study focused on specific writing metrics, such as grammar accuracy and coherence. Other aspects of writing, such as creativity, style, and voice, were not assessed. Future research could explore a broader range of writing skills and outcomes to provide a more holistic evaluation of the impact of Google Docs.
- **Technological Familiarity:** Variations in students' familiarity with Google Docs and their comfort level with digital tools might have influenced the results. Differences in prior experience with similar tools could affect how students engage with Google Docs and its impact on their writing skills.

Recommendations

Based on the findings and limitations of this study, several recommendations can be made for educators and researchers:

1. **Broaden the Sample:** Future studies should consider involving a larger and more diverse sample of students from various institutions and educational levels. This would help validate the findings and provide a more comprehensive understanding of the effectiveness of Google Docs in different contexts.
2. **Extend the Study Duration:** To assess the long-term impact of using Google Docs on writing skills, future research should extend the duration of the intervention. Longer-term studies could provide insights into how sustained use of digital tools affects writing proficiency over time.
3. **Explore Additional Writing Skills:** Researchers should investigate a wider range of writing skills and outcomes beyond grammar accuracy and coherence. Evaluating aspects such as creativity, style, and overall writing voice could offer a more nuanced understanding of the impact of Google Docs on writing development.
4. **Assess Technological Familiarity:** Future studies could examine how students' prior experience with digital tools influences their engagement with Google Docs and its effectiveness in improving writing skills. Understanding these factors could help tailor interventions to better support students with varying levels of technological familiarity.
5. **Incorporate Mixed Methods:** Combining quantitative methods with qualitative approaches, such as interviews or surveys, could provide deeper insights into students' perceptions and experiences with Google Docs. This mixed-methods approach would offer a more comprehensive view of how digital tools impact writing instruction and student learning.

REFERENCES

- 1 Wen, X. & Walters, S. (2022). The Impact of Technology on Students' Writing Performances in Elementary Classrooms: A Meta-Analysis. 2022.
- 2 Bekaulova, Zh., Duzbayev, N., Mamatova, G., Bersugir, M., Bekaulov, N. (2023). Adaptive Learning Model and Analysis of Existing Systems. In DTESI 2023: Proceedings of the 8th International Conference on Digital Technologies in Education, Science and Industry.
- 3 Ghanizadeh, A., Razavi, A., Jahedizadeh, S. (2015). Technology-enhanced language learning (TELL): A review of resources and upshots. *International Letters of Chemistry, Physics and Astronomy*. №54. P. 73-87.
- 4 Seyyedrezaei, M. S., Amiryousefi, M., Gimeno-Sanz, A., Tavakoli, M. (2022). A meta-analysis of the relative effectiveness of technology-enhanced language learning on ESL/EFL writing performance: retrospect and prospect. *Computer Assisted Language Learning*. P. 1–34.
- 5 Fajriyah, M., Fauziyah, P. (2018) The Role of ICT to Develop Early Literacy of Children in Era Digital. P. 112-114.
- 6 Kaldarova A., Kulgildinova T., Berdenova S., Zakirova G., Zhanabayeva S. (2024). Subject-related communicative language competence: Exploring future information technology specialists' learning and teaching. *Journal of Education and E-Learning Research*. №11(1). P. 26–35.
- 7 Duisenova, M.M. (2024). The impact of gamified educational applications on secondary school students' achievement in learning English as a foreign language. *Bulletin of the Khalel Dosmukhamedov Atyrau University*. №74(3). P. 98-107.
- 8 Yildirim, M., Sensoy, Ö. (2022). Immersive language learning with VR: How gamified tools influence emotional and cognitive engagement. *Journal of Immersive Learning Technologies*. №34(2). P. 29-46.
- 9 Carless, D., Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*. №43(8). P. 1315-1325.
- 10 Haleem, A., Javaid, M., Qadri, M., Suman, R. (2022). Understanding the role of digital technologies in education: A review *Sustainable Operations and Computers*, P. 275-285.

GOOGLE DOCS АРҚЫЛЫ СТУДЕНТТЕРДІҢ ЖАЗЫЛЫМ DAҒДЫЛАРЫН ӨЗГЕРТУ: КОЛЛАБОРАТИВТІ ЖӘНЕ ИНТЕРАКТИВТІ ӘДІСТЕР

Андатпа

Халықаралық ақпараттық технологиялар университетінде (ХАТУ) жүргізілген бұл зерттеу жұмысы грамматика мен сөздік қорын дұрыс пайдалануға баса назар аударып, Elementary деңгейіндегі бірінші курс студенттері арасында Google Docs платформасының жазылым дағдыларына әсерін зерттейді.

Зерттеудің мақсаты Elementary деңгейіндегі бірінші курс студенттерінің жазылым дағдыларын дамытудағы Google Docs-тың тиімділігін сандық бағалау. Зерттеуге әрқайсысында 15 студенттен тұратын төрт топ таңдалды, барлығы 60 қатысушы болды. Сандық әдістер тек объективті және өлшенетін нәтижелерді қамтамасыз етеді. Мұғалімдер студенттердің жазылым дағдыларын эксперименттік жұмыстан кейінгі алынған нәтижелерін бағалау үшін алдын ала және кейінгі бағалау тестілерін жүргізді. Зерттеушілер Google Docs-ты әртүрлі жазылым әрекеттері үшін, соның ішінде бірлескен жобалар, өзара бағалау сессиялары және интерактивті кері байланыс механизмдері үшін пайдаланды. Студенттер нақты уақыт режимінде Google Docs-та бірлесіп жұмыс істеу мүмкіндігін пайдаланып, құжаттарды бірлесіп құруға, пікір алмасуға және студенттер мен оқытушыларынан дереу кері байланыс алуға мүмкіндік алды. Зерттеушілер әртүрлі топтардағы жазу дағдыларының жақсаруын өлшеу үшін деректер жинап, талдады. Алынған нәтижелер Google Docs-тың коллаборативті және интерактивті мүмкіндіктері студенттердің жазу дағдыларын едәуір жақсартатынын көрсетеді. Студенттер грамматикалық тұрғыдан дұрыс сөйлемдер құру қабілетінде айтарлықтай жетістіктер көрсетті. Бұл мақала Google Docs-тың академиялық ортада бірлесіп оқуға және жазылым дағдыларын жетілдіруге ықпал ететін маңызды білім беру құралы ретіндегі әлеуетін көрсетеді. Бұл зерттеу жұмысы цифрлық құралдардың білімге интеграциялануын растайтын дәлелдердің көбеюіне ықпал етеді және инновациялық және интерактивті әдістер арқылы студенттердің жазылым дағдыларын жақсартуға ұмтылатын оқытушылар үшін құнды ақпаратты қамтиды.

Негізгі сөздер: ағылшын тілі, оқыту, дағдылар, жазу, технология, студенттер.

ПРЕОБРАЗОВАНИЕ НАВЫКОВ ПИСЬМА СТУДЕНТОВ С ПОМОЩЬЮ GOOGLE DOCS: КОЛЛАБОРАТИВНЫЕ И ИНТЕРАКТИВНЫЕ МЕТОДЫ

Аннотация

Это исследование, проведенное в Международном университете информационных технологий (МУИТ), изучает влияние Google Docs на навыки письма среди студентов первого года обучения уровня Elementary, уделяя особое внимание правильному использованию грамматики и словарного запаса.

Цель исследования - количественно оценить эффективность Google Docs в развитии навыков письма у студентов первого курса уровня Elementary. Для исследования были отобраны четыре группы по 15 человек в каждой, в общей сложности 60 участников. Количественные методы обеспечивают исключительно объективные и измеримые результаты в методологии исследования. Преподаватели проводили предварительные и последующие тесты для оценки письменных навыков студентов до и после формирующего эксперимента. Исследователи использовали Google Docs для различных видов письменной деятельности, включая коллаборативные проекты, сессии взаимной оценки и интерактивные механизмы обратной связи. Студенты использовали функцию совместной работы в Google Docs в режиме реального времени, чтобы совместно создавать документы, обмениваться идеями и получать немедленную обратную связь от сверстников и преподавателей. Исследователи собрали и проанализировали данные, чтобы оценить улучшение навыков письма в разных группах. Согласно предварительным результатам, возможности совместной работы и интерактивные возможности Google Docs значительно улучшают навыки письма студентов. Студенты продемонстрировали заметное улучшение способности составлять хорошо организованные и грамматически правильные предложения. Исследование подчеркивает потенциал Google Docs, как мощного образовательного инструмента, способствующего совместному обучению и совершенствованию навыков письма в академической среде. Это исследование способствует получению все большего количества фактических данных, подтверждающих интеграцию цифровых инструментов в образование, и содержит ценную информацию для преподавателей, стремящихся улучшить навыки письма учащихся с помощью инновационных и интерактивных методов.

Ключевые слова: английский язык, преподавание, навыки, письмо, технологии, студенты.

REFERENCES

- 1 Wen, X. & Walters, S. (2022) The Impact of Technology on Students' Writing Performances in Elementary Classrooms: A Meta-Analysis. 2022. [in English]
- 2 Bekaulova, Zh., Duzbayev, N., Mamatova, G., Bersugir, M., Bekaulov, N. (2023). Adaptive Learning Model and Analysis of Existing Systems. In DTESI 2023: Proceedings of the 8th International Conference on Digital Technologies in Education, Science and Industry. [in English]

3 Ghanizadeh, A., Razavi, A., Jahedizadeh, S. (2015). Technology-enhanced language learning (TELL): A review of resources and upshots. *International Letters of Chemistry, Physics and Astronomy*. №54. P. 73-87. [in English]

4 Seyyedrezaei, M. S., Amiryousefi, M., Gimeno-Sanz, A., Tavakoli, M. (2022). A meta-analysis of the relative effectiveness of technology-enhanced language learning on ESL/EFL writing performance: retrospect and prospect. *Computer Assisted Language Learning*, P. 1–34. [in English]

5 Fajriyah, M., Fauziyah, P. (2018). The Role of ICT to Develop Early Literacy of Children in Era Digital. P. 112-114. [in English]

6 Kaldarova, A., Kulgildinova, T., Berdenova, S., Zakirova, G., Zhanabayeva, S. (2024). Subject-related communicative language competence: Exploring future information technology specialists' learning and teaching. *Journal of Education and E-Learning Research*. №11(1). P. 26–35. [in English]

7 Duisenova, M.M. (2024). The impact of gamified educational applications on secondary school students' achievement in learning English as a foreign language. *Bulletin of the Khalel Dosmukhamedov Atyrau University*. №74(3). P. 98-107. [in English]

8 Yildirim, M., Sensoy, Ö. (2022). Immersive language learning with VR: How gamified tools influence emotional and cognitive engagement. *Journal of Immersive Learning Technologies*. №34(2). P. 29-46. [in English]

9 Carless, D., Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*. №43(8). P. 1315–1325. [in English]

10 Haleem, A., Javaid, M., Qadri, M., Suman, R. (2022). Understanding the role of digital technologies in education: A review *Sustainable Operations and Computers*, P. 275-285. [in English]

Information about authors:

Kaldarova Aissulu - **corresponding author**, Master, associate professor, Department of Languages, International Information Technology University, Almaty, Republic of Kazakhstan; PhD student of the specialty “8D01721 - Foreign Language Teacher Training”, Kazakh Ablai khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan

E-mail: a.kaldarova@iitu.edu.kz

ORCID: <https://orcid.org/0000-0002-7128-5731>

Vasquez Marco - Master, associate professor, Department of Languages, International Information Technology University, Almaty, Republic of Kazakhstan

E-mail: m.vasquez@iitu.edu.kz

ORCID: <https://orcid.org/0000-0003-2609-3009>

Kulgildinova Tulebike - Doctor of Pedagogical Sciences, Professor at Kazakh Ablai khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan

E-mail: tulebike@mail.ru

ORCID: <https://orcid.org/0000-0001-6837-8569>

Информация об авторах:

Калдарова Айсулу - **основной автор**, магистр, ассоциированный профессор кафедры языков, Международный университет информационных технологий, г. Алматы, Республика Казахстан; докторант специальности «8D01721- Подготовка педагогов иностранного языка», Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Республика Казахстан

E-mail: a.kaldarova@iitu.edu.kz

ORCID: <https://orcid.org/0000-0002-7128-5731>

Васкез Марко - магистр, ассоциированный профессор кафедры языков, Международный университет информационных технологий, г.Алматы, Республика Казахстан

E-mail: m.vasquez@iitu.edu.kz

ORCID: <https://orcid.org/0000-0003-2609-3009>

Кульгильдинова Тулебике - доктор педагогических наук, профессор КазУМОиМЯ им. Абылай хана, Алматы, Республика Казахстан

E-mail: tulebike@mail.ru

ORCID: <https://orcid.org/0000-0001-6837-8569>

Авторлар туралы ақпарат:

Калдарова Айсулу Қонысқызы - **негізгі автор**, Магистр, Халықаралық ақпараттық технологиялар университетінің Тілдер кафедрасының қауымдастырылған профессоры, Алматы қ., Қазақстан Республикасы; «8D01721- Шетел тілі педагогтарын дайындау» мамандығы бойынша докторант, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы қ., Қазақстан Республикасы

E-mail: a.kaldarova@iitu.edu.kz

ORCID: <https://orcid.org/0000-0002-7128-5731>

Васкез Марко Ангело - Магистр, Халықаралық ақпараттық технологиялар университетінің Тілдер кафедрасының қауымдастырылған профессоры, Алматы қ., Қазақстан Республикасы

E-mail: m.vasquez@iitu.edu.kz

ORCID: <https://orcid.org/0000-0003-2609-3009>

Кульгильдинова Тулебике Алимжанқызы - Педагогика ғылымдарының докторы, профессор, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы қ., Қазақстан Республикасы

E-mail: tulebike@mail.ru

ORCID: <https://orcid.org/0000-0001-6837-8569>