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THE METHODOLOGY OF USING INTERNET MEMES IN RUSSIAN LANGUAGE LESSONS

Annotation. The relevance of the research is due to the increasing volume of information flow in modern realities, which implies the introduction of new methods into the educational process. The clip-like thinking of teenagers of the XXI century, which is characterized by illogicality, fragmentation, visualization of incoming information, requires adaptation of realities: modification of the presentation format and the use of bright clear images in teaching. The need for the improvement and interpret the educational material that students receive allows the inclusion of an Internet meme in the lesson as an auxiliary means of acquiring and consolidating subject knowledge in teaching language disciplines. This article discusses the methodological aspects of using an Internet meme. As part of this study, a pedagogical experiment was conducted, which proves the expediency of using the proposed methodology. The authors conclude that the level of assimilation of educational information in lessons using an Internet time is increasing, and therefore the quality of knowledge is improving. The research will allow subject teachers to apply the method described in the article and improve the quality of teaching.
Keywords: Internet meme; clip thinking; learning gamification; students; experiment; teaching methods.

Introduction

In modern conditions of educational development, the issue of improving teaching methods is acute. This fact is due to the fact that school children and teenagers who have been in the Internet environment since early childhood have formed a new type of thinking - clip-thinking.

Clip thinking is a person's perception of completely unrelated, rapidly changing images presented without any context. This thinking differs from the conceptual thinking inherent in previous generations, where concepts and logical constructions are used [1, p. 6-8]. Modern pupils experience difficulties when working with continuous voluminous texts, paying attention to abbreviated and condensed content. The frequency rejection by teachers of the phenomenon of clip thinking does not allow them to adapt the educational process and make it the most effective. So teaching methods

created for people with conceptual thinking, or "people of the books", are meaningless for pupils and students with clip thinking, or "people of the screen" [2, p. 2].

The "Instructional and Methodological letter" of the Ibray Altynsarin National Academy of Education, being a methodological base for teachers, offers the inclusion of Internet resources, multimedia technologies and programs, non-standard tasks in the educational process in order to make classes more effective and information accessible to perception. A modern Russian language lesson develops students' competence and communication skills, analytical and critical thinking, and makes learning practice-oriented [3, p. 30-32].

Responding to the conditions of modernization of educational technologies, taking into account the modern features of the development of pupils, the use of an Internet meme in lessons as a means of teaching and transmitting information is relevant and justified at any stage of the lesson. An Internet meme, being an integral part of Internet communication in social networks and mass media, attract the attention of practicing teachers in order to use it in lessons.

In particular, O.K. Goloshubina, S.V. Anoshina, O.M. Sedlyarova studied the phenomenon of Internet memes; A.S. Gavrish, O.M. Sedlyarova, U.R. Islamova considered the problem of using memes in language teaching.

In a general sense, an Internet meme is defined as a unit of information circulating on the Internet, which can exist in the form of text, video, image, melody. English researcher Richard Dawkins, in chapter 11 of his book The Selfish Gene, referred to an Internet meme as an element of cultural information transmitted from individual to individual, and Richard cited melodies, ideas, and "buzzwords" as examples [4, p. 109-115]. A similar view of the definition of a meme is quite common in scientific and popular science literature. However, the stereotypical, well-established understanding of the Internet meme by the public assumes precisely the units of Internet communication that combine text and picture in one image. S.V. Kanashina identifies the following characteristics of the Internet meme: virality, replicability, seriality, emotionality, minimalism of form, polymodality, relevance, humor, fantasy character, media, mimicry [5, p. 87-89].

The Internet meme as a means of learning contributes to the gamification of learning and reduces the stress of students, contributing to the creation of a comfortable psychological environment in the classroom, a favorable relationship between the teacher and students. The formed clip thinking allows you to actively use the Internet meme in Russian lessons, since, according to M.B. Voroshilova, "the presence of a visual image significantly increases perception – up to 55%" [6, c. 74].

Some researchers believe that the use of an Internet meme in the classroom entails positive aspects in teaching: bringing diversity to the learning process, providing information excitingly, and developing creative potential [7]. Also, an Internet meme in Russian language lessons allows you to develop analytical and critical thinking skills, establish cause-and-effect relationships. Working with Internet memes can be organized in the same way as with new lexical units: input, integration, processing or use of new material. Before using Internet memes in lessons, it is necessary to make a selection of memes that are most suitable for the age and level of students and correspond to educational goals [8, p. 29-31]. In our opinion, an Internet meme should be relevant

and modern, used for effectiveness only at one stage of the lesson. It should also be noted that use in each lesson is not allowed, since tasks with Internet memes are creative and non-standard.

Due to the relevance of this study, we formulate the goal: to substantiate the effectiveness of using an Internet meme in Russian language lessons in the conditions of the modern educational program of the Republic of Kazakhstan.

Materials and methods of research

From September 2022 to May 2023, a pedagogical experiment was conducted to study the effectiveness of using Internet memes in Russian language lessons in one of the schools in the city of Uralsk. The participants of this experiment were students of two 9th classes. The subject of the study is the techniques of using an Internet meme in Russian language lessons in classes with Russian as the language of instruction. Both general and linguistic research methods were used in the analysis process: observation, description, analysis, synthesis, classification, comparison and quantitative calculation, component analysis. The purpose of the experiment is to test the conditions conducive to the introduction of learning technology using an Internet meme in Russian language lessons.

46 respondents took part in the experiment, which were divided into two groups corresponding to classes. 26 subjects of the control group (9A) were taught lessons on the traditional updated education system, 20 subjects (9B) belonging to the experimental group were taught lessons including non-traditional tasks with Internet memes. Two sections of calendar and thematic scheduling in the Russian language of the 9th grade were taken as the basis for the experiment: *"A teenager in the modern world. Morphology and orthography. Syntax and punctuation", "Worldwide communication in the 21st century. Morphology. Syntax and punctuation".*

The effectiveness of the pedagogical experiment was carried out through the use of classical methods and practices of pedagogy and psychology: direct and indirect observation, testing with an open type of questions, oral questioning.

By organizing the research, the requirements for conducting a pedagogical experiment were taken into account:

1) availability of an experimental base;

2) preliminary identification of the most effective conditions for the implementation of a methodology based on Internet memes;

3) participation of students in the experimental verification of a hypothetical situation;

4) uniformity of the composition of students in the experimental and control groups;

5) implementation of control identification of the level of formation of skills and competencies of schoolchildren through a set of lessons in the Russian language [9, p. 9-10].

The study was started by determining the initial level of formation of skills and abilities of students, the quality of knowledge in the context of groups. To exclude cases of accidental guessing of the correct answer, open-ended test questions were used, which imply writing a detailed answer [9, p. 24]. The written works of the subjects are analyzed, the ratio and quality of performance were established in blocks that test certain skills and abilities.

During the experiment, classes were conducted in both groups of respondents. In the process of preparing and conducting lessons, they adhered to the hypothesis that non-traditional tasks based on the use of Internet memes would facilitate the assimilation of information, increase motivation to learn Russian, develop the necessary skills and abilities, and collectively improve the quality of knowledge on the subject.

Special attention was paid to tasks aimed at the development of linguistic and communicative competence, functional literacy, since in the context of the updated content of education, as some researchers note, the formation of these competencies is a priority task [10, p. 58]. So the tasks are aimed at practical mastery of the norms of the Russian language, the ability to apply spelling and punctuation literacy, build monological and dialogic speech, write texts of various styles and genres. Tasks for the development of communication skills and high-order skills (analysis, synthesis, evaluation) were also applied.

Non-traditional tasks involving Internet memes were offered to the subjects in several formats: on printed color forms, in presentations on an interactive whiteboard, on network resources and websites. It is worth noting that the last type of work aroused the greatest interest among pupils, which involves attempts to create authentic Internet creativity, both individual and collective.

At the final stage of the experiment, in order to carry out a control cross-section of the respondents' knowledge and skills, an open-ended test was developed, including three blocks of tasks for the study of linguistic, communicative, analytical-critical and creative competence. The results were analyzed and compared with the data of the initial testing in order to study the dynamics of academic performance of students in the control and experimental groups.

The results of the research

The experimental research was conducted in accordance with three generally accepted stages. There is highlighted the following:

1 – an ascertaining, diagnostic one, which allows you to state the initial level of formation of skills and competencies, to identify the level of knowledge of the Russian language;

2 –formative, which is aimed at the introduction and testing of a set of lessons in the Russian language aimed at the formation of competencies using Internet memes;

3 – control, which makes it possible to compare the results obtained, to identify the effectiveness of the conditions used for the formation of skills and competencies in the lesson "Russian language" for pupils [9, p. 10].

At the elementary stage, an ascertaining experiment was carried out, which includes several stages: an oral survey-conversation and a set of tasks - testing with an open type of questions, revealing the level of competence formation in the subject "Russian language". Based on this type of work, the levels and criteria of success in checking the assimilation of knowledge are formulated (Table 1).

Table 1 − Levels and criteria for evaluating tasks of a pedagogical experiment

Level	Criteria
Extra	Active participation in the discussion. Knowledge of terminology and answers to questions. Correction of all grammatical errors in the Internet meme. Argumentation of spelling correction. An independent analysis of the rules presented on the Internet meme. Making 4 sentences in accordance with the norms of the literary language. Avoiding speech, grammatical, logical and factual errors. The distribution of all Internet memes into groups. The argumentation on which basis the division is carried out. Avoiding mistakes in division and argumentation. Critical understanding of the analysis of the complex sentences section. Creating an authentic original creative image of the "Internet meme about complex sentences", including verbal and visual components. Creating an image in accordance with the tasks and the target audience.
Medium	Participation in the discussion and answer some questions. Correction of most grammatical errors in an Internet meme. The argumentation of correcting some spellings. Analysis of the rules presented in the Internet memes, with the help of classmates. Making a proposal, violating some norms. Making minor mistakes. The distribution of not all Internet memes into groups. Difficulty in argumentation. Division is not always logical and consistent. Creating an original image of an "Internet memes about complex sentences", making minor mistakes. Create an image according to the target audience.
Intro	Non-participation in the discussion. Correction of some errors in the Internet meme. Difficulty in argumentation of spelling correction. Analysis of the rules presented in the Internet memes, with the help of a teacher. Making a proposal, making significant mistakes, or not making a proposal. The distribution of some Internet memes into groups. Difficulty in argumentation. Division is not always logical and consistent. Creating an original image of an "Internet memes about complex sentences", making significant mistakes. The image does not correspond to the tasks and the target audience.

To identify the initial level of knowledge, the work of the respondent of the control and experimental group was analyzed and the following results were obtained.

The overall level of knowledge in the control group (9A) вес 84.7%. Among these subjects, the extra level is observed in 23%, the medium level in 42.3%, the intro level in 19.4%. 15,3% of respondents did not do well with some tasks or did not complete them at all (Fig.1).

The experimental group (9B) was selected on the basis that the level of knowledge of the subjects in it is lower than in the control group. This choice is due to the desired to improve the learning outcomes of the class. So the overall level of knowledge was only 70%. Among the subjects of the experimental group, the extra level is noted in 10%, the medium level in 45%, the intro level in 15%. 30% of respondents found it difficult to complete tasks or resorted to the help of classmates and a teacher.
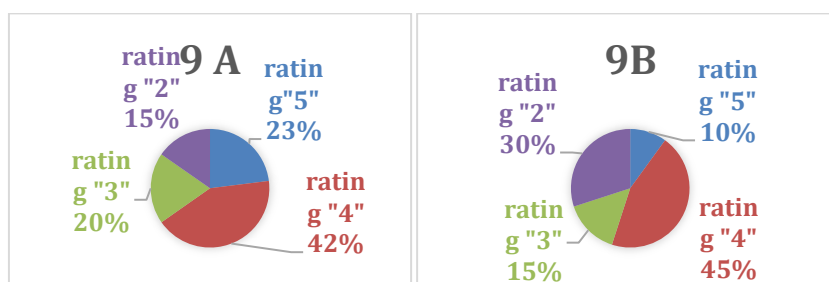

Figure 1 − The results of the incoming knowledge control conducted at the stage of the ascertaining experiment in the control (9A) and experimental (9B) groups

Analyzing the results of the conducted ascertaining experiment, we formulate conclusion that the level of knowledge of the control and experimental groups differs in the ratio of 14.7%. In connection with this circumstance, affirmative experiment is conducted in grade 9 In order to improve student academic performance.

At the second stage of the pedagogical experiment, forming, non-traditional forms of work with Internet memes were introduced into the educational process of the experimental group, which allows us to hypothesize that the level of knowledge will increase, motivation and cognitive interest in the taught subject "Russian language" will increase.

As part of the experiment, the introduction of Internet memes was carried out both at all stages of the lesson simultaneously and at one specific stage selectively. In the course of monitoring the activity of students in the classroom and making formative assessments, intermediate conclusions were made that it is advisable to use an Internet meme only at one stage of the lesson. This fact is due to the fact that the Internet meme for the most part contains humorous overtones, which in excess violates discipline and the working atmosphere. The use of an Internet meme in Russian language lessons contains elements of gamification, which researchers do not recommend using in every lesson [11, pp. 451-456]. So the Internet meme should be used in a dosed manner and not at every lesson. Only if this circumstance is observed, it is possible to observe the positive dynamics of the level of knowledge of the subjects.

In the control group (9 A), the lessons corresponds to the traditional format, did not include task based on gamification and Internet memes.

We have developed and included tasks using Internet memes in the lessons. Here are some of them as an example.

Chapter: A teenager in a modern world. Morphology and orthography. Syntax and punctuation.

Topic: Books in our lives. Non-union complex sentences with the meaning of opposition.

Lesson stage: learning new material.

Purpose: 9.2.1.1 to understand the open and hidden (subtext) information of continuous and discontinuous texts, correlating the information contained in the text with information from other sources / personal experience; 9.1.5.1 to participate in polemics, synthesizing various points of view and offering a solution to the problem; 9.1.6.1 to evaluate the listened material from the point of view of the normativity of speech, content, structure, logic of presentation of the material expressing his own opinion [12].

Task 1: Study the information presented in Internet memes (Fig.2). Organize a debate in pairs on the topic "E-book or paper book: pros and cons". Explain your own position with examples from personal experience and literature. Rate the performance of the couples. The criteria and descriptors for Task 1 are presented in Table 2.
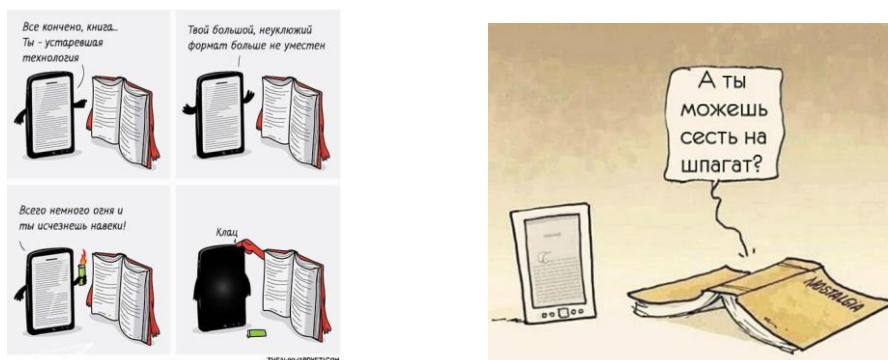

Figure 2 − Internet memes for Task 1 as part of the formative stage of the pedagogical experiment

Table 2 − Criteria and descriptors for Task 1 as part of the formative stage of the pedagogical experiment

Criteria	Descriptors	Score
9.2.1.1 to understand the open and hidden (subtext) information of continuous and discontinuous texts, correlating the information contained in the text with information from other	Studying the information presented on Internet memes;	1
	Argumentation of one's own position by an example from personal experience;	1
	Argumentation of one's own position by	1

sources / personal experience;	an example from the literature;	
9.1.5.1 to participate in polemics, synthesizing various points of view and offering a solution to the problem;	Participation in debates, entry into an open discussion;	1
	Expressing your own opinion on the issue raised in Internet memes;	1
	Comparing your point of view with the opinion of your opponent;	1
9.1.6.1 to evaluate the listened material from the point of view of the normativity of speech, content, structure, logic of presentation of the material expressing his own opinion.	Evaluating an opponent's performance by correcting speech and factual errors;	1
	Argumentation of one's own opinion.	1
	Total	8

Chapter: Worldwide communication in the 21st century. Morphology. Syntax and punctuation.

Topic: The Worldwide Web as a part of our lives. Compound sentences with a subordinate clause of the place.

Lesson stage: Organizational stage

Purpose: 9.2.5.1 to formulate questions and ideas by interpreting the content of texts [12].

Task 2: Consider an Internet meme (Fig.3) and formulate the topic and purpose of the lesson. The criteria and descriptors for Task 2 are presented in Table 3.

Figure 3 − Internet memes for Task 2 as part of the formative stage of the pedagogical experiment

Table 3 − Criteria and descriptors for Task 2

Criteria	Descriptors	Score
9.2.5.1 to formulate questions and ideas by interpreting the content of texts	Internet-meme analysis;	1
	Formulation of an idea based on the information contained;	2
	Compilation of questions (goals) on the problem set in the Internet meme.	3
	Total	6

Chapter: Worldwide communication in the 21st century. Morphology. Syntax and punctuation

Topic: The connection between yesterday and now. Complex sentences with subordinate clauses of the mode of action and degree, comparisons, concessions.

Lesson stage: consolidation of knowledge

Purpose: 9.4.3.1 to use correctly morphological means of communication (unions and union-words) in compound sentences; 9.4.4.1 to use punctuation in simple, simple complicated and compound sentences [12].

Task 3: Formulate a rule encrypted in an Internet meme (Fig.4). Make up three complex riddle sentences of different types on the topic of "Outdated means of communication". Observe syntactic literacy. The criteria and descriptors for Task 3 are presented in Table 4.
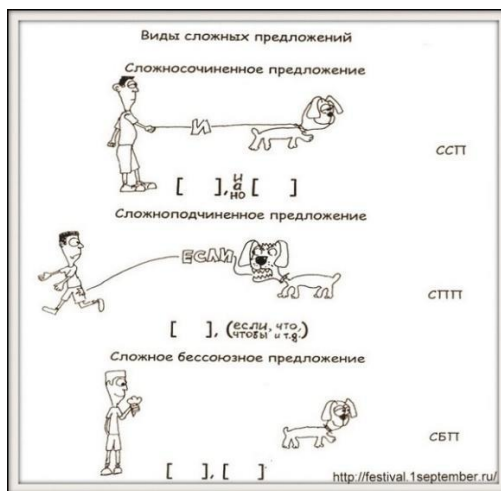

Figure 4−Internet memes for Task 3 as part of the formative stage of the pedagogical experiment

Table 4 − Criteria and descriptors for Task 3 as part of the formative stage of the pedagogical experiment

Criteria	Descriptors	Score
9.4.3.1 to use correctly morphological means of communication (unions and union-words) in compound sentences;	Composing complex sentences using compositional unions;	1
	Composing complex sentences using subordinate unions;	1
	Composing the non-union compound sentences;	1
9.4.4.1 to use punctuation in simple, simple complicated and compound sentences	Arrangement proper punctuation.	3
	Total	6

Thus, the variety of lexical and grammatical topics in Russian lessons allows the inclusion of tasks using Internet memes in each lesson. The subjects of the experimental group are actively involved in the educational process, a trusting relationship "teacher = student" is built, when the teacher is a partner in obtaining knowledge, a facilitator, and not a dominant figure [13, p. 94].

At the final stage of the pedagogical experiment, a control test was conducted, including open-ended questions and tasks, in order to exclude accidental guessing of the correct answer.

To research the control level of knowledge of the subjects, the work of the control and experimental group was analyzed, and the following results were obtained. As a result of the experiment, the overall level of knowledge in the control group (9A) was 88%. Among these subjects, the extra level is observed in 23%, the medium level in 42.3%, and the intro level in 23%. 12% of respondents did not do well. In this group, we observe a slight positive trend (+3.3%), which is due to the transition of one subject to the intro level (Fig.5).

The experimental group (9B), in which non-traditional tasks using Internet memes were tested, showed the following results. So the overall level of knowledge was 80%. Among the subjects of the experimental group, the extra level is noted in 15%, the medium level in 45%, the intro level in 20%. 20% of respondents found it difficult to complete tasks or resorted to the help of classmates and a teacher. The increase in the level of knowledge by 10% is explained by the fact that one subject increased his level of knowledge to extra, two subjects – to intro, thereby correcting the mark "2".
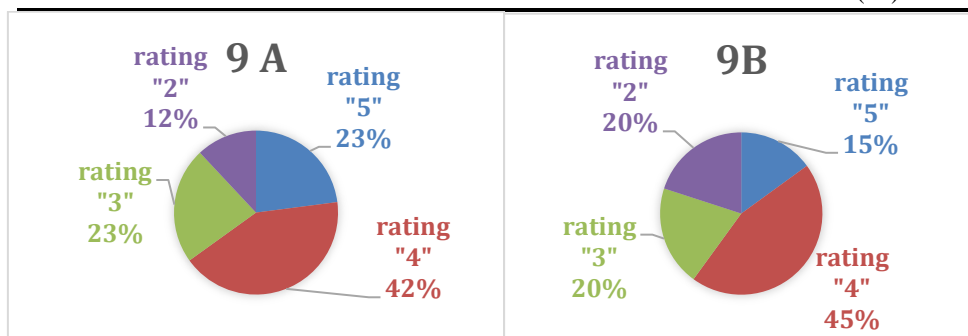
Figure 5 − The results of repeated knowledge control conducted at the stage of the control experiment in the control (9A) and experimental (9B) groups

Based on the results of the comparative analysis, it follows that in the experimental group there is a significant increase in the quality of knowledge, a linear movement between levels in a positive direction, which allows us to judge the success of the pedagogical experiment.

Discussion

A pedagogical experiment conducted within the framework of scientific research and substantiation of the hypothesis allows us to conclude that the use of tasks with Internet memes is a fairly effective and fruitful phenomenon. An Internet meme is a minimal unit of information, a means of communication, a discontinuous text, which is easier for the subjects to digest, since the information is clothed in a modern and relevant shell for teenagers.

It is noted that the Internet meme is considered as a progressive tool for educating the younger generation, since tasks using it contribute to the establishment of favorable relationships between students and teachers both in elementary school and in high school. In addition, students' enthusiasm and desire to achieve goals increases, as well as reflection on their own activities [14, p. 24].

The prospect of using Internet memes in the educational environment is also due to the fact that they are able to perform "regulatory, communicative, cognitive, integration, translational, representative, emotional and contact-establishing functions" [15, p. 583]. Thus, the use of an Internet meme can correspond to the objectives of the lesson, performing various tasks for the comprehensive development of the student's personality. Such activity is perceived as a game, which has a positive effect on cognitive activity and motivation [16, p. 263].

The purpose of this research has been achieved: the effectiveness of using an Internet meme in Russian language lessons is justified by the need and modernity, which dictates the inevitability of modernizing teaching methods. We identified the level of knowledge of the subjects at the beginning of the experiment and at the end, analyzed the dynamics and highlighted the features of using an Internet meme in the classroom.

The study conducted in two groups of grades 9, control and experimental, showed the following results. In the experimental group (9B), lessons were conducted using non-traditional tasks with Internet memes, in the control group classical exercises from

the textbook were used. Monitoring the level of knowledge of the subjects shows the effectiveness of the tasks we offer with Internet memes: there is a positive dynamics of 10% in the experimental group. The quality of knowledge in the control group remained almost at the same level. These circumstances of the study determine the further complex of scientific search for optimal conditions for the use of the Internet meme in the educational environment.

Summarizing the above information, we will identify the provisions for the effective inclusion of non-traditional tasks with Internet memes in the educational process:

- the content of the Internet meme must correspond to the educational program, the objectives of the training and the lesson;

- an Internet meme should not only contain a humorous subtext, but also reveals new information about the research in the lesson;

- the Internet meme is not a key method of education, but one of the tools, means of achieving effective work in the classroom, increasing motivation, and knowledge level;

- it is advisable to include an Internet meme only in one of the stages of the lesson, it is recommended not to use it in every lesson;

- an Internet meme is the most optimal way of presenting information for subjects with clip thinking, as it is characterized by imagery, symbolism and colorfulness [17, p. 36].

The data of this research allow us to judge the prospects of the direction of work, compliance with modern educational standards. Internet memes for pupils and teenagers are a daily means of communication, an actual means of presenting information. Thus, increasing motivation to learn the Russian language, improving the quality of knowledge, developing the necessary communication skills, thinking is an achievable result when using non-traditional task formats.

Conclusion

The updated education system of the Republic of Kazakhstan makes it possible to introduce innovative techniques and methods into the educational process in order to improve the learning process, activate students, gamify lessons and bring them closer to reality. The modern generation, which grew up in the era of technologization of life processes, finds it increasingly difficult to perceive traditional teaching methods. In this regard, the methodology of using Internet memes, means of communication and presentation of information in Internet communities makes it possible to interest pupils in learning the Russian language, to develop the skills necessary for becoming a person. The experiment described in this article proves the effectiveness and rationality of using tasks of this kind. Knowledge indicators increased among those subjects who took part in the formative experiment. So it should be summed up that the benchmark for further research will be to check the conditions for further implementation of techniques in the educational process in order to improve the success rates of pupils and teachers.

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ОРЫС ТІЛІ САБАҒЫНДА ИНТЕРНЕТ МЕМДАРЫН ПАЙДАЛАНУ ӘДІСТЕМЕСІ

Аңдатпа. Зерттеудің өзектілігі қазіргі заманғы шындықтағы ақпарат ағынының көлемінің ұлғаюымен байланысты, бұл білім беру процесіне жаңа әдістерді енгізуді білдіреді. 21 ғасыр жасөспірімдерінің қисынсыздығымен, бөлшектенуімен, келіп түсетін ақпаратты визуализациялауымен ерекшеленетін клип тәрізді ойлауы шындықты бейімдеуді талап етеді: көрсету форматын өзгерту және оқыту кезінде жарқын, айқын бейнелерді пайдалану. Студенттер алатын оқу материалын жетілдіру және түсіндіру қажеттілігі тіл пәндерін оқыту кезінде пәндік білімді меңгерудің және бекітудің көмекші құралы ретінде сабаққа интернет-мемді қосуға мүмкіндік береді. Бұл мақалада интернет мемді пайдаланудың әдістемелік аспектілері қарастырылады. Осы зерттеу шеңберінде педагогикалық эксперимент жүргізілді, ол ұсынылған әдістемені қолданудың орындылығын дәлелдейді. Авторлар Интернет мемін пайдалану арқылы сабақтарда оқу ақпаратын игеру деңгейінің жоғарылауы, демек, білім сапасының жоғарылауы туралы қорытындыға келеді. Зерттеу пән мұғалімдеріне мақалада сипатталған әдістерді қолдануға және оқыту сапасын арттыруға мүмкіндік береді.

Кілт сөздер: Интернет-мем; клиптік ойлау; оқытудың геймификациясы; оқушылар; эксперимент; оқыту әдістемесі.

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МЕТОДИКА ИСПОЛЬЗОВАНИЯ ИНТЕРНЕТ-МЕМОВ НА УРОКАХ РУССКОГО ЯЗЫКА

Аннотация. Актуальность исследования обусловлена возрастанием объемов информационного потока в современных реалиях, что подразумевает внедрение новых методик в образовательный процесс. Клиповость мышления подростков XXI века, которое характеризуется алогичностью, фрагментарностью, визуализацией поступающей информацией, требует адаптации реалий: видоизменения формата изложения и применение при обучении ярких четких образов. Потребность в усовершенствовании и интерпретации учебного материала, который получают обучающиеся, позволяет включение в урок интернет-мема как вспомогательного средства приобретения и закрепления предметных знаний при обучении языковым дисциплинам. В данной статье рассматриваются методические аспекты использования интернет-мема. В рамках настоящего исследования был проведен педагогический эксперимент, который доказывает целесообразность использования предлагаемой методики. Авторы приходят к выводу о росте уровня усвоения учебной информации на уроках с использованием интернет-мема, следовательно, и повышении качества знаний. Исследование позволит учителям-предметникам применить методы, описанные в статье, и усовершенствовать качество преподавания.

Ключевые слова: Интернет-мем; клиповое мышление; геймификация обучения; обучающиеся; эксперимент; методика преподавания.