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USING DIGITAL TOOLS IN ORIENTAL LANGUAGES LEARNING (THE SAMPLE OF THE HINDI LANGUAGE)

The emergence of new educational digital platforms and tools entails the need to adapt to new realities and increasingly use them in teaching. This article describes the concepts of digital resources and tools used in teaching oriental languages. Hindi language is considered as an example. It is suggested that digital tools simplify language learning and change the process of perception. Arguments for expanding and popularizing the use of digital tools in Hindi language learning and teaching are then presented. Studies showing that the use of digital tools leads to cognitive and linguistic changes in students are reviewed. The methodology includes a description of the features of using digital tools in language teaching and highlighting positive and negative experiences in practice. It concludes by discussing the implications for language education in the digital age, particularly for learning Hindi with digital tools.

Keywords: Hindi, digital tools, languages, Oriental languages, digitalization, new methods.

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ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ИНСТРУМЕНТОВ В ИЗУЧЕНИИ ВОСТОЧНЫХ ЯЗЫКОВ (НА ПРИМЕРЕ ЯЗЫКА ХИНДИ)

Возникновение новых образовательных цифровых платформ и инструментов влечет за собой необходимость адаптации под новые реалии и все большего их применения в преподавательской деятельности. В данной работе излагаются концепции цифровых ресурсов и инструментов, используемых в изучении восточных языков. В качестве примера берется язык хинди. Сделано предположение, что цифровые инструменты упрощают изучение языка и модифицируют процесс восприятия. Затем приводятся аргументы в пользу расширения и популяризации использования цифровых инструментов в изучении и преподавании языка хинди. Рассматриваются исследования, раскрывающие то, что использование цифровых инструментов приводит к когнитивным и лингвистическим изменениям у учащихся. Методы включают в себя описание особенностей использования цифровых инструментов в преподавании языка и выделение позитивного и негативного опыта на практике. В заключении рассматриваются последствия для языкового

образования в цифровую эпоху, в частности для изучения языка хинди с помощью цифровых инструментов.

Ключевые слова: хинди, цифровые инструменты, языки, восточные языки, цифровизация, новые методы.

Introduction

The use of digital tools in education has become indispensable in the era of online learning. Since their emergence, digital tools have proven effective in providing language development benefits in a variety of contexts. Digital tools include a wide range of everything from computers, apps, web pages to digital textbooks and materials. In fact, language departments are gradually changing the face of foreign language teaching by integrating technology into their language programs. But the question arises: how and in what ways does the use of mobile devices make language learning easier or better? According to surveys by DataReportal, Hootsuite, and We Are Social, 94.9% of Russian adults have smartphones; 97.3% of youth ages 16 to 29 [Digital 2021, 2021]. Thus, devices easily provide access to authentic materials and online resources, making language learning more dynamic.

Hindi is the official language of the Republic of India. It is one of the widely spoken languages in India. There is a lot of digital content in the form of games, stories, poems, and thematic conversations, as well as basic grammar and vocabulary knowledge. Some of the language learning apps are Duolingo, Hindipod, Rocket Language. Other online resources for learning Hindi language are bilingual dictionaries that provide word meanings, such as Collins Dictionary. They are more oriented to individual learning.

The purpose of the study is to see how digital platforms and resources affect students' Hindi language learning. Oriental languages are difficult to learn because of the spelling of words that are different from the familiar Latin alphabet, so teachers are looking for ways to make learning clearer and more accessible through various advances in digitalization. With this in mind, this article aims to address this topic and draw conclusions for teaching and learning Hindi in the digital age. The article presents a digital Hindi language tutorial called Hindi Shabdmitra, which is a tool for learning vocabulary and grammar of specific words and informal language learning assignments. Another tool is the online language learning program Rosetta Stone, which teaches many languages, including Hindi. Therefore, it is very important to know the advantages and disadvantages of such tools in order to formulate or approve strategies to use them.

Literature on vocabulary learning strategies, the psychology of language learning, and digital educational applications shows that multi-modal learning always leads to better memorization [Dale, 1969]. Various mechanical strategies such as repetition, context, usage, and visual correlation have been tested by expert linguists to enhance vocabulary [Atasheneh, 2015].

Multimedia learning environments have been studied in various settings [Shams and Zaits, 2008], which shows their positive impact on students. To increase students' readiness for independent technology, language learning using mobile devices and gamification is considered an effective pedagogical strategy. These strategies help to engage and motivate the student to learn in a relaxed environment [Werbach and Hunter, 2012; Figueroa Flores, 2015].

A. Al-Kadi analyzed digital tools and concluded that they provide students with "opportunities for online communication and participation; language learners using these versions of the internet are not only consumers but also producers of technology-based materials" [Al-Kadi, 2018, p. 8].

Sociologists conduct quantitative research on the benefits or harms of using digital tools in language learning, and teachers try out different tools in practice, but we see very little collaborative research on the impact of specific apps and platforms used by teachers and students in learning oriental languages.

Methods and material

From a sociocultural theory perspective, these digital tools mediate students' learning and development processes, which is why there have been many studies exploring this over the past decade [Jung et al., 2019; Nishioka, 2016]. Because cultural tools are constantly evolving, this means that our learning, reasoning, and knowledge are transformed as new resources become available [Lanz-Andersson et al., 2009].

The study looks at popular digital platforms, including Hindi Shabdmitra and Rosetta Stone. For a complete evaluation, the author analyzes the work of sociologists to understand the effectiveness of digital resources. This provides a comprehensive understanding of the use of digital tools. The study will also examine how online platforms facilitate student learning by providing easy access to authentic materials online.

The paper also presents an experiment conducted with online Hindi students and in addition to the results, the students also anonymously described their experiences with online resources. An experiment is also used as a method.

Three focus groups consisting of Hindi students were selected for this purpose. Two groups used two programs, Hindi Shabdmitra and Rosetta Stone, as additional tools. The third group used the traditional method of studying Hindi without electronic tools. This experiment was used to see how effective the electronic tools were so that they could be used in future teaching activities.


Results and analysis

Hindi Shabdmitra is a digital tool designed to help learn and teach the Hindi language, which is enriched and simplified according to the learner's level of understanding. Hindi Shabdmitra is one such comprehensive e-learning tool that helps in learning Hindi language, pronunciation, grammar and concept understanding through illustrations, definitions and examples. It is designed for a wide range of audiences and is available in both web and app formats for flexibility in use. The tool is designed for a wide range of target audiences, and the interface has a tiered architecture. Level 1 is for beginners, level 2 is for intermediate students, level 3 is for advanced students, level 4 is for advanced students, and level 5 is for experts. The amount of information displayed depends on the level selected. At each level, information is displayed depending on the part-of-speech category and grammatical properties.

Another digital tool that helps us make learning Hindi language easier is Rosetta Stone. It is a computer-based language learning tool and a mobile language learning tool. It was created with the goal of teaching the language using immersion technology. The purpose of the app is to improve students' vocabulary, pronunciation, reading, listening, writing or grammar through multimedia content in context.

Prasetyo says the tool accelerates students' vocabulary learning through useful methods and practices. It promotes the acquisition of both receptive and productive vocabulary [Prasetyo, 2018, p. 304]. Hanif argues that this software with technological innovation can provide a more enjoyable and innovative learning experience for students because traditional learning can be boring and not as rewarding as technology-based learning [Hanif, 2015].

We set out to investigate Hindi Shabdmitra and Rosetta Stone and compare their effects on vocabulary learning. In this study, the researchers involved students who were divided into three groups, each of which consisted of 8 people, a total of 24 people. The participants were of average or lower level, their ages ranged from 18 to 19 years old. These groups consisted of two experimental groups and one control group. The first



हिंदी शब्दमित्र

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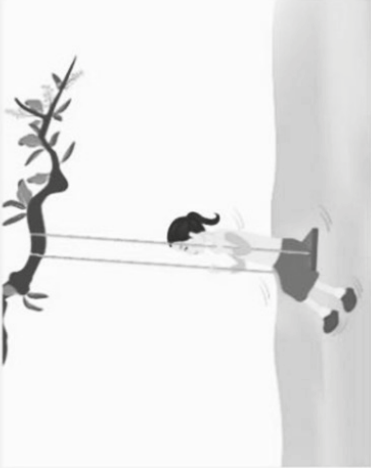
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संज्ञा (नाम वाले शब्द)

परिभाषा - कम उम्र की लड़की

वाक्य में प्रयोग - बाग में एक लड़की झूला झूल रही है। / बाग में एक छोकरी झूला झूल रही है। / बच्ची गुड़ियों से खेल रही है।

बहुवचन - लड़कियाँ

समानार्थी शब्द - बच्ची, छोकरी

विलोम शब्द - लड़का

Fig. 1. Hindi Shabdmitra Interface. An example of a lesson



Fig. 2. Rosetta Stone Interface. An example of a lesson

group was under the supervision of a professor, and the classes were conducted traditionally. The experimental groups were taught using technical means: one group was taught using the Rosetta Stone platform, and the other group was taught using the Hindi Shabdmitra platform. The data were collected through pre-testing and post-testing. The experiment lasted for 2 weeks. The result of the instructional comparison was in favor of the digital tools. Participants who were trained using technology achieved better results in vocabulary learning than those who were trained using a classroom approach. At the same time, Rosetta Stone proved to be more comprehensible and accessible than Hindi Shabdmitra.

We asked students' opinions about using platforms to learn Hindi. And according to the participants, digital platforms have the following advantages: instant feedback from the program and the ability to correct their mistakes at the same time, performing activities without fear of making a mistake with a low affective filter, visual support and pictures.

At the same time, some students noted that they lacked the motivation to use electronic resources without instructor supervision and meeting deadlines, and would choose a combination of traditional and e-learning.

Using Rosetta Stone and Hindi Shabdmitra has a positive effect on students' vocabulary acquisition. In addition to the academic effect, the use of these digital tools influenced student behavior and feedback. Because these platforms have authentic and appealing interfaces, they help students focus on lessons and learn vocabulary better. These factors motivate stu-

dents and ensure productive interaction between students and teachers. Moreover, students will not get bored thanks to these colorful and enjoyable platforms that use pictures, animals, and games as supporting tools.

Discussion

We conducted an experiment and found out how digital platforms and resources affect students' Hindi language learning. These multimedia programs and online resources provide a safer environment and make it easier for people to understand the activities, participate and engage in the lessons. In addition, these digital tools are useful for developing other skills such as grammar, listening, pronunciation, and speaking.

On the other hand, these tools are also useful for teachers. They can be used to grab students' attention and improve interaction. With Hindi Shabdmitra and Rosetta Stone, teachers can deliver more informative and enjoyable lessons.

At the same time, it is important to note the challenges oriental language teachers may face. They involve teaching manual spelling of words due to the peculiarities of the alphabet and the additional explanation of grammatical basics, such as the Hindi language. Therefore, electronic tools can be used as supplementary, as they are not yet perfect enough to replace the teacher.

Of the additional disadvantages it is worth mentioning the presence of paid versions of the programs and restrictions on access due to payment problems from Russia, as well as technical failures, which can be observed when downloading tasks, for example, in Hindi Shabdmitra.

Conclusion

The study shows that mobile computing technology plays an integral role in every discipline, including Hindi language learning. Digital platforms reduce processing time by providing a quick search for authentic materials and access to a wider range of language resources. They are used by students for a variety of purposes, both in and out of class. Students also improve their speaking skills by listening to recordings of native speakers to improve articulation. The use of Hindi Shabdmitra and Rosetta Stone also contributes to the self-organization of the learning environment. However, it is clear that students do not consider these tools to be their only teachers. Overall, the study shows that students consider digital tools as important tools to enhance different language modalities and enrich the language learning experience.

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