Conference Paper

Clip Thinking and Its Influence the Teaching Methodology

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Abstract

The research is devoted to the issues of the so-called clip thinking impact on teaching methods in modern higher education. The survey was conducted among teachers of the Institute of Foreign Languages of the People Friendship University of Russia, Moscow. Teachers, teaching both full-time and evening students (n = 24) were interviewed. Clip thinking is one of the results of widespread digitalization and is expressed in the inability to focus on the same subject for more than a minute or two. This feature is inextricably linked with the multi-tasking of a modern person who constantly checks for new messages on social networks, is distracted by online messenges, news and other information that appears in his / her smartphone or computer, while maintaining focus on the main issue (work, study) in the "background". Clip thinking features are taken into account by television, cinema and animation: if in films and television programs created before the ubiquitous distribution of the Internet, the same scene could last 5–10 minutes, then in modern films switching between scenes is much more frequent, and when editing TV programs one the frame does not hold on the screen for longer than 10–20 seconds. Teaching in the conditions of clip thinking should and can, on the one hand, adapt to the audience's characteristics, and on the other hand, try to develop the student and instill in him / her the ability to focus for a longer period of time. In the context of teaching a foreign language, which implies an emphasis on practical work, it is quite simple to maintain a balance: since a different type of speech activity is used in the work of a foreign language teacher, various types of texts and visual material can be offered for students to work, it's enough to provide the teacher with relatively quick switching between these activities.

Keywords: teaching, teaching methods, digitalization, clip thinking, discrete teaching.

1. Introduction

The concept of "clip thinking" was formulated long before the widespread dissemination of information sources. The first sociologist Abraham Moll spoke about the mosaic thinking of modern man in the study "Sociodynamics of Culture" [7], and at that time such a perception and understanding of the world was by no means connected with the constant presence of a smartphone in the hands of a person, but with the distribution of mass media, particular television, distorting the natural perception and formation of

the world picture. The man of the "pre-television" era saw and perceived as important, significant, inalienable what he / she sees with his / her own eyes and experiences himself / herself, as well as the world formed by his / her imagination, based on the texts he / she read. People who are well-read and deeply immersed in the text, such as people from high society who devote a lot of time to reading, could experience some bias: the fictional world seemed to them more real than the world surrounding them. About this, for example, Umberto Eco mentions [4], speaking about the greater reality of the text read in comparison with the outside world. However, it should be remembered that such a perception of the world was not leading, but was characteristic only of a limited circle of people immersed in reading books.

Television, unlike written text, does not require the use of semiotic decoding, allowing you to perceive information directly, in the form of a visual series, without using imagination. If before the mass distribution of television, a person visually perceived people he / she knew (his / her relatives, colleagues, neighbors, etc.) that had a direct impact on his / her life, then the phenomenon of television led to the spread of visual perception through modern technologies of people who are not really familiar to people and may never meet him (popular singers, TV stars, actors, etc.) [2]. This leads to a distortion of priorities and the emergence of mosaic thinking: using the media as the main source of knowledge about the world, a person may be interested in the fate of a movie hero, worry about the family troubles of a popular actor or singer, which, in fact, have no effect on his / her life.

The deepening of mosaic thinking and its transformation into clip-art should be associated with the origin and development of an all-encompassing information field, which is the Internet. The trend, the foundations of which were laid by the spread of television, began to develop even more actively: modern technologies make it possible to visually perceive not only the life of TV stars, but also the lives of ordinary people who have their own blog, upload photos and videos to social networks, broadcast live, etc. In this case, the virtual world becomes, in a sense, more real than the real world itself: an increasing number of people devote their time to immersion in social networks, to the detriment of direct contact with the family, friends and colleagues [6]. A key moment in the development of this trend was the spread of compact Internet access devices: tablets and smartphones. Television as a way of transmitting information suggested a "point of entry" into the information field: a person could not carry a TV with him everywhere, but immersed in its content only when, for example, he was at home and rested from work. The smartphone disavowed the very concept of "entry point" into

the virtual world: a person is in the information field almost around the clock, while constantly switching from one type of information to another [9].

The formation of clip thinking influenced other forms of information and changed the presentation of material on television and in cinema. From the point of view of editing, a modern film itself resembles a video clip: a quick switching of plans and frames creates a flickering effect [5]. The same can be observed in TV shows: the modern style of shooting involves a constant change in the visual range: the presenter's speech is interrupted by inserts of photographs or video, expert opinion, and other fragments that switch attention. Such tactics even penetrated the written text, where its perception in electronic format allows you to adapt to the reading of modern man: photos, infographics, video clips, etc. are inserted into the so-called "longread" [3]. Thus, the media and the entertainment industry, on the one hand, take into account the characteristics of the modern consumer and adapt to their needs, and on the other hand, aggravate his discreet thinking, further promoting him along this path. This is also the reason for the decline in interest in reading classical literature: an increasing number of schoolchildren and students prefer not to read the works themselves, which require concentration, but brief retelling, or to perceive the classics in a visual format, in the form of a series with equally fast switching of frames.

2. Methods and Methodology

A teacher dealing with modern students faces a catastrophically decreasing concentration of attention [1], and in higher education this is no longer due to physiological characteristics, but rather to the habit of being distracted by external stimulation.

It should not be forgotten that the proliferation of modern means of communication has virtually destroyed the boundaries between working and non-working space. If a person of the "pre-smartphone" era came to work in a certain space in which certain rules applied regarding his appearance and behavior in that space, then a modern person is often at work 24 hours a day: work has become as discrete and distributed over time, as the absorption of information.

The ability to constantly be in touch and solve work issues, while simultaneously engaging in another type of activity, on the one hand, makes it possible to earn extra money for students and even schoolchildren, and, on the other hand, is another distraction during class. The boundaries of the very concept of work as a productive activity are blurred: many professions require a tight interaction with the virtual environment, and if, for example, the teacher establishes some rules regarding the use of smartphones

during the lesson, he / she runs the risk of a negative reaction from students who insist on the fact that a smartphone is not a means of entertainment, but their working tool.

In Russia, this situation is exacerbated by one side factor: for a Russian person, a complaint is that there is little money, there is not enough money for something socially important (food for children, medicines for elderly relatives, etc.), and the following attempts from it as then to correct this situation are not only socially acceptable, but also encouraged behavior. In order to prove this fact, a survey was conducted among teachers of the Institute of Foreign Languages of the People Friendship University of Russia, teaching both full-time and evening students. 24 teachers participated in the survey, indicate that they respect the students' attempts to earn extra money to help parents or with other motivation. In the comments to the answers to this question it was stated "well done, that one provides its basic needs", "it is very good", "let it work", etc.

This fact, in our opinion, has the following explanation. The presence of higher education in Russia is perceived as a kind of social marker of "suitability": in most professions that in fact do not require in-depth knowledge, a diploma of higher education is required as a fact, regardless of the specialty received. The family also exerts pressure on the person deciding on further education after school: the stereotype of the higher education prestige among the older generation is high, and students report the statements of their parents / grandparents like "Get your diploma, then do what you want," "Get education, and then you can work whatever you want, "etc. A child's higher education (even if it was not useful to him / her at work) is perceived as a "quality mark" of education, and most parents seek take the child to the university immediately after school. It should be noted that the legislation in the field of education is also aimed at this: for example, the results of the Unified State Exam are valid for three years, and if an adult who has gone to work after school and decided to get a higher education a few years later wants to go to college, he / she must pass the exam again. In other words, the law stipulates that a person may have a slight backlash for "finding himself / herself" after graduation, but not more than three years. Moreover, the subjects selected in the 11th grade for passing the exam cannot be changed after a certain moment, and their selection meets a certain specialty: for example, it is difficult to pass exams that are suitable immediately for admission to law and to the medical faculty.

Thus, the modern student finds himself / herself in rather limited conditions: on the one hand, the social expectations of the family and society are such that the student goes to college after graduation, and he / she should decide on the direction of his / her education at the beginning of the last school year. Entering the institute, he / she often finds himself / herself in the psychological atmosphere of "continuing of school": many

modern higher education institutions, like the school, monitor students at the entrance and exit using electronic cards, maintain contact with students' parents (especially in junior courses) [8].

We should not forget that the general system of higher education in Russia is built as a psychological continuation of school education: the student does not choose his / her own schedule, he / she is obliged to attend those classes that are in his / her schedule (with the exception of special courses and special seminars for which, nevertheless, a special time is also stipulated in the schedule), in case of non-attendance of classes, he / she risks not passing intermediate certification with subsequent expulsion from the institute, which is perceived as social failure. At the same time, the expectations of the student himself and the society around him are significantly higher than when receiving education at school: as a student, he psychologically considers himself an adult and independent, often lives separately from his parents and needs money to pay for his needs. So the phenomenon of a working student arises, forced to try to combine the studyload with the workload.

3. Results and Discussion

If we compare the education system in Russia, for example, with Italy, the birthplace of the Bologna education system, we can see a significant difference in approaches to the organization of education. Universities in Italy do not have a unified education system. Any of them offers an initial three-year education course (after which a student receives a bachelor's degree), a subsequent two-year education course (giving a specialist title). Having a bachelor's degree, you can get a master's degree (I degree), if you study for 2 more years. A person who has received the title of specialist also has the right to go to the magistracy and receive the title of master of the II degree (also after 2 years).

The magistracy, undergraduate, specialist programs do not have a single curriculum. There are a number of courses that a student is required to attend and take. Moreover, he / she can do this both at an earlier date than in 3 years and stretch this process for several years. Undelivered subjects at the undergraduate level are not an obstacle for admission to a specialist, therefore Italian students sometimes study for 10–12 years. Since the admission procedure in Italy comes down to submitting documents and paying the bill, a person can be registered as a student for years and not do anything until he / she wants to attend and take the required number of courses. To minimize the systematization of the educational process, the academic year is divided into three or four cycles, in each of which it is necessary to listen to and take a certain

number of courses, but the student determines their composition and schedule of visits independently.

The situation with education in Russia is far from the indicated system of choice: at most universities, the student chooses independently no more than 10% of the program and is connected with the need for a mandatory visit. A survey of 415 students in the evening department of the Institute of Foreign Languages of the Russian University of Friendship of Peoples has shown that approximately 25% respondents work in unskilled jobs that do not require constant online inclusion: they work as waiters, cashiers in fast food chains or in retail chains, etc. A significant part of students work in professions that require constant inclusion in the information space: managers, consultants, copywriters, etc. (more than 50% respondents). There are also students who do not work at all and choose the evening form of education for family reasons (the need to care for a small child or a sick relative) or because of its lower cost compared to full-time education, and also belong to the so-called class of precariat: people who do not having permanent work and earning one-time projects, and sometimes completely heterogeneous. Among full-time students, the share of precariat is significantly higher (due to the specific nature of the organization of classes).

A typical student, thus, finds himself / herself in a situation of constant online involvement, not only because of the desire to have fun (with which the teacher can fight), but also because of the desire to work, which is socially approved. In fact, usually immersion in the information space implies both of them: 15–20 seconds devoted to reading the message and quick response are replaced by 15–20 seconds of reading entertaining content. And the specifics of working online is such that the line between entertainment and work is blurred: for a content manager, video blogger and many other modern professions, watching videos, photos, reading text on the Internet is also part of the work.

A teacher who prefers the traditional method of communicating with students in such conditions is loser: offering training instead of the information space, he / she is doomed not to be heard, because a long monologue of anyone could not be more interesting than the kaleidoscopic content of the Internet space. A promising way is the involvement of the teacher in the information space together with students and his ability to take into account the peculiarities of their perception.

The availability of information on the Internet actually destroyed the format of the lecture lesson in its traditional form: the teacher is no longer a source of information, since most of the material presented by him / her is available in electronic form. Writing abstracts by students is also unproductive, since the same electronic format minimizes

work with text and reveals the main information. Attempts to combat write-offs using systems such as "Antiplagiat" and the like lead to permanent success: as a result, the student learns about the quality rewriting of what he read. In fact, this skill is in demand only in the field of copywriting.

The modern lecture format at Russian universities does not imply quality work with students: the teacher gives a lecture in the hall for 100+ people, physically unable to control what all his students are doing. In an audience of this size, it is difficult to maintain even normal visual contact, and all the more it makes no sense to require students to fully focus on the material provided.

Assimilation of material in the course of students' independent work seems to be productive, for which, in accordance with modern education standards, many hours are allocated. Performing joint tasks of the project type, discussing the results and building ratings, together with close interaction with students in the virtual space should give a positive result. It should be noted that in this case it is also necessary to adjust the teacher's remuneration system.

4. Conclusions

A study of the lifestyle and motivation of a typical student at a Russian university has shown that to meet his / her needs, the traditional teaching format, which assumes a monologous presentation of information in a lecture format and further practical assimilation of the information given during the lecture during seminars, is not very productive. The perception conditions associated with the widespread "clip thinking", as well as the social stigmas of a modern student, force us to look for new teaching formats. Against the background of the foregoing, it is proposed to introduce the concept of "discrete teaching" that meets the needs of a modern student and the tasks of modern education. Since the student's perception of information is determined by his interaction with the information field, which in modern realities cannot be reduced to zero for the above reasons, the teacher will be forced to expand his formats of interaction with the information field, among which he is recommended to use the following:

1. Project work using Internet content and access to the information field: almost every student and most teachers have accounts in social networks and can use their representation in the information space for direct communication and presentation of the results of project work;

2. Switching in the course of teaching (especially when teaching a foreign language, which has all the resources for implementing this technology) of the types of activities presented with the material, similar to "frame change" in films and television programs;

3. Active involvement of students in the production of content as opposed to its passive perception, taking into account the fact that the modern format for presenting information allows you to find any information amenable to search, but does not allow artificial intelligence to draw its conclusions. In this regard, students can and should propose tasks similar to the tasks presented during work on a future profession, with a detailed analysis of the results and joint discussion. All of the above necessitates the prevalence in teaching a seminar format for conducting classes.

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