**«Лингвомәдениеттану әдіснамасы:
тәжірибе және инновация контекстінде шет тілді білім беру
мамандарын кәсіби даярлаудың өзекті мәселелері»**
тақырыбындағы халықаралық дөңгелек үстел
МАТЕРИАЛДАР ЖИНАҒЫ
2022 жыл 1 желтоқсан

СБОРНИК МАТЕРИАЛОВ
международного круглого стола
**«Актуальные проблемы профессиональной подготовки
специалистов иноязычного образования в контексте
лингвокультурологической методологии: опыт и инновации»**
1 декабря 2022 г.

INTERNATIONAL ROUND TABLE PROCEEDING
"Topical issues of professional training of specialists in foreign language
education in the context of linguistic and cultural methodology:
experience and innovations"
December 1, 2022

Алматы, 2023

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ КАЗАХСТАН

АБЫЛАЙ ХАН АТЫНДАҒЫ ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР
ЖӘНЕ ӘЛЕМ ТІЛДЕРІ УНИВЕРСИТЕТІ

КАЗАХСКИЙ УНИВЕРСИТЕТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ
И МИРОВЫХ ЯЗЫКОВ ИМЕНИ АБЫЛАЙ ХАНА

«Лингвомәдениеттану әдіснамасы: тәжірибе және инновация контекстінде шет тілді білім беру мамандарын кәсіби даярлаудың өзекті мәселелері»
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Рекомендовано к изданию Ученым Советом Казахского университета международных отношений и мировых языков имени Абылай хана
(Протокол № 4 от 15.11.2022 года)

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Турлиева Ә.Р., магистр

Сборник материалов международного круглого стола «Актуальные проблемы профессиональной подготовки специалистов иноязычного образования в контексте лингвокультурологической методологии: опыт и инновации» (1.12.2022), посвященный 85-летию д.п.н., профессора Кузнецовой Т.Д. – Алматы, издательство «Полилингва», КазУМОиМЯ, 2023. – 152 с.

В сборник вошли научные исследования по реализации когнитивной лингвокультурологический методологии иноязычного образования в структуре и содержании программ, учебников и учебных пособий, организации научно- исследовательской деятельности будущих учителей ИЯ в электронной среде, когнитивного потенциала личности в условиях информатизации и цифровизации иноязычно-образовательного процесса, освещены вопросы опыта, возможностей и перспектив модернизации иноязычного образования в рамках НИПЛ 1 «Модернизация иноязычного образования на основе когнитивной лингвокультурологической методологии».

Издание предназначено для студентов, магистрантов, докторантов, а также для широкого круга читателей, интересующихся проблемами преподавания иностранных языков, филологической наукой, межкультурной коммуникацией, вопросами модернизации и методологией иноязычного образования.

Кузнецова Тамара Даниловна,
кандидат психологических наук, профессор
КазУМОиМЯ имени Абылай хана

Приветственное слово

доктора филологических наук, професссора, Академика Национальной Академии наук РК, Председателя Правления – Ректора КазУМОиМЯ имени Абылай хана
Салимы Сагиевны Кунанбаевой

Уважаемая Тамара Даниловна!

Сегодня, в эпоху глобальных перемен и инноваций, обучение и повышение деловой квалификации кадров имеют первостепенное значение и выходит на качественно новый уровень. Университет международных отношений и мировых языков им. Абылай хана стремится соответствовать вызовам XXI века и готовить кадры в соответствии с мировыми требованиями. В этом, безусловно, большая заслуга всего коллектива университета и его профессорско- преподавательского состава.

Кузнецова Тамара Даниловна, кандидат психологических наук, профессор, на протяжении почти 60 лет работает в КазУМОиМЯ им. Абылай хана, оставаясь преданной все эти годы теме методики иноязычного образования. Тамара Даниловна является членом Академического совета, научным консультантом магистрантов и докторантов на соискание степени доктора PhD по методике иноязычного образования. Как ученый широкого профиля, Тамара Даниловна опубликовала более 90 научных работ по проблемам методики и психологии обучения иностранным языкам в школе и вузе, учебно-методические комплексы по английскому языку для 1-2 классов, монографии. Она принимает активное участие в разработке программ и учебников по английскому языку для 12-летней общеобразовательной школы, учебно-методической документации, положений и программ, Концепции развития иноязычного образования в РК для вузов.

Под ее руководством получили путевку в жизнь большое число высококлассных специалистов иноязычного образования новой формации, востребованных в различных сферах экономики Казахстана. Она активно участвует в воспитании достойной молодой смены с большим научным, профессиональным и нравственным потенциалом. Многие из ее учеников достигли высокого профессионального и общественного статуса. И мы по праву гордимся ими!

Под руководством профессора Кузнецовой Т.Д. защищено 8 кандидатских диссертаций по теории и методике обучения и воспитания и более 50 магистерских диссертаций, многие магистранты и студенты, стали победителями республиканских конкурсов и олимпиад студенческих научных работ. В этом проявился талант Тамары Даниловны как грамотного педагога и воспитателя, уделяющего большое внимание научному и воспитательному процессу своих студентов. Тамару Даниловну отличает высокая ответственность за порученное дело, стремление идти в ногу с теми изменениями, которые происходят в области образования у нас в стране и за рубежом.

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За безупречный труд и большую общественную работу она неоднократно награждалась дипломами и грамотами Министерства образования и науки РК, награждена медалью 10-лет Независимости РК, юбилейной медалью КазУМОиМЯ имени Абылай хана в честь 75-летия университета.

Особая благодарность и признательность Вам, уважаемая Тамара Даниловна, за неоценимый вклад в дело подготовки современных педагогов иноязычного образования, развитие новых методик и оказания большой методической помощи молодым преподавателям нашего университета.

В день 85-летнего юбилея одного из старейших и заслуженных педагогов университета хочется пожелать Тамаре Даниловне дальнейших творческих успехов в деле подготовки специалистов в сфере иноязычного образования.

От всего сердца желаем Вам здоровья, счастья и благополучия! Новых творческих и научных достижений, дальнейших успехов в Вашем важном деле - подготовке кадров XXI века!

С юбилеем!

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Председатель Правления – Ректор С.С.Кунанбаева

УДК 811.80

Головчун Алевтина Анатольевна,
к.п.н., профессор
кафедры методики иноязычного образования,
КазУМОиМЯ имени Абылай хана

СЛОВО О ЮБИЛЯРЕ

Добрый день, уважаемые коллеги! Наш юбиляр сегодня - Кузнецова Тамара Даниловна, кандидат педагогических наук, профессор, ровно 85 лет назад 1 декабря 1937 года в небольшом городке Ачинске в Сибире в семье рабочего Данила Яковлевича Савитского родилась дочь, Тамара, первый ребенок многодетной семьи. Ее детство прошло в трудные военные и послевоенные годы. В 1955 году Тамара Даниловна поступила в Алматинский педагогический институт иностранных языков. Успешно окончила и работала в школах Семипалатинска и Алматы. В КазУМОиМЯ имени Абылай хана Тамара Даниловна работает с 1963 года. Она прошла большой путь: от преподователя младших курсов, старшего преподователя, доцента, заведующий кафедрой методики иноязычного образования, профессора кафедры послевузовского образования. Тамара Даниловна защитила кандидатскую диссертацию в 1982 году в Тбилиси в Институте психологии имени Дмитрия Николаевича Узнадзе под руководством профессора Залевской Александры Александровны, советского и российского психолингвиста, доктора филологических наук, профессора. До защиты предшествовали годы соискательства в этом же институте и сдачи всех экзаменов кандидатского минимума по психологии. Ее защита является первой защищенной работой психолингвистической школы под руководством А.А. Залевской.

Тамара Даниловна много лет работала в должности заведующей кафедрой методики иноязычного образования, руководила методическим объединением преподаватели кафедры, возглавляла УМР факультета, являлась членом Ученого совета, членом Совета педагогического факультета иностранных языков, членом проблемного совета по специальности «13.00.02 - Теория и методика обучения и воспитания (по областям и уровням образования)», руководителем образовательной программы магисратуры по специальности "Иностранный язык: два иностранных языка".

Кузнецова Т.Д. неоднократно участвовала в работе различных комиссий университетского и республиканского уровней, проводила государственную экспертизу тестовых заданий и составляла их, готовила типовые программы, ГОСО, рабочие программы по дисциплинам бакалавриата, магистратуры, докторантуры.

Она автор более 80-ти научных работ по методике психологии иноязычного образования. Она подготовила учебно-методический комплекс по английскому языку для средних школ (1-8 классы). А учебно-методический комплекс по английскому языку для 8-го класса составлен вместе с профессором КазУМОиМЯ им. Абылай хана Петром Гурьяновичем Козловым. УМК выдержал 4 переиздания большим тиражом для казахских, русских, уйгурских школ.

В настоящее время Тамара Даниловна увлекается новым направлением - синергетикой, ею подготовлена доклады и статьи по этому направлению. Например, "Интеграция подходов методических проблем в сфере иноязычного образования". Имеет ряд наград: медаль к 70-летию КазУМОиМЯ имени Абылай хана, золотая медаль Ассоциации вузов Республики Казахстан.

Под руководством Тамары Даниловны защищено 8 кандидатских диссертаций по специальности «13.00.02 - Теория и методика обучения и воспитания», около 70-ти магистерских диссертаций. Ее выспукники - это хорошие подготовленные специалисты, они успешно работают во многих вузах, колледжах и школах Казахстана.

Тамара Даниловна прошла курс повышения квалификации в Зальцбурге. Немного позже мы вместе с Тамары Даниловны прошли курсы повышения квалификации в школе когнитивного развития (Бангор, Великобритания). Здесь мы получили большие знания в сфере когнитивного развития, собрав практический материал для подготовки УМКД по когнитивной лингвистике.

Будучи студенткой и аспиранткой Тамары Даниловны, я помню ее семинарские занятия, лекции. Глубокие и оригинальные по содержанию они всегда отражали проблемы и перспективы развития методики иноязычного образования.

Уважаемая Тамара Даниловна, вся кафедра сердечно поздравляет Вас с юбилеем, искренно выражает благодарность за ваши прекрасные человеческие качества. Позвольте от всей души

пожелать Вам чувствовать себя комфортно, уверенно, надежно. Такая дата случается один раз в жизни и пусть она ознаменуется яркими, незабываемы событиями.

Желаем, чтобы Ваша жизнь была наполнена счастьем, любовью, заботой, вниманием родных и близких. Пусть все мечты сбудутся, а удача будет сопутствовать всем Вашим близким!

УДК 811.80.1.

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ФРАКТАЛЬНЫЙ ПОДХОД В СИСТЕМЕ ПОДГОТОВКИ СПЕЦИАЛИСТОВ 21 ВЕКА

Аннотация. В данной статье излагаются основные положения теории и интегральной технологии трёхъязычного образования как теоретической основы в новой педагогической парадигме дидактики начала XXI в. Синергия методической системы интегральной технологии по развитию интеллектуального потенциала магистрантов и студентов в процессе выработки умений и навыков благодаря самодисциплине и силе воли обеспечена достаточным уровнем речемыслительных способностей и нелинейного критического мышления для становления созидательной личности. Практические занятия разработаны в аспекте фрактальной дидактики.

Ключевые слова: интегральная технология, синергетические принципы, самообучение, нелинейное мышление, фракталы, фрактальная дидактика.

FRACTAL APPROACH IN MULTILINGUAL EDUCATION FOR TRAINING SPECIALISTS OF THE 21ST CENTURY

Abstract. This article is devoted to the consideration of synergetics as the basis of a new approach to designing the educational environment of a university. A model of the educational environment is proposed, which can be used as the basis for the design and construction of an appropriate teaching system by a university teacher. In the aspect of the formation of a bilingual personality, then a trilingual, and then a multilingual personality. The article is aimed at presenting the logic of support for selfmotivation and self-education of research abilities in developing skills and selfdesign skills of creative competitive specialists. Practical tests are developed in the aspect of fractal didactics.

Keywords: integral technology, synergetic principles, self-learning, nonlinear thinking, professional abilities, hierarchy of concepts, self-organization, fractals, fractal didiactics.

Введение. Клаус Шваб отмечает, что проблема глобальных катастроф волнует мировое сообщество, и приводит слова Фредерико Майора, общественного деятеля и Генерального директора ЮНЕСКО (1987 – 999гг.): «Мы можем превратить причину экономических кризисов, физическую силу, в силу духа и разума, решить все мирным путём, претворить новые идеи в новые достижения» [1, с.8].

Фредерико Майор считает, что мы, ныне живущие, «должны убедить всех, что решение лежит не в желании иметь и владеть, а быть и существовать» [1, с..8; 5]. Необходимо реализовать идеи великого гуманиста Ч. Айтматова, который считал культуру рычагом действий человека, потому что именно культура отражает степень свободы человека.

Необходимость гармонии общества и экономики осознают многие экономисты, и один из таких-академик НАН РК У. Баймуратов, издающий свои труды по актуальным проблемам мировой финансовой системы на трёх языках с целью анализа причин экономических кризисов, в том числе и кризиса 2008г. Барри Сильверштейн, эксперт «FOREWORD reviews», анализируя книгу, изданную на английском в США, считает, что впечатляющая книга «решает такую сложную проблему, как неравенство в доходах».

Материалы методы. Наряду с традиционными методами исследования (анализом, синтезом, моделированием учебного процесса, обобщением, анкетированием) обязательны

педагогический эксперимент и, главное, адаптирование метода математического моделирования к предметному обучению к иерархической системе полиязычного образования [3, с. 271–288].

Обсуждение.

В эпоху информационного бума, сложно ориентироваться в том, как отбирать тексты для саморазвития. Г.Г. Малинецкий писал и неоднократно повторял на своих семинарах, что во всем мире «обычно на лекциях излагаются наиболее важные, узловые моменты читаемого курса, а на семинарах рассматривается весьма небольшой круг наиболее трудных вопросов: небольшой, по сравнению с общим объемом материал, который студент осваивает» [4, с.6 – 8].

На этапе практического применения в обучения реализуются следующие ключевые синергетические принципы: принцип топологически правильного соединения простых структур в сложное целое, концентрический принцип координации лексико-тематического материала, циклического повторения учебного материала, которые являются параметрами порядка по реализации целевой модели. Они определяют закономерности самоорганизации диссипативной методической системы и обеспечивают планируемый результат-функциональную грамотность будущего специалиста. Интегральная технология с синергетическим подходом обеспечивает эволюционный переход от общедидактических и частнометодических к синергетическим принципам воспитания созидательной личности учителя и ученика в предметном обучении. Одновременно интегральная технология обеспечивает становление и развитие критического мышления студентов и функциональной грамотности учителя, преподавателя, способного воспитывать созидательную личность специалиста-магистра, творческого педагога с креативным мышлением. При такой дидактической системе обучающиеся на всех уровнях осознают взаимозависимость людей, сообществ и государств, способен подготовить человека с современным мировоззрением, который может выстоять в новом темпе жизни, рефлексируя на вызовы времени, преодолевать пространство и время в кризисных условиях бурно развивающейся эпохи четвёртой промышленной революции.

Для самоконструирования функциональных умений, навыков и достижения поставленной цели необходимо преодолеть много трудностей, так как надо потратить массу личного времени и проявить силу воли, чтобы иметь привычки для самомотивации, решая сложные проблемы. «Пропасть между желанием и делами, которые необходимы для его реализации, зачастую бывает широкой, глубокой и загадочной, как чёрная дара. Именно это отличает тех, кто претворяет свои мечты в жизнь», – так пишет Брайен Трейси, известный в мире исследователь и консультант руководителей крупнейших мировых компаний [5, с. 8]. Именно он изложил практический аспект теории мотивации, её основные принципы, нужные магистрантам и молодым специалистам. Кроме работ таких прагматиков, умеющих показать применение теоретических знаний в различных жизненных ситуациях, особенно мотивируют нас и коллег целеустремлённость не только выдающихся зарубежных педагогов, бизнесменов, консультантов, но и казахстанцев, ставших великими профессионалами мирового уровня благодаря трудолюбию и ответственности.

Обеспечить системную работу 99-100% обучающихся и выработать навыки сознательного отношения к выполнению СРМ(С), СРМП(С) нам удалось на практических занятиях по русскому языку на бакалавриате и на занятиях по профессиональному русскому языку в магистратуре. В результате обобщения постэкспериментального опыта работы мы получили выводы о фрактальной дидактике. Определение фрактала в серии наших учебников и пособий представлено в трёхъязычном глоссарии [6, с.441 – 470]:

Таблица 1 – Определение термина «фрактал» в дидактике

қазақша	на русском языке	in English
Фракталдар – көлемді инварианттылық пен өзіне ұқсас қасиеттерді білдіретін нысандар. Инвариантқа қатысты мәдениеттің варианттары фракталдар болып есептеледі: мәдениет және	Фракталы – объекты, которые обладают свойствами самоподобия или масшабной инвариантности. Фракталами являются варианты культуры по отношению к инварианту: культура и концепт; варианты	Fractals are objects that have properties of self-similarity or scale invariance. Fractals are variants of culture in relation to the invariant: culture and concept; variants of the technique to the invariant: technique and technology

концепт, әдістеме мен технология. (В.Г. Зинченко, В.Г. Зусманнан аудардыкқ)	методики к инварианту: методика и технология (по В.Г. Зинченко, В.Г. Зусман ...).	(V. G. Zinchenko, V. G. Zusman and others).

Фракталы могут обладать эмерджентными свойствами. Под эмерджентностью в теории систем понимается появление у системы свойств, не присущих ее элементам в отдельности, несводимость свойств системы к сумме свойств ее компонентов. Новыми свойствами в языке и речи являются новые оттенки значений и смыслов слов.

Синергетика исследует те ситуации, когда введение новых управляющих параметров приводит к качественному изменению системы. Фрактальный подход способствует эволюционному переходу от хаоса к порядку. Известно, что основоположником теории фракталов считается Бенуа Мальдеброт, который определял фракталы как множества, обладающие самоподобием [7, с.16]. В настоящее время теория фракталов разрабатывается достаточно интенсивно: известны теории фрактальной геометрии, физики, логики, искусства и социальных наук [8, с. 450 – 459].

В наших исследованиях на формально-семантическом уровне фрактал само-(самоподобие, саморефлексия, самодисциплина, и самомотивация) употребляется для реализации стратегической цели – самоконструирования созидательной личности в системе интегральной (цельной) технологии с синергетическими принципами, как и у А.А Ушакова. Фракталами в нашей системе являются методы и приёмы, иерархически повторяющиеся на каждом уровне усвоения второго/ третьего языков на более сложном тексте. Например, ассоциативный метод для понимания и осознанного употребления сложного термина, когда научное понятие сопровождается ассоциативным фреймом, таблицей, символом. В синергетике фракталы – объекты, которые обладают свойствами самоподобия или масштабной инвариантности. Фракталами являются варианты культуры по отношению к инварианту: культура и концепт; варианты методики к инварианту, методика и технология. Теория дидактики и её теория предметного обучения обычно исследуется в методике, а реализуется в учебном процессе. Здесь решающее значение имеет деятельность педагога и обучающегося, и успех, результативность зависят от уровня готовности к преподаванию и учению, то есть сформированности личностных качеств как ответственность и настойчивость. Процесс обучения, в котором главное сотрудничество и соизучение, мы называем технологией. В синергетическом аспекте разработка теории начинается с анализа устойчивых структур в частной дидактике, то есть с аттракторов. Если субъект оказывается «заряженным» энергетикой этой среды и выступает как ее составная часть, то начинается становление так необходимых качеств личности. Как говорят: «Человека делает среда». Если нет естественной речевой среды, важно создать педагогическую ситуацию профессионального общения, педагогические игры. Такие ситуации создают критические точки нелинейной системы для формирования трёхъязычной личности, под воздействием прежде всего осознания параметров порядка, происходит процесс, который называют флуктуацией. Этот переход часто характеризуют как процесс возникновения порядка из хаоса.

Таблица 2 – Лексико-грамматический концентр (3 урока по одной теме)

1-й урок	2-й урок	3-й урок
Текст: социокультурный, художественный, профессиональный	Теория языка	Задания для развития продуктивной речемыслительной деятельности
Цель-результат	*Цель-результат*	*Цель-результат*
Формирование коммуникативной репродуктивной речи	Развитие лингв. мышления. Сформированность навыков критического мышления	Дискурсивная субкомпетенция в устной и письменной форме.

Предлагаемые задания:

1-й урок. Чтение текста, изучающее, упражнения по восприятию, пониманию и усвоению-пересказу работа с глоссарием.

2-й урок. Теория и практика культуры речи. Усвоение структуры языка на основе слов, предложений из текста. Упражнения по теории грамматики и научному стилю. Репродуктивные упражнения.

3-й урок. Коммуникативные, интерактивные и творческие задания. Презентации по выполненным творческим и проектным заданиям.

Заключение. Таким образом, серия учебников по трёхъязычному образованию, подготовленная учёными РК, заложила основу новой парадигмы дидактики на основе синергетического подхода в предметном обучении.

Иерархия фрактально структурированной методической системы на бакалавриате обеспечила выработку В-уровня обученности русскому в соответствии со смарт-целью. Фрактальная дидактика в предметном обучении на бакалавриате обеспечивает доступность и быструю усвояемость учебного материала. Достаточно сложная синергетическая методология и весь лексико-тематический минимум воспринимаются на лекциях-беседах, которые проходят ка проблемные семинары, на СРМП и защитах проектных заданий. В такой иерархической последовательности мв обеспечили качественное выполнение исследований по докторским диссертациям

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УДК 378.14.004

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СОВРЕМЕННЫЕ ЦИФРОВЫЕ ТЕХНОЛОГИИ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ

Аннотация: Одной из перспективных образовательных информационных технологий в мире являются технологии дистанционного обучения. Дистанционное обучение дает возможность обучаться студентам на расстоянии от образовательного центра и этим самым расширяет границы образования, выходя даже за рамки одного государства. В статье показаны основные направления и пути реализации дистанционного обучения в иноязычном образовании, их преимущества и проблемы, а также необходимые условия для проведения образовательного процесса.

Ключевые слова: дистанционное обучение, модуль, дистанционные технологии, тьютор, интернет, электронный контент, цифровые образовательные ресурсы.

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MODERN DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

Abstract: One of the most promising educational technologies are the technologies of distance learning. Distance learning gives students the opportunity to study at a distance from the training center and thereby expands the boundaries of education, going even beyond a single state. The article shows the main directions and ways of implementing distance learning in foreign language education, their advantages and problems, as well as the necessary conditions for the educational process.

Keywords: distance learning, module, distance learning technology, tutor, Internet, digital content, digital educational resources.

В век информационных, и сегодня уже цифровых технологий, подход к образованию претерпел существенные изменения. Сегодня можно учиться, не проводя много времени в аудиториях, а иногда, и вовсе не выходя из дома.

Переход на рыночную экономику в эпоху цифрового общества предъявляет к выпускникам более высокие требования. Рыночная экономика уже не ограничивается лишь профессиональными качествами специалиста, а требует от них и ряд других качеств, включая и цифровую компетентность. В глобальном обществе, с цифровой экономикой, по-настоящему конкурентоспособным становится человек, знающий специфику своей профессии, умеющий работать в команде, коммуникабельный, стабильный в стрессовой ситуации, способный выполнять профессиональные задачи, владеющий необходимыми профессиональными и цифровыми компетенциями. В первую очередь, это необходимо современному педагогу, как передатчику знаний и воспитателю современного поколения «Z». Завтра педагогов, не владеющих указанными компетенциями, заменят те, кто ими владеет.

Не случайно, выступая на августовском совещании педагогов, Президент Токаев К.К. подчеркнул, что во всем мире ведущей идеей в воспитании детей становится развитие их креативного потенциала, обучение их цифровым технологиям и точным наукам. На учителей и педагогов возлагается надежда воспитать поколение открытое всему новому и прогрессивному [1].

Система отечественного образования, в том числе и система иноязычного образования, в последние годы переживает существенные изменения. Эти изменения в большей степени связаны с более высокими требованиями рынка труда к системе профессионального образования. Поэтому вопрос о модернизации образования, использования новых методик преподавания, активном развитии цифровых технологий в процессе обучения студентов, становится своевременным и актуальным.

В своих трудах академик Кунанбаева С.С. подчеркивает, что информатизация образования является способом достижения нового качества образования, поскольку она определяет направления изменения образовательного процесса, приоритеты, содержательный ресурс развития [2].

Говоря об информатизации образования необходимо отметить, что наивысшей точкой информатизации образования является дистанционное обучение. Использование дистанционных образовательных технологии (ДОТ) в иноязычном образовании, в сочетании с контактными формами обучения, как нельзя лучше отвечает современным тенденциям развития высшего образования и дает возможность реализовать задачи развития автономности обучающегося, его саморазвитию и самосовершенствованию [3].

В современном мире внедрение информационных и цифровых технологий в сферу образования, рассматривается как одно из важнейших этапов его реформирования и, во многом, определяет пути дальнейшего развития общества. Поэтому во всех развитых и во многих развивающихся странах мира, осуществляются широкомасштабные программы информатизации образования, изыскиваются пути повышения результативности образования, вкладываются значительные средства в разработку и внедрение новых информационных технологий, открываются вузы нового типа, такие как: дистанционный универсистет, виртуальный университет,

открытый университет, в которых обучение проходит с использованием цифровых технологий [4, с. 62,5].

Дистанционное обучение, наиболее активно стало развиваться с появлением интернета и компьютеров и внедрилось в систему образования всего мира, как альтернатива традиционному обучению. Однако в период мировой пандемии (COVID-19) дистанционное обучение достигла небывалых размахов, переводя на удаленное обучение практически всю систему образования, начиная от школ и кончая вузами.

Именно в этот период вскрылись все недочеты и отдельные провалы в проведении дистанционного обучения. Причиной этому стала не сама форма дистанционного обучения, а те недочеты, которые оказались по вине ее организаторов. К ним можно отнести слабый интернет и его отсутствие, особенно в сельской местности, неподготовленность многих учителей школ и преподавателей вузов к проведению дистанционного обучения, а также неподготовленность обучаемых к занятиям на расстоянии, плохо разработанный учебный контент, неумение работать самостоятельно, низкая самостоятельная познавательная деятельность обучающихся и многое другое. Если в вузах дистанционное обучение прошло практически, без каких-либо проблем, то для школьного образования, обучение оказалось на грани срыва. Причина здесь не столько в отсутствии интернета, сколько в том, что учителя школ стали переносить методику традиционного обучения на дистанционное. В то время, как дистанционное обучение имеет свою методику проведения занятий, отличную от традиционного [4, с.62].

Дистанционное обучение требует переосмысления системы организации обучения, четкого определения роли обучающихся и преподавателя, корректировки известных и разработки новых методик обучения. При грамотном осуществлении дистанционного обучения, можно значительно улучшить образовательный процесс, который не будет уступать традиционному обучению. Умелое сочетание очных форм обучения и дистанционных может открыть большие возможности при реализации возросших требований, предъявляемых современным обществом и экономикой при подготовке молодых специалистов. Сегодня цифровая экономика требует специалистов с развитым критическим мышлением, способных к самоорганизованному и саморегулируемому обучению, обладающих цифровой компетенцией и готовности стоять у истоков перемен. Мир динамичен, отмирают годами существовавшие профессии, возникают новые, ранее не известные, все это должны учитывать вузы, готовя выпускников в эпоху информационного общества.

КазУМОиМЯ им. Абылай хана последовательно модернизирует систему обучения, в соответствии с требованиями современного общества. Активно проводится работа по внедрению цифровых технологий в учебный процесс и в управление вузом.

Так, в университете в 1997 году, по поручению ректора Кунанбаевой С.С., был создан НИИ «Информатизации профессионального образования» (1997-2000 гг.)., руководство которым возложили на доктора педагогических наук, профессора Нургалиеву Г.К. Именно в этом НИИ, одними из первых вузов в Казахстане, стали разрабатываться электронные учебники на основе модульной технологии обучения, а, в последствии, эта работа была продолжена в Национальном Центре Информатизации, где разрабатывались цифровые мультимедийные образовательные ресурсы для различных уровней образования и электронные учебники для школ [5].

В 2015 году была открыта кафедра «Профессиональная цифровизация образования», зав. кафедрой, иностранный ученый доктор PhD Ташкын Еркан. Разработаны и внедрены в учебный процесс по всем специальностям вуза курсы на английском языке: «ИКТ в образовании» (для студентов младших курсов) и «Цифровизация профессионального образования специалиста» для студентов старших курсов.

Для реализации и управления дистанционным обучением в КазУМОиМЯ применяется система MOODLE.

На портале portal.ablaikhan.kz пользователи, пройдя регистрацию, могут бесплатно получить доступ к образовательным материалам по своим предметам, выполнить задания, пройти пробное тестирование, получить методическую помощь.

Moodle позволяет организовать обучение в процессе совместного решения учебных задач, осуществлять взаимообмен знаниями. Широкие возможности для коммуникации, что является одной из самых сильных сторон Moodle. Поддерживает обмен файлами любых форматов - как между преподавателем и студентом, так и между студентами или между самими преподавателями.

Система Moodle обладает богатым набором инструментов для представления материалов дистанционного курса и организации работы с этим материалом. Курс в системе Moodle, можно

разбить на отдельные темы, по каждой из которых преподаватель готовит информационный материал, а студенты размещают выполненные задания. Каждая тема должна состоять из краткого описания содержания и набора некоторых объектов темы. Эти объекты в системе Moodle принято разделять на ресурсы и элементы курса. Под *ресурсом* понимается способ предоставления информации. Под *элементом* курса понимается некоторый механизм, облегчающий усвоение представленного материала.

В системе Moodle предусмотрены следующие виды ресурсов:

1. Текстовая страница и веб-страница

2. Ссылка на файл или веб-страницу

3. Пояснение и многое др.

В качестве ресурса может выступать любой другой материал для самостоятельного изучения, проведения исследования, обсуждения: электронные учебники, презентация, иллюстрация, аудио или видео файл и др.

При подготовке и проведении занятий в системе Moodle преподаватель использует набор элементов курса, в который входят: глоссарий, задание, практикум, рабочая тетрадь, опрос, форум, чат, видеоконференции, wiki, урок, тест. Варьируя сочетания различных элементов курса, преподаватель может организовать изучение материала таким образом, чтобы формы обучения практически не отличались от традиционных.

Особую роль в ДО играет контроль, за организацией учебного процесса. Университетом разработан электронный журнал, регистрирующий проведение занятий, а также электронная ведомость, в которую преподаватель ставит текущие оценки и оценки по рубежному контролю. Электронная ведомость автоматически сама выставляет среднюю оценку при изучении курса. При проведении обучения с использованием ДОТ, можно проводить ЧАТы, видео – конференции с использованием видео – средств и различных платформ, таких как ZOOM, Microsoft Times и другие, обеспечивающие визуальный контакт с обучаемыми и необходимую степень интерактивности.

ДО используется и при обучении по программе двойного диплома, академической мобильности или стажировки в другой стране. Кроме того, ДО могут быть эффективным средством для организации непрерывного образования, когда обучающиеся, не отрываясь от своей работы, может повышать свою квалификацию в свободное от работы время, реализуется тезис Юнеско **«Обучение на протяжении всей жизни»**.

Таким образом, применение дистанционного обучения позволит вузам реализовать модель **инновационно-ориентированного вуза,** являющегося значимой единицей экономики знаний.

Внедрение информационных технологий в систему образования не ограничивается только лишь созданием e-learning и использованием ДОТ. Этот процесс идет значительно шире: многие вузы, в том числе и КазУМОиМЯ им. Абылай хана в настоящее время перешли на электронное управление деятельностью путем создания *электронных университетов.*

Преподаватели иностранного языка уже внедрили новшества технического прогресса в педагогический процесс. Применение информационно-коммуникационных технологий и цифровых технологий на занятиях иностранного языка полностью доказало свою эффективность. Использование цифровых технологий помогает повысить уровень преподавания, обеспечивает наглядность, аудио поддержку, контроль знаний, содержит большой объем информации и мотивирует студентов к обучению.

 Очень эффективным в плане использования ИКТ в учебном процессе иноязычного образования стал элективный курс для магистрантов «Информационно- коммуникативные технологии в иноязычном образовании» (3 кредита), а также в 2022-23 учебном году для докторантов был разработан курс «Современные информационно-технологические методы в иноязычном образовании» (5 кредитов). Магистранты и докторанты в ходе изучения этих курсов знакомятся с новейшими информационными технологиями, которые могут быть успешно применены в практике изучения иностранного языка. В ходе изучения курса, обучаемые приобретают навыки разработки электронного учебного контента с использованием ЦТ (аудио-, виде- вставки, анимационные вложения, интерактивные задания, тестовые вопросы и т.д.), что дает возможность активного, иногда в игровой форме, обучения иностранным языкам и большой мотивации обучающихся. В ходе проведения данных курсов проверка выполнения практических заданий, а также заданий по самостоятельные работы (СРМ) и самостоятельной работы под

контролем преподавателя (СРМП) осуществляется дистанционно через систему MOODLE, которая эффективно работает на всех ступенях образования нашего университета.

Система MOODLE предоставляет огромный спектр возможностей для организации дистанционного обучения в языковом вузе:

– форумы и блоги, позволяющие организовать пространство для представления и обсуждения результатов своей деятельности;

– wiki, с его помощью можно организовать коллективную работу с документами;

– создание глоссариев, позволяющие организовать коллективную работу над списком терминов, которые будут автоматически связываться по всему содержимому курса;

– создания web-страниц с возможностью вставки графических объектов, аудио и видео;

–создание электронных тестов самоконтроля;

– размещение файлов любого формата;

– базы данных, являющиеся расширением идеи глоссариев;

–интерактивные лекции;

– семинары, позволяющие организовать многопозиционное, многокритериальное оценивание работ учеников;

– дискуссии в виде чатов и форумов и др. [6, с.32].

Дистанционное обучение в КазУМОиМЯ может проводиться и в интеграции с традиционным обучением (смешанное обучение), что дает большие возможности для лучшего усвоения языка и его основных теоретических материалов.

Поскольку дистанционное обучение, это обучение на расстоянии, то и учебный контент его несколько отличается от традиционного. Учебный контент для дистанционного обучения – это содержание учебных электронных курсов, учебных материалов, размещаемых в электронной учебной среде в виде файлов различных форматов (текст, рисунки, виде-, медиа- файлы) или в виде ссылок на различные интернет- сайты и образовательные ресурсы. Он предназначен для самостоятельной работы обучающихся, поэтому должен содержать разъяснения, инструкции, справочные материалы, тесты для самопроверки знаний, план работы, формы обратной связи и т.д. Очень важно в процессе дистанционного обучения использовать электронные учебники и другие цифровые образовательные ресурсы. По мнению профессора Нургалиевой Г.К. «электронные учебники являются инновационной педагогической продукцией, представляющей собой с одно стороны, информационно – образовательную среду для учителей, учащихся и родителей, а с другой стороны – технологию электронного обучения, как интерактивного дистанционного взаимодействия субъектов образовательного процесса» [5].

Применение дистанционного обучения позволит вузам реализовать модель **инновационно-ориентированного вуза,** являющегося значимой единицей экономики знаний.

Таким образом, использование цифровых технологий в иноязычном образовании позволяет построить новую модель учебного процесса, создать качественно новую систему управления образованием, формировать новую модель личности выпускника, в условиях открытого информационного общества.

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ТЕХНОЛОГИЯ «DIGITAL STORYTELLING» В ФОРМИРОВАНИИ НАРРАТИВНОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В данной статье представлены возможности применения технологии «digital storytelling» (DS) в процессе формирования нарративной компетенции будущих учителей иностранного языка. DS сочетает в себе традиционное повествование и цифровые технологии, что делает его уникальным мультимедийным продуктом. Автор обращает внимание на то, что DS — это образовательная технология с отличительными характеристиками и особенностями. Представлены примеры использования мультимедийных инструментов для создания цифровых повествований. Обучение студентов созданию цифровых повествований способствует развитию необходимых для будущих учителей ИЯ коммуникативных, нарративных, поисковых, рефлексивных умений, а также критического и креативного мышления. Также, в статье рассматриваются различные виды деятельности для разработки собственных цифровых нарративов студентами.

Ключевые слова: нарративная компетенция, нарратив, digital storytelling, образовательная технология, иноязычное образование.

«DIGITAL STORYTELLING» TECHNOLOGY IN THE FORMATION OF NARRATIVE COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract: The article discusses the use of digital storytelling (DS) or digital narration in foreign language education in the formation of future foreign language teachers' narrative competence. DS is a type of traditional storytelling, narrative and multimedia technologies, which present a unique multimedia product. The author highlights that DS is a teaching technology with its' characteristic features and peculiarities. There are diverse ways of using multimedia tools for creating digital stories. The process of creating digital stories suggests the development of crucial skills such as communicative, narrative and reflective as well as critical and creative thinking necessary for future foreign language teachers. Article presents some examples of DS activities for students.

Keywords: narrative competence, narrative, digital storytelling, educational technology, foreign language education.

Современная жизнь предъявляет всё более высокие требования к использованию различных методов и технологий в образовательном процессе и в частности на уроках иностранного языка. С внедрением информационно-коммуникационных технологий преподаватели получили еще один отличный способ вовлечь учащихся в активную образовательную деятельность – Digital Storytelling (технология цифрового повествования).

Говоря о применении ИКТ в процессе обучения студентов иноязычной коммуникации, Логинова А. В. отмечает, что при определении цифрового повествования встречаются такие

термины, как «интерактивные повествования», «цифровые документальные фильмы», «цифровые эссе», «электронные воспоминания», «компьютерные рассказы» и т. д. [1, с.2]. Digital Storytelling описывается как разновидность традиционного повествования, выполняемого в цифровом формате. В результате, мы получаем своеобразный медиа-продукт, который использует цифровые инструменты для создания и презентации нарратива.

В современных информационных условиях представления о вещах и событиях поступают к человеку с разных сторон медиапространства, однако в подготовке будущих учителей иностранного языка чтение различных жанров литературы на изучаемом языке было и остается важнейшим источником получения знаний о языке и культуре иного лингвокультурного сообщества, формирования личностных жизненных представлений, расширения уже имеющегося опыта и определения собственных позиций. Однако, проблема заключается в том, что современное поколение, родившееся в век цифровых технологий (digital era), склонно к так называемому поверхностному чтению или скринингу (screen reading) [1, с.2], которое не позволяет погрузиться в суть и содержание текста, выделить основную идею, проследить причинно-следственные связи, логику событий, описываемую проблему, заложенную в контенте, авторскую позицию и контекст. Результатом такого поверхностного чтения становится недостаточная сформированность у студентов профессионально значимых аналитических умений и критической обработки информации. У студентов нет представлений об организации нарратива, его построении с присущей ему структурой и отличительными особенностями: содержательность, логическая связность, структура и соотношение частей (вступления, главной части и заключения) друг с другом, коммуникативной направленности и четко выраженной единой мысли. В следствии, развитие аргументационных навыков, умений убеждать, воздействовать и доказательно презентовать свою точку зрения в personal experience stories у большинства студентов оставляет желать лучшего. Кроме того, видится важным отметить, что наблюдается такая опасная тенденция, когда студенты видят перед собой научную статью, они не умеют с ней работать. Они априори решают, что данный материал исключительно полезен, не содержит отрицательных моментов, замечательно изложен и структурирован, не подлежит критической оценке и может быть принят за истину. Следует вывод, что литературу разных жанров студенты анализировать не умеют, не дают критической оценки представленному материалу, не используют полученную информацию для обработки и креативного использования.

По мнению Азимова Э. Г. и Щукина А. Н., сформированные и развитые навыки чтения позволяют активно использовать изучаемый язык в различных видах деятельности [2, с. 37]. Таким образом, чтение как сложный процесс извлечения информации и ее сравнение со своим опытом, имеющимися накопленными знаниями, представлениями и установками (внутренним контекстом) рассматривается нами как основа в формировании нарративной компетенции будущих учителей иностранного языка. Однако, формирование нарративной компетенции, основанное только лишь на чтении и извлечении, критическом анализе и оценке прочитанного материала оказывается недостаточным и не завершенным, если нет конечного продукта – собственного нарратива. Умение творчески перерабатывать информацию и создавать свои собственные нарративы может быть реализовано с помощью Digital Storytelling - технологии цифрового повествования.

Digital storytelling, объединив звуковое изображение и анимацию в единое целое, становятся полифункциональным средством обучения, положительно воздействующим на студентов. Отличительными чертами цифрового повествования как мультимедийного продукта являются:

– личное творческое повествование в виде логической последовательности аудиовизуальных образов;

– технологическая совокупность объемных изображений, звукового сопровождения, анимации, текстовой и числовой информации;

– интерактивная форма взаимодействия с аудиторией [3, с. 2].

Обучение будущих учителей ИЯ созданию цифровых повествований способствует формированию коммуникативных, поисковых, рефлексивных умений, а также развивает инновационные способы рассказывания, требующие от студентов комбинирования презентационных и аргументационных умений и использования мультимедийных средств и цифровых инструментов на достаточно высоком уровне. Актуализация необходимых

перечисленных умений и навыков студентов в процессе формирования нарративной компетенции происходит поэтапно.

На начальном этапе студенты знакомятся с понятиями: нарративная компетенция, нарратив, особая форма рассказа «digital storytelling» (цифровое повествование). Преподаватель и студенты обсуждают вопрос о том, какие умения необходимы любому специалисту в XXI веке, делая акцент на умениях будущих учителей ИЯ. На данном этапе важно подтолкнуть студентов к выводу о важности формирования умений критического анализа и обработки информации, коммуникативных, презентационных и аргументационных умений, позволяющих создавать собственные нарративы, логически-связно выражая собственную точку зрения. Необходимо отметить, что в современном мире важно не только читать и понимать прочитанную информацию, но и уметь анализировать и оценивать контент, извлекать из него подтекст и основную идею. Знакомство с формой цифрового повествования осуществляется с опорой на материалы обучающего онлайн-ресурса: http://digitalstorytelling.coe.uh.edu [3, с. 5]. Студенты могут получить информацию о видах цифровых повествований, возможностях их использования в обучении, способах их создания, онлайн-инструментах, помогающих создать оригинальный цифровой продукт, и пошаговую инструкцию его разработки.

Второй этап работы мы назвали - аналитико-рефлексивный. Задачами этого этапа являются: актуализация знаний и умений студентов по работе с прочитанным материалом, и тренировка в подборе мультимедийных средств, которые помогут раскрыть содержание нарратива. Студентам предлагается креативно подойти к заданиям:

− переформатировать прочитанный иноязычный текст,

− создать брошюру, постер или mind map, извлекая самую важную информацию из контента нарратива;

− написать аннотацию к прочитанному материалу, подобрав звуковые эффекты.

На третьем этапе осуществляется актуализация профессионально-коммуникативных умений будущих учителей ИЯ. Во время работы с нарративом студентам предлагается применять технологии вдумчивого критического прочтения, а именно: отмечать в тексте ожидаемое/ предполагаемое/неожиданное; организовывать прочитанный материал графически, используя таблицы, схемы или mind map; выделять отдельные элементы нарратива, обращая внимание на особенности структуры, логики и связности. На уровне ознакомления и понимания нарратива развиваются:

−умения выделять в тексте его элементы: ключевые слова, главную идею, наиболее важные моменты, факты или детали, иллюстрирующие конкретную тему и т.д.;

−анализ, синтез и обобщение материала;

−умения объединять смысловые куски в результате установления логической связи между ними;

−группирование и объединение отдельных частей текста друг с другом, выстраивание событий в логическую последовательность;

−умение группировки фактов по какому-либо признаку и т.д.

Умения, связанные с осмыслением текста обеспечивают переработку извлеченной информации. Читающий подвергает извлеченные из текста факты дальнейшей переработке, что, в свою очередь, и приводит к пониманию текста как целостного речевого произведения. Эти умения обеспечивают глубину понимания, прочитанного и то, как читатель интерпретирует извлеченную из текста информацию. К умениям на уровне осмысления текста относятся:

− умение сделать вывод на основе фактов текста; вывести замысел текста, предположить возможное развитие событий и т.д.;

− умение дать оценку изложенному тексту, реализации авторского замысла;

− интерпретация и понимание контекста, его основной проблемы, пропущенной через призму собственного опыта, мировоззрения; создание собственного нарратива.

Переработка и интерпретация читаемого иноязычного текста при помощи цифрового повествования сосредоточены, прежде всего, на критическом прочтении, поскольку его анализ и трансформация возможны лишь в условиях глубокого понимания его контекста. Таким образом, следующий, четвертый этап – это этап интерпретации текста или процесс трансформации проработанного текста в новый продукт в форме цифрового повествования. Алгоритм создания цифровой истории включает следующие шаги:

– Первый. Определение основной идеи будущей истории. Основная идея цифрового повествования зависит от точки зрения его автора. На этом этапе студентам важно определиться с собственной позицией. Она может перекликаться с замыслом автора нарратива, либо представляет собственную идею студента. После этого важно сформулировать главный вопрос истории, который раскроет замысел автора и заинтересует зрителей.

– Второй. Написание истории, согласно правилам организации и структуры нарратива. Студент начинает с введения, где ставится главный вопрос, продолжает основную часть, в которой приводятся основные доводы и формулирует заключение.

– Третий. Студенты продумывают аудиовизуальную поддержку истории и подбирают цифровые материалы (фото, аудио, видео, графика и пр.). Этот этап может оказаться нелегким, если предыдущие шаги создания цифрового повествования пропущены студентами. Выбор изобразительных, визуальных и музыкальных средств настолько велик, что отсутствие надлежащего проектирования и четкого планирования может значительно замедлить работу.

– Четвертый. Монтаж истории. На начальном этапе монтажа цифрового повествования студенты могут воспользоваться готовыми шаблонами для их производства, где им остается лишь добавить подобранное звуковое сопровождение. Затем, по мере возникновения интереса и уверенности, можно воспользоваться более сложными онлайн-инструментами, предоставляемыми такими ресурсами, как: VoiceThread, Pinnacle Studio, Movie Maker, WeVideo [4, с. 10]. Данные программы позволяют компилировать различные текстовые форматы, видеоредакторы позволяют создавать и накладывать титры, осуществлять цветовую и тональную коррекцию изображения, микшировать звук и создавать спецэффекты.

– Пятый. Презентация и защита цифрового повествования. Важно отметить, что просмотр истории должен длится не более 3–4 минут. Студенты могут разделить свое выступление на следующие части:

• pre-watching, выделяется для вступительного слова до просмотра, когда студент подготавливает согруппников и мотивирует, могут быть разработаны задания или проблемные вопросы, чтобы задать установку на просмотр. Такой методический прием обеспечивает вовлеченность группы в просмотр истории, не позволяя студентам отвлекаться.

• while-watching период во время просмотра дается студентам не только для того, чтобы вникнуть в историю, но и выполнить данное им задание или вопросы на pre-watching.

• after-watching после завершения презентации нарратива, когда задача студента-автора получить отклик от преподавателя и согруппников. Это наиболее оживленная и интерактивная часть, в которой студенты могут устроить дебаты, провести тестирование или активную деятельность в игровой форме.

Видится важным заключить, что отзывы и оценивание играют огромную роль на завершающем этапе. Студентам-авторам необходимо выслушать мнение не только преподавателя, но и согруппников. Оцениваются наиболее важные моменты цифрового повествования, а также умения студентов представить свою историю на должном уровне. Обсуждаются содержательная и техническая (цифровая) сторона представленного нарратива. Все эти умения в комплексе обеспечивают, на наш взгляд, развитие нарративной компетенции будущих учителей иностранного языка при чтении литературы разных жанров.

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СЕКЦИЯ 1.
БАҒДАРЛАМАЛАРДЫҢ, ОҚУЛЫҚТАР МЕН ОҚУ ҚҰРАЛДАРЫНЫҢ ҚҰРЫЛЫМЫ
МЕН МАЗМҰНЫНДА ШЕТ ТІЛІНДЕГІ БІЛІМ БЕРУДІҢ КОГНИТИВТІ
ЛИНГВОМӘДЕНИ ӘДІСТЕМЕСІН ІСКЕ АСЫРУ
СЕКЦИЯ 1.
РЕАЛИЗАЦИЯ КОГНИТИВНОЙ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ МЕТОДОЛОГИИ
ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В СТРУКТУРЕ И СОДЕРЖАНИИ ПРОГРАММ,
УЧЕБНИКОВ И УЧЕБНЫХ ПОСОБИЙ
SECTION 1.
IMPLEMENTATION OF COGNITIVE LINGUOCULTUROLOGICAL METHODOLOGY OF
FOREIGN LANGUAGE EDUCATION IN THE STRUCTURE AND CONTENT OF
PROGRAMS, TEXTBOOKS AND TRAINING MANUAL

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АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ЛИНГВОКУЛЬТУРОЛОГИЯЛЫҚ ҚҰЗЫРЕТІН ҚАЛЫПТАСТЫРУДАҒЫ ӘДІСТЕМЕЛІК АМАЛДАРЫ

Аңдатпа. Жалпы қоғамның инновациялық дамуы жағдайында білім беру жүйесінде түбегейлі өзгерістер орын алуда, білім берудің вариативті мазмұны ұсынылады, жаңа педагогикалық технологиялар, заманауи тұжырымдамалар мен идеялар пайда болады. Ағылшын тілі мұғалімнің тұлғалық кәсіби маңызды қасиеттерін қалыптастыру мәселесі өте өзекті болып отыр. Болашақта жоғары білім беретін оқу орны қызметінің негізгі нәтижесі кәсіби педагогикалық құзыреттілігі бар шебер-педагог қызметкерлерді дайындау болуы тиіс. Шетел тілі мұғалімі үшін бұл ең алдымен лингводидактикалық құзыреттіліктер. Лингводидактикалық құзыреттіліктерді қалыптастырудың маңызды заңдылықтарын ашу теориялық ережелер жиынтығы ретінде болашақ шет тілі мұғалімінің лингводидактикалық құзыреттіліктерін қалыптастырудың ғылыми тұжырымдамасын жасау. Құзыреттілік оқушы үшін – білім, дағды, қабілет болса, Ұстаз үшін – білім, тәжірибе, іскерлік.

Тірек сөздер: шеттілдік білім беру, лингвокультурологиялық құзырет, шет тілі мәдениеті, лингвокультурологиялық құзыреттілік, коммуникативтік, тілдік, лингвистикалық құрамдас бөліктер, оқыту әдістемесі.

METHODOLOGICAL APPROACHES TO THE FORMATION OF LINGUISTIC AND CULTURAL COMPETENCE OF ENGLISH LANGUAGE TEACHERS

Abstract. In the conditions of innovative development of society as a whole, cardinal changes are taking place in the education system, the variable content of education is proposed, new pedagogical technologies, modern concepts and ideas are emerging. The problem of formation of professionally significant personality qualities of an English teacher becomes very relevant. In the future, the main result of the activities of an educational institution of higher education should be the training of skilled teaching staff with professional pedagogical competencies. For a foreign language teacher, these are primarily linguodidactic competencies. Disclosure of the most important regularities of the formation of linguodidactic competencies development of a scientific concept of the formation of linguodidactic

competencies of a future foreign language teacher as a set of theoretical provisions. Competence for a student-knowledge, skills, abilities, for a teacher – knowledge, experience, business.

Keywords: foreign language education, linguistic and cultural competence, culture of a foreign language, linguistic and cultural competence, communicative, linguistic, linguistic components, teaching methods.

Кіріспе

Жаһандық интеграциялық процестерге бағытталған шеттілдік білім беру жүйесін модернизациялау бойынша қолданыстағы мемлекеттік саясат, ұлтаралық қатынастар мамандарды мақсатты және практикалық даярлау үшін кәсіби қауымдастықтармен, тапсырыс және салалық байланыстың соңғы жылдары табысты қалыптасуына ықпал етті [1]. Сонымен қатар, қазіргі уақытта шеттілдік білім беруде болашақ мамандардың арасында ақпараттың ғылыми және пәндік білімін қалыптастыруға бағытталғандығы айқын көрініс табуда. Ағылшын тілі мұғалімдерінің лингвокультурологиялық құзыреттің мазмұны мен орыны ерекше нақты қадамдармен даму кезеңімен ұштасады.

Шеттілдік білім беру жүйесінде мәдениетаралық коммуникативті қатысым субъектісі лингвокультурологиялық құзыретін халықаралық байланыстар жағдайында зерттелетін ағылшын тілдің ана тілдерімен барабар қарым-қатынас жасауға мүмкіндік беретін қабілет пен талап ретінде қалыптастыру міндеті тіл мен мәдениет пен тең және өзара әсер ететін объектілер екенін ғылыми негіздеу қажеттілігін анықтайды. Тіл мен мәдениетті зерттеу құбылысының мәнін нақтыламай қарастыру мүмкін емес.

Ғылыми категориялар мен терминдердің ішінде семантикалық реңктері бірдей болатын «мәдениет» ұғымы сияқты әртүрлі контексте қолданылатын басқа тұжырымдаманы табу қиындық тудыратыны мәлім. Мәдениет ұғымының кең таралған анықтамасы бұл оның тарихы бейнелер,ойлардың объектілерінің материалдық объектілерінің жиынтығы ретінде түсіну. Осы орайда, мәдениет ұғымының интерпретациясы жалпы барлық адами құндылықтар жетістігінің жинағы екінші әлемі ретінде қарастырылған. Бірқатар еңбектерде мәдениет дегеніміз адамның әлеуметтену процесі жүретін рухани құндылықтар қызметінде жеке игерілген кеңістік деп түсініледі. Зерттеу жобасы аясында, мәдениет ұғымының негіздеуіне В.С. Библердің пайымдауына сүйене отырып: мәдениеті бар жалпы нысаны бір мезгілде қарым-қатынас және болмыстың адамдардың әр түрлі мәдениет өкілдерінің және бұл қарым-қатынас индивидтердің қарым-қатынасы ретінде түсінідіріледі.

С.С. Құнанбаеваның пікірінше, шетелдік білім берудің когнитивті-лингвомәдени әдіснамасы бойынша, құрылымдық іс-әрекет және құрылымдық жүйе ретінде тұжырымдай келе, кешенді және аралық құрылымдық ғылыми танымның құрамдас бөлігі, шетел тіл- шет тілдік мәдениет – тұлға, осыған орай біртұтас ғылыми талдау және дидактикалық зерттеу болып табылады [2].

Лингвокультурология ұғымы – латынның Lingua – тіл, Gultura – мәдениет, Logos – ғылым деген сөздердің жиынтығынан құралып, тіл мен мәдениеттің тоғысуынан пайда болған ұғымдарды зерттейтін ғылым, – деген ұғым береді.

Тіл мен мәдениет мәлесінің қарама-қайшылықтарына: В. Гумбольд, А.А. Потебня, Я. Гримм, Р. Раск, Е.М. Верещагин, В. Г. Костомаров, А. Леонтьев, В.В. Сафонова, В.В. Библер, Г.Д. Томахин және тб.

Қазіргі лингвистика мен лингвомәдениеттануда көптеген ғалымдар қабылдаған тіл мен мәдениет көп салалы ой- тұжырымдар мен түрлі көзқараста дамыды, олар әртүрлі семиотикалық жүйелер болғанымен олардың көптеген ұқсастықтары бар екендігі айқындалған.

Ғалым В.А. Маслова оны былайша анықтайды: "Лингвокультурология – халық мәдениетінің тілде көрініс табуын зерттейтін мәдениет пен тіл білімі тоғысуынан туындаған ғылым" [3].

В.Н. Телия пікірінше: "Лингвокультурология – тілдің корреспонденциясы мен мәдениеттің өзара қатынасының синхронды түрін зерттейтін және сипаттайтын этнолингвистиканың бір бөлшегі" [4], – десе, В.В.Воробьевтің пікірінше, лингвокультурология – тілдік немесе тілден тыс тұтастық құрамындағы бірліктің мәдениетті таныта білу деңгейін зерттейтін кешенді ғылыми пән.

В.А. Маслова лингвокультурология ғылымының зерттеу нысанын, қалыптасу кезеңдерін, әдістемелік, лингвомәдени бірліктердің түрлерін арнайы зерттей отырып, динамикалық даму кезеңдерін төмендегідей белгілейді:

1.Тіл мен мәдениеттің арақатынасы, астарластығын бағамдайтын лингвомәдени көзқарастардың, лингвокультуологиялық ізденістердің бастау алу кезеңі;

2. Лингвокультурология жеке сала ретінде қалыптасу кезеңі;

3.Зерттеу нысаны, ғылыми ұстанымдары мен межелері, теориялық тұжырымдары нақтыланған лингвокультуология ғылымының пайда болу кезеңі.

Қазіргі тіл білімінің даму бағыты қоғамдық-экономикалық қатынастар жүйесіндегі жаһандану үдерісіне төтеп берудің негізінде ұлттық тілдің табиғаты мен асыл қазынасын сақтау үшін, тілдік бірліктерді тіл мен таным тұтастығы, тіл мен мәдениет сабақтастығы, лингвофилософиялық құндылықтар жүйесінен зерделеуді қажет етіп отыр.

Тіл мен мәдениет – адамдардың коммуникативті байланыс жасасып, мәдениет кеңістігіндегі бағдарын айқындауға мүмкіндік беретін құралдар мен таңбалар, мәтіндер.

Мәдениет тілі – бұрын болған не жаңадан пайда болатын түсініктер, ұғымдар, бейнелер және мағынаны жеткізуші басқа да осы тектес мәндік құрылымдар ұйымдасатын нақтылықты түйсінудің әмбебеп формасы болып табылады.

Бұл дәлелдер мәдениет изоморфты емес, тілге гомоморфты, яғни құрылымдық жағынан ұқсас деген қорытынды жасауға мүмкіндік береді. Тіл мен мәдениеттің арақатынасы болып табылатын сурет өте күрделі және көп қырлы.

В.А. Маслова бұл мәселенің шешімін табатын үш амал туралы жазады, бірінші амалды С.А. Атановский, Г.А. Брутян, Е.И. Кукушкин, Е.С. Маркарян және т.б. Бұл амалдың мәні мынада: тіл мен мәдениеттің қатынасы қозғалыста және біржақты, өйткені тіл шындықты бейнелейді, ал мәдениет адамда кездесетін осы шындықтың құрамдас бөлігі болса, онда тіл мәдениеттің қарапайым көрінісі болып табылады.

Мәдени, ұлттық талаптар өзгеруде, тілдің өзі де өзгеруде. Мәдениеттің жеке фрагменттерінде тілдің қызмет етуіне әсері туралы сұраққа жауап беру әрекеттерінің бірі Прага мектебінің және қазіргі әлеуметтік лингвистиканың функционалдық стилінде қалыптасты.

В.Гумбольдт сияқты атақты ғалымдардың еңбектерінде тіл рухани күш ретінде түсіндіріледі. В.Гумбольдттың ойынша, тіл – халықтың рухы, ол халықтың болмысының өзі. Басқаша айтқанда, тіл менталитет қалыптастырушы қызмет атқарады. Ұлттың мәдениеті - ең алдымен, тілде. Ол мәдениеттің нағыз шындығы, ол адамды мәдениетке енгізе алады. Тіл – мәдениеттің ғаламға және өзіне деген тұрақты көзқарасы [5].

В.Гумбольдт концепциясы А.Потебняның «Ой және тіл», С.Балли, И.А. Бодуэн де Куртене, Р.Якобсон және басқа ғалымдар туралы тіл мен мәдениеттің қарым-қатынасы мен әрекеттестігі мәселесін зерттеудің екінші көзқарасы шеңберінде тілдік салыстырмалылық гипотезасы деп аталатын ғылыми қызығушылық тудырады. Бұл гипотеза сөздің кең мағынасында тіл мен мәдениеттің бөлінбейтіндігі мен бірлігін түсінуге негізделген және ойлаудың тілге айтарлықтай тәуелділігін алға тартады .

Бұл тұжырымдаманың ережелерін барынша айқын түрде америкалық тіл ғылымының маңызды өкілдерінің бірі Э.Сапир пайымдауынша: «Адамдар тек заттардың объективті әлемінде ғана өмір сүрмейді, сонымен қатар әлеуметтік белсенділік әлемінде ғана өмір сүрмейді; оларға негізінен белгілі бір қоғам үшін қарым-қатынас құралы болып табылатын белгілі бір тіл әсер етеді. Біз шындықты тілге жүгінбей-ақ толық түсіне аламыз немесе тіл қарым-қатынас пен ойлаудың кейбір белгілі бір мәселелерін шешудің жанама өнімі деп сену қате болар еді. Белгіленген дүние негізінен белгілі бір топтың тілдік нормалары негізінде бейсаналық түрде құрылады. Сонымен қатар құбылыстарды, біздің қоғамдағы тілдік нормалардың осы сөз формасын болжайтындығынан көріп, естиміз және қабылдаймыз.

Материалдар мен әдістер

Тіл мен мәдениетті бірлесіп зерттеу процесінің теориялық және әдістемелік негіздемесінің маңыздылығы соңғы бірнеше онжылдықта пайда болған лингвокультурология бағыттағы бірқатар білім беру әдіснамалық амалдарымен анықталады.

Профессор В.В. Сафонова пайымдауымен, әлеуметтік-мәдени университеттік білім берудің пәнаралық негіздері, сондай-ақ әлеуметтік-мәдени амал шеңберінде тілдік университетте тілдер мен мәдениеттерді бірлесіп оқыту міндеті тұжырымдалған.

Сонымен қатар, О.Х. Мирошникова дәйегі бойынша, жүйеленген тіл педагогикасында лингвомәдени амалдар пайда болды: «Ана тілі мен мәдениетін» игеру процесінде сөйлеуді дамытуға лингвоконцептоцентрлік көзқарас; шет тілді білім берудің құзыреттілік парадигмасында тұлғаның гуманитарлық мәдениетін дамыту тұжырымдамасы; университет студенттерінің

лингвокоммуникациялық мәдениетін қалыптастыру тұжырымдамасы. Лингводидактикадағы лингвокультурология бағыттағы білім беру амалдардың көптігі, бір жағынан, тілдер мен мәдениеттерді интегративті зерттеудің теориялық негіздемесінің өзектілігін көрсетеді, ал екінші жағынан, академиялық тұрғыдан дидактикалық консенсуска қол жеткізу қажеттілігі туралы айтады [6].

Қазіргі білім беру жағдайында тиісті деңгейде қалыптасқан лингвокультурология құзыретінің тек шет тілдері мен мәдениеттері саласында ғана емес, сонымен қатар басқа пәндер мұғалімдеріне де қажет екендігі айқын. Осы мәселені әзірлеу бойынша әдебиеттерді талдау бізге лингвокультурология құзыретінің өздігінен қалыптаса алмайды деп айтуға негіз береді, сондықтан оның пайда болуы үшін белгілі бір күш қажет.

Ағылшын тілі мұғалімдерінің әдіснамалық негізін қамтамасыз ету құралдарын іздеуде біз келесі әдіснамалық амалдар жүгіндік: функционалдық, жүйелік-белсенділік, акмеологиялық, праксиологиялық, аксиологиялық, коммуникативтік, құзыреттілік, қоршаған орта, андрагогикалық.

Осы әдіснамалық амалдарды жүйелі әзірлеу бізді қызықтыратын процесті кешенді зерттеуді жүзеге асыруға, сондай-ақ шеттілдік білім беру жүйесінде лингвокультурологиялық құзыретін қалыптастырудың құрылымдық-деңгейлік функционалдық үлгісін болжауға мүмкіндік береді.

Біздің зерттеу шеңберінде аталған амалдарды сипаттамас бұрын, олардың әрқайсысы туралы жалпы түсінік береміз.

Зерттеудің нәтижелері және талқылау

Функционалды амал белгілі тақырыпты немесе құбылысты оның функциялары тұрғысынан қарастыруды ұсынады. Функция - бұл мақсатты әрекет, белсенді жүйедегі элементтердің мінез-құлқы.

А. Н. Колмогоров, А. Файоль функционалдық амал функциялар жағынан жүйені кешенді зерттеуге бағытталған және жүйенің бейнесі, жүйенің қоршаған ортамен байланысын, функциялардың өзара байланысын зерттеу үшін қолданылады деп санайды, олардың әрқайсысының өзіндік функциялары мен міндеттері бар мамандандырылған салалардың кешенді ұйымдық құрылымын жобалау мақсатында айқындалады.

Бұл амалдың сипаттамасы коммуникация мен сөйлеу ниеттерін жүзеге асыру үшін сөйлеу функциялары мен ұғымдарын қолдануға негізделген.

Жүйелік-белсенділік амалының оның екі компонентінің бірлігінде қарастырған жөн: жүйелік және белсенділік амалдары.

Ғылыми әдебиеттердегі жүйелік амал (А. Г. Афанасьев, В. Н. Садовский, И.В. Блауберг және т. б.) объектілерді ішкі және сыртқы жүйелік қасиеттер мен байланыстар тұрғысынан жүйе ретінде зерттейтін ғылыми танымның әдістемесін білдіреді.

Жүйелік амалдың логикасын және зерттеу объектісін анықтау барысында, оның сыртқы және ішкі қасиеттері мен байланыстарын анықтаңыз және жіктеңіз, оларды кейіннен талдаңыз, зерттеу барысында қажетті нәтижелерге қол жеткізуге мүмкіндік беретін жүйенің оңтайлы құрылымын құруға мүмкіндік беріңіз.

Шеттілдік білім беру жүйесінде педагогикалық кадрлардың лингвокультурологиялық құзыретін қалыптастыру педагогикалық жүйе ретінде өзара әрекеттесетін функционалды компоненттер жиынтығымен нақты анықталған құрылымға ие.

Белсенділік амалын жүзеге асыру бірқатар ережелермен сипатталады:

-лингвокультурологиялық құзыретті қалыптастыру процесінде педагогикалық кадрлардың қызметі мақсатты, жүйелі сипатқа ие және олардың жеке ерекшеліктері мен білім беру ортасының жағдайларына негізделген;

-педагогтың білім алушылардың лингвомәдени құзыреттілігін қалыптастыру жөніндегі қызметі жалпы дидактикалық қағидаттарға сүйенеді және білім алушылардың жеке әлеуетін барынша ашуға бағытталған;

-мұғалімнің лингвокультурологиялық құзыретін қалыптастыру оның кәсіби қалыптасуы мен даму процесіне тікелей әсер етеді.

Осылайша, жүйелі-белсенді амалды жүзеге асыру педагог кадрлардың кәсіби және жеке дамуын қамтамасыз етеді, оның шығармашылық әлеуетін, өзіндік көзқарасын және мәдениетаралық өзара іс-қимылдың басқа қатысушыларымен қарым-қатынасын неғұрлым толық ашуға ықпал етеді. Мәдени дайындықтың ерекше рөлін, кәсіби-педагогикалық ойлауды

қалыптастыру құралы, жүйелік теориялық білім мен тәжірибелік дағдыларды игерудің негізі ретінде әрекет етеді.

Лингвокультурологиялық амалын қолдану шет тілі мұғалімінің қызметіндегі басты қажеттілік деп санаймыз. Алайда, бұл амалдың көрінісі қазақ тілі мен әдебиеті мұғалімдерінің, сондай-ақ тарих және әлеуметтік зерттеулер, әлемдік көркем мәдениет және өнер мұғалімдерінің қызметінде байқалады.

Жүйелі-іс-әрекеттік және мәдениеттанулық амалдарды кешенді пайдалану педагог кадрлардың лингвомәдени құзыреттілігін қалыптастыру процесін көп функционалдылықпен сипатталатын және білім берудің мәдениетаралық парадигмасының негізгі тенденцияларына сәйкес келетін жүйе ретінде егжей-тегжейлі қарастыруға мүмкіндік береді деп санаймыз.

Акмеологиялық амал білім берудің барлық субъектілерінің білім беру қызметін жүйелеуге мүмкіндік береді, осылайша оқыту ішкі қажеттілік пен қажеттілікке айналады, бұл сайып келгенде қазіргі білім берудің негізгі міндетін – білім беру мекемесін жұмыс режимінен даму режиміне ауыстыруды шешеді. Сонымен қатар, бұл амалдардың қажеттілігі қазіргі адамға – табысқа ұмтылатын және кәсіби және жеке дамудың жеке траекториясын дербес құруға дайын коммуникативті, креативті, тәуелсіз тұлғаға қойылатын талаптарға байланысты. Бұл көрсеткіштер бүгінгі таңда білім беру сапасы мәселесі тұрғысынан маңызды және өзекті болып табылады. Акмеология: білім берудің жаңа сапасы.

Білім берудегі праксиологиялық амал педагогикалық қызметтің құрылымын, оның мақсаттары мен міндеттерін, дұрыс ұйымдастырылуын, кәсіби стилін, кәсіби қызметті ұйымдастыру бойынша функционалдық міндеттерді орындау әдістері мен технологияларын таңдаудағы ұстанымын, нәтижесінде жоспарланған нәтижелердің сапалық көрсеткіштерін және мұғалімнің жоғары ұйымдастырылған қызметінің нәтижелілігін анықтайды.

Аксиологиялық амал теория мен практика арасындағы байланыстырушы буын бола отырып, адамның әлемге, өзіне деген құндылық қатынасына негізделген, өмірлік қажеттіліктермен, жалпыадамзаттық құндылықтармен анықталған және рәміздер мен мәдени құралдар жүйесімен өзгертілген тұлғаны дамыту стратегиясын білдіреді.

Біздің ойымызша, комплементарлы амал білім беру жүйесінде педагог кадрлардың лингвомәдени құзыреттілігін қалыптастыру процесінде жетекші орындардың бірін алады, өйткені ол осы процестің тұтастығын, лингвомәдени құзыреттілікті қалыптастырудың барлық кезеңдерінің бірыңғай жұмыс істеуін қамтамасыз ете алады, бұл өз кезегінде зерттелетін құзыреттілік түрін қалыптастырудың тиімділігін едәуір арттыра алады.

Шеттілдік білім беру жүйесінде педагог кадрлардың лингвомәдени құзыреттілігін қалыптастыру бірқатар маңызды доминанттарға сүйенеді: оқу процесін жүзеге асырудағы танымдық перспектива күшейтіледі, ол мағыналы және мақсатты болады; оқу процесінде тұлғааралық және мәдениетаралық өзара әрекеттесу процесінде қолданылатын тілдік бірліктердің маңыздылығы артады; тұлғааралық интерактивтілік пен тілдік құзыреттілік дамиды; мұғалімнің де, білім алушының да сөйлеу-ойлау іс-әрекетінің рөлін арттыру арқылы оқу (таным) процесінің қарқындылығы артады.

Біздің ойымызша, шеттілдік білім беру жүйесінде мұғалімнің лингвокультурологиялық құзыретін қалыптастыру аясында құзыреттілік амалды жүзеге асыру келесі кезеңдерді қамтиды:

- белгілі бір мамандықтың тұжырымдамалық-категориялық аппаратын жүйелеу;
- лингвомәдени құзыреттіліктің даму деңгейіне, оның құрылымы мен мазмұнына қойылатын талаптарды анықтау;
- шеттілдік білім беру жүйесінде оны қалыптастыру процесінің эвристикалық білім беру технологияларын әзірлеу, сынақтан өткізу және іске асыру (2-суретті қараңыз)

Сурет 2. Шеттілдік білім беру жүйесінде ағылшын тілі мұғалімінің лингвокультурологиялық құзыретін қалыптастыру контекстінде құзыреттілік амалды іске асыру

Қоршаған ортаға бағытталған оқытудың психологиялық-педагогикалық тұжырымдамасының дамуына байланысты орта амал әдіснамалық мәртебеге ие болды. Осы тұжырымдамаға сәйкес білім беру мәдениеті мен осы мәдениет жұмыс істейтін білім беру ортасы арасындағы өзара тәуелділік бекітіледі. С. В. Алексеев пайымдауынша, қоршаған орта амалы қоршаған орта мен мәдениеттің қоршаған кеңістіктің сөзсіз өзгеруімен байланысы мен өзара әсерін анықтауға мүмкіндік береді деп санайды. Қоршаған ортаға деген көзқарас педагогикалық ойдың қазіргі даму кезеңінде шешуші болған білім беру ортасының құбылысын түсінуге негізделген [7].

Қорытынды

Ұсынылған функционалды, жүйелік-белсенділік, мәдениеттану, акмеологиялық, праксиологиялық, аксиологиялық, комплементарлы, коммуникативті, құзыреттілік, қоршаған орта және андрагогикалық амалдар ағылшын тілі мұғалімдерінің лингвокультурологиялық құзыретін мазмұндық және құрылымдық компоненттерін анықтаудың барлық нұсқаларын және білім беру жүйесінде қалыптастыруға мүмкіндік береді.

Ағылшын тілі мамандарының лингвокультурологиялық құзыреті – бұл әлеуметтік-нормативтік коммуникативтік тәжірибенің негізін құрайтын, икемді, серпінді, сыртқы әлеуметтік, көпмәдениетті өзгерістерге тез жауап беретін, құзыреттердің кешенді жиынтығына түзетулер мен өзгерістер енгізу қабілеті бар және жоғары деңгейді қамтамасыз ететін лингвомәдениет туралы ақпаратты іріктеу, өңдеу, трансформациялау, негізгі білімі, дағдылары мен амалдарын меңгерген педагог тұлғасының интегративті кәсіби сапасы мен даму көрсеткіші тіларалық, мәдениетаралық, тұлғааралық дамыту шарттары деп айқындаймыз.

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РӨЛДІК ОЙЫН МЕТОДИКАСЫН АҒЫЛШЫН ТІЛІ САБАҒЫНДА ҚОЛДАНУ

Аңдатпа. Аталмыш мақалада автор рөлдік ойындарды қолдана отырып шет тілін қалай үйретуге болатының қарастырады.Сондай ақ автор рөлдік ойынның ағылшын сабағында қолданудың маныздылығын және де әдістемелік әдебиеттерде рөлдік ойын студенттердің стихиялық мінез-құлқы, олардың гипотетикалық жағдайға қатысатын басқа адамдардың мінез-құлқына реакциясы ретінде анықталатының атап көрсетеді.

Тірек сөздер: «мотивация», «сыни тұрғыдан ойлау», «жағдайды мұқият қарастыру», «функционалдық рөлдер».

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USING THE ROLE-PLAYING METHOD IN THE ENGLISH LANGUAGE LESSON

Abstract: In this article, the author considers how to teach a foreign language using role-playing games. The author also emphasizes the importance of using role-playing games in English classes, and in methodological literature, role-playing games are defined as spontaneous behavior of students, their reaction to the behavior of other people participating in a hypothetical situation.

Keywords: "motivation", "critical thinking", "consideration of the situation", "functional roles".

Role-playing is a kind of teaching method in which the student should speak fluently in a given situation, acting as one of the participants in foreign language communication. As we all know, an essential element of Games is to solve a problem situation. This improves the motivation of the statements, as well as makes them convincing and emotional. A role-playing game based on solving a specific problem ensures maximum activation of students' communicative activity. Searching for a solution to a given problem presupposes the naturalness of communication. For example, the need to formulate a problem and solve it contributes to the development of students' critical thinking. And, finally, the need to think carefully about the situation, find the right solution, develops logical thinking, debates and objections, conveys the point of view of the interlocutor.

Researchers have developed certain rules of role-playing games, which I would like to mention:

- the student should be able to put himself in a situation that may arise in life;

- the student must adapt to his role in the presented situation, and in some cases he can play himself, in others - take an imaginary role;

- participants in role-playing games should behave as if they were in real life, their behavior should correspond to their role;

- units of a foreign language should be used for the purpose of communication, not to fix them.

Considering our research, the last two categories of Roles seem to be the most important in foreign language teaching. In particular, functional roles can be considered as minimal communicative blocks that make up a role-playing game. And effective help in choosing a way to solve the problem. In addition, some methodologists note that children happily engage in role-playing games, while adults and adolescents do not actively participate in them, fearing that they will appear ridiculous. Therefore, it is very important to prepare students for role play. First of all, students should be placed differently in the classroom. The most rational is to place the student in a semicircle while communicating both with the teacher and with friends.

There are three stages in the role-playing game:
- preparation,
- real game
- the final.

In the preparation phase in the classroom, an introductory speech by the teacher is considered, which introduces the students to the role-playing situation and the vocabulary of the role-playing game. Home preparation includes reading texts, articles on the subject.

I completely agree with this point, because after the role play, the final stage, which involves the performance of certain tasks, is a necessary element (for example, writing an article for a newspaper on a problem, writing a letter to a friend, etc.).

According to my research, depending on the purpose of the lesson and the level of preparation of students, role-playing games can be conducted in pairs, small groups, and as a whole group.

Pair role-playing game is the simplest type of role-playing game.

Role-playing games in small groups can be conducted in different ways. Some authors believe that all groups should play at the same time, and the teacher should monitor their work, moving from one group to another. But in my personal opinion, there is also such an option: when groups play in turn: one group plays, and the rest listen and evaluate in order to participate in further discussion.

The theme of "Shopping" is very favorable for the use of a role-playing game: as a separate topic for study in the first year, and as a subtopic when passing the topic "Travel". The necessary vocabulary is introduced on the topics "Stores", "Products", "Clothes", the polite address formulas are repeated: Can I help you? What would you like? What can I do for you? , dialogue remarks are introduced on the topic: How much does it cost? What is the price of the skirt? Have you a suit of my size? etc.

A role-playing game is played out (usually in pairs) according to the situation, for example "Preparing for the New Year. You are getting ready for the New Year. You have compiled a menu for the holiday table. What will you buy in the store? Act out a dialogue between the seller and the buyer. Or another situation. "Your friend (girlfriend) has a birthday. You have 2000 tenge. What would you like to buy not very expensive, but at the same time useful for him? Ask the seller to help you." In the second year, the grammatical topic "Indefinite pronouns some, any, no, adverbs a lot of, much, many, (a) few, (a) little" is introduced.

Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role.

The role of the teacher

Some of the possible teacher roles are:

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

"The people we meet are busy, irritable, worried, agitated, tired, have a headache; their breath smells armpits itch, food gets stuck between the teeth; they have quirks, tics and mannerisms, they speak too slowly or too fast, they repeat themselves or lose the thread. They are not necessarily interesting, but they are alive" [1, p. 7]. Role play prepares learners for such unpredictability by adding emotion, ingenuity and mindfulness of the listener to language learning.

You may be asking how to perform a role-playing game without other people and online? As for last year's quarantine period, all schools and educational institutions conducted classes in an online format. Interactive movies can be carefully executed and integrated so that they provide students with a scenario similar to a real-life role-play.

For example, when creating your videos for an RPG, it's important to consider all the people and environments involved in a real-life situation. Whether it's other employees, customers, managers, a noisy call center or an urgent emergency service, you need to provide the most realistic environment for your learners [2].

One way to achieve student goals is to allow the student to choose a character or role. Keeping in mind that role-playing is usually interactive, we need to make sure that the student has some decisions to make or challenges to face. This can be done through multiple choice questions, branching decision points that change how the scenario unfolds, hotspots, or even product creation (depending on what you want to teach).

Role-play in eLearning can bring higher engagement and knowledge retention and is now a realistic choice for learning providers. It definitely allows learners a more engaging, realistic and immersive experience than traditional, static content.

Another way of helping students to learn language is by throwing them into a role play without any preparation whatsoever. In doing so, they recognize the specific language they lack for this particular situation. If you choose to do role plays in this way, it is important to continue the activity with a structured language finding section, followed by another, hopefully improved, attempt at the role play.

Students can gain additional meaning from the context of role playing than from non-context specific book learning and lectures. By means of guidance from clearly developed objectives and instructions, role plays can help students gain knowledge and skills from a variety of learning situations:

- Interview practice—In preparation for career interviews, students can assume the role of the interviewer and/or the interviewee.
- Marketing—In preparation for a class presentation, students can assume the position of a sales representative and sell a product.
- Retailing—To help prepare students for a guest speaker in merchandising course, students can play the role of sales manager and sales representative to gain better insight on the responsibilities of these positions.
- Counseling—In preparing for clinical practice, students can role play a family therapist whose client has revealed she has committed a criminal act.
- Teaching—In preparation for a job fair, students can role play the teacher and the student, or the administrator and the student, or the teacher and a parent.
- Debates—As a spontaneous exercise, the instructor has students briefly prepare arguments for and arguments against positions on a topic such [3] as Logging in the Northwest and the Spotted Owl, Arab-Israeli Conflict or Airline Flight Departure Delays.

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УДК 37.0

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БІЛІМ БЕРУДІҢ ОРТА КЕЗЕҢІНДЕ ШЕТ ТІЛІН ОҚЫТУДЫҢ ҚАЖЕТТІ ЭЛЕМЕНТІ РЕТІНДЕ ЛИНГВОМӘДЕНИ РЕАЛИЙЛЕЛЕР

Аңдатпа. Мақалада мектепте шет тілін оқытуда лингвомәдени реалиийлер туралы зерттелді. Зерттеудің мақсаты – мектепте шет тілін оқытуда лингвистикалық реалийлерді қолданудың теориялық негіздемесі мен практикалық іске асырылуы.

Тірек сөздер: лингвомәдени, шет тілі, оқушылар, мұғалім.

ЛИНГВОКУЛЬТУРНЫЕ РЕАЛИИ КАК НЕОБХОДИМЫЙ ЭЛЕМЕНТ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НА СРЕДНЕМ ЭТАПЕ ОБРАЗОВАНИЯ

Аннотация. В статье исследованы лингвокультурные реалии в обучении иностранному языку в школе. Цель исследования-теоретическое обоснование и практическая реализация использования лингвистических реалий в обучении иностранному языку в школе.

Ключевые слова: лингвокультурный, иностранный язык, учащиеся, учитель.

LINGUOCULTURAL REALITIES AS A NECESSARY ELEMENT OF TEACHING A FOREIGN LANGUAGE AT THE MIDDLE STAGE OF EDUCATION

Abstract: The article examines the linguistic and cultural realities in teaching a foreign language at school. The purpose of the study is the theoretical justification and practical implementation of the use of linguistic realities in teaching a foreign language at school.

Keywords: linguocultural, foreign language, students, teacher.

Әлеуметтік-мәдени құзыреттілік – бұл зерттелетін тілдің елі, оның ерекшеліктері, мәдениеті, дәстүрі, Әлеуметтік және сөйлеу мінез-құлқы туралы білімнің жиынтығы. 4 маңызды компоненттен тұрады:

1. Әлеуметтік-мәдени білім (оқытылатын тілдің елі туралы, рухани және мәдени құндылықтар, дәстүрлер мен әдет-ғұрыптар, ұлттық менталитеттің ерекшеліктері туралы жалпы мәліметтер);

2. Қарым-қатынас тәжірибесі (қолайлы қарым-қатынас стилін таңдау, шет тілі мәдениетінің құбылыстарын дұрыс түсіндіру);

3. Оқытылатын тіл мәдениетінің фактілеріне жеке көзқарас (оның ішінде қарым-қатынас барысында туындайтын қақтығыстарды шешу қабілеті);

4. Тілді қолдану тәсілдерін меңгеру (лексикалық бірліктерді дұрыс формада, мәдениетаралық қарым-қатынастың әртүрлі салаларында қолдану) [1, 211б.].

Елтану материалын қолдана отырып сабақтарды әзірлеу кезінде мұғалім осы сабақтардың мазмұнын анықтап қана қоймай, оларды өткізу формасын да жасауы керек. Оқу материалын ұсынудың жарқын, қызықты түрі, оның эмоционалды бояуы оқушылар үшін оқу пәнінің мазмұнынан маңызды.

Шет тілдерін оқытуда мұғалім ақпараттық технологияларды, жоба әдісін, рөлдік ойындарды, компаративті талдау технологиясын қолданады және оларды ұтымды біріктіреді.

Әлеуметтік-мәдени құзыреттілікті дамыту үшін мәтінде келесі мәліметтердің болуы маңызды:

– зерттелетін тіл елінің географиясы мен тарихы,

– саяси және әлеуметтік өмір фактілері,

– күнделікті өмір фактілері,

– этномәдени ақпараттың болуы,

– әр түрлі символизм, мінез-құлық мәдениеті туралы ақпараттың болуы, оның ішінде әр түрлі жағдайлардағы мінез-құлық ерекшеліктері,

– ауызекі формулалар, қоғамның нормалары мен құндылықтары [2, 153б.].

Шет тілі сабақтарында оқу құралын қолданумен қатар, сабақты қызықты ету үшін жаңа қызықты тапсырмалар мен ойындар жасау керек. Алайда, бұл материалды таңдау кезінде оқушылардың жас ерекшеліктеріне, сондай-ақ балалардың мүдделеріне негізделуі керек. Сонымен қатар, біз оқушылар үшін шынымен қызықты материалды пайдалануымыз керек: әртүрлі рөлдік ойындар, интернет-ресурстар, АКТ, жобалық жұмыс, «синквейн» технологиясы және т.б. балаларға қызықты материалды олар әлдеқайда жақсы есте сақтайды. Бұл оқушылардың белгілі бір тақырыптағы білімдерін жақсартып қана қоймай, жалпы шет тілін үйренуге деген ынтасын арттыруға мүмкіндік береді

Мәселен, мысалы, лингвистикалық реалийлерді қолдана отырып, «English Food» тақырыбында сабақ өткізуге арналған қосымша жаттығулар келесідей:

1. Let's learn the new words.

– hamburger – тартылған бифштекс тоқаш;

– Frank and roll – шұжық қосылған тоқаш;

– cold dry cereal – сүт қосылған сұлы немесе жүгері үлпектері;

– coke – қатты газдалған сусын;

– French toast – сүт пен жұмыртқаға малынған және сары майға қуырылған нан тілімі (таңғы асқа әдетте үйеңкі сиропымен беріледі); үйеңкі сиропы (үйеңкі шырынынан қайнатылған);

– Coffee – күшті сусын;

– Cucumber – қияр;

– Jackfruit – Оңтүстік Америка континентінде өсетін үлкен, жеуге жарамды жеміс;

– burger – бифштекс пен ірімшік сэндвичі;

– cupuassu – какао тұқымдас болып табылатын жеміс.

2. We have a magic box in which there are various delicious dishes. Let's categorize words:

DRINKS	VEGETABLES AND FRUITS	OTHERS

3. Монологиялық сөйлеуді дамыту.

Eating the British way and places to eat in the UK. What can you tell us about British food and places to eat in the UK? Sandwich bars.

Most people in the UK work in offices. They don't have time to make their own lunch. This is why sandwich bars are so popular. In a sandwich bar you can buy sandwiches, pastries, cakes, soft drinks, juice and coffee. Then, you maý choose to eat your lunch there, or take it back to work.

Restaurants.

British people go to restaurants on special occasions like birthdays and anniversaries, or on business meetings. People like to visit all sorts of restaurants. Indian, Chinese, Italian and Mexican cuisine, are all very popular. British food is very tasty as well. The dishes usually include fresh meat or fish with vegetables.

Fish & chips shop.

Fish and chips are England's traditional take-away food. They serve fried fish covered in butter with fried potatoes. People like to add salt and vinegar, peas, tomato ketchup or curry sauce. There are thousands of fish and chip shops all over Britain. Locals and tourists all love to visit them.

Pie & Mash shops.

Pie and mash is one of Britain's most traditional dishes! It is exactly what it says: meat pies with mashed potato in herb sauce. The first pie and mash shop dates back two hundred years. Today, pie and mash shops are very simple and cheap places to eat.

– Mark what you knew and what you learned.

I knew this information :	I learned this information now:

Бұл жаттығулар сөйлеу және оқу дағдыларын жетілдіру, оқуға деген қызығушылықты арттыру, мәтінді оқу дағдыларын және онымен жұмыс істеу дағдыларын бекіту, оқушылардың ой-өрісін кеңейту мақсатында құрастырылған.

Жоғарыдағы кестеде осы материалды жүйелеу оқушыларға әр сұрақтың негізгі мазмұнын бөліп көрсетуге, оқылған нәрсені жалпылауға мүмкіндік береді, бұл сәтті есте сақтауға және одан әрі көбейтуге ықпал етеді.

Негізгі мақсаты: оқушыларды елімізде оқытылатын тілді қолдануға тән өнімдермен таныстыру. Материалдармен жұмыс жасау оқушылардың ой-өрісін кеңейтуге және коммуникативтік құзыреттілігін арттыруға ықпал етеді. Жоғарыда келтірілген жаттығулар кешені – бұл елдің реалийлерімен және олардың бекітілуімен танысу үшін қолдануға болатын жаттығулардың бір бөлігі ғана.

Оқытылатын тілде қарым-қатынас жасау дағдыларын қалыптастырудың қажеттілігі мен маңыздылығы оның сөйлеу әрекетінің барлық түрлеріне, яғни тыңдауға, сөйлеуге, оқуға және жазуға үйретуді қамтитындығымен түсіндіріледі. Елтану материалымен жұмыс істеу кезінде сөйлеуді дамытуға арналған жаттығулардың тиімді түрлерінің бірі – жағдайға таныстыру, мысалы:

city-guide	tourist
Good day, I welcome you to our tour.	*Excuse me, is that.............. ?*
Look to the right, that's	*Great! Unique!*
Now look to the left Exactly, that is the truth of our city.	*The building makes an impressionHow high is.... ?*
In front of us is ..	*What kind of building is this left / right?*
Yes, that's the famous one	*Why.... ?*
... one of the most beautiful buildings inthe city	*From whom........... ?*
	What can we see..?

Елтану мәтіндерімен танысқан кезде оқушылар «ақпараттық алшақтықты» жиі сезінетіні белгілі. Сұрақтардың туындауы оқушылардың тақырыпқа қызығушылығын, ақпараттық олқылықты толтыруға деген ұмтылысын көрсетеді, бұл оларды ақпаратты өз бетінше іздеуге итермелейді. Сабақ кезінде немесе үй тапсырмасы ретінде материалды бекітуге көмек ретінде мұғалім оқушыларға интернет-ресурсты ұсынады: https://learningapps.org

Онда зерттелетін тақырып бойынша ақпаратты иеленудің әр түрлі деңгейіне арналған жаттығулар жасалады. Мұндай жаттығуларды сипаттау, реалийлерді түсіндіру, тиісті көрнекі материалдарды (фотосуреттер, суреттер)пайдалану арқылы лингвистикалық елтану мақсатында қолдануға болады:
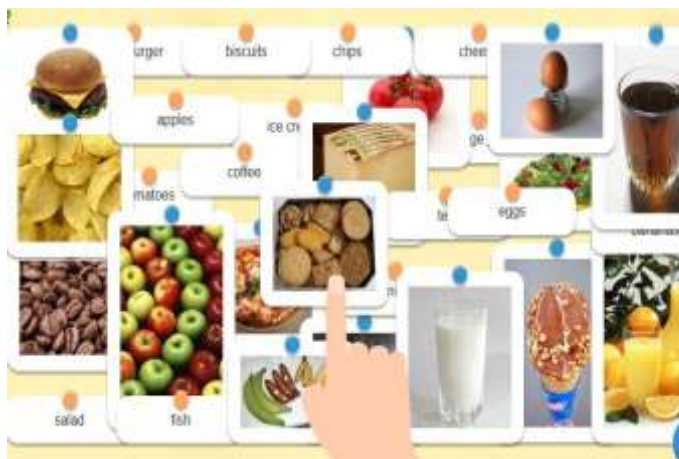
Оқушыларды шет тіліне тиімді оқыту үшін оқу материалдарының мазмұндық жағын анықтау қажет. Мұнда әртүрлі шынайы материалдар, фотосуреттер, жарнамалық даңғылдар, газет мақалаларының кредиттерінен коллаждар, түпнұсқа әдеби шығармалардан үзінділер, хаттар, жеделхаттар, ашық хаттар, әзіл-оспақты суреттер, сұхбат жазбалары, Диалогтар, қоғамдық пікір сауалнамалары және т.б. арқылы заманауи өмір салтын көрсетуге ерекше назар аударылады. Мұның бәрі тілдік материалды семантизациялаудың, коммуникативті жағдайларды құрудың және шет тілін үйренуге деген ынтаны арттырудың тиімді құралдарының бірі болып табылады.

Осылайша, лингвистикалық елтану оқушылардың интеллектуалды дамуын қамтамасыз ететін әлеуметтік реалийлер пен мәдениет туралы білім жүйесін игеруге ықпал етеді деген қорытындыға келуге болады. Шет тілін оқытудың лингвистикалық-елтану әдістемесін қолдану тілдік орта атмосферасын құруға, материалды сәйкесінше ұйымдастыруға мүмкіндік береді, бұл өз кезегінде тілді меңгеру деңгейін арттырады және әлеуметтік-мәдени құзыреттіліктің дамуына ықпал етеді, сонымен қатар оқушылардың шет тілін үйренуге деген ынтасын арттырады.

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UDK 811.111

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A BRIEF DIGEST TO COLLABORATIVE LEARNING

Abstract. Collaborative learning is far from a new concept. Some researchers believe that its roots go deep into history, because people have always exchanged knowledge. Peer-to-peer learning is a paradigm of educational activity based on the idea of mass cooperation, the ideology of open educational resources, combined with the network organization of interaction of participants. Collaborative learning and its principles also play a very important role, in which students enjoy a strong bond built with each other, which helps them to be more productive in terms of mastering English. Thus, the purpose of this article is to show its advantages and how to apply it correctly in English lessons.
Keywords: collaborative learning, Peer Learning, online learning

КРАТКИЙ ДАЙДЖЕСТ КОЛЛАБОРАТИВНОГО ОБУЧЕНИЯ

Аннотация. Взаимное обучение – далеко не новая концепция. Некоторые исследователи полагают, что её корни уходят глубоко в историю, поскольку люди всегда обменивались знаниями. Взаимное обучение по принципу «равный-равному» (peer-to-peer learning) – парадигма учебной деятельности, базирующаяся на идее массового сотрудничества, идеологии открытых

образовательных ресурсов, в сочетании с сетевой организацией взаимодействия участников. Совместное обучение и его принципы также играют очень важную роль, при котором учащиеся наслаждаются прочной связью, построенной друг с другом, что помогает им быть более продуктивными с точки зрения овладения английским языком. Таким образом, цель этой статьи - показать его преимущества и то, как правильно его применять на уроках английского языка.

Ключевые слова: совместное обучение, взаимное обучение (Peer Learning), онлайн обучение.

1 INTRODUCTION

Experts believe that by 2030 the field of education will change a lot: the share of online learning will grow, and democratic trends will dominate. Experts call peer-to-peer training one of them. The educational concept of peer-to-peer (abbreviated as P2P learning, or mutual learning, as it is called in Russian) does not have a strict definition. In a broad sense, peer-to-peer learning is understood as a model of education when people teach each other. They interact closely in the process – they exchange experience, knowledge and information – and so form connections, create communities based on the principles of support and mutual assistance. At the same time, the teacher or instructor acts in such training not as a source of new knowledge, but as a creator and facilitator of the educational environment. That is, peer-to-peer is a kind of active learning. Among the first recorded methods of mutual learning, the Bell-Lancaster system is distinguished. The essence of it was that the students who had already mastered the knowledge (they were called monitors) taught the rest of the students. This method was independently proposed by British educators Andrew Bell and Joseph Lancaster at the end of the XVIII century. They saw it as a quick and cheap way to improve literacy - with a shortage of teachers for mass education. Both Bell and Lancaster had a school system built like this: first, teachers taught older students and tested their knowledge, and then these students, after receiving instructions from the teacher, taught younger comrades [1].

By the beginning of the XIX century, this system was widespread in Great Britain, France, Denmark, Russia, the USA and other countries. The Bell and Lancaster schools were designed primarily for the poorest segments of the population – and were the only opportunity to get at least some kind of education.

Half a century later, Lancaster schools went out of fashion, but the ideas of Bell and Lancaster were reflected in many pedagogical approaches and, among other things, influenced the development of peer-to-peer learning. Another impetus for the concept of P2P was the popularity of the ideas of constructivism: supporters of this approach believe that the more people cooperate in the learning process, the better the result will be.

2 METHODOLOGY

In the modern world, it is important to be able to cooperate and interact with others. Orientation to cooperation is not only an actual trend in the field of education, but also an integral feature of any modern employee or organization. Teamwork allows you to solve any issues more efficiently, as well as to implement projects faster and with better results and achieve the selected goals. Teamwork makes it possible to get the most out of the learning process: team members learn from each other, try new ways to accomplish the task. In the process of teamwork, such communication skills as mutual respect, mutual support, mutual understanding naturally develop, the ability to resolve conflict situations improves, adapt to different work styles, clarity of thinking and behavior is developed. There are various ways to implement the strategy of cooperation in education, including the use of social networks, mixed learning technologies, the "inverted classroom" methodology, classes based on the exchange of experience between students, project-oriented learning, learning using open sources of information, interdisciplinary learning, etc. [2, p.3].

Implementation mechanisms:
- Peer Learning
- Learning through Social Media
- Problem-oriented learning
- Project-oriented training
- Teacher as a facilitator (Edutainer)
- Inverted class
- Interdisciplinary training

3 FINDINGS AND DISCUSSION

The mutual learning format assumes that one or more students mutually teach the rest of the group members. They support each other throughout the entire process and are at the same hierarchical level. This helps to create a trusting atmosphere in the group and promotes the development of analytical thinking and communication skills.

Key format rules:

• Everyone's experience matters

• The principle of equality

Respect, responsibility and trust are the foundations of relationships in a team.

Advantages of the principle «from equal to equal»:

An exciting learning process through an active role - to many, learning seems to be a one-sided process, where the teacher, as the ultimate truth, gives knowledge, and the obviously less knowledgeable student passively accepts them. The peer-to-peer format makes the learning process two-sided, interesting, dynamic. According to the International Encyclopedia of Education, cooperation improves the social and emotional development of students. The peer-to-peer format assumes more freedom, trust and removes outdated barriers that exist between a student and a teacher.

Individual training - fellow instructors check each student individually, communicate with him directly, solve specific problems. This helps students progress faster in the subject and develop a stronger understanding of the material than in a large group with one teacher [3].

Learning through social networks and the use of online tools for collaboration is one of the trends in modern education. Its main task is to use the Internet to exchange materials and knowledge, as well as to organize cooperation and mutual assistance. Self-confidence – mutual learning allows you to create a safe environment where everyone has the right to make a mistake and will not be judged for it. Moreover, the student understands that he is studying with the same students who do not know everything, but they are ready to help and find a solution to the problem together. Social networks and social media communication apps help to keep the conversation going, discuss information and teach each other. Speaking of «social» technologies, we mean those of them that meet at least one of the following criteria: they allow the exchange of information, encourage interaction or facilitate the process of formal or informal learning.

Internet technologies in this context mean blogs, social networking sites (Facebook, Twitter, Pinterest, LinkedIn, etc.), file sharing sites, including the publication of presentations (for example, SlideShare) and videos (YouTube, Vimeo, Vine), as well as all open Google applications, etc. With their help, you can create your own online platforms (Google Classroom), etc. with the ability to blog and microblog, publish files for sharing, organize forums and working groups with a huge number of additional options.

Advantages

• A blog can replace traditional school announcements, because this way you can connect students interested in politics, music, mathematics or sports to the discussion, as well as encourage their interest in creating blogs about their hobbies.

• Since the main purpose of education is the exchange of knowledge and experience, social networks, like any other communication channel, can increase the effectiveness of learning and the level of knowledge assimilation. This means that it is necessary to find a creative approach to the use of social platforms, which will increase the effectiveness of the learning process.

• Social media is an easy way to communicate, available anytime, anywhere.

• The use of social networks in teaching increases the degree of involvement, interest and creativity of students during the educational process.

• In addition, social networks help to create positive and trusting relationships between students and teachers.

• Online collaboration tools allow multiple students to complete a single task at the same time: they can see each other's additions, changes, notes and comments and monitor the progress of the project.

Difficulties

• Excessive amount of time spent in chats or browsing websites unrelated to the topic being studied.

• The possibility and scope of using social networks in schools is an administrative issue that does not always depend on teachers [4, p.144].

4 CONCLUSION

The model of «teacher-lecturer», «student-listener» is rapidly disappearing into the past as untenable in terms of the availability of any information literally by click. Modern education is a dynamic process with an active role of all participants. This is not about learning new things, but about group discussions and exchange of experience. The P2P approach is more effective than the traditional one. This is largely due to the fact that the P2P format breaks the hierarchy characteristic of the traditional educational process. Now, when critical thinking, creativity and flexibility come to the fore, simply presenting information «from top to bottom» looks morally outdated and does not make it possible to cover the entire available amount of information. In such a system, only obedient performers are brought up.

The second disadvantage of such a vertical relationship between a teacher and a student is a demotivating gap that develops due to the fact that one is a «carrier of knowledge» and the other is trying to reach them. Everything is aggravated by the fear of «asking a stupid question», objecting or expressing a different point of view, which may be crushed by the authority of the teacher.

Also, the hierarchy and absolute priority of the teacher's knowledge devalue the knowledge and experience that students possess. P2P gives everyone the opportunity to share their knowledge and skills and take them from another.

This method of teaching prevents the emergence of the main problems inherent in the traditional education system, where students are passive recipients of knowledge. Students, in addition to developing hard skills, learn to work in a team, pitch ideas, and conduct brainstorms. All this is important both in English lessons and in other professional fields.

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UDC 372.881.111.

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READING AS ONE OF THE TYPES OF SPEECH ACTIVITY IN ENGLISH LESSONS

Abstract: This article deals with the role and significance of reading in the process of teaching foreign language. In this article, you can find out about the characteristics and about the purposes of reading. It is well known that reading occupies an important place in human life. One of the main tasks of teaching a foreign language in elementary school is teaching reading and understanding texts in a foreign language. Reading in a foreign language is a type of speech activity that allows not to imitate, but to reproduce one of the forms of real communication in a foreign language. Based on this function, teaching reading should be built, in my opinion, in such a way that students perceive it as a real activity that has practical significance.

ЧТЕНИЕ КАК ОДИН ИЗ ВИДОВ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В данной статье речь идет о роли и значении чтения в процессе обучения иностранному языку. В этой статье вы можете узнать о характеристиках и о целях чтения. Общеизвестно, что чтение занимает важное место в жизни человека. Одной из основных задач обучения иностранному языку в начальной школе является обучение чтению и пониманию текстов на иностранном языке. Чтение на иностранном языке – это вид речевой деятельности, позволяющий не имитировать, а воспроизводить одну из форм реального общения на иностранном языке. На основе этой функции обучение чтению должно строиться, на мой взгляд, таким образом, чтобы учащиеся воспринимали его как реальную деятельность, имеющую практическое значение.

Ключевые слова: чтение; текст; коммуникация; изучение иностранного языка; речевая деятельность; практическое значение.

In general, researchers have proven that the communicative orientation of learning plays a big role in the successful teaching of foreign languages. To do this, special attention should be paid to the five most important aspects: reading, speaking, writing, listening, reliance on the native language. Reading is one of the types of human activity, closely related to pronunciation and understanding of speech.

The education sector aims to create the necessary conditions and opportunities for the future generation to be not only physically and spiritually healthy, but also to become well-developed, educated, and have knowledge at the level of great achievements in the world of science and technology. To achieve all this, you need to formulate and cultivate a creative, thinking personality. In modern conditions, the demand for a creative person is great and will constantly increase [1-6].

As everyone knows, communication between people occurs in two ways: by direct exchange of thoughts (oral speech) and indirectly - through a book (writing, reading).

Every year, despite the widespread use of radio and television, the flow of information through books and Internet sources increases, and the problem of mastering reading as a source of information, a means of educating and training qualified specialists for the national economy becomes of great importance [7-12].

Reading is a type of speech activity that allows you not to imitate, but to reproduce one of the forms of real communication in a foreign language. Based on this function, the teaching of reading should be built, in my opinion, in such a way that students perceive it as a real activity that has practical significance. What is the reason for poor proficiency in basic reading techniques and reading comprehension? The main reason is that teachers pay very little attention to the development of teaching methods for reading and understanding text in a foreign language. In addition, oral speech in the classroom is given much more time than reading. In modern textbooks, textbooks, a differentiated approach to teaching oral speech and reading is reflected. Reading in the classroom seems to lose its independence and turns into an attribute of oral speech, and reading material-only an additional incentive for the development of speaking skills [13-15].

Practical knowledge of the language consists, first of all, in the student's ability to use the acquired skills in a foreign language in their activities. In comparison with oral speech and writing, the use of reading in practical activities has a number of advantages. Oral communication in a foreign language is limited due to the lack of a specific language environment, and then reading becomes an important source of information, a means of communication, as well as further development and improvement of the individual. Proficiency in reading is a necessary condition for obtaining a specialty in professional colleges and universities.

Reading contributes to the improvement of other types of speech activity and the preservation of knowledge of the studied language, in particular speaking skills. In the process of reading, the vocabulary is enriched and fixed, pronouncing skills are practiced, and the possibility of probabilistic forecasting is developed. No wonder in one of his lectures L. V. Shcherba said that knowledge of the language is kilometers of lines read.

In recent years, in the national groups of universities, teachers in the classroom have begun to pay great attention to the development of oral speech skills. In this regard, reading has become considered as a means of teaching speaking, translation, and retelling, and has lost its significance [16-18].

Reading in a national group is the goal and means of teaching a foreign language. In the first case, it is considered, first of all, as a type of speech activity. In the second - as a means of forming skills and abilities in other types of speech activity, mastering lexical and grammatical material. Tasks that are most often offered to students in textbooks, teaching aids and in the classroom (read and retell the text; read, answer the questions; make a plan; find certain words, sentences, etc.), serve only as a means of teaching oral speech, in particular retelling, mastering lexical and grammatical material, and not as a means of teaching reading as a type of speech activity.

In order for the teaching of reading to be a teaching of speech activity, the following requirements must be met.

In real life, we read about ourselves in our native language, and this type of reading helps us to extract the necessary information. Reading aloud performs another communicative function - it helps to convey the received information to the listener. In real communication, it is limited, so it can hardly be the goal of studying in universities.

The reading should be informative. A person in real life reads newspapers, magazines, books in order to learn something new, to get this or that information. The process of reading is very time-consuming, and reading the text, just like that, without getting information, is naturally impractical. When reading a certain text, there are many difficulties, so students perceive repeated reading without setting a communicative task as an exercise with language material, and not as a type of speech activity aimed at obtaining information [19].

Thus, the teaching of reading should be structured in such a way that students perceive it as a real activity that has practical significance. This is achieved by being able to read a new text and understand its content, especially if it contains interesting information. Satisfaction with the results, the achieved success convince students of the practical usefulness of this type of work and make them treat reading as a real activity. Students, when transmitting basic information, should be able to formalize it in a certain way in accordance with the norms of the language.

For this reason, it is not recommended to familiarize students with the content of the text in advance. The first text should be read by students, not the teacher, in order to independently carry out the mental work associated with understanding the content.

As for the teacher's exemplary reading, it is necessary only for practicing the reading technique, correctly pronouncing certain difficult words and sentences. It is impractical to give a sample of reading a whole text, since the text contains a large number of different difficulties (both pronounceable and semantic), for example: pronouncing words, setting accents (verbal, phrasal, logical), finding intonation structures, determining the lexical meanings of words and phrases, understanding the content and meaning of the whole text, etc. it is impossible even for an experienced reader to remember all this and then correctly reproduce it in the process of their own reading, so students, listening to the teacher, focus their attention only on understanding the content, and the sample of correct reading remains outside of their attention and, thus, does not contribute to the formation of students ' skills of correct reading. Exemplary reading, if it also occurs with closed books, forms students ' listening skills, that is, the perception of speech by ear, rather than the skills of reading and understanding techniques, the formation of which is based on visual perception of the text and their own reading.

Students throughout the years of study should feel their progress, that is, it is necessary to ensure the development of reading skills [20].

Before describing the methodology of teaching reading as a type of speech activity, consider the reading process itself, its components. It should that be noted the work after reading the text is also of great importance, provided that this type of work has achieved its goal. In the future, the read text can be used to solve many problems:

1. Working out the lexical material. If the teacher sets a goal of mastering lexical skills, you can offer a number of tasks that would help him solve this problem. I often successfully use this type of work. For example, you need to prepare an adapted text based on what you read, with simplified constructions where keywords will be omitted. Students must insert words within a certain time interval. Variants of missing words and their translations can be recorded by the teacher in footnotes. This depends on the level of mastery of the language, or on the degree of novelty of these words. You can also suggest words or phrases, and students should find synonyms for them in the text.

2. Work on grammar skills. Here you can offer a large number of exercises with words used to work out the lexical material of the text. The work will be successful if the trainees are well acquainted with the content of the text or the part that is used at this stage.

3. The simplest and most effective task is to put a particular sentence in the past tense or vice versa. Convert sentences from the active form to the passive form, and then put them in different time forms. It should be noted that the teacher must identify such proposals himself, selecting them according to the principle of expediency.

4. Development of speaking skills. Just want to note the fact that the task of developing speaking skills based on the read text can be solved in a group with a fairly high level of language proficiency, if we are talking about texts with increased complexity. Tasks for the text should not be too difficult, since difficult tasks reduce the interest of students or may not give results at all. This type of work should be introduced after working with vocabulary and working out grammatical constructions, since unfamiliar vocabulary or complex grammatical constructions can become a serious obstacle to solving the tasks set.

Reading, like any activity, is purposeful and motivated. The purpose of reading is to obtain information, the motive is to satisfy the need for information. The result of the reader can be positive and can be negative. If the reading mechanisms are not sufficiently formed, the result will be negative, the reader will not be able to understand the text, extract the necessary information. If there is no dynamic of skills, then the difficulties of the text become insurmountable and students will not be able to achieve the necessary results, that is, to understand the text, so the interest in reading, and at the same time in the Russian language weakens. This attitude to reading is observed among students when the volume of texts for reading increases, and the language capabilities of students remain limited. This leads to a gap between the effort expended (deciphering the text) and the results obtained (reading comprehension).

In conclusion, it should be noted that currently teaching reading is a very important problem, and the search for effective methods and means of teaching reading is quite an urgent task. After all, one of the generally accepted means of personality formation in a civilized society is reading because of its great intellectual and emotional impact on the individual.

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INCREASING MOTIVATION OF STUDENTS IN SENIOR STAGE OF SCHOOL

Abstract: The article talks about the concept of motivation. It plays a vital role in achieving the desired goals. A brief description is given to increase motivation for senior stage students. Bringing some methods for learning English language.

Keywords: motivation, senior stage age, methods of motivation, control and assessment of knowledge of methods.

ПОВЫШЕНИЕ МОТИВАЦИИ УЧАЩИХСЯ В СТАРШИХ КЛАССАХ ШКОЛЫ

Аннотация: В статье рассказывается о понятии мотивации. Это играет жизненно важную роль в достижении желаемых целей. Дано краткое описание для повышения мотивации студентов старших курсов. Привожу некоторые методы изучения английского языка.

Ключевые слова: мотивация, старшая ступень возраста, методы мотивации, контроль и оценка знаний методов.

Nowadays motivation has ended up the foremost vital component in learning English. A modern person thought certain linguistic knowledge will not be able to utilize modern civilizations, since learning English is the foremost in request each year. English nowadays isn't a basic property for communication with distinctive societies, but an implies of understanding with others in differences, typically the organize that can play the most part of any individual 's proficient movement [1]. From the result of the instructive State standard that the higher education program faces that the learning prepare takes put in a creative environment. Based on this, the most errand is to assist the understudy to ace the English language. To do this, the educator must keep up an intrigued in learning English. The senior stage features an extraordinary period in an individual's life for exhibitions of a modern life. Within the course of today's rapidly changing society, an individual needs expanded action necessities for arranging end of the.

However, despite the importance of this subject, there is a decrease in motivation to study English in high school. Based on this, as a future teacher of English, the question arises: what prevents a student from mastering an alien language, why does motivation decrease during training? The approximate reason

is that many applicants do not want or are not ready to find out the difficulties of growth and psychological characteristics that are a key method in increasing students' motivation.

Motivation is an important hierarchy, the highest level of which is occupied by values. V.A.Yadov points out that the value system of an individual's orientation is formed at the highest level of personality development and regulates the behavior and activity of a person in the most significant situations in her social activity, in which the attitude of individuals to the goals of life is expressed [2].

Motivation could be a common title for the forms, strategies, and implies of empowering understudies to cognitive movement, dynamic advancement of the substance of instruction. Motivation is based on thought processes, by which we cruel particular thought processes, motivations that make an individual act and do things.

Let 's start with the fact that school age refers to the period of development of children 15-18 years old. At the beginning of adolescence, everyone has a borderline condition. Often it swings with a change in character, an increase in nervous excitability, as well as a normal nervous system. But most often, this leads to the wrong mode of the day, which teenagers usually live, for example, as games at night, insufficiently balanced nutrition, bad habits, and so on.

In the learning process as a whole, there is work and skill, but it should also be noted that most students pay attention to the practical part of the lesson. Based on my experience when I was an intern at school, I was often asked this question: How and where can I apply my English language skills? On this question, many pre-givers refer abstractly to this question, in this position it is the biggest question of its kind for further motivation of learning English. From the beginning of our first lesson at school, we need to explain and supplement how and where students can apply their knowledge. In this position, the main role is played by a qualified teacher, through which he shows the significance, worldview, theoretical and practical significance of this subject.

Today, high school students take on different roles such as: organizers, initiators. We all know that boys or girls at such an age are faced with many demands that surround her environment. Around the age of 15-18, teenagers discover talents or as skills in different fields. At this time, teachers should keep this in mind, identify all abilities. Potential happens to students who have a tendency to learn English, at this stage it is important not to miss or ignore it, but to support and draw attention to the study of interesting tasks or participate in English language Olympiads.

Dale Carnegie argues that «there is only one way in the world to encourage people to do something - to make a person want to do it». In the development of cognition in cognitive processes at school, it is important to develop interests, the arbitrariness of cognitive processes. In this situation, all students will be happy to attend classes if they are interested in learning English as a subject. You can create different situations for them in the classroom, which they can master and communicate with classmates, take part in persuasion, find a solution to the task. The student's interest and motivation to study the subject is not only professionally explain the material, it also concerns the personal qualities of the teacher. Many studies in this field prove that the character and individual special qualities of teachers are formed by students about the study of the subject. A teacher who is sensitive to lessons, is not late, performs his work efficiently, checks homework and control papers on time is valued with great difficulty as a responsibility to the subject. [3].

In the classroom, it is very important to pay attention to the individual characteristics of students. We all know that a sanguine person is a productive person who shows interest when there are a lot of interesting things, otherwise they get bored during classes. Choleric people belong to this topic, with their unstable and unrestrained reactions, which they are passionate about. This tells us that we constantly need to study in the classroom so that there is no extra time. Teachers need to be prepared for everything that the class is a different temperament of students, for this you need balance and support for the class to create a cozy atmosphere in the classroom. To do this, you need to understand the psyche and character of the students.

As A. N. Leontiev said «a teacher of a foreign language, more than a teacher of any other subject, is obliged to actively intervene in the emotional sphere of the lesson and ensure, if possible, that students have emotional states favorable for learning activities. It is by influencing the emotional side of the perception of foreign speech that motivation can be increased. Today's students and high school students are distinguished by a special need for emotional teaching of the subject, with a diverse use of visual aids, such as audiovisual teaching tools, the Internet, videos, film fragments. Modern TSO helps to organize the field of students' perception of a particular situation, give them the opportunity to interpret it independently using the language units they own at this stage. When organizing lessons in groups of this

age, the teacher needs to work according to the principle of redundancy of means of influence, since this will help to influence at the same time "visuals", "audials" and "kinesthetes"».

At the English lesson, we can diversify the lessons for this, as films, fragments of films will greatly help, because it is at this moment that the foreign language being studied turns from an abstract concept into a good means of communication, students feel at this moment a real need to apply the acquired knowledge, and this gives them satisfaction and, accordingly, increases interest and motivation to study learning English. It is worth remembering that it is necessary to make such fragments in the lessons that affect the side of the personality and make you think. After viewing, you can organize a conversation and talk deeper.

Another feature of the senior classes is that, despite the increased conscious attitude to study, boys and girls at this age come to secondary schools and show that they are not able to study independently in new conditions, for which there are many reasons. At school, many students passively listen to the teacher and wait for the teacher to explain everything again. They do not know how to generalize concepts, conclusions and conclusions - most often they are formed not by analysis, but by memorizing the finished material of textbooks, often immature skills of independent work with the material. This should also be taken into account when conducting foreign language lessons.

Richard and Edward identified two groups of motivation: internal and external.

Internal motivation is the act of doing an activity purely for the joy of doing it. Instinctively, you have a great desire to do your best. Internal motivation was first discovered in animal behavior. Scientists found out that in absence of any reward animals showed good and curious behavior. It shows that, internal motivation means own satisfaction, interest and curiosity.

While on the other hand, external motivation involves doing something because other people expect you to do. External motivation is more related with a goal or achievement.

Some researchers believe that with external motivation, people can't achieve their goals. Because it is easy to lost focus and give up after one down. But with internal motivation, you always have an internal fire burning inside you. It pushes you to do more, to achieve more.

Internal and external motivations are further divided into multiple categories: **positive, negative, financial, non-financial motivations.**

Teachers should systematically develop this ability, give them tasks that encourage them to think, and then, with support, help them draw their own conclusions in English. Here, too, the construction of diagrams, the scheme of displaying texts, the planning of retellings and the allocation of basic ideas with their further representation in their own language units are effective.

Remember that high school students pay close attention to the practical significance of the material. Therefore, the use of tasks for the development of communication skills forms emotional satisfaction and creates situations of success in English lessons.

It is worth paying more attention to the criticism of students of this age. Do not make harsh judgments, on the contrary, praising and paying attention to the small successes of your students, you will support their motivation and interest in learning. English. This does not mean that grammatical inaccuracies and errors should be forgotten. Observing a special pedagogical tact, you should not talk about them too critically. Important criteria in the formation of motivation to learn English are the personality and authority of the teacher, the ability to present the material in an interesting way. Teachers of foreign languages, like everyone else, need to have interesting stories, notes about life and culture in the country they are studying, so that they can brighten up the dull atmosphere of the lesson.

To sum up, the definition of the word ''motivation'' to find inner strength for me. Motivation is the engine without which goals and dreams cannot be achieved. Find and start the motivation engine at full power to move as fast as possible. After finding ways of self-motivation, you can learn languages, set specific goals, expand your knowledge, be an expert in various fields and overcome your weaknesses.

The loss of motivation among students presents various complications, since it is difficult for the student to focus on the completed tasks. In order for the student to really switch off to work, you need real tasks according to the measure of performance. It is necessary to interest students, prepare them for lessons and further direct their activities.

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INCLUSIVE EDUCATION IN KAZAKHSTAN

Abstract: The article covers the current state of development of inclusive education in the Republic of Kazakhstan. The basic principles of inclusive education are described. A characteristic is given to children who are involved in an inclusive space. The difficulties associated with the implementation of an inclusive process are considered.

Keywords: inclusive education, included education, Republic of Kazakhstan, children with disabilities, special needs.

ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ В КАЗАХСТАНЕ

Аннотация: Статья освещает современное состояние развития инклюзивного образования в Республике Казахстан. Описываются основные принципы инклюзивного образования. Дается характеристика детям, которые задействованы инклюзивным пространством. Рассматриваются трудности, связанные с реализацией инклюзивного процесса.

Ключевые слова: инклюзивное образование, включенное образование, Республика Казахстан, дети с ограниченными возможностями, особые потребности.

The XXI century for the Republic of Kazakhstan is a time of modernization and democratization of the education system, when humanistic approaches to the educational process are approved and the problem of creating optimal conditions for creative development, self–education, professional self-determination of all children becomes particularly relevant. The education system of each state, including the Republic of Kazakhstan, is focused on the world educational policy, formed by such public institutions as UNESCO and the World Bank, whose main requirements are the universality of education, that is, ensuring the need for education and equality of all children. The right to education is an inalienable human right.

In 2012, in the address of the President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan "Strategy "Kazakhstan-2050": a new political course of the established state", the development of the education system was recognized as one of the most important priorities of state policy. The basic principles of the state policy in the field of education include equality of the rights of all to receive quality education and accessibility of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each citizen (paragraphs 1, 2 of Article 3 of the Law of the Republic of Kazakhstan "On Education") [1]. In the Message of 2014 President of Kazakhstan N.A.Nazarbayev drew attention to the situation of people with disabilities: "... we need to increase attention to our citizens with disabilities. Kazakhstan should become a barrier-free zone for them. Taking care of these people, of whom there are many, is our duty to ourselves and society" [2].

The development of the inclusive education system is one of the priorities of the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020. The rights of children with disabilities to receive equal rights to quality education are enshrined in the legislation of the Republic of Kazakhstan.

Implements the task of inclusive education, focused on the inclusion of children with special educational needs, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics in the general educational environment, the elimination of all barriers to quality education, social adaptation and integration in society.

Inclusive education or inclusive education is a process of development of general education, implying access to education for all, co–education and upbringing of children with disabilities and children without such restrictions. The introduction of inclusive education involves the reform of the traditional education system, the implementation of various innovative measures and should contribute to

overcoming the problems of discrimination and exclusion in society, achieving social rehabilitation and social equality of all people.

In order to receive a quality education and socio-psychological adaptation in society, children with special needs need to actively interact with other children. Such communication is also important for children who have no limitations in their development or health. This significantly increases the role of inclusive education, which makes it possible to fundamentally expand the opportunities for socialization of children with special needs.

The following categories of children are subject to inclusive education:
- children with health problems (children with disabilities, children with disabilities);
- children with difficulties of social adaptation in society (children with deviant behavior, from families with low socio-economic and socio-psychological status);
- children from families of migrants, oralmans, refugees.

Inclusive education involves the modernization of the school system, the formation of values, understanding the role of teachers and parents. A number of difficulties are highlighted in the implementation of the inclusive process:
- limited regulatory and legal framework (there is no legislative consolidation of the very possibility of teaching children with disabilities according to individual educational programs);
- lack of a mechanism for implementing special educational conditions for teaching children with disabilities in general education institutions;
- professional and psychological unpreparedness of teachers to work with children with disabilities (clearly insufficient knowledge of special methods, techniques, teaching tools, insufficient level of academic training, psychological unpreparedness of teachers);
- psychological "barriers" related to public opinion (attitude towards disabled people on the part of parents of children without disabilities, the public in the broad sense of the word);
- insufficient provision of textbooks, teaching kits, teaching aids, programs for working with children with disabilities;
- unavailability (lack of adaptation) of the architectural and material-technical environment of educational institutions.

General education institutions focused on the inclusion of children with special educational needs are based on compliance with the eight basic principles of inclusive education:
- the value of a person does not depend on his abilities and achievements;
- everyone is able to feel and think;
- everyone has the right to communicate and to be heard;
- all people need each other;
- Genuine education can only be carried out in the context of real relationships;
- all people need the support and friendship of their peers;
- For all students, making progress may be more about what they can do than what they can't;
- diversity enhances all aspects of human life [3].

Thus, the implementation of inclusive education in the educational process allows us to resolve the contradictions between the legally guaranteed right of children with OOP to equal access to quality education and the actually continuing inequality in its implementation. Inclusive education should be systematic and purposeful. It is inclusive education that allows a person with disabilities to feel like a full-fledged member of society, find their path and become useful to others.

Currently, the modern education system of children with special educational needs (OOP) is undergoing significant changes in the Republic of Kazakhstan. The educational integration of children with OOP has become widespread. So, today in the republic there are more than 1,155 special classes in secondary schools, 129 offices of psychological and pedagogical correction, 558 speech therapy points. However, practice shows that the recognition of the possibility of co–education and the opening of special classes in "mass" schools are far from the only conditions for ensuring the availability of quality education.

In the Republic of Kazakhstan, despite the positive changes and the existing legal framework, today there are a number of difficulties in realizing the rights of children with disabilities to inclusive education. The most serious of them are the following:
- the lack of an accessible environment for children with special educational needs, which does not allow them to fully exercise their constitutional rights and freedoms;

- lack of respect for disabled children and teachers, lack of knowledge about their capabilities and rights;

- insufficient professional readiness of personnel.

Without detracting from the significance of the difficulties presented above, scientists believe that the primary most important stage in the implementation of the inclusion process is the stage of psychological changes and the level of professional competence of its specialists. There is an acute problem of professional, psychological and methodological training of all specialists of secondary schools to work with children with OOP, shortcomings of special competencies of teachers in an inclusive educational environment, as well as the presence of psychological barriers and professional stereotypes of teachers are revealed.

Today, the opinion about inclusion is being strengthened in the public consciousness as the most progressive (compared to integration) approach that allows any child, regardless of the type and severity of the violation, to study together with their normatively developing peers. The introduction of inclusive approaches into school practice can be called one of the priorities of the state educational policy of the Republic of Kazakhstan. This is evidenced by national legislative initiatives. However, there are a number of problems, the solution of which would greatly contribute to the further development of inclusive education, including the creation of a barrier-free educational environment in educational institutions, the development of mechanisms for material, technical, social, psychological, pedagogical, personnel and rehabilitation support, recommendations for the preparation of staffing in schools where children with disabilities study, and many others.

Summing up, it can be noted that a truly inclusive education will resolve the contradiction between the legally guaranteed right of children with OOP to equal access to quality education and the actually continuing inequality in its implementation. Inclusion should be systematic and purposeful, not spontaneous and spontaneous. Therefore, it is optimal to teach a child with an OOP within the framework of a system of continuous general education. The creation and effective functioning of this system both in the Republic of Kazakhstan and throughout the world is impossible without a trained teacher, who is a key figure in the implementation of inclusive education.

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EFFECTIVE TECHNIQUES OF TEACHING TO DEVELOP COMMUNICATION

Abstract: The article is concerned with the reasons why communication is important in the classroom, the types of communication to use at school, communicating with students in the classroom and online.

Keywords: communication, strategies for teachers, pupils behavior, ways to communicate, creation a strong bound.

For a variety of reasons, communication is crucial in the classroom, and many experts believe it to be a fundamental component of effective instruction. There are numerous different ways to communicate with the kids, in my experience.

In my experience as a teacher, I have seen that effective communication with kids and their parents can raise motivation and involvement in the classroom. In order to give instructors everywhere access to the greatest advice in one place, I set out to write the definitive handbook to communicating with students.

You can find a comprehensive list of all the best pointers and tricks for interacting with your students and their parents in this article. I personally selected each of these suggestions based on my extensive knowledge, amazing sources, and thorough investigation.

To interact with pupils in an efficient manner, we must first comprehend the value of communication in the classroom. Actually, it's been argued that the finest method for enhancing student behavior is effective communication.

We can't teach well unless we can communicate with pupils and comprehend their requirements in the classroom. Teaching is centered upon our students. According to studies, students perform better when their learning environment is participatory and interesting.

Additionally, effective communication with students can boost their confidence. That's right, when they feel like their voices are being heard in class, students are more likely to speak up with confidence and openness. Students are more likely to reciprocate an instructor's respect and understanding if they feel that they have both [1-2].

There are many reasons why effective communication in the classroom is essential. In general, effective communication can start a trend in the classroom toward deference, proper conduct, and academic excellence. Even though building a good rapport with students can be challenging, the advice in this article is great for encouraging honest dialogue!

There are various methods of communication we can utilize at school and outside school hours to develop a connection with kids. There are five basic forms of communication that we should be familiar with if we want to communicate with our pupils effectively:

1. Personal encounter

Simple: meet with students in person as your first point of contact! This may occur throughout scheduled office hours, before or after class, or at another period of the academic day. Meeting with our students one-on-one in person can increase their trust in us and make them feel comfortable sharing their opinions and ideas with us as a teacher.

2. Phone or Video Call

If meeting in person is not possible, we can also communicate with our students by phone or video call. These both give similar benefits to a one-on-one meeting in person and can help increase your students' trust. Additionally, if students are having any problems, they might be more likely to tell us if they feel you are open to listening to them in a confidential setting.

3. Online messaging and email

Email and online chat are additional channels of communication that many students find comfortable. These are excellent because they can be used both individually and collectively. If someone is having trouble or has a question, they can message you, but you can also email the class as a whole or post on a group message board [3].

4. Standard Mail

Snail mail is a method of communication we can employ with your pupils, albeit it will usually be utilized less frequently. This might be a great approach to engage younger kids and familiarize them with letter-writing etiquette if we have any. Students in places with little access to the internet or supplies can benefit greatly from this as well.

5. Discussion Points

We shouldn't forget to communicate one last time by having a straightforward, honest discussion. Our students will feel like they have a forum for communication with us and each other if we allow class time for group discussions.

If we're planning to teach students in a traditional classroom setting, here are a few tips to keep in mind as we establish a relationship with our students. Being the center of attention can be challenging, but beneficial if we take the chance to provide a secure learning atmosphere!

1. Listening Actively

Active listening is one of the most crucial techniques we can use in the classroom. Students are able to tell when we are merely following the script as opposed to paying attention to what they have to say. Make sure your responses to your students' communications with you are thoughtful and convey your concern.

2.Speak mindfully

Any seasoned educator will tell how crucial it is to consider our words before speaking in the classroom. Always be mindful of what you say because even a seemingly insignificant comment to you can have a big impact on a student. Make sure your speech fosters safety for your students and is encouraging.

3. Request Feedback

Students aren't often eager to voice their concerns about our teaching strategies without being prodded, which is why feedback is so crucial for enhancing your instruction. By requesting feedback from students, we may let them know that we value their opinions and learn what aspects of our teaching approach are working and aren't. Allocate time each semester for students to provide anonymous written course evaluations [4].

4. Reconsider Your Position

The customary position for teachers in the classroom is to stand in the front, although this isn't always the greatest choice. In order to foster more honest communication with their students, many effective teachers like moving around the classroom. In this manner, we can divide our lesson into sections where we address the class and sections where we respond to specific questions.

Online communication with students can be a little more challenging, but there are numerous tools available to us as a teacher to make our students feel supported. Recently, it has become much more usual to teach online, and many educators are realizing that they need to change their communication methods to accommodate the new environment. Here are the top five advices to keep in mind as we prepare for an online semester.

1. Take into account a hybrid learning platform

Using a blended learning platform like Google Classroom is one method to advance our online student communication. We may perform a variety of educational tasks using a program like Google Classroom, such as making assignments and sharing files. These platforms are groundbreaking in that they enable teacher-student interaction in a virtual environment.

2. Ensure that pupils can hear us

Making sure you and students have the right tools for conducting a class is another consideration while teaching online. Verify the quality and functionality of your camera and microphone. Verify that everyone of pupils is present and has the necessary tools to participate in class.

3. Consistently communicate

If we don't meet with our students in person, it will be simpler for them to disregard or forget about us if they haven't heard anything in a while. The class should receive brief emails or memos from us on a regular basis updating them on deadlines and impending assignments. Additionally, it provides to students with a regular opportunity to approach us with inquiries or personal concerns.

4. What is Shared Online remains online

Always keep in mind that virtually everything you say online is public. Although it may appear that we are emailing or contacting a single student, whatever we write can be screenshotted, forwarded, or shared in various ways with other people in your community. Even if this shouldn't worry you, it's still a good idea to keep in mind that nothing you say online is private or secret.

5. Exercise Moderation

Even though it's crucial to be accessible to students, it's possible to go overboard, particularly online. Make sure to set boundaries and respond to student emails and inquiries during working hours rather than all the time. It can be simple to start working on assignments during downtime when taking classes online, but balance is crucial.

Overall, interacting with students is a challenging but crucial part of teaching that some instructors may initially find challenging. It's critical to keep in mind that we are constantly under observation in the classroom and that the atmosphere of our learning environment is directly impacted by our actions and interactions with our students. Students who feel as though their voices are being heard generally perform better and behave better.

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UDC 372.881.1

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EFFECTIVE METHODS OF TEACHING A FOREIGN LANGUAGE

Abstract: This article discusses effective methods of teaching a foreign language that develop students' motivation to learn, allow them to enter the phase of personal growth and expand their horizons. In addition, the methods and exercises proposed in the article can have a positive impact on the development of students' intellectual abilities, because the exercises are multifunctional and are aimed at activating mental activity, finding the necessary solutions and coordinating small and large motor skills. All the methods studied and proposed in this article can be used in foreign language lessons, as well as interpreted and supplemented by a specific teacher if necessary, based on the goals set by the teacher during the planning of his lesson.

Keywords: foreign language teaching, teaching methods, exercises, innovative techniques, foreign language.

ЭФФЕКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация: В данной статье рассматриваются эффективные методы преподавания иностранного языка, которые развивают у студентов мотивацию к обучению, позволяют им вступить в фазу личностного роста и расширить свой кругозор. Кроме того, предложенные в статье методы и упражнения могут оказать положительное влияние на развитие интеллектуальных способностей учащихся, поскольку упражнения многофункциональны и направлены на активизацию умственной деятельности, поиск необходимых решений и координацию мелкой и крупной моторики. Все методы, изученные и предложенные в этой статье, могут быть использованы на уроках иностранного языка, а также интерпретированы и дополнены конкретным учителем при необходимости, исходя из целей, поставленных учителем при планировании своего урока.

Ключевые слова: преподавание иностранного языка, методы обучения, упражнения, инновационные методики, иностранный язык.

Today, it is extremely important for any teacher of a foreign language at school or university to be able not only to know and be able to teach a foreign language, but also to have skills that will help the teacher find a common language with students, motivate them to study.

That is why, in modern conditions, teachers devote all their time, like, to the personal level and attend all kinds of advanced training courses in order to meet the requirements of global learning. The personal development of modern students begins during academic activities and communication with each

other, even in a foreign language. It's no secret to anyone that the emotions received during training have an extremely categorical effect on the result.

In other words, this is called *communicative motivation*, that is, students are disposed to acquire knowledge in a foreign language and they are really comfortable in the conditions that a foreign language teacher offers. This can be achieved in a variety of ways and new methods, which are replenished daily thanks to researchers and initiative teachers who share their skills and creative ideas in pedagogical journals, manuals, master classes, as well as on the Internet [1].

Many factors contribute to ensuring students' communicative motivation while learning a foreign language, regardless of the type of lesson conducted by the teacher (see Fig. 1).
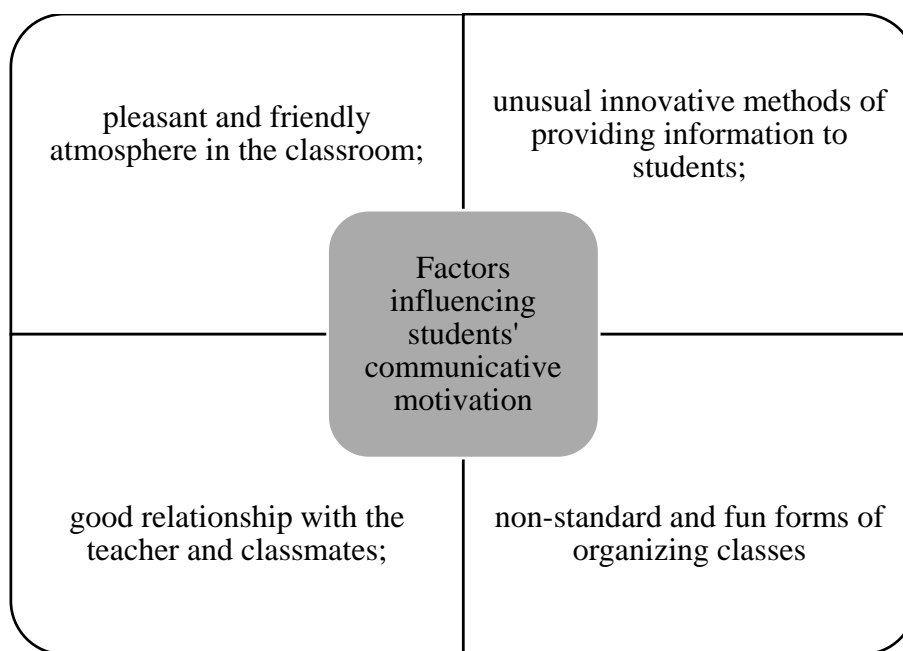
Figure 1 - Factors influencing students' communicative motivation

And so, turning to specific methods of teaching a foreign language, I would like to focus on some problems.

And one of the most difficult problems in teaching a foreign language is teaching oral communication, although it is said that this is the basis for mastering a new language, because any communication between two or more people is based on creating a dialogue.

Communication is the interaction of two or more people, consisting in the exchange of cognitive and evaluative information between them.

In my work, I try to encourage students to such activities with the help of motivation, which arises on the basis of certain individual needs. In the lesson, I use microdialogues, which serve as an introduction to the language environment and motivate students to communicate.

In order for the communication of students in the classroom to become motivated, it should serve to satisfy the speech needs of students, i.e. the student should have a communicative intention and conditions for its implementation should be created, and the main thing here is to replace the learning situation with a natural one [2].

One of the most popular techniques today is the technique of role communication, which I also use in my work with students. Students assume the roles of characters and the life around them, speak on behalf of historical characters, famous people, etc.

So, let's consider some of the most common and working techniques and exercises:

1. A word game.

The word game can be carried out at almost all stages of the lesson, regardless of the topic, while having different goals (see Table 1)

Table 1 – The word game description

Stage of the lesson:	The main aim:	Interaction:
The beginning of the lesson:	At the beginning of the lesson, wordplay can be carried out with the aim of repeating the already early studied material or, perhaps, to motivate students to study and tune in and to a positive mood. Sometimes, at the beginning of the lesson, students may not be collected due to the fact that there is a shift in activity, for example, students had a math lesson in previous classes and now their thoughts are directed in this direction, such a game can activate the mental activity of students to learn a foreign language. Or the English lesson is the first in the schedule. This means that students are likely to be still sleepy, or not getting enough sleep.	Teacher- Students Teacher – Student Student-Student
After new topic:	After studying a new topic or a new vocabulary, be sure to consolidate. Thus, consolidation can occur using word games, the teacher can combine new words with previously studied ones to whom he fulfills two goals at once: repetition and consolidation.	Teacher- Students Teacher – Student Student-Student
At the end of the lesson:	Sometimes at the end of the lesson, the teacher may have an extra 5-10 minutes left, so in order not to lose them in vain, the teacher can conduct an interesting word game, while spending the remaining time with benefit for students.	Teacher- Students Teacher – Student Student-Student

2. Audio linguistic method.

This method is quite extensive and depends on the creativity and creative approach of the teacher himself. In modern conditions, teachers always have access to the Internet. To prepare a lesson plan in advance, the teacher can find an interesting movie, an audiobook, or a short video on the topic being studied in the lesson.

Then, at the beginning of the lesson, he can include some fragment or video in its entirety, so that students listen / watch this video and catch some familiar words, and understand from the picture what exactly will be discussed. This will not only immerse students in the language environment, but also make it easier for them to understand the essence of the lesson.

3. Story-telling games can be very useful. Because they put students in situations, where they should speak like in real life. (See Table 2)

Table 2 – Story-telling games description.

What happened to me	Students briefly tell each other in 3 sentences about what interesting events in their lives happened the day before. Then, changing in pairs, they retell what they have heard to each other. Grammatical and lexical structures, attentiveness, memory are trained.
Typewriter	Distribute cards with letters of the alphabet among the students of the group. Offer to "print" the words by picking up the cards in a certain order. For the exercise, it is advisable to take the active vocabulary of the lesson. Teaches interaction, trains the ability to react quickly, helps to remember the spelling of words
Calculating machine	The task is similar to the game "Typewriter", but with the use of cards with numbers

Based on the conducted research, it was concluded that the main task of a teacher in teaching a foreign language is teaching communication using a foreign language. At the same time, it does not matter under what conditions communication takes place in a lesson in an artificially created language environment or on the street, where it is even unknown, the student met with a foreigner and he asked him the way to the nearest ATM. In addition, in the modern conditions of globalization of education, a new motivational orientation has appeared in teaching foreign languages – communication and cooperation, tolerant interaction. Thus, students in the lessons of learning a foreign language should get into various problematic situations and solve them through the use of the language being studied [4].

As a result, I would like to conclude that it is really useful to apply new methods and technologies in foreign language lessons, but at the same time, the teacher should be sure that:

Firstly, the choice is necessary by teachers that the chosen methodology or approach is justified not only by the desire of the teacher himself, but also has didactic validity;

Secondly, it is impossible to work with only one student, it is desirable that everyone in groups or pairs be included in the process, and at the same time the teacher could observe and control the work of each group;

Thirdly, the chosen methods should be maximally adapted to the students' knowledge. For example, it is impossible to give a speaking on a difficult topic to students who have just started their way of learning a foreign language.

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THE FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF SCHOOL STUDENTS

Abstract: This article aims to investigate the formation of intercultural communicative competence of school students. The main purpose of teaching foreign language is not only to teach language rules, it is also the acquisition of skills of speaking, reading, listening and writing in English for the process of communication with foreigners both on domestic and professional topics.

Keywords: intercultural communicative competence, role play, a discourse completion task, cognitive perspective, social oriented perspective.

ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ШКОЛЬНИКОВ

Аннотация: В данной статье ставится задача исследовать формирование межкультурной коммуникативной компетентности школьников. Основной целью обучения иностранному языку является не только обучение языковым правилам, это также приобретение навыков говорения, чтения, аудирования и письма на английском языке для процесса общения с иностранцами как на бытовые, так и на профессиональные темы.

Ключевые слова: межкультурная коммуникативная компетенция, ролевая игра, задание на завершение дискурса, познавательная перспектива, социально ориентированная перспектива.

We live in the globalized world, where the society changes rapidly and interaction and integration among people become popular. In this modern era, everyone needs to change himself in order not to fall behind the times. It is vital to possess the ability to adapt quickly to the new conditions of competition. The high level of dynamism requires to be an active and global citizen, who is able to communicate effectively and find socially appropriate language for different situations.

In our private lives, we interact with people from diverse countries and cultures who have different values and customs. It can be difficult to start and maintain conversation because of the differences in the way of thinking, behaving and perceiving the world from different perspectives. This condition demands to be flexible and tolerant, to have ability to adjust quickly to new conditions and find out alternative ways. All this can be summed up by the common term ''intercultural competence''.

Developing of intercultural communicative competence of school students is indispensable component of foreign language education. The main aim of teaching foreign languages is the formation of a specialist ready for professional intercultural communication who can control and evaluate own and

others emotion. Now emotional intelligence is regarded more significant than knowledge. How prosperous and successful the student will be in the future is determined by their level of emotional intelligence. Because of this, it is crucial for teachers to foster the development of emotional intelligence and prepare students to real life interactions. We need to have abilities which allow us to know what to say, to whom and how to communicate in a specific context. It is a key to build and trustworthy relationship with people. In our case, it helps us to avoid cross-cultural misunderstanding and insulting people unintentionally.

Intercultural communication competence (ICC) is the ability to communicate effectively and appropriately in various cultural contexts. Intercultural communicative competence itself is a huge and complex topic. Numerous definitions have been developed as a result of much research that has been done in this area.

The scientist Liisa Salo-Lee noted that ''competence'' refers to the ability to do something well. The word "intercultural competence" refers to intercultural awareness, knowledge, and abilities in a broad sense [1].

According to Michael Byram "intercultural competence'' consists of three elements:

Knowledge	Skills	Attitudes
Cultural self-awareness	Listening, observing, evaluating	Respect
Culture specific knowledge	Analyzing, interpreting and relating	Openness
Socio-linguistic awareness	Viewing the world from different perspectives	Curiosity
Grasp of global issues and trends		Discovery

Figure 1 - Constituent elements of intercultural competence

Knowledge:

Cultural self- awareness: deep understanding of own culture.

Culture specific knowledge: having a general and basic information about other cultures (history, values, politics, economics, communication styles, values, beliefs and practices)

Sociolinguistic awareness: acquire basic local language skills, clarify verbal and nonverbal communication differences.

Grasp of global issues and trends: defining globalization, outlining its effects, and connecting regional problems to global forces.

Skills:

Listening, observing, evaluating: recognizing and reducing ethnocentrism, look for cultural cues and meaning.

Analyzing, interpreting and relating: use comparative analysis to find connections, causes, and links.

Critical thinking: viewing and interpreting the world from other cultures' point of view and identifying one's own.

Attitudes:

Respect: seeking out the positive aspects of various cultures, value cultural diversity and considering cultural differences objectively and without bias.

Openness: putting on hold judgments about foreign cultures, spending time gathering "proof" of cultural differences.

Curiosity: seeking out intercultural interactions.

Discovery: ability to step outside of one's comfort zone [2].

Intercultural communicative competence is essential in our interconnected world. Numerous linguists and scientists have studied this idea and provide us with the necessary knowledge, abilities, and skills for understanding and communicating with people from various cultural backgrounds. For instance, scientist and linguist S.S. Kunanbaeva notes that nowadays to create and exchange information is challenging without having intercultural communicative competence. She makes distinctions between various intercultural competencies in communication. They are: communicative competence, cognitive

competence, informative, cultural and emotive competencies.[2] S.S.Kunanbaeva divided intercultural communicative competence into the following subcompetences:
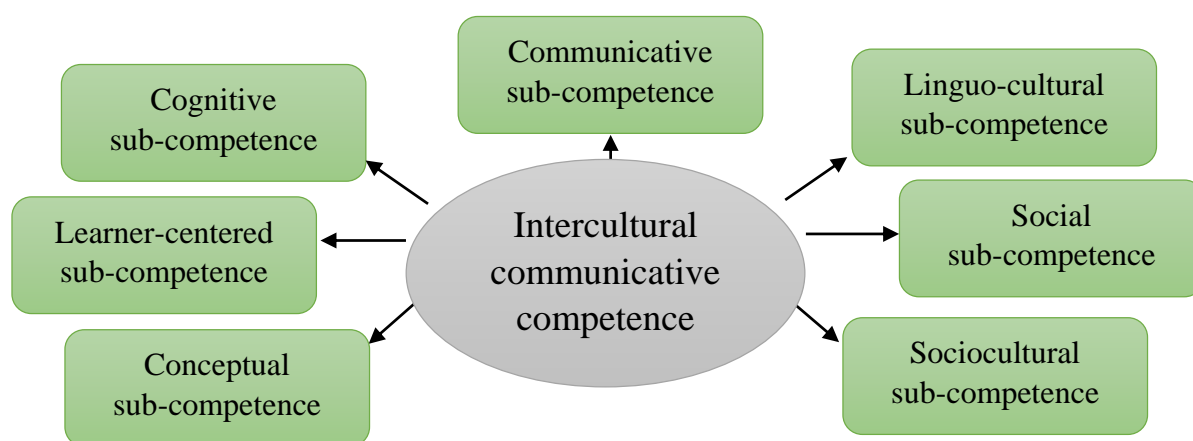

Figure 2 - The structure of intercultural competences (adapted from Kunanbaeva, 2010)

Linguo-cultural sub-competence forms the primary conceptualization of the world on the basis of one's culture in a linguistic personality, as a linguo-cultural reflection of the national linguistic consciousness and mentality [3].

Social and sociocultural sub-competence forms a "secondary cognitive consciousness" in a linguistic personality as a concept and image of the world of another linguistic society [3].

Conceptual subcompetence provides through language learning, a reflection of the conceptually organized representation of the "picture of the world" of another society as a result of a single integrated natural language processing mechanism in the human mind [3].

Cognitive subcompetence ensures the formation of language as an integral part of the process of cognition and the formation of thinking [3].

Social competence desire and willingness to interact with others, the ability to manage the situation [3].

There are several ways to build intercultural communicative competence and confidence in classroom:

The first step toward developing intercultural competence in classroom is to teach about diversity. When students understand the value of diversity, it:

- increases acceptance and tolerance
- encourages looking for novel insights and facts
- enhances one's capacity for making decisions
- facilitates creativity and discovery

1. Encourage pupils to consider their cultural and personal identities

Self-reflection is crucial for kids to build their own cultural identities. We can encourage younger pupils to create a family tree by speaking with older relatives. They should gain a fresh understanding of their own background as a result of this activity.

Through project-based learning and a personal history project, older children can learn about their cultures and family.

2. Developing students' intercultural communicative competence through role plays.

Role play is any speaking activity, when you put yourself into somebody else's shoes or when you stay in your own shoes but put yourself into an imaginary situation.

There are many advantageous of using role play in the classroom. It is a strong communicative approach. It is enjoyable and motivate students to communicate with each other. It can bring teaching from abstract knowledge to real world application.

3. A discourse completion task

A discourse completion task is a one-sided role play with a scenario prompt that one player will read to elicit the responses from the other participant. Shoshana Blum-Kulka created the tool first to compare how native speakers and non-native speakers realize speech acts.

4. Using authentic materials

Authentic materials are audio, print and video materials which can keep students interested and engaged in language learning.

Authentic materials fall into two three main categories:

Authentic listening materials	Authentic visual materials	Authentic printed materials
Radio news	Magazines and newspapers pictures	Restaurant menus
Cartoons	Post cards	Train tickets
Songs		

Figure 3 - Categories of authentic materials

Studies in ''intercultural communication" have established different perspectives in formation of intercultural communicative competence. They are:

Cognitive perspective

According to the cognitive perspective, developing intercultural communicative competence is an intrapersonal mental activity. Cognition theory focus on how information is processed and learned by the human mind.

There are two main cognitive theories:

- Schmidt's noticing hypothesis
- Bialystok's two-dimensional model of second language proficiency development.

The noticing hypothesis is a theory in second language acquisition when student cannot continue advancing their language abilities because they don't know or notice what's wrong with their language. In order to develop students' language, teachers should note them what are gaps and limitations they have.[4]

Bialystok proposes that in this model new knowledge first needs to be acquired, the student needs to have some level of awareness, explicit knowledge, or both about a pragmatic phenomenon before putting it to use appropriate and effectively in real-time communication. [5, p 81]

Social oriented perspective

Learning takes place through participation in the relevant contexts and interaction with other people. The language socialization approach is defined as the process through which novices become competent members of a community through participation in real life interaction.

In conclusion, intercultural communicative competence is a necessary ability that aims to share information across different cultures. The main duty of foreign language teachers is to form a creative, active and global student. The use of a foreign language as a tool for intercultural dialogue can develop students' multilingual social skills, including tolerance and an open mind toward different people, cultures, and nations. Culture must be fully incorporated as a vital component of language learning. Students can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum.

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UDC 372.881.111.1

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METHODS AND APPROACHES OF TEACHING SPECIAL LEARNERS IN ENGLISH LANGUAGE LESSONS

Abstract. The goal of this study is to determine the most appropriate methods and techniques used for Teaching English to special learners and to determine whether they should take the courses in foreign languages in mainstream education or with a supporting teacher. The study is based on a questionnaire applied to teachers of English and on questionnaires answered by children with special educational needs and children without learning difficulties. The theoretical part covers suggestions for teaching English to children with special educational needs and the practical part is a comparison between the answers provided by the interviewed teachers and students. The findings conclude that teachers are able to teach regular children simultaneously with mainstream children, though these are reluctant regarding the education of children with special educational needs in mainstream education.

Keywords: children with special educational needs, teaching methods, English as a foreign language, mainstream education, special learners.

МЕТОДЫ И ПОДХОДЫ К ОБУЧЕНИЮ ОСОБЫХ УЧАЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Цель этого исследования состоит в том, чтобы определить наиболее подходящие методы и приемы, используемые для преподавания английского языка учащимся с особыми потребностями, и определить, следует ли им посещать курсы иностранных языков в рамках основного образования или с вспомогательным преподавателем. Исследование основано на анкете, применяемой к учителям английского языка, и на анкетах, на которые ответили дети с особыми образовательными потребностями и дети без трудностей в обучении. Теоретическая часть охватывает предложения по обучению английскому языку детей с особыми образовательными потребностями, а практическая часть представляет собой сравнение ответов, предоставленных опрошенными учителями и студентами. Полученные результаты свидетельствуют о том, что учителя способны обучать обычных детей одновременно с детьми основной школы, хотя они неохотно относятся к обучению детей с особыми образовательными потребностями в системе основного образования.

Ключевые слова: дети с особыми образовательными потребностями, методы обучения, английский как иностранный, основное образование, особые учащиеся.

The study tries to determine whether children with special educational needs (SEN) should learn foreign languages with teachers from mainstream education or with supporting teachers. Another aim of the research is to highlight the best methods and techniques which can be used with these children in their attempt to learn a new language, in this case English. From the beginning, one has to understand that children with SEN have special needs in terms of education. In Romania, there are special schoolsthat care for the education of children with special needs. However, the Law of National Education 2011 [1] and other national and international laws have tried to integrate these children in mainstream education. The number of children attending special schools has diminished and they are attended especially by children with severe disabilities. The legislation talks about inclusiveeducation, referring to the inclusion

of children with SEN in mainstream education. The question that arises from both teachers and parents of regular students is, whether this situation is beneficial for anyone.

Children with SEN struggle hard to fit in a hostile environment where they are being mocked, where they have to make substantial effort to learn something and where teachers are not properly trained to handle these situations and offer the children the best educational support. Teacher, on the other hand, feel uncomfortable working with these students because they feel the curricular pressure. They think that cannot cover the curriculum with regular students and also feel that regular students are deprived from a high standard and quality education. They believe that too much time is consumed in the attempt to explain something to children with SEN. Parents of regular students and the students themselves have the same opinion: that too much time is wasted with these children and in the end they still don`t know anything. The results of a questionnaire on the efficiency of inclusive education will be presented in this study later on.

The situation of children with SEN has changed in Romania in the past years. They attend mostly mainstream education, only severe cases being enrolled in special schools. Due to financial problems, special schools have been underfinanced and therefore they lack modern teaching materials and other useful educational tools. However, teachers in special schools have suitable training for working with SEN children. They have graduated Special Psychopedagogy, a field of study which trains teachers of children with SEN. Mainstream education teachers don`t have that training. This is the reason why the Ministry of education appointed the socalled itinerary teachers or supporting teachers. They work with one or several schools which have enrolled children with SEN. Their mission is to support children who have learning difficulties in all their school subjects. These teachers have a degree in Special Psychopedagogy and they work with all children with SEN from a school. They explain the lesson ata slower pace, help them with their homework, play with them and even counsel the children when needed. The supporting teachers can also attend classes and help teachers during the lesson. Due to the reluctance of Romanian teachers, who usually don`t accept a stranger in their classroom, supporting teachers perform their tasks just with children with SEN. However, it is believed that a supporting teacher would be of great help in a regular class because the teacher won`t have to slow down the pace and give supplementary explanation and the child with learning difficulty would understand the lesson easier. It is believed that inclusive education is better for children with SEN than special school education. Therefore at the end of 1995, the Ministry of Resort has adapted the "action plan in favour of children" which stipulates the integration of children with special needs in the community. The document provides models for organizing schools which are regulated on an international level:

- cooperation between special schools and mainstream schools
- organizing a special class in regular schools
- preparing a special classroom with resources for children with learning difficulties
- itinerary teacher, etc.

In order to understand who children with SEN are, Vrăşmaş, E mentions the most frequent disorders they face:

- attention deficit: they cannot focus on the lesson;
- movement deficit: they cannot coordinate their movement;
- difficulties in processing visual and acoustic information: many students have difficulty in recognizing the sounds of a language but recognize easily the letters and written words;
- difficulty in developing cognitive learning strategies: certain students are incapable oforganizing their activity and developing their own learning style;
- oral communication disorders: they are the result of poor linguistic abilities, speaking disorders and underdeveloped vocabulary;
- reading difficulties: they have difficulty in recognizing, decoding and understanding the read words;
- writing difficulties: they cannot complete tasks which involve writing
- mathematical difficulties: they have poor mathematics skills, they lack notions of space and time which are used in this subject [2].

For teachers of English, the most common difficulties they have to face are oral communication disorders, reading and writing difficulties [3]. They do not have any preparation for teaching English to children with special educational needs and therefore they lack skills and knowledge on how to teach foreign languages to children who don`t yet master their mother tongue. Perhaps, it would be useful to introduce a lecture during the teachers` academic preparation on how to teach children with SEN.

Supporting teachers cannot take over the English teacher`s job because most of them don`t have enough English language knowledge. However, in teaching English, the English teacher has to benefit from support: the parents`, the supporting teacher`s and even the school psychologist`s.

There are certain strategies that an English teacher has to take into account. For instance, the lesson should be planned according to the following criteria [4]: • the methodology used in teaching English should be made appropriate for children with SEN • the teaching material should be catchy and attractive, but also appropriate • the teacher should plan extra working time with the child • the curriculum should be adapted for children with SEN (namely, the pressure to cover the entire curriculum should be excluded and the focus should be on developing a few skills) • the teacher along with the inclusive education specialist should draw up an individual study plan for children with SEN The English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing. Movement activities are extremely beneficial for children with SEN as most of them have difficulties in staying focused or sitting down. The atmosphere should be pleasant as children feel uncomfortable working under pressure, in stressful situations or in a boring activity. Abstract concept, rules, grammar rules should be avoided as they bring about tension [5]. It is better to avoid correcting mistakes too often because it can demotivate children. Lexical or grammar chunks should be repeated as much as needed. A foreign language is learnt by direct exposure to it, therefore children with SEN should be familiarized with English by listening and reading activities. Children have different learning styles, even the healthy ones. For this reason, it is advisable for teachers to be familiar with the SEN child`s learning style. Kinesthetic children prefer movement while learning, visual children prefer reading and pictures, interpersonal learners like group work and classroom discussions while intrapersonal children prefer working individually [6]. It is very important that teachers adjust their lesson to the child`s learning style, especially when working with children with SEN. The typical English lesson for children with SEN should focus on listening, playing, speaking, miming, singing, dancing, acting, arranging element, etc. The types of interaction used can be individual or group work. Teachers should constantly encourage their students. The teacher`s dedication and determination are very important in teaching English to children with SEN.

2. Goals of study

The goal of this study is to prove that children with SEN can learn English as a foreign language in mainstream education, if teachers adapt the curriculum to the children`s needs and learning style. The study [7] is conducted on 10 English teachers, 90 parents, 90 regular children and 10 children with SEN from the 6th grade.

3. Methods

The study is based on the answers provided by a number of 10 English teachers, 90 parents of regular students, 90 regular students and 10 children with SEN. The study has been conducted in "Adam Muller Guttenbrunn" High School of Arad, with the 6th grade (A, B, C), between May 1 and 15, 2014. The questionnaire has been applied to understand the teachers`, parents` and students` perception of children with SEN. After the results have been analyzed, a pre-test has been given to the sample students (25, 20 regular students and 5 students with SEN). Then the experimental stage has taken place. An English teacher has worked with the experimental group and applied methods for teaching English to children with SEN. The experimental test has revealed unexpected results.

Firstly, the answers given by teachers reveal that most of them believe that inclusive education is not beneficial for anyone. They think that regular children are affected by the indiscipline of children with SEN, time is lost due to their difficulty of understanding certain concepts, the overall school performance of a class is lowered by the grades obtained by children with learning difficulties and the curriculum is not completely covered because a lesson needs to be repeated several times. On the other hand, children with SEN lose their selfconfidence in mainstream education; they are demotivated, feel underestimated and are bullied by regular children. In other words, most teachers believe that children with SEN belong in special schools and consider that they should be trained by specialized teachers.

For the second question, they consider that the difficulty of working with children with SEN lies in the teachers` lack of experience in handling these situations. Therefore, most of them agree to attend a lecture on working with students with SEN, if special education remains part of mainstream education. They believe that someone should teach them how to approach English for special educational needs; otherwise it is a waste of time. Methods and techniques should be presented during these workshops and teachers should be taught the best possible methods used with these children.

Most teachers believe that children with SEN slow down the pace of teaching because they need more time, more explanations and also different exercises than regular children. They also admit that

sometimes they ignore the needs of children with SEN because they work under the pressure of a curriculum which has to be covered by the end of the year.
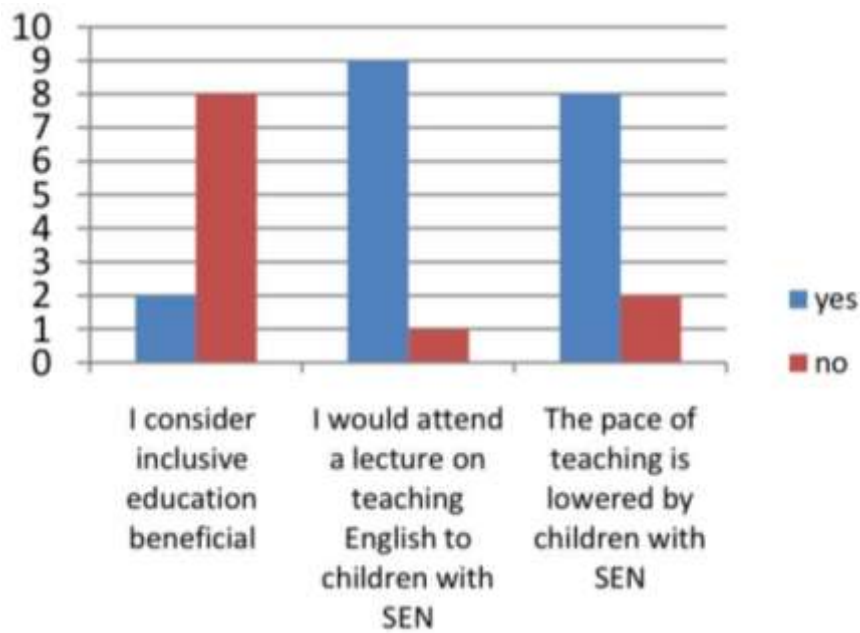

Figure 1 - Results of teachers` answers

The answers provided by parents of regular students show no other attitude towards children with SEN. Parents have the same opinion as teachers related to inclusive education; they believe it is not a good idea. They also consider that their children waste time during the lessons because teachers have to give extra explanations to children who don`t understand and when it comes to socializing, they would not want their child to be friend with a child with SEN. They don`t consider these children dangerous, they only believe that children with SEN may have a bad influence on their child`s school results. 90 parents have been questioned and the results are the following:
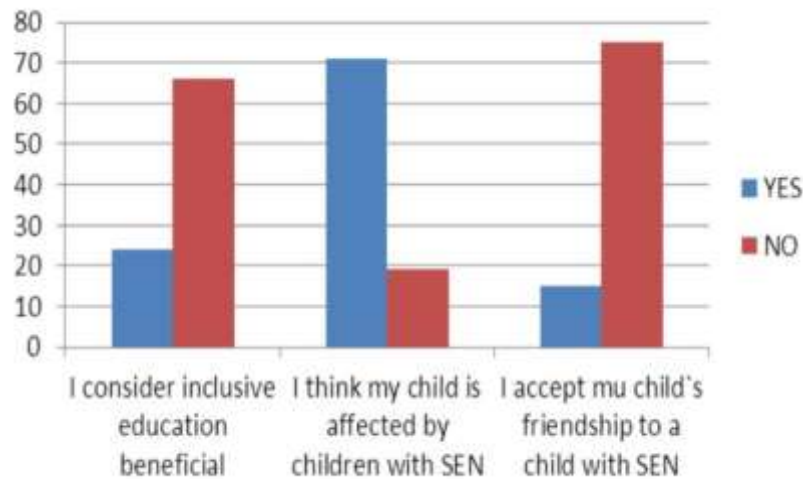
Figure 2 - Parents` answers to the questionnaire

Students with SEN from the 6th grade (A, B, C) have also been asked to state their opinion. Their opinions are not as assertive as the parents` and teachers`.
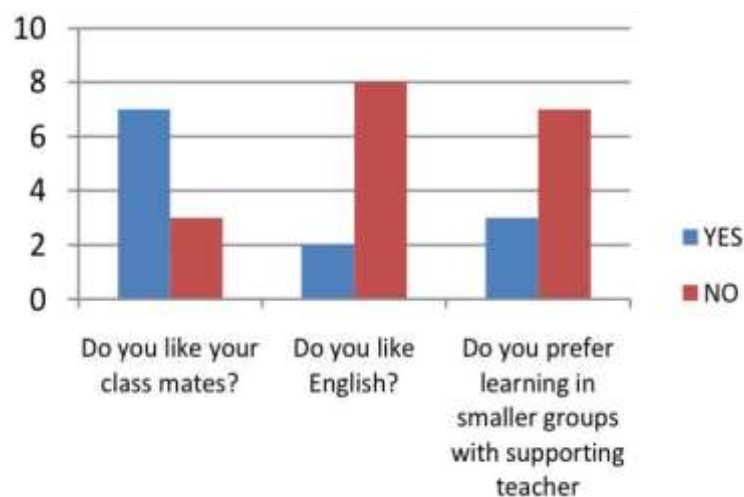
Figure 3 - The results of students with SEN

The last questionnaire was applied to regular students. Their answers revealed that they don`t find their classmates disturbing, though sometimes they are annoyed because the teacher has to repeat the explanation several times. They even find it amusing when children with SEN start walking during the lesson or ask questions with no relevance for the topic. They don`t think that they would learn more if there weren`t children with SEN in the classroom.
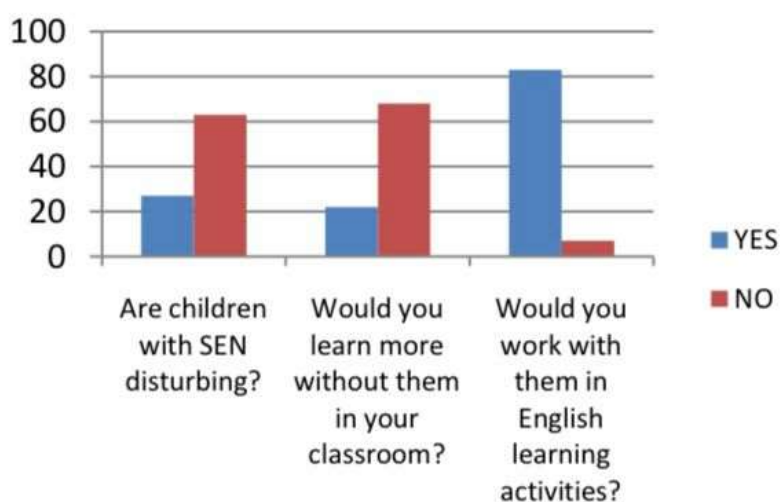
Figure 4. - Results of the questionnaire applied to regular students

As seen from the answers provided by our sample, teachers should pay more attention to children with SEN, parents should be more tolerant because children find a mutual way to tolerate and understand each other. Both categories of children accept the others, find pleasure in working together and are willing to find communication bridges.

4. Results

A sample of 25 subjects was selected for the experiment. 20 are regular students and 5 are children with SEN. The pre-test was applied on the 2nd of May 2014 and it consisted of four subjects: one grammar subject, one vocabulary subject, a reading task and a composition. After the pre-test had been assessed, the experimental group took English classes with a teacher who had taken a course in teaching English to inclusive classrooms. The other students continued to work with their teachers. Table 1 presents the results of the pre-test. The Romanian grading system consist of marks from 1- 10, where 1 is the lowest and 10 the highest grade. I can notice that the results are not very high, especially for children with SEN. They have scored between 1-3 and 4-6, which is low.

The results improved and children have a better, more positive attitude towards English. They say that English is fun, that it is great listening to English songs and understanding what they mean, being

able to express something in English, etc. All children loved working in pairs and groups and regular children appreciated the interactive activities performed with the teacher.

5. Conclusions

The experiment concluded that English can be taught to children with SEN without placing them in special schools. Though certain teachers believe that a foreign language should not be taught to children who still have difficulties with their mother tongue, it is a bad decision. Learning a new language opens their minds, helps them create cognitive relations, organizes their mind and brings satisfaction. English teachers should adapt their lessons to children with SEN, should engage them in classroom activities and use interactive methods. These methods are beneficial for regular students too, because they are challenging, favour communication and interaction.

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SMART – БІЛІМ БЕРУДЕГІ ТЕХНОЛОГИЯЛАР

Аңдатпа. Мақалада SMART білім беру және медиа ақпараттандыру дәуіріндегі білім беру технологияларының даму тенденциялары мен проблемалары қарастырылған. Зерттеудің мақсаты - осы технологиялардың көпшілігін олардың мақсаты мен сипаттамасына сәйкес типтеу. Мақаланың нәтижесі ретінде де осыны айта аламыз. Зерттеу білім беру саласында қолданылатын жүйелі-ақпараттық шеңберінде жүзеге асырылады. Білім беру технологиялары – бұл мақалада білім, дерексіз модельдер, дерексіз процестер, білім беру ресурстары ретінде көрінеді.

Тірек сөздер: педагогикалық технология, білім беру технологиясы, медиа орта, медиатехнология, SMART білім беру, SMART технологиясы, медиа ресурс.

Қазіргі қоғам – ақпараттық қоғам болып табылады. Ол технология мен байланыс құралдарының дамуымен сипатталады; айналамыздағы заттар мен құрылғылар өмірімізді жайлы, қауіпсіз және қызықтырақ етеді. Қазіргі уақытта қоғамды ақпараттандыру деңгейі өсті, атап айтқанда: ақпараттық технологиялар қолжетімді болды, бұл коммуникация деңгейін жоғарылатады және жаһандық ақпараттық, оның ішінде білім беру ортасын құруға әкелді.

Ақпараттық-коммуникациялық технологиялардың қарқынды дамуы аясында «digital-ұрпақ», яғни, «сандық ұрпақ» деп аталатындар өсті, олар үшін «озық» технологияларды пайдаланатын смарт құрылғылар мен гаджеттер өмір сүру кеңістігінің таптырмас элементтері болып табылады. Дәл осы сәтте мәселе туындайды: сымсыз желіге көшу, смарт терминалдардың таралуы, SMART құрылғыларының дамуы оқу процесін өзгертуді талап етеді. Оны қалай шешуге болады?

Бүгінгі таңда көптеген мемлекеттер де SMART білім беруді дамыту бағытын ұстанады («SMART Education» стратегиясы: «Білім берудегі революция арқылы күшті SMART елге жету жолында»).

Smart-learning «әрдайым, барлық жерде және кез келген уақытта» білімнің қолжетімділігін арттырады. Оның мақсаты – электрондық ортаны дамыту нәтижелерін білім беру мақсатында пайдалану.

Білім беру саласына қатысты SMART технологиялар қарастырады:
➢ студенттерге білімді жеткізу үшін әртүрлі гаджеттерді (смартфондар, планшеттер және басқа ұқсас құрылғылар) пайдалану ретінде;
➢ біріктірілген интеллектуалды виртуалды оқу ортасын құру құралы ретінде.

Smart Education (Ақылды білім беру) – мазмұнды әзірлеу, оны жеткізу және жаңарту процесін құрудың жаңа әдісіне мүмкіндік беретін барлық білім беру процестерін, сондай-ақ осы

процестерде қолданылатын әдістер мен технологияларды кешенді жаңғыртуды көздейтін тұжырымдама.

Smart Education нені қамтамасыз етеді?

➢ Онлайн оқыту
➢ Бейресми ортада оқыту
➢ Қашықтықтан оқыту
➢ Мобильді білім беру

Жалпы алғанда, SMART білім беру – ақпараттық SMART технологияларын қолдану арқылы мүмкін болатын білім беру үдерісін бейімдеу арқылы жүзеге асыруды көздейтін білім беру парадигмасы.

SMART білім берудің негізгі принциптеріне мыналар жатады:

1. Білім беру міндеттерін шешу үшін білім беру бағдарламасында өзекті ақпаратты пайдалану: білім берудегі және кез келген кәсіптік қызметтегі ақпарат ағынының жылдамдығы мен көлемі қарқынды өсуде, қолданыстағы оқу материалдары нақты уақыт режиміндегі ақпаратпен толықтырылуы тиіс, студенттерді практикалық есептерді шешуге дайындау.

2. Оқушылардың өзіндік танымдық, зерттеушілік, жобалық әрекеттерін ұйымдастыру. Бұл принцип балаларды алға қойылған міндеттерді шешуде шығармашылық ізденіске, өз бетінше ақпараттық және зерттеу іс-әрекетіне дайындауда басым болып табылады.

3. Бөлінген оқу ортасында оқу процесін жүзеге асыру. Білім беру ортасы оқу орнының аумағымен немесе қашықтықтан оқыту жүйесімен шектелмеуі керек. Оқу процесі үздіксіз болуы керек.

4. Икемді білім беру траекториялары, оқытуды дараландыру. Оқу іс-әрекетінің көптүрлілігі студенттерге білім беру бағдарламалары мен курстарын оқуға, олардың денсаулық мүмкіндіктеріне, материалдық және әлеуметтік жағдайларына сәйкес оқу процесінде құралдарды пайдалануға кең мүмкіндіктер беруді талап етеді.

Смартфондар, ұялы телефондар, планшеттер және басқа смарт құрылғылар оқуға қалай көмектеседі?

Мектеп оқушыларының оқу тәжірибесінде мобильді технологиялар мыналар үшін қолданылады:

➢ интернет энциклопедияларынан ақпарат алу;
➢ қажетті ақпаратты іздеу;
➢ аудармашы бағдарламасы арқылы сөздерді немесе сөз тіркестерін аудару;
➢ ақпаратты визуализациялау;
➢ бейне дәрістерді көру
➢ тестілеу немесе онлайн сауалнамалар;
➢ Әртүрлі зертханалық тәжірибелер жүргізу.

SMART оқытуды кеңінен қолдану, біріншіден, интернет-технологияларды жетілдірумен байланысты. Екіншіден, Wi-Fi, 3G, 4G сияқты сымсыз технологиялардың дамуымен, үшіншіден, интернетте интерактивті оқыту ресурстарын кеңінен қолданумен байланысты екенін айта аламыз.

Ақылды білім беруді қалыптастырудың негізі де адамдарға өздерінің интернет-контентін жасауға мүмкіндік беретін Facebook, YouTube, Twitter және блогтар сияқты Web 2.0 технологияларының дамуы болды.

Ал Web 2.0 технологиясының мүмкіндіктерін педагогикалық тәжірибеде қалай қолдануға болады?

Бұл сұраққа бірнеше жауаптар бар:

➢ оқу материалдарын тегін тарату үшін онлайн қауымдастықтарды пайдалану (Цифрлық білім беру порталы ttp://www.digital-edu.ru/socnet/101/
➢ оқу материалдарын өздігінен жасау;
➢ информатика саласында арнайы білімі мен дағдыларынсыз қызметтің жаңа түрлеріне қатысу (https://ru.wikipedia.org/wiki, https://vslovar.org.ru (визуалды сөздік (интеллект - карталар); http: //www .playcast.ru (открыткалар жасау);
➢ өз оқушыларының ата-аналарымен байланыс (электронды журнал, әлеуметтік желілер);
➢ кәсіби тәжірибе алмасу, сабақ мазмұнын жаңа материалмен байыту, оқушылардың оқуға деген ынтасын арттыру (Ашық сынып, infourok.ru т.б.)
➢ кәсіби даму және оқыту (SMART Boards Интерактивті тақта, SMART Notebook бағдарламалық құралы, Smart Classroom Suite – ынтымақтастық үшін арнайы әзірленген

бағдарламалық пакетті пайдалана отырып, мұғалімдер мен студенттерге интерактивті оқыту үшін материалдарды жасауға көмектесетін бағдарламалық құрал).

Microsoft Power Point немесе Macromedia Flash сияқты бағдарламалық пакеттерде жасалған мультимедиялық презентацияларды пайдаланып оқу сабақтарын өткізу нормаға айналды. Дегенмен, кәдімгі презентация технологияларымен (Microsoft Power Point, Macromedia Flash) білім беру саласына слайд-шоу түріндегі презентациядан бас тартуға мүмкіндік беретін жаңа интерактивті деп аталатын технологиялар еніп жатыр.

Smart технологиялар арқылы, мұғалім мен студенттер білім беру процесінің тең құқылы қатысушыларына айналады: қажетті ақпарат барлығына бірдей қолжетімді және әркім зерттеудің жалпы қорытындысын өз жұмысының нәтижелерімен толықтырады.

Заманауи білім берудің жаңа оқыту тәсілдерінде гаджеттерді қолданбай елестету қиын. Гаджетіңізден SMART оқу құралын жасау үшін сізге қосымша бағдарламалық құралды орнату қажет. Бұл бірқатар сұрақтарды тудырады: смартфонға немесе планшетке қандай бағдарламалық жасақтаманы орнату керек? Бұны қалай істейді?

Бұл мәселелерді шешу үшін Google жүйесі мобильді құрылғыға кез келген SMART қолданбасын орнататын Play Store қолданбасын ұсынады.

Play Market - смартфондар мен планшеттерге арналған Android мобильді операциялық жүйесінің стандартты құралдарында орнатылған қосымша. Бұл қолданбаны пайдалану үшін Google есептік жазбасын тіркеу керек. Тіркелген пайдаланушылар Google жүйесінің барлық желілік қолданбаларына қол жеткізе алады. Қолданба пайдаланушыға демалыс үшін де, оқу үшін де санаттардың кең ауқымын ұсынады.

Шынында да, мобильді оқыту форматында көп нәрсені жасауға болады, бірақ мобильді оқыту шынымен табысты болуы үшін оқу мазмұны осы формат үшін арнайы жасалуы немесе мұқият бейімделуі керек. Компьютерлерді, планшеттерді немесе басқа да техникалық оқу құралдарын пайдалану туралы шешім қабылдау барысында мына ережені басшылыққа алу қажет: оқытатын құрылғы емес, мұғалім. Гаджет тек көмектеседі және оқу процесін тиімдірек және қызықты етеді. Олардың негізгі әлеуеті оқу бағдарламасына қарапайым бейімделуінде және оны мұғалімнің сабақта пайдалану мүмкіндігінде жатыр.

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ӘОЖ 371.321.4

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КРЕАТИВТІ ТЕХНОЛОГИЯЛАР БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ БАҒДАРЛАНҒАН ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ТИІМДІ ҚҰРАЛЫ

Аңдатпа. Соңғы жылдары болашақ мұғалімдерді кәсіби даярлаудың мақсаттарын анықтауда болашақ маманның кәсіби-бағдарлы құзыреттілігі сияқты интегралды сипатын қалыптастыруға баса мән берілуде. Сонымен қатар, тілдің кәсіби қарым-қатынас құралы ретіндегі рөлін арттыру жағдайында студенттердің кәсіби-бағдарлы құзыреттілігін қалыптастыру үшін шетел тілін оқытудың жаңа әдістерін, тәсілдерін, құралдарын және формаларын іздестіру қажеттігі туындайды.

Мақалада болашақ мұғалімдерді кәсіби даярлау процесінде туындайтын мәселелер ашып көрсетіледі, оларды креативті технологиялар негізінде шешудің мүмкін бағыттары айқындалады, болашақ шетел тілі мұғалімдерінің кәсіби-бағдарланған құзыреттілігін қалыптастырудағы креативті технологиялардың педагогикалық мүмкіндіктері қарастырылады.

Тірек сөздер: кәсіби даярлық, технология, құзіреттілік, креативті технология, кәсіби-бағдарлы құзыреттілікті қалыптастыру, шетел тілі.

КРЕАТИВНЫЕ ТЕХНОЛОГИИ КАК ЭФФЕКТИВНОЕ СРЕДСТВО ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В последние годы акцент в определении целей профессиональной подготовки будущих учителей ставится на формирование такой интегральной характеристики будущего специалиста, как профессионально-ориентированная компетентность. Вместе с тем, необходим поиск новых методов, приемов, средств и форм обучения иностранному языку студентов с целью формирования их профессионально-ориентированной компетентности в условиях повышения роли языка как средства профессионального общения.

В статье выявлены проблемы, возникающие в процессе профессиональной подготовки будущих учителей и обозначены возможные направления их решения на базе креативных технологий, рассмотрены педагогические возможности креативной технологии в формировании профессионально-ориентированной компетенции будущих учителей иностранного языка.

Ключевые слова: профессиональная подготовка, технология, компетентность, креативная технология, формирование профессионально-ориентированной компетенции, иностранный язык.

CREATIVE TECHNOLOGIES AS AN EFFECTIVE MEANS FOR FORMING PROFESSIONALLY-ORIENTED COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract: In recent years, the emphasis in determining the goals of professional training of future teachers has been placed on the formation of such an integral characteristic of a future specialist as professionally oriented competence. At the same time, it is necessary to search for new methods, techniques, means and forms of teaching a foreign language to students in order to form their professionally oriented foreign language competence in the context of increasing the role of language as a means of professional communication.

The article reveals the problems that arise in the process of professional training of future teachers and identifies possible directions for their solution on the basis of creative technologies, considers the pedagogical possibilities of creative technology in the formation of professionally oriented competence of future teachers of a foreign language.

Keywords: professional training, technology, competence, creative technology, formation of professionally oriented competence, foreign language.

Қазіргі қоғам дамуының қарқындылығы оқу-тәрбие процесін жеке тұлғаның қажеттіліктері мен қажеттіліктеріне бейімдеуді, оның әлеуметтік белсенділігіне жағдай жасауды, дамыған кәсіби мәдениетке негізделген жаңа жағдайларда табысты өмір сүріп, жұмыс істей білуді талап етеді. Қазіргі уақытта алынған білім тез ескіреді. Сондықтан оқытудың түрлі инновациялық формалары кеңінен таралуда.

Білім беру қызметтерінің нарығы оқытуды ұйымдастырудың жаңа ғылыми және әдістемелік негізделген түрлерін жетілдіруді және тәжірибеге енгізуді талап етеді, мұнда кәсіби дайындық процесіндегі басты міндет танымдық іс-әрекет процесінде оның мүмкіндіктерін кеңейту болып табылады.

Бұл мәселе өз кезегінде білім, білік, дағдыларды мамандардың кәсіби даярлығын жүзеге асыру үшін қалай тасымалдау керектігіне байланысты өзекті бола түсуде. Осыған орай, мамандарды даярлауда құзыреттілік тәсілді енгізу білім беру мен нарық қажеттіліктерін үйлестіруге, оқу мен кәсіби іс-әрекеттің арасындағы қайшылықтарды жоюға талпыныс ретінде қарастырылды. Сонымен қатар, біліктілікке бағытталған оқытуды жүзеге асыру Қазақстан Республикасында білім беруді және ғылымды дамытудың 2020-2025 жылдарға арналған мемлекеттік бағдарламасының «...*Педагог кәсібінің жоғары мәртебесін қамтамасыз ету, педагогикалық білім беруді жаңғырту*» жөніндегі міндеттерін орындау қажеттілігіне де байланысты болып отыр [1].

Болашақ мұғалімдердің кәсіби, тілдік құзыреттілігін дамыту – білім сапасын көтеру құралы. Білікті де білімді маман болу үшін әр ұстаз өз білімін үздіксіз жетілдіріп, заман талабына сәйкес кәсіби біліктілігін жетілдіруімен қатар креативті болуы тиіс.

Ғалымдар біліктілік тәсілін заманауи сапалы білім беруді қамтамасыз етудегі қарама-қайшылықтарды мен ақпарат көлемінің одан әрі ұлғаюы есебінен дәстүрлі жолмен шешу мүмкін емес қажеттіліктерді жою тәсілдерін ретінде қарастырады.

 Тәжірибе көрсетіп отырғандай, білім алуда біліктілік тәсіл студенттердің оқу және жеке тәжірибесі арқылы ақпаратты меңгеру нәтижесінде, оқу немесе жұмыс саласына қатысты фактілер мен қағидаттар, теория мен практика жиынтығындағы ғылыми және әлеуметтік тәжірибесін меңгеруі мен өз мақсаттарын жүзеге асырудағы, жаһандану заманында тұлғалық және әлеуметтік мәселелерді шешудегі кемшіліктерді жоюға мүмкіндік береді.

Болашақ шетел тілі мұғалімдерін кәсіби тұрғыдан даярлау тек оқу пәндері бойынша білімдермен қаруландыру және оның кәсіби қасиеттерін дамыту ғана емес, сонымен қатар педагогикалық үдерісті талдау, студенттерді оқыту мен тәрбиелеудің жаңа тәсілдерін іздеу және жоспарлау, оның шығармашылық қабілеттерін дамыту дағдыларын қалыптастыруды көздейді.

Шетел тілдерін оқытудың алдыңғы технологияларының ішінде рефлексивті өзін-өзі бағалау құралы ретінде қарастырылатын, студенттің өнімді оқу іс-әрекетіне ықпал ететін креативті технологиялар бар.

Креативті технологиялар оқуға шығармашылық және жасампаздық көзқарастарды қалыптастыруға ықпал етеді, студенттер мотивациясының жетіспеушілігі мәселелерін шешуге жәрдемдеседі. Олар болашақ маманның қабілеттерін дамытуға, нақты ақпараттан білім ала білуге және оларды кейін кәсіби қызметінде пайдалануға мүмкіндік береді. Креативті технологияларды пайдалануға негізделген оқыту сондай-ақ, аналитикалық ойлау дағдыларын, интеллектуалдық және шығармашылық қабілеттерін дамытады.

Демек, шығармашылықты арттырудың тиімді әдістері мен құралдарын әзірлеу, осы процестің үздіксіз дамуы үшін белгілі бір орта қалыптастыру жөніндегі ғалымдар пікірімен толық келісуге болады [2].

Шет тілінен білім берудегі түпкі мақсат - екінші тілдік тұлғаны қалыптастыру, яғни, қос тілді, қос мәдениетті меңгерген білім алушыны даярлау деген тұжырымға саяды. Ал мақсаттың негізін білім, мағлұматтар, білік, қабілеттер және құзыреттер құрайды. Осы орайда білім беруде құзыреттілік тәсілін басшылыққа алу көкейкесті мәселеге айналып отыр. Бұл мәселенің ойдағыдай шешімі шет тілін оқыту мазмұнын анықтауда терминдер жүйесін нақтылау әрекетімен тығыз байланысты [3,4].

Болашақ шет тілі мұғалімнің құзыреттілігі - нақты уақыт шеңберінде және сәтті педагогикалық еңбек нәтижелерінен көрінетін тәжірибелік- бағдарланған білімдер, біліктер және стратегиялар. Басқа әріптестері «кәсіби олқылықтар» жібергенде немесе орын алған мәселені шешуден бас тартқан уақытта құзыреттілік әлеуеті мол мұғалім айтарлықтай нәтижеге ие болады.

"Кәсіби құзыреттілік" ұғымына жүгінетін болсақ, тар мағынада ол жеке тұлғаның білімін, дағдыларын, қасиеттерін және оларды іс-әрекетте жүзеге асыру тәсілдерін қамтиды. Кең мағынада кәсіби құзыреттілік жеке тұлғаның кәсіби ортамен өзара әрекеттесуінің сәттілік деңгейін анықтайды.

Зерттеулер барысында "педагогикалық шеберлік" және "педагогикалық шығармашылық" ұғымдарына қатысты түрлі пікірлер бар. Ғалымдар (Т. Г. Браже, В. А. Поташник және т.б.). "педагогикалық шеберлік" және "педагогикалық шығармашылық" ұғымдарының бірдей еместігі және "педагогикалық шығармашылық" маманның жасына және жұмыс өтіліне тікелей байланысты, ал "педагогикалық шеберлік" жұмыс тәжірибесімен жетілдірілуі мүмкін екендігіне назар аудартады [5-6].

Шығармашылық құзыреттілік - бұл тек негізгі біліммен ғана анықталмайтын кәсіби құзыреттіліктің құрамдас бөлігі. Маманның дағдыларымен, сонымен қатар құндылық бағдарларымен, оның қызметінің мотивтерімен, әлемдегі өзін түсінуімен және айналасындағы әлем, ол жұмыс істейтін адамдармен қарым-қатынас стилі, оның жалпы мәдениеті, шығармашылық әлеуетін дамыту қабілеті.

Пәндік құзыреттер білім алушылардың бойында тілдік білімдерді қалыптастырудың тиімді технологияларын қолдану арқылы таңдалған оқыту әдістемесінің іске асырылуын қамтамасыз етеді. Тәжірибелі мұғалім пәндік құзыреттердің көмегімен әдістемелік материалдарды әзірлейді, сонымен қатар мектеп оқушыларын оқыту, білім беру, тәрбиелеу, дамыту және педагогикалық үдерісті басқару әрекеттерін іске асырады.

Шетел тілі мұғалімінің пәндік құзыреттері арнайы құзыретттер есебінен елеулі түрде толықтырылып отырады. Шет тілін оқыту барысында құзыреттілік әдісті іске асыруда қолданысқа ие болатын білім берудің креативті технологиялары төмендегідей:
- жеке-бағдарлы оқыту технологиясы;
- модульдік технология;
- проблемалық оқыту технологиясы;
- кейс-стади (жағдаяттық талдау);
- жоба технологиясы - оқушыларды шығармашылық және зерттеу жұмысына тарту;
- ынтымақтастық негізде оқыту - сабақ үстінде психологиялық жайлы ахуалды қалыптастыру;
- сыни ойлау технологиясы және SWOT-талдау.

Қазіргі кезде шет тілін оқытудың коммуникативтілігі, интерактивтілігі, аутенттілігі тілді үйрену үдерісінің мәдени контексте болуы үстемдікке ие болуда. Аталған ұстанымдар коммуникативтілік қабілетінің компоненті ретінде мәдениетаралық біліктілікті дамытудың алғы шарттарын құрастырады. Шет тілін дәстүрлі оқытуда тіл үйренушілер тілдік жаттығуларды жасап, қажетті материалды жаттаумен ғана шектеледі. Яғни, ол төмендегідей көрініске ие болады: «сөздік қор+қажетті құрылым = тіл», бұл жағдайда тілдік құрылымды жаттаумен шектелу, тілді қарым-қатынас құралы ретінде меңгеруге толық мүмкіндік бермейді.

Шет тілінде тілдік қарым-қатынасқа үйрету үшін шынайы, өмірлік жағдаяттарды туындату қажет. Ол білім алушылардың қажетті материалды меңгеруіне және оған сәйкес мінез-құлқын қалыптастыруға жағдай жасайды, міне осындай кезеңде ғаламтор жүйесінің маңызы айтарлықтай. Мұндай жағдайда, болашақ шет тілі мұғалімдері мәселені шешуге шығармашылық тұрғыдан келу мүмкіншілігі молайып, өзіне қажетті ақпаратты алып, өзінше ой қорытып, оны тұжырымдау және қызықты пікірлер айта білу қабілетіне ие болады. Ал мәселені шешуде жаңа ой, құнды пікір айту өте маңызды және ол міндетті түрде қорытындыланып, көрініске ие болар болса, оның нәтижесі жоғары болмақ.

Шетел тілін оқытуда креативті технологияларды тиімді қолданудың көрсеткіштері мыналар:
- болашақ шетел тілі мұғалімдерінің моралдық, психологиялық, интеллектуалдық ерекшеліктерін ескеру;
- оқуға жағымды көңіл-күй қалыптастыру;
- оқытушы мен студент арасында пікір алмасу, ғылыми қарым-қатынас және әріптестік ұстанымын орнықтыру;
- болашақ шет тілі мұғалімдерінің еске сақтау қабілеті мен творчесвалық деңгейін көтеру арқылы белсенділігін арттыру;
- оқуды игеруге креативті технология түрлерін кеңінен іске қосу;
- сабақтардың нәтижелерін қорытындылау.

Барлық оқыту технологияларының көздеген мақсаты, ол болашақ шет тілі мұғалімдерінің өз бетімен білім алу, білім іздеу дағдыларының қалыптасуы десек, креативті технологиялардың осы мақсатқа лайықталғанын көру қиын емес. Болашақ шет тілі мұғалімдерінің креативті технологияларды қолданып дербес ізденуі оның тілді меңгерудегі кәсіби шеберлігін шыңдайды, тұлғалық қалыптасуына ықпал етеді.

Қорыта келе, креативті технологияны пайдалану арқылы болашақ шет тілі мұғалімдерінің кәсіби бағдарланған құзыреттілігін қалыптастыру – білімнің нәтижелігіне қолайлы жағдай жасаудың тиімді жолдарының бірі деуге толық негіз бар.

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УДК 372.881.13

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ПРОБЛЕМЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ РУССКОГО ЯЗЫКА ДЛЯ НАЦИОНАЛЬНЫХ ШКОЛ

Аннотация: Статья посвящена проблемам профессиональной подготовки учителей русского языка для национальных школ. Цель исследования - определить оптимальные пути совершенствования подготовки учителей русского языка с учетом требований современного общества на основе многофакторного анализа учебной среды.

Ключевые слова: обучение русскому языку, профессиональная подготовка учителей русского языка для национальных школ, методика преподавания русского языка.

PROBLEMS OF PROFESSIONAL TRAINING OF RUSSIAN LANGUAGE TEACHERS FOR NATIONAL SCHOOLS

Abstract: The article is devoted to the problems of professional training of teachers of the Russian language for national schools. The purpose of the study is to determine the optimal ways to improve the

training of teachers of the Russian language, taking into account the requirements of modern society on the basis of a multifactorial analysis of the learning environment.

Key words: Russian language teaching, professional training of teachers of Russian language for national schools, methods of teaching Russian language.

МЕМЛЕКЕТТІК МЕКТЕПТЕРГЕ ОРЫС ТІЛІ МҰҒАЛІМДЕРІН КӘСІБИ ДАЙЫНДАУ МӘСЕЛЕЛЕРІ

Аңдатпа. Мақала ұлттық мектептер үшін орыс тілі мұғалімдерін кәсіби даярлау мәселелеріне арналған. Зерттеудің мақсаты – оқыту ортасын көп факторлы талдау негізінде қазіргі қоғам талаптарын ескере отырып, орыс тілі мұғалімдерін даярлауды жетілдірудің оңтайлы жолдарын анықтау.

Тірек сөздер: орыс тілін оқыту, ұлттық мектептерге орыс тілі мұғалімдерін кәсіби даярлау, орыс тілін оқыту әдістемесі.

Профессионально-методическая подготовка будущих учителей состоит в усвоении ими теории обучения русскому языку и овладении навыками обучения учащихся использованию русского языка в различных сферах его применения. Овладение русским языком должно основываться на методических принципах, учитывающих концепцию непрерывного образования в республике Казахстан, в основе которой лежат демократизация, гуманизация, дифференциация и индивидуализация процесса обучения, опора на национально-культурные традиции и общечеловеческие ценности.

Будущие учителя русского языка получают теоретическую подготовку на лекциях, спецкурсах, закрепляют ее при написании курсовых и выпускных квалификационных работ. Основной формой обучения является лекционный курс, формирующий у них методологическое мышление - оперирование методическими понятиями, осмысление реальной учебной ситуации и применение методических знаний в различных, часто изменяющихся условиях.

Обучение на русском языке имеет решающее значение для подготовки разносторонних и практических навыков учащихся, адаптированных к современной ситуации. Исследования о том, как повысить уровень преподавания русского языка в национальных школах и творчески подходить к педагогической работе, стали важной темой предмета русского языка. А также научные исследования о социальном статусе учителя в современном обществе и его подготовка к профессиональной деятельности [1].

Методика обучения русскому языку – это наука о содержании, принципах, методах и приемах обучения русскому литературному языку, о способах и условиях усвоения учащимися знаний, навыков и умений по русскому языку (речевому, орфографическому, пунктуация) в современной школе. Под методикой обучения русскому языку мы понимаем педагогическую науку, раздел дидактики, изучающий закономерности обучения школьников русскому языку. Методика изучает содержание обучения, методы работы учителя, учащихся, процессы усвоения материала, рассматривает эффективность рекомендуемых методов и приемов.

Важной задачей современной методики преподавания русского языка в национальных школах является повышение эффективности и качества обучения. Эта задача может быть решена с помощью оптимизации учебного процесса и всех факторов, определяющих результат обучения.

Предметом методики является процесс обучения русскому языку. Обучение включает в себя:

- содержание обучения, т.е. изучаемый языковой материал, языковые навыки, которые необходимо усвоить;

- деятельность учителя по отбору и представлению материала учащимся, по организации их воспитательной работы, по выявлению знаний и умений учащегося;

- активность учащихся в усвоении знаний, их творческая работа по применению знаний, развитию навыков и умений;

- результат обучения.

Цели методики:

1) определение целей и задач обучения русскому языку («зачем учиться»);

2) определение содержания обучения («чему учить»);

3) разработка методов и приемов обучения, проектирование уроков и их циклов, учебных пособий и учебного оборудования («как учить»);

4) определение критериев оценки, методов контроля («как контролировать выученное») [2].

Преподавание русского языка как неродного имеет много общего с изучением русского языка как родного:

1) система русского языка как предмета изучения: основанное на знаниях знание фонетических особенностей, лексики, грамматического строя русского языка, владение навыками и умениями свободно пользоваться языком в его устной и письменной формах;

2) общедидактические принципы и воспитательная направленность обучения, связанные с развитием всех сторон личности учащегося;

3) идентичность психических процессов, психологической деятельности в условиях обучения представителей разных национальностей, связанная с качественным преобразованием мыслительных операций и действий, с формированием мотивации, познавательных интересов, активности субъекта обучения

Методическими принципами обучения русскому языку в национальных школах являются:

1) принцип коммуникативной направленности обучения;

2) принцип единства и аспект комплексных подходов к изучению языковых уровней и категорий;

3) принцип единства структуры, семантики, функций языковых единиц;

4) принцип практической направленности обучения русскому языку;

5) принцип комплексного обучения разным видам речевой деятельности;

6) принцип опоры на родной язык обучающихся;

7) обучение диалогизму.

Коммуникативная направленность в обучении русскому языку характеризуется тем, что в качестве важнейшей цели обучения выдвигается формирование навыков общения.

Особую трудность представляет необходимость соотнести предметный курс и реальный речевой опыт учащихся, процесс приобретения знаний о языке и процесс овладения языком. В этом случае необходимо обратиться к идеям «антропоцентрической» лингвистики, где центральной фигурой является языковая личность, субъект деятельности.

При обучении русскому языку в национальных школах необходимо помнить о следующих моментах: создание условий, формирующих у учащегося интерес и языковую тему; учет возрастных и психологических особенностей учащихся; учет разного уровня языковой подготовки учащихся разных национальных регионов; индивидуально-психологические особенности восприятия действительности людьми разных национальностей; своеобразие социальных, этнографических и других характеристик среды нерусских учащихся, влияющих на восприятие и использование русского языка; использование развивающих форм обучения русскому языку; личностно-ориентированный подход к обучению; выбор наиболее эффективных методов и форм уроков русского языка.

Язык – важная составляющая жизни. Он имеет большое значение не только для повседневного общения людей, но и играет значительную роль в профессиональной сфере.

Следует отметить, что учащимся необходима речевая практика не только на разговорно-бытовые темы, но и в практике общения в русле будущей профессиональной деятельности с представителями другой национальной культуры, изучающие предметы естественной специальности, сталкиваются со значительными трудностями в понимании профессиональной терминологии. Для облегчения понимания функциональной лексики и повышения качества обучения созданы учебные словари, с переводом с русского языка на родные языки учащихся, в частности казахский язык.

Существует большое количество учебников по русскому языку как иностранному, учитывая разный уровень владения русским языком. В отличие от учебников по русскому языку как родному языку, в учебниках по русскому языку для казахских школ учебные ситуационно-тематические модули распределены в зависимости от грамматических тем. Учебный материал в учебниках может быть распределен по-разному, но основная структура изложения учебника может быть следующей: после нового грамматического материала следуют речевой рисунок, микротексты и диалоги, в которых встречается новая лексика. Таким образом, учащиеся видят, как изменяются слова в сочетании с разными словоформами. Также в методических пособиях

могут быть составлены таблицы, схемы, грамматический материал, т.е. демонстрация в виде картинок. В конце учебника может быть включен итоговый тест по пройденным темам [3].

Среди современных методов обучения русскому языку в национальных школах коммуникативный метод уже несколько десятилетий занимает центральное место. Учителя стремятся преподавать язык не как систему, а как средство общения, чтобы научить устному общению. Это означает, что в процессе овладения учащиеся должны не только запоминать элементы языковой системы, но и формировать навыки продуктивной речи, говорить и слушать (то есть генерировать и воспринимать тексты) в коммуникативных ситуациях, адекватно оценивая их условия и особенности. В этих условиях методы обучения русскому языку интегрируют большое количество интерактивных, коммуникативных и деятельностных подходов и форм, которые делают преподавание и обучение эффективным.

Функции уроков русского языка заключаются в формировании и развитии мотивационно-эмоциональной сферы личности, ценностных, познавательных процессов, наблюдательности, памяти, мышления, речи, воображения и интеллекта. Таким образом, обучение русскому языку опирается не только на учебные интересы учащихся, но и на потребность в общении.

Оценка эффективности обучения русскому языку в школах с родным (нерусским) языком обучения производится по следующим критериям:

- уровень развития всех видов речевой деятельности учащихся (аудирование, говорение, чтение, письмо);

- уровень развития русской устной и письменной речи учащихся на коммуникативной основе;

- обогащение словарного запаса и повышение культуры речи учащихся;

- практическая и творческая деятельность учащихся на уроках русского языка.

Необходимо использовать современные технологии обучения, активные методы обучения. Необходимы технологии групповой работы для эффективного усвоения русского языка. Эти приемы обучения позволяют создать определенную речевую ситуацию, активно общаться, взаимодействовать, вовлекать в группы «сильных» студентов, хорошо знающих русский язык.

Одной из наиболее эффективных форм организации урока русского языка в поликультурном классе является использование методики сопоставления. Сопоставительный лингвистический анализ текстового материала на русском и родном языках при изучении фонетики, лексики, грамматики, путем редактирования собственных текстов, что активизирует мыслительную деятельность учащихся, помогает установить взаимосвязь между русским и родным языком, лучшему усвоению теоретических языковых понятий, развитию ассоциативного мышления, более глубокому пониманию русского языка.

Методика обучения русскому языку иноязычных студентов основана на определенных принципах. Основной целью обучения является приобретение коммуникативных умений и навыков, способствующих формированию речевой деятельности на русском языке в различных ее проявлениях [4].

Выбор правильного словарного запаса, хорошо построенные предложения и коммутативные функции мотивируют учащихся и облегчают общение. Принцип систем позволяет выявить связи между разделами науки о языке. В лингвистике - упорядоченный набор элементов, действующих как единое целое. Принцип системности имеет большое значение для практики преподавания русского языка.

Таким образом, в области подготовки учителей русского языка и литературы в частности ставятся новые научно-педагогические задачи. Важнейшей особенностью обучения русскому языку является его коммуникативная направленность, предполагающая целенаправленное обучение учащихся к осуществлению всех видов речевой деятельности: говорению, аудированию, письму, чтению. Второй принципиальной особенностью обучения русскому языку является внесение существенных изменений в содержание и организацию учебной деятельности: совершенствование мотивационной основы обучения, усиление роли коммуникативного мотива. Третья особенность обучения учащихся русскому языку связана с деятельностным подходом к изучению языка и дальнейшей практике его овладения.

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MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES TO STUDENTS OF THE DIGITAL GENERATION

Abstract: This article is deals of the modern technologies and their use in language teaching of the students of digital generation. The factors contributing to the introduction of new technologies, consider the psychological characteristics of modern students and suggest ways to take these features into account choosing types of technologies for teaching foreign languages. Modern technologies of education include the whole range of the latest information technologies, which occupies an ever-increasing place in our daily life and becomes an integral part of modern culture, including in the field of education. Thanks to modern technologies, students get interested in the subject, their mental activity is activated, motivation for learning increases.

Keywords: learning, communication, technology, education, integration, digital generation, clip thinking, mobile devices.

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ ЦИФРОВОГО ПОКОЛЕНИЯ

Аннотация: Данная статья посвящена современным технологиям и их использованию в обучении языку студентов цифрового поколения. Рассмотрены факторы, способствующие внедрению новых технологий, рассмотрены психологические особенности современных студентов и предложены способы учета этих особенностей при выборе видов технологий обучения иностранным языкам. Современные технологии образования включают в себя весь спектр новейших информационных технологий, который занимает все большее место в нашей повседневной жизни и становится неотъемлемой частью современной культуры, в том числе в сфере образования. Благодаря современным технологиям у студентов появляется интерес к предмету, активизируется их умственная деятельность, повышается мотивация к обучению.

Modern technologies of teaching foreign languages accumulate successful information of each of them, enable the teacher to adjust any technology in accordance with the structure, functions, content, goals and objectives of training in the particular group of students.

At the present stage the quality of teaching foreign languages (TFL) in higher education directly depends on the introduction of new generation's technologies, namely, information and communication technologies and the use of their didactic potential in the educational process. The use of modern Internet technologies in the educational process does not lead to the displacement of teachers by computer systems, but to changes in the role and function of teachers, to the complication of teaching. A teacher who does not master Internet technologies risks becoming uninteresting to his students.

Various aspects of information and communication technologies and their role in training and education are reflected in the works of G.A. Berulava, E.S. Polat, L.K. Raitskaya, P.V. Sysoev, V.A. Testov, V.A. Travnev [1, 2, 4, 11, 10, 9] and others.

First, it is necessary to note the factors contributing to the integration of information and communication technologies in the educational process:

Firstly, the information society, which needs modern information technologies, because every year the amount of information increases, which, according to scientists, has increased by 1 trillion times over the past 100 years, which globally exceeds the amount of knowledge that can be learned by an individual [2].

Secondly, the informatization of education as a whole, requiring the active introduction of modern technologies at all stages of training for the preparation of a competitive specialist, as well as a change in the paradigm of education related to the method of learning and receiving information;

Thirdly, the particular style of thinking of modern students, which was formed under the influence of information and communication technologies. Regarding the third factor, it is important to note the study of American scientists L. Lancaster and D. Stilman [3], which analyzes the problems of different generations over the past 70 years, namely their relationship with communication, perception of information, style of thinking, and a typology of 4 generations: generation, born between 1946–1964 (Generation 'Baby Boomer'); 1965–1980 generation (Generation 'X'); 1981–1999 generation (Generation 'Y'); generation, whose representatives were born from 2000 to the present (Generation 'Z') [3].

Since modern students belong to the 'YZ' generation, the bulk of this study falls on this generation, which is characterized by virtuosity in electronic technology, are 'digital natives' because they were born in the technological world, do not know life without computers, mobile phones, the Internet, comparison with teachers from the first two generations who are 'digital immigrants' who remember the pre-computer world [6].

The thinking style of modern teachers, according to V.A. Testov [9], tends to the abstract-logical constructions, because this generation has grown on the traditional system of education, on the book as the main source of knowledge; the traditional system is characterized by the verbal style of presentation of educational material [8]. The thinking of modern students is figuratively emotional, when only emotionally significant information is assimilated.

In addition, it is noted that modern students tend to fragmentary-clip consciousness, which is formed under the influence of the acceleration of the pace of life, clip information that lead people to the need to use unified, simplified thinking patterns, which are largely based on the unconscious [2]. A striking example of this is the use of fast films - snapchat. This is a short video (short-form video).

A short video often refers to "snackable content" - a web material that is easy to get and share. Snackable video content has a limited length (like in text messages with a limited number of characters). After starting the Snapchat application immediately activates the camera. All chats start with a conversation, and in Snapchat images speak for you. All snaps, be it a photo or video, are shown for a maximum of 10 seconds. If you want to show something for a longer time, you can write down the history of Snapchat. Snaps are individual photos or videos. But laid out one by one, for example, photo plus video, they turn into whole stories - a chronological record of the day. Using this technology, it is possible to develop grammatical skill by introducing and fixing any kinds of tense forms of verbs using the video clarity of the material provided. Images are stored for 24 hours, then they disappear.

Clip thinking works according to the same principles as video clips, i. e. a person perceives the surrounding reality as a sequence of unrelated events, and not as a homogeneous structure, which implies the interconnection of all parts. There are supporters of the fact that clip thinking is a global transformation of human nature and a huge problem of the modern generation.

All this goes against the verbal style of presenting educational material and leads to cognitive dissonance. Besides the presentation of educational material without a figurative basis does not contribute to its effective learning. It is necessary to develop video accompaniment for each topic [2]. For example, you can use trailers that act as digital stories, i.e. to digital narration. Digital narration is a popular language learning tool that is attractive to students. Moreover, it practices basic literacy skills.

Since this is digital learning, mobile devices, as well as various digital media, are simply necessary. This may include text, audio, images (images - photos) or video. Digital narration provides new opportunities for creativity and learning, as students feel complete freedom by expressing themselves through combinations of digital media, using mobile devices. For example, they can make a simple photo story, a more complex video story, or even stop-motion animation.

Trailer is a short video to advertise a movie. We suppose we can use the concept of a trailer to create a digital history on a mobile device.

On all Apple mobile devices, you can download Apple's iMovie. This is a powerful video editing application that provides templates to turn your own photos and movies into a movie. The mobile application includes the "trailers" function, which provides universal trailer templates for many movie genres.

If no one in the group has an Apple device, then an alternative could be a mobile app such as VideoShow or Movie Maker. It takes a lot of time to create trailers. In one lesson you can to draw up a plan; to assign a photo or video to it will be your home task and you can create and show a trailer only in the second lesson.

Video can be used as a way to revitalize dialogues and role-playing games; as well as audio recording, it allows students to evaluate their language indicators. It is possible to record the dialogue as follows. Divide students into groups and give them the task to create a realistic video of any dialogue from the Student's book. Students in each group assign roles by selecting actors, a cameraman and a director (you can add other roles as needed, for example, the artist-designer responsible for finding and making props). Give student groups time to prepare and rehearse before recording their video. In conclusion, invite students to vote who made the most realistic video in their opinion.

Thus, using a textbook is an easy way for students to record video on their mobile devices. If you turn educational dialogues into videos it will bring more fun than just reading them out loud, and practical use of the language will be longer remembered. Planning and organizing video based on the textbook provides additional practice and expansion of the language base. Students also like to watch what they did and evaluate their work at the end. Moreover, if students record the information teachers have the opportunity to return with them to errors from General English. They can do it later if necessary.

Another example of video application is following. Tell a story in 30 seconds. This task represents the concept of a short video. Students should answer the question: If you had 30 seconds, what story would you tell? Students divided into groups take turns discussing ideas. The next step is to create a video. In the beginning, a plan is drawn up and the students are reminded that they only have 30 seconds of time. This task can be done at home. In the next lesson, the student group decides who created the best video story.

Students can be given a homework assignment to make a short video on their mobile device, illustrating what they have learned in class, for example, "Present Continuous". In the next lesson, you can ask students to work together to create oral instructions for the video, thus making a how-to video. Alternatively, students can be asked to post their videos on the group's web site or blog, if any. Other students can give a description of the instructions under the video. Thus, students with a better level of English would be able to speak "live", they would report a whole instruction by themselves in the frame. Students with lower levels and psychologically not ready to act "in the frame" would be able to lead the story "behind the scenes" orally or even reading out the information. Here we can already speak about a student-centred approach to teaching foreign languages, especially since such an approach meets the skills of the 21st century such as creativity and critical thinking, communication and collaboration as well as digital literacy [7].

Thus, students are given some freedom to create a set of instructions that are meaningful for them, as well as, possibly, to play themselves in the video, which is a great motivation for students, since video

instructions reflect real life, they add authenticity to the task and the language used. Instructions developed by students are a way to verify that they understand which key language is required to complete this task.

When creating longer videos in a foreign language you should consider the following. If a teacher gives the ask to search for this or that information in the Internet, he should always be sure that the students will use the correct websites, and for this purpose it is best to give the right URLs at the very beginning. A good example for creating a longer video can be the topic Daily routines.

In the first lesson if you want to give the task to make a long video on the proposed topics you should prepare the online video yourself, illustrating the daily routine. You will show this video to the audience as an example paying attention and highlighting the vocabulary for a typical day. Homework for students in this case will be the task to draw up their daily routine using their mobile devices.

In the second lesson, students should be divided into pairs so that they can discuss the video. Each of them must put down what their partner did on the video. After watching their video, ask them to find out how often their partner does something by asking a question, for example, "Do you usually get up at 7 a.m.? Do you always have a salad for lunch?" They must add answers to their records. As soon as they do, the teacher invites students to write an off-screen commentary for their partner's videos. They can also record audio for video or just voice it during the show. As a result, students exchange their videos and discuss how similar their daily routine is to their fellow students.

In addition, according to V.A. Travnev [10], when using these technologies, the following didactic principles of learning are implemented:

1. The principle of visibility - it is possible to visualize various concepts, some abstract patterns and models when using information and communication technologies;

2. The principle of accessibility and feasibility - the technologies under consideration open up fundamentally new opportunities in the implementation of this principle, since modern programmes make it possible to generate tasks of increasing difficulty;

3. The principle of individualization of education - modern technologies open up the possibility for each student to build an individual learning path. The advantage of modern technology and alternative information is that the process of its perception is always individualized, the student can assimilate it in a convenient mode and pace, it assumes the presence of significant motivation, because students watch only what is interesting and attracts attention;

4. The principle of consciousness - the student with the help of modern technology better can organize their training;

5. The principle of activity - the use of innovative technologies is coherent with the student's independent activity in finding the necessary information on the Internet, performing various tasks, etc. [10].

The advantage of mobile learning is that it can bring "real life" to the audience, i.e. "revive" the learning process. Mobile devices open up a whole world of learning opportunities. They can be used as a simple means of interaction; or, at the other end of the scale, to create impressive multimedia presentations. Most teachers turn to technology to improve their classes and more effectively teach a foreign language, while using a tape recorder, a projector or video cameras, typical smartphones and tablets. The latter have easy-to-use operating systems based on touch, gestures, and voice, which makes them easier to use than other types of technology.

No doubt that information and communication technologies contribute to a qualitatively new level of interaction between a teacher and a student; they change the role and functions of the teacher, who from a source of new knowledge is transformed into an instructor and consultant; they increase the student's activity by including it in various types of information retrieval activities, operating knowledge and using acquired knowledge; they optimize the learning process as well as motivate the student to educational activities [8].

Summing up, it should be noted that in order to use new opportunities for mobile learning in the educational process, organizational, research and methodological work is needed to introduce modern strategies, forms and methods of mobile learning into the educational process.

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УДК 32.567

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ICT BASED ASSESSMENT METHODS IN EDUCATION OF RK

Abstract. Online assessment is a significant technological advancement that should be involved in the education system. Kazakhstan uses information and communication technologies (ICT) in the education system, including in the framework of the state policy and in the field of informatization of society and education. Online assessment has positive moments in education. Assessment is a common tool used is education. Assessments in the classroom are something necessary, because a lot of teachers partially develop their own instruction. This article describes the opportunity of using online assessment methods in the classroom

Keywords: online assessment, assessment, formative assessment, summative assessment, ICT, education.

ҚАЗАҚСТАН БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ОНЛАЙН БАҚЫЛАУДЫ АҚПАРАТТЫҚ КОММУНИКАТИВТІ ТЕХНОЛОГИЯЛАРДЫ АРКЫЛЫ ҚОЛДАНУ

Аңдатпа. Мақалада ақпараттық коммуникативті технологиялар онлайн бақылау кезінде тиімді жақтары болатанын ашып көрсету.Қазақстанда ақпараттық-коммуникациялық технологияларды қолдану (АКТ) білім беру жүйесінде мемлекеттік саясат шеңберінде қоғамды ақпараттандыру және білім беру саласында жүзеге асырылады. ХХІ ғасыр – ақпараттандыру ғасыры» болғандықтан бүгінгі таңда ақпараттық-коммуникативтік технологияларды құзыреттілігін арттырып, пайдаланудың маңызы зор. Бүгінгі заман талабына сай жаңа технологиялармен сабақ жүргізуде ақпараттық-коммуникативтік технологияларды пайдалану өте тиімді,әсіресе бағалау үрдісінде.

Тірек сөздер: онлайн бағалау, бағалау, формативті және суммативті бағалау, АКТ.

ОНЛАЙН ОЦЕНИВАНИЕ ПРИ ПОМОЩИ ИКТ В СИСТЕМЕ ОБРАЗОВАНИЯ РК

Аннотация. В статье раскрываются ключевые вопросы такие как оценивания с помощью ИКТ.Автор последовательно рассматривает такие аспекты как: система оценивания, типы оценивания, типы оценивания примеры организации оценивания с применением ИКТ. В Казахстане применение информационно-коммуникационных технологий (ИКТ) в системе образования осуществляется в рамках государственной политики информатизации общества и образования. Среди всех систем оценки знаний студентов, известных в настоящее время, наибольшее распространение получили системы оценки знаний при помощи online тестами и другими online методами тестирования.

Ключевые слова: онлайн оценивание, методы, оценивание, формативное и суммативное оценивание, ИКТ, образование.

In Kazakhstan, the organizational basis for the national educational policy is the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 states about the necessity of implementing new technologies in education [1]. Nowadays, digital technologies are required in modern education system. After renewing the content of the secondary education of the Republic of Kazakhstan, it has the demand for online measurement of the knowledge of a student.

In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students [2]. We define assessment as the systematic collection, interpretation and use of information to give a deeper appreciation of what pupils know and understand, their skills and personal capabilities, and what their learning experiences enable them to do.

The following five principles underpin quality assessment. Its should:

- be complementary to and supportive of learning;
- be valid and reliable;
- be fit for purpose and manageable;
- support teachers' professional judgement and support accountability[3].

Teachers have two main purposes for assessing the students in their classes. First purpose is to improve learning by checking that learners are progressing. They do this so that can decide whether to give additional help, try a different explanation or use different materials when learners find things difficult, or whether to provide more challenging activities when learners are to provide for these.

The other purpose is to judge how successful learners have been in mastering the content of a course in order to report this to school management or educational authorities. The first of these purposes is called formative assessment or assessment for learning. The second is called summative learning or assessment of learning.

Summative assessment in eLearning is used to determine whether or not a learner achieved the **learning objectives** and reached the desired level of proficiency. Typically, a summative assessment is administered at the end of an eLearning course, and provides learners with a final grade, in contrast to **formative assessment**, which identify areas that may need improvement and pinpoint their strengths during the eLearning course. For example, if a learner passes a summative assessment at the end of an eLearning course, it may earn them a spot in the next eLearning course [3].

What aspects of student learning can we assess online?

- Interactivity, collaborative learning
- Collective construction of knowledge

As a teacher, you probably use a variety of assessment methods to determine the extent to which your students have met your learning objectives. Most of these options are still available to you when you teach online, but they need to be managed differently. Furthermore, there are methods of assessment available to you in an online course that you may never have considered [4].

Below are online assessment methods which serve as appropriate measures of cognitive levels in Bloom's Taxonomy of Educational Objectives:
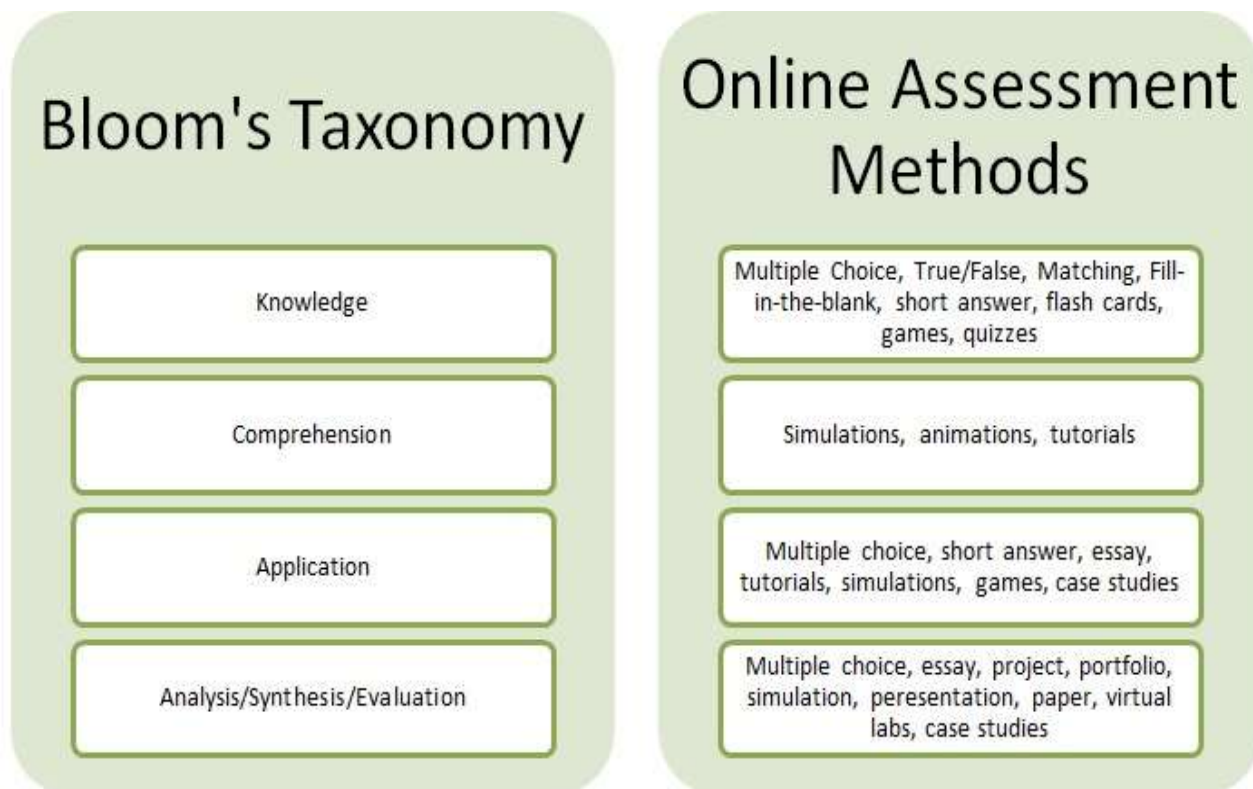
Picture 1 - Bloom Taxonomy and Online Assessment methods

Formative assessment is a method of assessment where students are given immediate feedback and furnished with ideas on how to improve what they are doing. The feedback must be useful to the student and according to Jenkins be " specific, accurate, timely , clear, focused upon the attainable and expressed in a way which will encourage a person to think". Formative assessment provides instructors and students with timely and frequent feedback on mastery of course material and learning objectives. In essence, instructors are sampling student learning and providing feedback based on the results to modify instruction and learning experience. Students can use feedback to identify areas of weaknesses for further study.

Summative assessment results are used to assign student grades and make comprehensive conclusions about mastery of course learning objectives. Even though more assignments for assessment may be better than too few, instructors need to be cautious of using an excess of assignments. If there are too many assessments, students may focus on quantity rather than quality of deeper learning [5].

Picture 2- Types of assessment

Basis for Comparison	Formative Assessment	Summative Assessment
Meaning	Formative Assessment refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process.	Summative Assessment is defined as a standard for evaluating learning of students.

Nature	Diagnostic	Evaluative
What is it?	It is an assessment for learning.	It is an assessment of learning.
Frequency	Monthly or quarterly	Term end
Aims at	Enhancing learning	Measuring student's competency.
Goal	Monitor student learning.	Evaluate student learning.
Weight of grades	Low	High

Picture 3- Comparison chart

Formative assessment:

Discussion Post (boards/blogs/chat)

• Individuals or groups can present summaries or engage in conversation on various topics of discussion to promote interaction

• Instructors should provide guidelines, deadlines, and discussion forum space to facilitate

• Small groups can have one spokesperson who posts while another member can respond to questions/comments from rest of the class

• Groups can chat or post discussion board with a goal of coming to a consensus on a problem/issue then present their consensus to rest of class in blog, video, and forum

• All major topics need a separate topic area so students can post relevant to the topics while keeping learning objectives in mind when creating discussion topics

• Instructors can create a new topic thread when there is an interesting topic you want to emphasize from previous student discussion

• Instructors can also create a new thread to post external sources to help students on their weaknesses/misunderstandings from previous assignment

• Chats can be helpful when groups or students need an avenue to ask and answer questions to facilitate collaborative work. Instructors can also use chat as "office hour" to interact in real time with the students.

Quiz (short answer, multiple choice)

• Short but frequent quizzes can help both the instructor and the student track their learning progress. A quiz can be just 10-15 questions long to provide sufficient information for feedback.

• For multiple choice quizzes, automated grading can save instructors time and provide quick feedback for students.

• For short answer or short constructed response items, instructors may want to provide additional commentary feedback through emails or through the use of a private communication platform in a Learning Management System.

Summative assessments

Midterm/Final exams

• Instructors can use mechanism in Learning Management Systems to increase academic integrity (*see Academic Integrity section of the module*).

• Plan and reserve computer labs well in advance if using human proctors.

Projects

• Projects can include simulations, role playing, case studies, problem solving exercises, group collaborative work, and brainstorming or debates on various topics.

• For individual projects, participants in group projects should receive peer feedback for a variety of viewpoints. An online environment allows students or the instructor to give and receive immediate feedback.

• Students can pursue special interests or pre-determined topics by the instructor, write or create for an audience, and publish or present their findings and conclusions via websites/blogs/forums/discussion boards.

• Instructors need to provide evaluation forms for self-evaluation and peer assessment

Portfolios

• Students can be creative in showcasing their learning and growth through various combinations of papers, audio/video, and/or presentations.

• Instructors can also pre-determine what ought to be included in each portfolio

• Instructors can use rubrics to assess portfolios (http://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html)

• Peer reviews of portfolios can also serve as an effective learning and assessment tool

Presentations
- Presentations can be in the form of informational web pages such as blogs, web-based student-generated quizzes, video/audio, or slide shows.

Formative and summative assessments

Case Study
- Case studies can be used for individual or group assessment
- Asynchronous communication environment (discussion/blogs instead of chat) is actually more appropriate for problem based approaches because students have more time to reflect and collaborate with each other.
- Teams of 5-6 are recommended.
- Here is an example of using case study for online assessment: Each team member can be responsible for contributing responses for one or more cases by posting their reports and supporting materials. Other team members then respond with questions to the original posts. Based on question and critiques from team members, students can revise individual reports. Instructor can follow up by asking students to develop a case from their real world experience. Students can use a variety of methods such as simulation/games, videos, slide shows, photos, staged dialogue, and narration over text and images.

Self-Assessment
- Students can assess reflect on their own learning and their level/skills.
- Short/timed multiple choice self-tests (10-15 questions) using automated scoring are useful for providing quick feedback.

Simulation/Animation/Virtual Lab/Game
- Lab simulations are particularly helpful for science courses. However, lab simulations can be expensive. If simulations are not available, an instructor can put together simple lab kits that students can use to conduct science experiments at home.
- Another alternative can be to have students work in labs at nearby campuses.
- Instructors can also utilize videoconferencing technology to have students observe lab experiments
- For games, a student creates a game based on their topic or a student chooses a role to play pre-designed by the instructor. For example, the student can play role as a company consultant to solve case studies.

Reflective Journal
- Journals can be nested in individual or class blog where all students contribute.
- Free blogging software that is external to the course management system can be used to create own reflective journals (http://education.weebly.com/)
- Instructor can give students a general format on writing reflections. For example, the 3 categories that students ought to address are introduction to blog at the beginning of class, weekly blog response (reflecting on what they learned, what they take away, what has value to them, their connection to what they learned based on prior experience and knowledge, and how students can apply new knowledge), and a final reflection with overall summation of their course experiences.
- To facilitate the use of journals, instructors can connect all student blogs by an index page so that students have potential access to all of their classmates' journals. Students can have the option to comment on each other's blogs.
- An instructor blog is helpful to reinforcing points, reassuring, and summing up issues or further explain instructions. In order to save time keeping up and continuously assessing students' progress through their reflections, instructor can use Google Reader (http://www.google.com/reader/view/). Google Reader is an aggregate where you can follow and view multiple websites in one location. This will allow the instructor to follow all of the student blogs without having to separately log in and check each one.
- To facilitate the use of journals as assessment, blogs can contribute to a certain percentage of the final grade and assign blog entry topics each week with detailed instructions[6].

The quality of online assessments available to schools is highly variable. Some online assessments are designed primarily to achieve more efficient test delivery. Others appear to be shaped by what is technologically possible, rather than educationally desirable.

Instructionally useful assessments draw on empirically-based understandings of how knowledge, skills and understandings develop in an area of learning. They are aligned with well-constructed learning progressions that describe the nature of student progress. They are designed with an appreciation of how

learning builds on to earlier learning and lays the foundations for future learning; the crucial role of prerequisite skills and knowledge in learning success; the kinds of misunderstandings students commonly develop; and the common errors that students make. In other words, they begin with a deep understanding of the learning domain itself and are designed to establish and understand where students are in their long-term progress through that domain – for the purpose of improving teaching and learning[7].

Besides online methods of assessing students, there are also software programs. Content-rich software programs typically take the form of mastery learning, tutorial, or drill software and incorporate some type of self-test procedure that generates scores. Diagnostic assessments, for example, CoPS (Cognitive Profiling System), are also available on a CDROM and offer computer-assisted baseline assessment systems, for evaluating children's abilities in areas such as aural comprehension and phonological awareness. Such tools, used appropriately, may support the teacher in evaluating the child's readiness in a particular area.

Schools should develop strategies for evaluating the impact of ICT at different levels in the school, so that staff members are confident in assessing its influence on teaching and learning. Schools should exploit the benefits of ICT in their assessment procedures and practices beyond purely administrative functions. This could include using ICT to assess, track and analyze students' progress through the use of appropriate software. Consideration could also be given to assessing students' ICT skill levels at particular times during their schooling. When planning for the use of ICT to support assessment, ongoing evaluation and review will contribute to refining and developing the role of ICT in the teacher's bank of assessment tools

Exams are conducted on a computer which ultimately saves not only time but also the most important product, that is paper. These are the reasons why this online method is accepted by every educational institute which has computers and an internet connection available [8].

There is a sample of online assessment which is called Flubaroo. It is a free tool that helps you quickly grade multiple-choice or fil-in-blank assignments. More than just a grading tool, Flubaroo also computes average assignments score;computes average score per question, and flags low-scoring questions; shows you grade distribution graph;gives you the option to email student their grade, and an answer key.

How to use flubaroo
There are several steps involved in using Flubaroo for online assessments. As an overview, there are main steps :
1. Create an assessment in Google Forms
2. Submit the correct answers through the form to create the answer key.
3. Send out the form to your students so they can take the assessment
4. Install the Flubaroo add-on in the associated Google spreadsheet
5. Run Flubaroo to grade the student responses to the assessment and view the results
6. E-mail students their grades from the assessment

For each submission, Flubaroo will show which questions were answered correctly ("1" point), which incorrectly ("0" point), and which were not graded if less than 60% of students got a question will be highlighted in orange to alert you. Additionally, students also scored less than 70 % on the assignment will be highlighted in red [9].

The impact of technology on the education sector is undoubtedly beneficial. First and foremost, teaching and, in consequence, evaluating students are two actions which should not be limited within the walls of a classroom but they can be both performed anytime, anywhere with the aid of computers and the internet. It's not surprising that the industries are gradually moving from using the traditional assessment methods to using more practical ones which are almost always towards technological solutions. These practical methods not only benefit the institutions but also students as they choose to make full use of this method right from the start when they select courses to the final stage, that of the assessment. Research has also proven that most students are interested in going through an online assessment rather than a paper-and-pencil one.

Moreover, the students are delighted when they get their results and feedback automatically immediately after the test. But still, to be fair, there is some confusion deriving form students' responses which show that even if some may prefer online testing, there are still some others who like the paper-and-pencil mode more. So, there is still a need to figure out how reliable it would be if we should incorporate online methods in teaching and evaluating, according to students' perspective [10]. Students find it attractive when there is multimedia incorporated, such as videos or recordings, in the examination

as they highly engage students in both learning and assessment. Visual and auditory learners are more focused on content that supports multimedia than content which is presented in plain text and long sentences. Besides, there are some disadvantages of online assessment. You need to be computer literate (or able to use a computer well) in order to create and take an assessment. Technology is not always reliable; there might be connection or internet problems, energy breaks and other things like that. Also, there is a cost involved in online assessment software and e.t.c.

Using ICT data and online methods of assessing effectively can enhance teaching and learning, improve learning outcomes, and contribute to raising standards.

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"WEB 2.0 IN LEARNING EFL"

Abstract. The possibilities of using Web 2.0 for educational purposes are considered, the types and categories of using Internet technologies with students are summarized, and links to the use of Internet resources in education are also provided.

Keywords: Web 2.0 technologies, education, information and communication technologies, methods of teaching a foreign language, Internet resources.

WEB 2.0 В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Рассматриваются возможности использования Web 2.0 в образовательных целях, обобщаются виды и категории использования интернет-технологий со студентами, а также приводятся ссылки на использование интернет-ресурсов в образовании.

Ключевые слова: технологии Web 2.0, образование, информационно-коммуникационные технологии, методика преподавания иностранного языка, интернет-ресурсы.

Today, in the 21st century, the Internet is considered the most powerful tool in the world, and an integral part of human life.

Web 2.0 technologies contribute to the formation of a new version of the use of Internet resources. First, let's find out what is Web2.0?

Web 2.0 (defined by Tim O'Reilly) is a method of designing systems that, by taking into account network interactions, become better the more people use them.

Tim O'Reilly in his book linked the appearance with the general trend of the Internet community and called this phenomenon Web 2.0. The first to use the phrase Web 2.0. The first to use the phrase Web 2.0 was the publishing house O'Reilly Media, specializing in information technology. It happened in 2004 [1].

International interactive interaction based on Web services:
- Own blogs, as well as reviews of other works (Blog, Wikipedia);
- In compiling a rating to web services (Boardwalk);
-Video (You-Tube, Videoblog);
- Messaging (Messenger, Skype).

Pupils using Web 2.0 network services improves language literacy. For example, in blogs, foreign language learners have an excellent opportunity to correctly express their thoughts. [Azhel Yu.P. The use of WEB 2.0 technologies in teaching foreign languages].

A blog (from the English word "blog, web blog") is an online magazine that contains various kinds of events, an online diary, a website based on mandatory and regular additions of entries containing various images, multimedia [2].

Famous blogs for learning English are: https://wonderenglish.com/ blog/blog.php,http://preply.com/blog/, list-english.ru.

Twitter (from the English "twitter" - to chat) is a social network whose purpose is the public exchange of messages using the Web interface, SMS and instant messaging or any other client programs for Internet users of any age. Twitter can be used as a language learning tool.

Here are some examples of useful hashtags that will help you learn a foreign language:
- Hashtag for tweets about adult education. – EFL/ESL:
- Tweets about learning and teaching English as a second or foreign language.
- EAL:

The next social service Web 2.0, consider Facebook as a means of learning a foreign language. Facebook belongs to the top five most visited websites in the world. With the Facebook social network, you can create a profile with a photo and personal information, invite friends, chat with them [3].

Four main topics that allow the intro of Web 2.0 in education Research. Web 2.0 technologies create new data organization structures in the Internet environment, new sources, forms and tools for requesting information in the vast computer world.

Language literacy. This aspect is aimed at improving a certain attitude to the language. The interaction of language with writing is key in this situation.

Cooperation. The key point of using Web 2.0 technologies is to ensure communication between users. These tools allow students to coordinate joint solutions on a common Internet infrastructure and implement them [4].

Publication. This type of activity is a consequence of the need to write original material that is different from others in the group. Web 2.0 provides tools and an audience.

Thus, today it is difficult for a modern person to do without the Internet, because the global network is not only a great way of communication. Therefore, the most effective and fastest way to master foreign language speech and writing is achieved by using Web 2.0 social services, namely, blog, Twitter, Facebook

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METHODOLOGY FOR THE FORMATION OF COMMUNICATIVE COMPETENCE USING MULTIMEDIA TECHNOLOGIES

Abstract: This article is devoted to the problem of finding modern forms and means of education that optimize the process of forming foreign language communication skills of students of a language university in the context of modernizing language education. The using of multimedia technologies in foreign language classes acts as a means of forming a foreign language communicative competence of students of university, contributes to the intensification of the educational process and creates favorable conditions for the formation of communicative competence of students.

Keywords: «multimedia», formation, «methodology», «communicative», competence.

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МУЛТИМЕДИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУ АРҚЫЛЫ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ӘДІСТЕМЕСІ

Түйін: Бұл мақала тілдік білім беруді жаңғырту жағдайында тілдік университет студенттерінің шет тілдік коммуникативті құзыреттілікті қалыптастыру үдерісін оңтайландыратын оқытудың заманауи нысандары мен құралдарын табу мәселесіне арналған. Шетел тілі сабақтарында мультимедиялық технологияларды қолдану университет студенттерінің шетел тілінің коммуникативтік құзыреттілігін қалыптастыру құралы ретінде әрекет етеді, оқу үдерісін интенсификациялауға ықпал етеді және студенттердің коммуникативтік құзыреттілігін қалыптастыруға қолайлы жағдай жасайды.

Тірек сөздер: мультимедиа, қалыптастыру, әдістеме, коммуникативтік, құзыреттілік.

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МЕТОДИКА ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ С ИСПОЛЬЗОВАНИЕМ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ

Аннотация: Данная статья посвящена проблеме поиска современных форм и средств обучения, оптимизирующих процесс формирования иноязычной коммуникативной компетенции студентов высшего учебного заведения в условиях модернизации языкового образования. Использование мультимедийных технологий на занятиях по иностранному языку выступает средством формирования коммуникативной компетенции студентов вуза по иностранному языку, способствует интенсификации учебного процесса и создает благоприятные условия для формирования коммуникативной компетенции студентов.

Ключевые слова: мультимедиа, формирование, методика, коммуникативная, компетентность.

Communicative competence is one of the most important qualitative characteristics of a person, which allows him to realize his needs for social recognition, respect, self-actualization and helps in the successful process of socialization. However, an unambiguous understanding and a clear structure of

communicative competence, its features in adolescents have not been revealed in scientific sources, which allows for further scientific research.

Thus, competence reflects a person's readiness to perform certain activities and includes not only cognitive (skills, knowledge), but also non-cognitive (motivation, value orientations, ethical attitudes, etc.) components. Also, competence ensures the success of activities in modern changing conditions, as it involves an assessment of the level of assimilation of knowledge and skills in accordance with the school program, and the qualities of a graduate who may be in demand on the labor market.

Under communicative competence L.A. Petrovskaya understands the ability to establish and maintain the necessary contacts with other people. Competencies include a certain set of communicative knowledge and skills that ensure the effective flow of the communicative process [1].

In research L.A. Petrovskaya's communicative competence is determined through qualities that contribute to the success of the communication process, and the author identifies these qualities with the communicative abilities of a person [1].

A.V. In his study, Mudrik introduces the concept of "competency in communication" instead of the concept of "communicative competence", defining it as a certain set of knowledge, social attitudes, skills and experience that ensure the effective flow of human communicative processes.

With the effective development of students' communicative competence, intercultural competence also develops, which gives great opportunities to students of the language university.

Kunanbayeva S.S. emphasizes the multiplicity of a single term "intercultural competence", which is understood as an object of formation in the field of teaching foreign languages. The term "intercultural competence" is also used in a broad sense - as the ability to manage intercultural communication in the field of cultural studies or intercultural communication, which means communication between representatives of different cultures. The theory and practice of foreign language learning are determined by updating the target settings in foreign language teaching. Updated goals are manifested in the formation of MCC as an ability to intercultural communication and a person defined as a subject of intercultural communication. Intercultural-communicative competence is realized through a set of sub-competencies: cognitive, communicative, linguistic, sociocultural, conceptual and person-centered [2].

Thus, the analysis of the definitions of the concept of "communicative competence" and concepts close to it allows us to identify the following approaches to the definition of the concept of "communicative competence", interpreted as:

1) the ability of a person to enter into social contacts, regulate repetitive situations of interaction, and also achieve relations pursued communicative goals;

2) interpersonal experience, the basis for the formation of which are the processes of socialization and individualization;

3) the ability to communicate; the ability to expediently interact with others at their level of education, upbringing, development, based on humanistic personal qualities and taking into account the communicative capabilities of the interlocutor;

4) qualities that contribute to the success of the communication process (qualities are identified with the communicative abilities of a person);

5) systems of communicative actions based on knowledge about communication and allowing to freely navigate and act in the cognitive space [3].

One of the effective multimedia technologies in the process of forming a foreign language communicative competence is video. Video materials in a foreign language have a huge advantage. They demonstrate to students the authentic speech of native speakers, the style of their relationships, as well as the realities of the country of the language being studied. The use of video films in a foreign language stimulates the development of the skills of reception, understanding and interpretation of the information received, the ability to overcome the language barrier and cultural differences. Consequently, video materials favor the formation of the sociocultural component of foreign language communicative competence: they create conditions for the development of receptive and productive types of speech activity and aspects of the language; recreate the atmosphere of real language communication; draw students' attention to verbal and non-verbal means of communication; allow solving the problems of correcting pronunciation skills and intonation patterns due to the desire of students to imitate the observed patterns, motivate students to master the linguocultural realities of the language being studied.

Another productive multimedia technology as a means of forming foreign language communicative competence is the project method, which has a great linguodidactic potential. The process of searching for information on a given topic in the global Internet and its organization in an electronic

presentation contributes to the development of the ability to independently construct their knowledge and navigate the information space, improve the communicative and cognitive skills of students. Participation in joint projects to create thematic presentations is an incentive for collective creativity, creates conditions for making joint decisions, and consolidates the educational team of students.

Thus, the use of multimedia technologies in foreign language school education contributes to the intensification of the process of formation of foreign language communicative competence, which is the strategic goal of teaching a foreign language to schoolchildren. These technologies present authentic foreign language information in an attractive form, stimulate students' motivation, improve skills in oral and written foreign language communication, and ensure the personal growth of high school students. The presented methodology for working on a video creates favorable conditions for the development of structural and content components of foreign language communicative competence.

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APPLICATION OF THE MODEL OF THE EDUCATIONAL PROCESS "FLIPPED CLASSROOM" IN ENGLISH LESSONS

Abstract: The article is devoted to the application of the model of the educational process "Flipped classroom" in English lessons. The purpose of the study is to identify the most effective method of teaching English based on the analysis of theoretical materials and various sources.

Keywords: new forms and methods of teaching; digital technologies, digital educational content.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА «ТҰРАҚТАЛҒАН СЫНЫП» ОҚУ ҮРДІСІНІҢ МОДЕЛІН ҚОЛДАНУ

Аңдатпа. Мақала ағылшын тілі сабақтарында «Flipped classroom» оқу үдерісінің моделін қолдануға арналған. Зерттеудің мақсаты – теориялық материалдарды және әртүрлі дереккөздерді талдау негізінде ағылшын тілін оқытудың ең тиімді әдісін анықтау.

Тірек сөздер: оқытудың жаңа формалары мен әдістері; цифрлық технологиялар, цифрлық білім беру мазмұны.

The use of new information technologies at school is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process.

The combination of a class-lesson system with the use of Internet services has actively begun in the United States since the mid-2000s. At the same time, many questions and disputes arose among teachers about this. In their practice, teachers of the new generation are increasingly convinced that modern technologies and the traditional educational environment are able to interact effectively, turning even such an unshakable concept as a school lesson upside down.

Flipping the classroom does exactly what it sounds like. It reverses the traditional learning dynamics, completely. With this method, students don't learn new content in the classroom, by having a teacher instruct them. Instead, they learn it from video and online sources in their own time and place.

Meanwhile, problems and assignments that once might have been treated as homework are now tackled in the classroom, while teachers offering personalised guidance.

One of the first to talk about the technology of "flipped learning" or "flipped class" were chemistry teachers from Woodland Rark High School (USA) Jonathan Bergman and Aaron Sams. Since 2008, they have started recording short video lessons for students who missed classes due to illness. The whole breadth of the possibilities of information technologies in education was demonstrated by the initiatives of the American Salman Khan. His non-profit project Khan Academy (www.khanacademy.org) has a significant impact on the traditional school system in the United States. The increased interest in the lesson in accessible and understandable educational materials laid the foundation for educational technology, which is currently used outside the United States in classes in various disciplines [1].

Despite the fact that for the implementation of learning in the "flipped" classroom, the global information space provides an English teacher with a large amount of resources, painstaking and creative work is required at the stage of selecting "tasks Before …" and designing "tasks After …".

The teacher's fantasy is also required in order to get away from the traditional names, for which students have not the best associations. What do you imagine when you hear the words "class", "lesson", "lecture"? It is much more interesting for a student to go to a meeting with a teacher, to a knowledge laboratory, a creative studio, a discussion club, a free thought studio. A number of synonyms for the word "lesson" can be endlessly continued [2]

Students are provided with material (presentation, video, etc.) for self-study at home at any convenient time with the ability to view this information as many times as needed. The student needs to understand, understand, assimilate this topic, and then perform several simple tasks (make a plan, ask questions about the material, solve an example, write out the facts "who-what-where-when", etc.), which will make it possible to apply knowledge gained in the classroom. Today, various educational videos, presentations, digitised recordings are widely distributed and available, which makes it all an integral part of "flipped learning". As an investigation published by Montana State University points out, traditional teaching models allocate a large portion of time to the dissemination of information, which can often leave a very limited amount of time for deeper exploration and application of knowledge. In the flipped classroom, students receive introductory information through self-study prior to class, allowing teachers, who are experts in their fields, to spend less time covering the basics and more time exploring topics in far greater depth. Independent learning is undoubtedly a valuable skill for any learner to develop, especially within junior high and high school students. At the lesson, students no longer study new things, but reinforce the topic discussed at home, clarify something, ask questions, discuss with the teacher, and also perform more complex tasks and exercises, which is usually given as homework in a traditional lesson. Preliminary preparation of students allows the teacher to involve the children in the process of analysing a new topic immediately on practical tasks. Thus, students become not passive listeners, but active participants in the analysis of new material. At home, students can revise the studied material many times. As a final control on the topic, a test, a test, and a defence of a mini-project are carried out [3].

When working in the "flipped class" mode, the share of responsibility of the student himself increases, the development of his personal characteristics (activity, responsibility, initiative) and meta-subject skills (self-organisation, time resource management) are stimulated.

Thus, the essence of the flipped learning methodology can be reduced to three main components:

1. Preparation (selection or creation) by a teacher of a virtual educational environment.

2. Organisation of the educational process. Teacher definition of key competencies on the topic, forms of work with students in the classroom.

3.Final control [3].

Despite the fact that the founders of the technology suggest its use in the lessons of the natural science cycle, there is no single model of flipped learning and a specific direction of activity for its use. I would like to consider in more detail the use of this type of blended learning in English lessons. The task of the teacher here is to create conditions for the practical acquisition of the language for each student, to choose teaching methods that would allow each student to show their activity, their creativity. It is necessary to activate the cognitive activity of the student in the process of teaching English.

Let's give an example of how you can use tasks for the "flipped class":

5 grade

Educational material: educational video fragments on the topic "Temporal forms of the verb."

Working with video clips at home, students fill out the table:

Types of sentences	Signal words	Construction	Example from the lecture	Own examples

Alternative tasks: compose a mini-story, crossword puzzle; fill in the gaps in the sentences; complete word order tasks

8th grade

Educational material: video clip or audio recording of the song in English. You can offer to independently find its publication on the Internet.

Options for listening tasks: determine the main idea of the song; find information about the artist; write out the most difficult words and expressions, find their meaning in the dictionary; answer the question: how is the song related to the topic of the lesson, the topic can be both lexical and grammatical.

Each of these tasks can equally act as both home and classroom. The teacher can make the choice himself or offer it to the students.

As a result of doing homework, students will form an algorithm of actions and in a difficult situation in the classroom will be more successful.

Before studying the topic "Problems of Ecology", 9th grade students were given a presentation with the necessary vocabulary on the topic. A short documentary video was also included to illustrate the importance of the issue today. The students had to make up their own examples with the studied words, fill in the gaps in the sentences, find synonyms, make up possible vocabulary families. During the lesson, there was an active discussion of the video, the students trained in translation from Russian into English and, vice versa, checking their own homework.

Summarizing the above, it should be emphasized that the use of the "flipped classroom" model allows the teacher to organize training in accordance with modern requirements for conducting classes, improve the skills of using ICT and innovations in teaching the subject, and improve their own level of scientific and methodological training. Also, this type of blended learning creates such working conditions that the student becomes an active participant in the process, assimilating most of the information. The flipped classroom model is gaining traction within schools, colleges, universities, and other academic environments; students take in information at home and then attend the classroom to put their knowledge into action. Crucially, the various benefits of a flipped-classroom approach extend not only to students but also to teachers. With students, this model can help them to develop independent learning skills, build a deeper comprehension of topics, and catch up more easily when they are absent. Meanwhile, for teachers, the approach allows them to make better use of their expertise and skills by spending less time lecturing and more time helping to develop students' understanding.

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"FACTORS AFFECTING LEARNING PROCESS"

Abstract. As diverse as the educational situations considered, the concepts of learning, the types of educational and teaching activities, the motives and sources of educational activities, they all have something in common. Their final task is to direct the student's efforts to learn something. If there are no efforts directed towards the educational goal, then there is no teaching itself. This universal component of any targeted training is called learning.

No matter how different learning situations, concepts, motivations and sources are developed, they all share the fact that they all share the same objective of directing the student's efforts to learn.

They emphasize arbitrary attention and involuntary attention to information. Involuntary attention shows that the form of teaching and the content of information are chosen correctly, taking into account the psychological characteristics of students. Free memorization or installation - the manifestation of the person's personality in the selection, processing and use of information and needs.

Keywords: diverse, concepts of learning, teaching activities, educational activities, educational goal, internal factors, attention and attitude, incoming information, student's comprehension, apprenticeship.

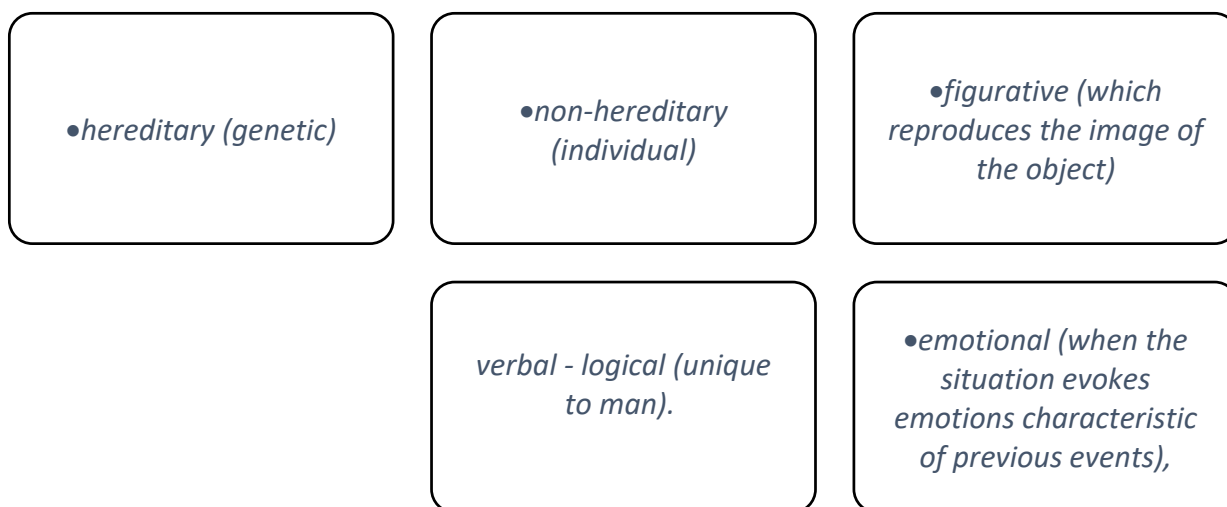All factors influencing the learning process can be divided into external and internal.

Among the main internal factors affecting the learning process are: attention and attitude, perception and memory. What needs to be learned must be reflected in the psyche, be noticed and highlighted among all the flow of incoming information. The show and speech of the teacher, his instructions and requirements are only part of all signals received by the student. At the same time, a whole information stream is directed at the student, which contains information about the behavior of other students, noise outside the window, steps outside the door, in addition, the student experiences his own psychological state - memories, expectations, anxieties and reflections.

For effective learning, it is necessary to make the lesson information the center of student's comprehension, and not leave in the rank of background to draw attention to other information.

We know that 78% of our knowledge is gained through vision, 13% through hearing, 3% through smell, taste, touch, 10% through reading, 20% through hearing, 30% through seeing, 70% through hearing. After 3 hours we forget 30% of what we hear and 28% of what we see, and after 3 days 90% of the information [2].

The process of perception takes place in connection with other psychological processes of personality, which must also be taken into account when forming the learning process: thinking, speech, feelings, will.

I.M. Sechenov noted that «a person without memory all the time was in the position of a newborn» [2]. Memory helps a person to retain their identity.
The following types of memory are distinguished:

•hereditary (genetic)	•non-hereditary (individual)	•figurative (which reproduces the image of the object)
	verbal - logical (unique to man).	•emotional (when the situation evokes emotions characteristic of previous events),

(Figure 1)

Memory has been the subject of psychologists for a long time, but so far, no mechanisms such as forgetting, and memorization have been explored.
Memory is a cognitive process, which results in the consolidation of a new one by linking it to already acquired knowledge. They distinguish involuntary and arbitrary memorization, which also depends on the content and form of teaching new material and on the personal characteristics of the student.

Lapse of memory - the loss of material from the activity, that is, this moment is not actualized.
The following types of lapse of memory can be distinguished:

complete	partial	long	temporary, short.
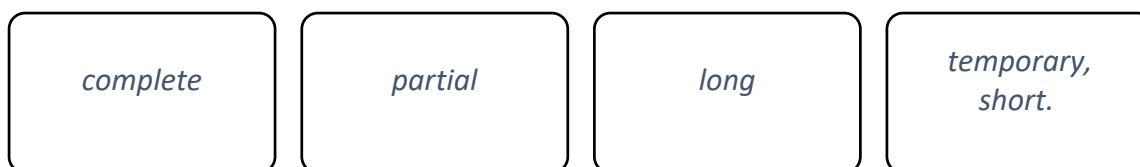
(Figure 2)

External factors affecting the learning process include the content and form of the educational material. The results of learning are determined not only by subjective factors (the attitude of students to the subject), but also by objective (the properties of the material itself, which is put on learning).

In order to develop an effective concept of learning, to develop the motivations that influence the learning of students, all factors that influence the process must be considered. Among the possible principles governing learning, there are none that can be considered universal and best. Some of them are more effective in solving some didactic tasks, others in solving others. This is partly since internal and external factors are not constant, which means that at certain intervals it is necessary to review the level of influence of these factors, Analyze the emergence of new concepts and develop new ones accordingly. Hence the problem of optimal combination of the main factors in the programming and regulation of the educational process.

The first condition of learning: what needs to be learned and assimilated must be reflected in the psyche, highlighted by it from all other perceived sides of the external and inner world. It is not enough to look - one must see, it is not enough to "listen - one must hear. Information that is not there is impossible to assimilate and to process. Learning can happen if there is something to learn.

Certain objects, events, or properties can cause the activity of the psyche to be expressed in attention, because they are connected with the internal sources of its activity - the need for information, needs of the individual, his social desires and goals. Human personality manifestation in the selection, processing and use of information psychologists call settings. Many experiments and observations have shown the importance, sometimes crucial, of the individual's attitudes in educational activities. So, in one experiment, two groups of students learned the same way and with the same number of repetitions the same material.

External learning factors

The first property of the training material is its content. The subject of learning can be information or generalized knowledge, concepts or principles, actions or operations/skills. On which of these types of material is the subject of learning, the structure of teaching, teaching methods and teaching methods depend to a decisive degree.

The second property of educational material is its form. It can be vital, boiler training is carried out on real subjects or activities, and didactic, when the training is carried out at specially prepared and schematized educational facilities and tasks. It can be subject, figurative, speech and symbolic.

The third property of educational material, revealed by researchers, is its difficulty, which affects the efficiency of learning, its speed and correctness. When talking about the difficulty or lightness of the material, it is usually understood that students learn one material faster and with fewer gaps or errors, and the other - slower, with large gaps and errors.

(Figure 3)
Petrovskiy A.V. Age and pedagogical psychology M.: Enlightenment., 1993. - 284p.

Research has shown that, for example, the difficulty of memorizing words and sentences is not so much related to the meaning of the words and sentences themselves as to the context in which they are found.

The partial or full predictability of the next element is conditioned by the presence of distinct patterns in the learning material. These patterns can be displayed in experience (causal sequences), knowledge (known sequences), concepts and principles (laws, rules), etc. They can also be associated with formal constraints of possible choices, e.g., rhythm, row size, rhyme. Apparently, this explains the easier memorization of poems (remember from Pushkin: «The reader is waiting for a rhyme of «roses». So, take it quickly! »).

Information theory has established an extremely important proposition: the more orderly, the more regular a message is, the less information on average carries each element. This leads to an important hypothesis: the more information each element of the training material carries, the more difficult it is to learn. Consequently, the amount of information the educational message conveys depends to a large extent on the student's training and on his or her relevant prior experience, knowledge, concepts and skills. It is clear, therefore, that the difficulty of the educational material, all other things being equal, is determined by the degree of connection of the new educational material with the student's experience, knowledge and skills.

The fourth property that affects learning material is its meaning. Meaning refers to the importance of the information contained in the educational material. Certain information or actions may be important for their own sake or for the assimilation of subsequent material. They may be important for solving problems that the student then encounters. Finally, they may be important in shaping behavior or certain traits of personality. Thus, the term «meaning» encompasses both categories of knowledge, categories of benefit, and categories of value. Meaning can be both gnostic (cognitive), and practical (business), and ethical (moral), and aesthetic (artistic), and social (social), and educational (pedagogical).

The fifth property - meaning of educational material - is closely related to significance. Observations and experiments show that meaningful material learns better (faster and with fewer errors). So, in one experience, learning a fully meaningful material was six times easier than senseless material of the same nature and volume. The meaningful material is more and more fully preserved. What does the concept of «meaningfulness» mean? Is it clear, for example, that the following definition from the mathematics textbook is: «If the half-ring A of an arbitrary ring is simultaneously the left and right ideal, then it is called the two-way ideal of that ring»? This seems to depend on the reader's knowledge. If he knows the theory of groups or at least understands the meaning of the concepts of «ring», «semiring», left and right «ideal», this statement will be meaningful for him. Otherwise, the meaning of the definition would be unclear.

Next, sixth property - the structure of the educational material. This factor is closely related to the previous. Meaning is determined by the connections of new, unknown with known. The structure of the material is how these connections are established in it. For example, understanding the multiplication operation relies on understanding addition and the ability to produce it. The multiplication operation is understood as a multiple addition of the same numbers (3X4=3+3+3+3). To enter a connection of a new operation (multiplication) with known (addition) can be in different ways. You can start with examples of multiple addition, and then you can reduce it to multiplication. You can start by defining the multiplication operation and then show how it boils down to multiple addition. The first way will give the inductive structure of the educational material, the second - deductive. This is a formal, or logical, structure of the material. It is expressed in the deployment of the system and relations of concepts (subordination and subordination, exclusion and addition).

Connections can be made not only between concepts but also between objects, images or phenomena, for example: similarities and differences, proximity and remoteness, before and after, cause and effect. These are the connections by physical, psychological and other kinds of relationship. It is the content, or semantic, structure of the material.

Finally, connections can be established on the basis of the rules of a language, its certain learned relationships and combinations. So learns, for example, the multiplication table. This will be the syntax structure of the material.

No discernible advantage of one structure of the training material over another could be found in the experiments. However, research has shown that memorization of any material is facilitated as the structure of, i.e., logical, semantic and syntactic connections of its parts increases. The more in the material such links are new with old, the closer the connection of each subsequent part with the previous, the easier it is to learn. Not without reason one of the principles of training is the principle of consistency and systematization. Private research has shown that well-defined individual relationships are easier to learn than complex relationships or links. This seems to explain the difficulty in learning many mathematical theorems, proofs and methods. Difficulties also arise when linkages are not clearly identified but disguised in factual and descriptive material. This is often observed when memorizing material on history, geography. Some role is also played by the location of parts of the material. So, the extreme elements, the beginning and the end, are memorized earlier than the average. Neighboring elements bind more firmly than distant ones.

The seventh factor influencing the learning material is its volume. The amount of the training material is the number of individual elements (or the number of completed units of the material) to be memorized. In a meaningless material, it is not difficult to determine the amount of learning elements. If you memorize meaningless syllables, that is the number of such syllables (if they all have the same number of letters or sounds). Everyone has their own way of doing it. The amount of meaningful learning material can only be indirectly measured by the number of new concepts or operations that need to be learned. It can also be measured by the number of connections it establishes or the number of judgments it contains. Increasing the semantic volume of educational material increases the difficulty of its mental processing and learning.

Another factor-emotional characteristic of the educational material should be mentioned. This includes, in particular, the attractiveness of the material, its ability to cause certain feelings and feelings in the student. As research shows, material that evokes strong positive feelings is easier to learn than indifferent and boring. Material associated with negative emotions (contempt, fear, disgust, anger) is sometimes learned worse, but sometimes better than indifferent. Apparently, it all depends on the direction of feelings. If they are caused by the information contained in the material, memorization usually occurs better. If they are aimed at the material itself, learning is difficult. For example, a scene from a novel that evokes fear is remembered better than an indifferent description for the reader, but if fear is caused by the appearance of complex formulas in the textbook, learning them is difficult.

If the educational material serves as the basic premise, and the inner setting is a condition, then repetition and exercise are the main means of learning, they are necessary for fixing, capturing the absorbed material and actions. However, many experiences and observations have found that repetition itself may not provide any learning or reinforcement of knowledge and action. In particular, it has been proven that the repetition of the same actions does not lead to any improvement if the student is not informed of the results of the actions - their correctness or error. Hence, repetition is not simply a matter of imprinting but of refining and improving knowledge and action, it is a means of verifying and correcting the results achieved. In addition, repetition reveals more and more links between the content and the

student's experience. The first leads to a reduction in the amount of information contained in the material, the second - to filling this information with meaning.

Thus, repetition plays a dual role in learning. First, it reduces (reduces) the information and incorporates it into the student's experience system. Second, it itself provides information on the results of learning. So active repetition leading to memorization is not just multiple perception, or reading, or doing the same thing. In active repetition at each new perception or reproduction, the student is psychologically dealing with a somewhat different, new material enriched with previous mental processing, riddled with connections that have not been previously discovered.

Feedback in the training. The course of learning is regulated on the basis of feedback, i.e. continuous or periodic monitoring and accounting of current results. In teaching, the main means of such control are the answers and actions of students, the degree of their correctness, the number of errors. Effective training management depends to a large extent on the ways and forms of:

1. Students seeking correct answers and actions,
2. Fault marking;
3. correcting these errors,
4. teacher response to errors.

As the analysis of the theory and practice of learning shows, students may search for answers in the form of self-design (the formulation of the student's own answer) or alternative (the choice of the student one correct answer out of several proposed ready answers).

The indication of errors may have the character of a direct alarm (indication of an error) or indirect detection (detection of an error by the student by comparing his answer with the correct one).

Correction of errors can be achieved by current correction (immediate notification of the correct answer), final adjustment (providing correct answers only after answering all questions of the task), a hint (by providing additional information and guidance to help understand and correct the error), searching (by finding the right answer after receiving the error signal).

Among the possible principles governing learning, there are none that can be considered universal and best. Some of them are more effective in solving some didactic tasks, others in solving others. Hence the problem of the optimal combination of these principles in the programming and regulation of the learning process.

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UDC 378.4

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DEVELOPMENT AND USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN THE TRAINING OF FUTURE TEACHERS

Abstract: Information technology has been identified as the most vital aspect affecting the sphere of pedagogy systems today. The major privilege is the level of student education at the university, ensuring that the learning system works well. The use of information technology in the instructive course shows students' innovative qualifications in the training course. Distance learning technology stands out as an IT

technology that understands the interaction of education and the organization of education information through remote computers. To conclude the article, there are positives and negatives to using information technology in the educational process. However, in general, information technology contributes to the case that information is presented clearly and saves time spent searching.

РАЗВИТИЕ И ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ

Аннотация. Информационные технологии были определены как наиболее важный аспект, влияющий на сферу педагогических систем сегодня. Главной привилегией является уровень обучения студентов в университете, гарантирующий, что система обучения работает хорошо. Использование информационных технологий в учебном курсе показывает инновационную квалификацию студентов в учебном курсе. Технология дистанционного обучения выделяется как ИТ-технология, которая понимает взаимодействие образования и организацию образовательной информации с помощью удаленных компьютеров. В заключение статьи отметим, что использование информационных технологий в образовательном процессе имеет как положительные, так и отрицательные стороны. Однако, в целом, информационные технологии способствуют тому, что информация представляется четко и экономит время, затрачиваемое на поиск.

The structure and quality of education systems are altered as a result of developments in the global society. It develops a noticeable inventive attitude that is directly tied to improvements in the technological and educational aspects of the education of contemporary experts. Some of the key requirements for raising the standard of higher training is its acquiring information. The advancement of university education nowadays is linked to the possibilities of the most cutting-edge teaching tools. Unused media, counting look motors, content distributing, video records and neighborhood and farther program, email, intelligently web administrations, leads to a subjective alter within the participants' intelligent within the instructive prepare due to the tall degree of interaction, the ease of composing and reading messages, the capacity to alter and spread them.

Advanced data and communication innovation offers a assortment of instruments for outside language teaching. Multimedia instructional exercises and word references, connected and specialized dialect programs, a wide extend of Web assets - instructive materials in outside dialects, trade and instruction websites, sound and video assets. Information systems in education are a broad category that includes instructional materials, systematic guides, technical aids for using computers in the classroom, and formats and approaches for using them to enhance both the work of academic staff members and student learning. This can be put into action with the help of educated teachers who can integrate conventional teaching techniques with cutting-edge information technology. The educator ought to not only be proficient with computers and other contemporary multimedia tools but should also be able to design their unique instructional materials and extensively employ them in educational tasks.

As a result, there's any need to develop the high standards of professional educators, as well as the effective operations of the higher secondary school curriculum, as well as the preparation of teaching staff for their learning responsibilities in an organizational knowledge area. The employment rate effectively requires instructing employees who have experience in the era of information and communication innovations. Information and communication technology use in education is a popular issue at present since it improves the standard of academic achievement. The effective use of technology-based information and communication in education provides for significant outcomes in the development of interpersonal capabilities and the creation of motivation to investigate the issue in tandem with conventional techniques.

The improvement of the identity of the understudy, planning him for autonomous profitable movement within the conditions of the data society, counting:
- advancement of useful, algorithmic considering due to the quirks of communication with a computer;

- improvement of inventive considering by decreasing the share of regenerative activity;
- improvement of communication abilities through the implementation of joint projects;
- arrangement of the capacity to create ideal choices in a troublesome circumstance;
- improvement of investigate abilities.

Data and communication innovations are not fair apparatuses, they permit you to get data and shape ways of communication, impacting the thought handle and the inventive capacities of society. Highlighting the proficient and common social components in instruction, it can be famous that the more seriously the method of informatization of instruction is, the more grounded the proficient component of instruction is modified, pointed at the utilize of data innovations by future masters in their proficient exercises. At the same time, not as it were the structure of future proficient movement, in which data innovation plays a major part, is being revamped. Through instruction, data innovations impact the arrangement and improvement of culture itself. An individual who does not claim advanced data and communication advances is denied of one of the versatile instruments in a powerfully creating society.

Information technology not only changes the pattern and arrangement of informational activities, however additionally makes it possible to greatly change and upgrade the didactic paradigm. Basic abilities such as reading and writing learned in fundamental school may also switch. In the latest years, computers positioned on them have undergone great changes. A sufficiently developing and powerful change in the elemental base of computers will not only lead to the widespread use of computers in the informational system, but additionally to raise the loyalty, accuracy and pace of computer industry, to expand the capabilities of computers, to make more It also led to extensions to functionality. More compounded, analytical, investigative, and to some extent innovative.

The use of knowledge teaching technology in the classroom increases training motivation, stimulates students' cognitive interest, and improves their strength in individualistic work. Computers, well-balanced with learning technology, open up essentially advanced possibilities in the fields of teaching, training action and learner vision. A direction appear during information technology becomes the major tool for the extra qualified activities of people. When applying information technology, we should try hard to tap into the full potential of the individual: cognitive, principled, innovative, conversational and inventive. In order for this potential to be accomplished at an adequately huge level, educational capability in the field of conducting information education technology is required. The advancement of previously mentioned ability must already have started while the future teacher's training at the university.

Incorporating ICT into the academic course enables teachers to:
- organize different forms of informational and cognitive activities in the classroom;
- design active, goal-oriented individualistic task for students;
- computers are available at all stages: both in study preparation also in the information course.

Modern technology allows children to grow into added effective applicants in the informational process and allows teachers to develop modern advance, system, teaching, and training models. For instance, at each stage of the lecture, the educator can regulation an electronically connected review to regulate the level of digestion of the material being studied. The information progress turns out more progressive with the help of programmed textbooks that allow students to use links to significant facts and assets. Children can review for feedback to the examination announced, form a position, and preserve it. Online overviews and other computerized instruments help lock in all understudies within the learning process, counting those who are shy, insecure, and ordinarily don't show activity.

Online frameworks permit you to get customary input, counting feedback from understudies on the accessibility of learning materials and assignments. Information examination permits the educator to recognize the troubles of each child and give convenient help, decide regions where understudies can compete, and thus effortlessly alter the work of each understudy or work in a group effortlessly and rapidly. For illustration, innovation can incredibly move forward the adequacy of utilizing a dynamic learning strategy such as a test. At the starting of the lesson, the instructor can conduct a quiz utilizing specialized gadgets and rapidly survey the beginning level of understudies, investing as it were a number of minutes to get data and analyze it.

A few portable stages and e-textbooks incorporate role-playing diversions in which understudies are given the opportunity to display realities and their contentions in favor of, for illustration, authentic figures or logical concepts. In expansion, gaming advances contribute to the presentation of solid competition into the instructive handle. Present day mechanized learning frameworks can incredibly offer

assistance in organizing beneficial learning exercises and reasonably survey the accomplishments of each understudy.

The advancement of data innovations and implies of broadcast communications makes the premise for the execution of logical and instructive programs at a subjectively modern level. The creation of high-speed broadcast communications and the advancement of real-time innovations makes it conceivable to actualize models of a dispersed instructive environment built on advances for farther get to to data assets and computer communication tools. The most instructional necessities for data and communication innovations in education in arrange to extend the viability of their utilize within the instructive process:

- inspiration within the utilize of different instructional materials;
- a clear definition of the part, put, reason and time of utilizing electronic instructive assets and computer learning tools;
- the driving part of the educator in conducting classes;
- presenting into the innovation as it were such components that ensure the quality of instruction.

The utilize of ICT is legitimized, because it permits to heighten the action of understudies, makes it conceivable to progress the quality of instruction for children from low-income families, move forward the proficient level of the instructor, and broaden the forms of interpersonal communication of all members within the instructive handle. Additionally, the ICT apparatuses utilized in cutting edge instruction permit accomplishing tall learning outcomes. New innovations make it conceivable to guarantee interaction between the instructor and the student within the framework of open and remove learning. The utilize of different ICT instruments within the instructive prepare can lead to both positive and negative results.

Several factors can explain the need to move the informational area to digital. First, approximately total students now correlate to the digital native generation and show enormous willingness to use brand-new applied science in their everyday liveliness. In particular, it concerns IT and Internet technologies and their application to socialization and communication, as well as to qualified fields. This will undoubtedly lead to increased competitiveness of the educational institution in the learning market, forming added value and engaging students.

Second, there is more rivalry amongst institutions. The competition for a scholar will now take place on a worldwide scale caused by market development, rather than only inside one country or a small group of nations. Therefore, the timely adoption of cutting-edge technologies and, as a consequence, the preparation for significant changes towards a latest generation schooling institution, will decide the development and maintenance of the significant advantage of the institution.

Thirdly, in order to improve departmental communication across the board for the whole institution of higher education, there is an increasing requirement for the faculty's activities in the organization to be digitalized. In order for the college to implement all the technical and social required changes for the shift to an innovative pedagogical paradigm, this is essential.

Currently, all aspects of human activity, including research and education, are computerized on a worldwide scale. The growth of the Internet and the appearance of several learning-simulating computer applications have fundamentally altered the way that students learn different languages, accelerating and improving work with real sources. Computer preparing programs have a number of points over conventional educating strategies, to begin with of all, implies of coordinate varying media intuitively interaction. Their utilize within the classroom in conjunction with conventional educating strategies permits you to prepare different sorts of discourse movement, realize the nature of phonetic wonders, frame etymological capacities, make communicative circumstances, mechanize dialect, and discourse abilities and guarantee the execution of a person approach and escalated of the student's independent work. Digital communication technologies enable the implementation of novel ways that stimulate learners' exercises. They may engage in online debates on numerous educational sites and informative communities, as well as collaborate on collaborative particular assignments with learners from other higher education institutions.

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UDC 372.881.111.1

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INNOVATIVE TECHNOLOGIES FOR TEACHING A FOREIGN LANGUAGE AT SCHOOL

Abstract: The article discusses the role of modern information technologies as necessary components of foreign language teaching at the university, as well as the role of modern interactive types of communication generated by scientific and technological progress, such as interactive television and the Internet.

Keywords: innovations; foreign language; learning problems; knowledge; teaching; technique.

Recently, the status of a foreign language in our society has changed significantly. Knowledge of foreign languages becomes a necessity. The value of a graduate in the labor market in the context of the active development of international contacts is largely determined by the level of his language skills.

At present, without the use of information technology, it is difficult to imagine the effective activity of a teacher. One of the resources that the Internet provides us with is the use of Internet services that enable the teacher to develop not only various tasks and develop cognitive interest in the subject, but also to implement the principle of student activity in the learning process, which has been and remains one of the main ones in didactics.

Such innovative technologies are: developmental learning, design, problem-based learning, level differentiation, test system, game learning, immersion in a foreign language culture, collaborative learning, self-education and autonomy, integration, as well as health-saving, research, information-communicative and personal - oriented technologies.

One of the ways to activate students in the process of teaching foreign languages is design (project method), when the student independently plans, creates, defends his project, i.e. actively involved in the communication process. An educational project is a complex of search, research, calculation, graphic and other types of work performed by students on their own with the aim of practical or theoretical solution of a significant problem.

The main goals of the project methodology are: 1) self-expression and self-improvement of students, increasing the motivation for learning, the formation of cognitive interest; 2) the implementation in practice of the acquired skills and abilities, the development of speech, the ability to competently and reasonably present the material under study, to conduct debatable polemics; 3) demonstrate the level of culture, education, social maturity. Types of projects: 1) role-playing games, dramatizations, dramatizations (fairy tales, TV shows, holidays, musical performances, etc.) 2) research (country studies, generalization of scientific knowledge, historical, environmental, etc.) 3) creative (essays , translation, scripts, wall newspapers, etc.) 4) multimedia presentations.

The project method helps to develop language and intellectual abilities, a steady interest in learning a language, and the need for self-education. Ultimately, it is expected to achieve communicative

competence, i.e., a certain level of linguistic, regional, sociocultural knowledge, communication skills and speech skills that allow foreign language communication.

There are many different innovative teaching methods that are actively used by teachers in their work, the most popular of them are:
* Lecture
* Seminar
* Training
* Case study
* Role-playing games
* business game
* Experience exchange
* Brainstorm

Information and communication technologies are a powerful tool for teaching, monitoring and managing the educational process, as it is the most important parameter of the modern socio-cultural system. Internet resources are a familiar and convenient means of getting acquainted with the culture of other countries and peoples, communicating, obtaining information, an inexhaustible source of the educational process. That is why, at the heart of a systematic approach to reforming the methods of teaching a foreign language using new information technologies is the concept of an information and learning environment, which is considered in close connection with the system of developing education.

Thus, analyzing all of the above, I was convinced that by teaching a foreign language with the help of innovative technology, students spend less of their free time, they do it with pleasure, learn to work independently with information, develop self-control, get rid of the fear of mistakes, knowing that the test can be redone. I believe that innovative technologies for teaching a foreign language at school can radically change the attitude of students to doing homework, and also simplify the work of colleagues so that they do not have to sit at dark nights with stacks of notebooks.

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СЕКЦИЯ 3.
ЭЛЕКТРОНДЫҚ ОРТАДА БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ҒЫЛЫМИ-ЗЕРТТЕУ ҚЫЗМЕТІН ҰЙЫМДАСТЫРУ
СЕКЦИЯ 3.
ОРГАНИЗАЦИЯ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИЯ В ЭЛЕКТРОННОЙ СРЕДЕ
SECTION 3.
ORGANIZATION OF SCIENTIFIC AND RESEARCH ACTIVITIES OF FUTURE TEACHERS IN THE DIGITAL ENVIRONMENT

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УДК 378.14

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ОРГАНИЗАЦИЯ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИЯ В ЭЛЕКТРОННОЙ СРЕДЕ

Аннотация: Изменения в современных учебных программах во все большей степени обусловлены развитием технологий. Распространение персональных цифровых устройств и всепроникающей инфраструктуры связи привело к значительным изменениям в глобальном обществе. Эти изменения высветили необходимость того, чтобы школы обеспечивали подготовку всех учащихся к современному цифровому миру. Необходимость обеспечить цифровые навыки для всех учащихся означает, что электронные технологии больше не могут преподаваться только в качестве специальной предметной области, а должны быть включены во все предметы учебной программы. Однако, для многих преподавателей по-прежнему существует разрыв между техническими навыками, которые часто предписываются учебными планами, и практическими стратегиями, необходимыми для интеграции этих навыков в их более широкую деятельность в классе.

Ключевые слова: электронные ресурсы, цифровые инструменты, электронные учебные программы, профессиональна деятельность будущих учителей, развитие технологий.

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ORGANIZATION OF SCIENTIFIC AND RESEARCH ACTIVITIES OF FUTURE TEACHERS IN THE ELECTRONIC ENVIRONMENT

Abstract: Changes in modern curricula are increasingly driven by the development of technology. The proliferation of personal digital devices and pervasive communications infrastructure has led to significant changes in global society. These changes have highlighted the need for schools to ensure that all students are prepared for the modern digital world. The need to provide digital skills for all students means that electronic technologies can no longer be taught only as a special subject area, but must be included in all subjects of the curriculum. However, for many teachers, there is still a gap between the technical skills that are often prescribed in curricula and the practical strategies needed to integrate these skills into their broader classroom activities.

Использование электронных ресурсов в обществе не является дискретным, а встроено во все аспекты работы и жизни. Вопрос о том, как наилучшим образом интегрировать электронные технологии в преподавание и обучение, уже давно волнует учителей во всем мире, и по мере того, как технологические изменения усиливаются и цифровые инструменты проникают во все слои общества, этот вопрос становится все более актуальным. Электронные учебные программы, в которых вычислительная техника рассматривается как отдельный предмет, хорошо зарекомендовали себя [1]. Это не может быть изолировано от образования и, что более важно, не может преподаваться только избранным. Скорее, учебные планы, которые касаются цифровых навыков в электронной среде и их компетенций, все чаще должны предоставляться каждому преподавателю в рамках всей учебной программы. Таким образом, во всем мире растет понимание того, что использование цифровых технологий в электронной среде является такой же основополагающей компетенцией, как математические и языковые навыки, и поэтому играет такую же важную роль во всей учебной программе для преподавателей иностранного языка. Хотя многие, если не все, системы образования стремятся, по крайней мере, к улучшению и продвижению, а некоторые даже стремятся к радикальной трансформации. Однако, существует несколько ключевых факторов, способствующих превращению технологий в ключевой компонент изменений в системе образования, и они служат главными причинами, по которым будущие учителя и заинтересованные стороны в сфере образования должны учитывать растущую актуальность и последствия технологий и основанных на технологиях школьных инноваций [2]:

1. Технологии в электронной среде может выполнять несколько ключевых функций в процессе изменений, в том числе открывать новые возможности, которые улучшают преподавание и усвоение знаний – особенно благодаря возможности адаптации обучения к индивидуальным потребностям учащихся, что широко поддерживается науками об обучении;

2. Навыки, необходимые для взрослой жизни, включают технологическую грамотность, и люди, которые не приобретают и не овладевают этими компетенциями, могут пострадать от новой формы цифрового разрыва, что повлияет на их способность эффективно функционировать и процветать в новой экономике знаний;

3. Электронная среда является неотъемлемой частью доступа к компетенциям высшего порядка, часто называемым навыками 21 века, которые также необходимы для того, чтобы быть продуктивными в современном обществе.

Тот факт, что компьютеры обеспечивают активное участие учащихся в образовании за счет учета индивидуальных различий учащихся в образовательной среде, выдвинул на повестку дня метод компьютерного обучения. Компьютерное обучение – это способ преподавания, сочетающий принципы самообучения с компьютерными технологиями, который используется в качестве среды, в которой происходит обучение, что усиливает процесс обучения и мотивацию учащихся, и в которой учащийся может извлечь выгоду из скорости самообучения. Компьютерное обучение также можно описать как деятельность, в которой учащиеся взаимодействуют с запрограммированными компьютером уроками, в то время как учитель выступает в качестве гида, а компьютер играет роль среды [3].

В компьютерном образовании компьютер используется как инструмент обучения, который помогает учителю, беря на себя некоторые обязанности, а также как среда, в которой происходит обучение. При использовании таким образом компьютер не может заменить другие компоненты системы образования, такие как книги, друзья и учителя. Здесь следует подчеркнуть, что компьютер – это инструмент, помогающий учителю, такой же, как образовательные инструменты, такие как книги, циклопы, фильмы и т.д. Компьютер может функционировать как помощник преподавателя и может сделать преподавание более ориентированным на учащихся. Образовательное программное обеспечение, используемое в компьютерном образовании, сделало преподавание более увлекательным и облегчило преподавание.

Электронная среда образовательной организации состоит из следующих элементов:
- электронные информационные ресурсы.
- электронные образовательные ресурсы.
- совокупность информационных и телекоммуникационных технологий.
- технологические средства.

Образовательные средства в электронной среде являются высокоэффективными приложениями, которые обеспечивают мульти-обучающую среду и вовлекают учащихся в занятия. Эти программные средства делятся на следующие типы [4]:

А. Учебное программное обеспечение: это программное обеспечение, которое предоставляет учащимся все необходимые знания и учебные действия, основанные на конкретных целях обучения.

Б. Программное обеспечение для упражнений и практики: это программное обеспечение, которое позволяет учащимся переучиваться и практиковать предметы, которые были обсуждены.

В. Аналогичное программное обеспечение: это программное обеспечение, которое представляет реальную жизнь и ситуации или где созданы реалистичные ситуации.

Г. Программное обеспечение для решения проблем: это программное обеспечение, разработанное для того, чтобы предоставить студентам навыки решения проблем.

Д. Обучающие игры: это программное обеспечение, которое создается путем предоставления игровых функций для учебной деятельности и направлено на повышение уровня мотивации учащихся.

При первоначальном обучении чтению и письму, поддерживаемом образовательным программным обеспечением, очень важно поддерживать абстрактные буквы для детей на каждом этапе процесса с помощью визуальных эффектов и действий с письмами, чтобы обеспечить постоянство. Образовательное программное обеспечение поможет учащимся найти взаимосвязь между их чтением, правописанием и значением при изучении звуков, букв, слогов, слов и фраз. Другими словами, эффективное использование технологий и особенно образовательного программного обеспечения стало необходимостью для повышения эффективности начальных навыков чтения и письма, которые повлияют на всю жизнь детей и академическую жизнь в целом.

Информационные технологии, входящие в состав образовательного программного обеспечения, являются важным инструментом обучения начальному чтению и письму по многим причинам, таким как визуальная и звуковая привлекательность для учащихся при обучении начальному чтению и письму, повышение интереса в классе, повышение внимания и предоставление равных возможностей в образовании.

Перед рассмотрением факторов, влияющих на принятие и интеграцию использования электронных ресурсов учителями, описываются концепции принятия и интеграции. Процесс усыновления начинается с первоначального слушания об инновациях и заканчивается окончательным принятием. Интеграцию электронной среды с концепцией целостности может быть, когда все элементы системы соединены вместе, чтобы стать единым целым. Например, два важных элемента преподавания и усвоения, которые являются содержанием и педагогикой, должны быть объединены, когда технология используется на уроке. Другими словами, если учащимся предлагается серия веб-сайтов или инструментов ИКТ (например, компакт-диски, мультимедиа и т.д.), то учитель не интегрирует ИКТ в преподавание, поскольку учитель не решает педагогические проблемы. На интеграцию учителями ИКТ в преподавание также влияют организационные факторы, отношение к технологиям, а также, индивидуальные, организационные и институциональные факторы.

Опытные учителя подчеркивают необходимость технических навыков и отношения, преподаватели-новаторы подчеркивали учебные программы и дидактические компетенции, а студенты-преподаватели отмечают техническую компетентность и педагогическую эффективность как важные для интеграции электронннй среды в процессы преподавания и обучения по ИЯ. Здесь уверенность учителей также связана с их восприятием своей способности использовать компьютеры в классе, особенно в отношении воспринимаемой компетентности их учащихся.

Одним из главных преимуществ внедрения электронных технологии является предоставление учителю огромного разнообразия учебных ресурсов, материалов, технологий через интернет. Именно через интернет будущие учителя теперь имеют возможность легко получать различные материалы для обучения учащихся, а также открывать для себя все самые современные методы преподавания иностранного языка, используемые как в Казахстане, так и в странах изучаемого языка. Проанализировав популярность интернет-ресурсов в обучении иностранному языку, мы приходим к выводу, что необходимо классифицировать и структурировать возможности использования интернета в обучении иностранному языку, поскольку они действительно обеспечивают эффективность и заинтересованность учащихся в

овладении иностранным языком. Использование электронных ресурсов в процессе преподавания иностранного языка оказывает влияние на профессиональный рост будущего учителя, его способность «идти в ногу со временем», что в свою очередь отражается на значительном повышении качества образования учащихся и их знаний иностранного языка [5].

Использование интернета в коммуникативном подходе имеет высокую мотивацию, его цель – заинтересовать учащихся в изучении иностранного языка путем наращивания и расширения их знаний и опыта. Учащиеся должны быть готовы использовать язык для реального общения вне класса, например: при посещении страны изучаемого языка, при приеме иностранных гостей дома, при переписке со студентами из других стран. Образовательные интернет-ресурсы должны быть направлены на всестороннее формирование и развитие:

- аспектов иноязычной коммуникативной компетенции во всем многообразии ее компонентов (лингвистических, социолингвистических, социокультурных, стратегических, дискурсивных, учебно-когнитивных);

- коммуникативные и когнитивные навыки поиска и отбора, обобщения, классификации, анализа и синтеза полученной информации;

- коммуникативные навыки представления и обсуждения результатов работы с интернет-ресурсами;

- умение использовать интернет для самообразования с целью ознакомления с культурно-историческим наследием разных стран и народов, а также выступать в качестве представителя родной культуры, страны и города;

- навыки использования ресурсов сети для удовлетворения своих информационных и образовательных интересов и потребностей. Здесь необходимо отметить роль учителей в использовании интернет-ресурсов. Их роль меняется в образовательном процессе в связи с новыми дидактическими возможностями использования интернет-технологий, целями и задачами образования, ведь оно направлено на сотрудничество и соработничество с учащимися, осуществление совместного поиска и анализа результатов. Учитель скорее выступает в роли консультанта, партнера, который направляет деятельность учащихс, способствует их независимому исследовательскому поиску.

Развитие технологий усложнило их внедрение и интеграцию учителями в классе. Эффективная интеграция технологий в классную практику ставит перед учителями более сложную задачу, чем подключение компьютеров к сети. Для успешной интеграции электронных ресурсов в преподавание в обзоре были выделены факторы, которые положительно или отрицательно влияют на использование электронных ресурсов учителями. Это личные, институциональные и технологические факторы. Исследования показали, что отношение учителей к технологиям влияет на их принятие полезности технологий и их интеграции в преподавание. Если учителя положительно относятся к использованию образовательных технологий, то они могут легко предоставить полезную информацию о внедрении и интеграции электронных ресурсов в процессы преподавания и обучения. На уровне школы такие факторы, как поддержка, финансирование, обучение и оснащение, влияют на принятие учителями технологий и их интеграцию в свои классы. Профессиональное развитие учителей является ключевым фактором успешной интеграции компьютеров в преподавание в классе. Адаптированные учебные программы развивают компетенции учителей в области использования компьютеров, влияющий на отношение учителей к компьютерам и помогающий учителям реорганизовать задачу технологии и то, как новые технологические инструменты важны для обучения учащихся.

На технологическом уровне для успешного внедрения и интеграции электронных ресурсов в преподавание учителя должны воспринимать технологию как лучшую, чем предыдущая практика, соответствующую их существующим ценностям, прошлому опыту и потребностям, простота в использовании, с ней можно экспериментировать на ограниченной основе, прежде чем принимать решение о внедрении, и, наконец, результаты инновации могут быть видны на профессиональном уровне.

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UDC 372.881.111.1

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FEATURES OF DISTANCE LEARNING AS A TOOL OF OPTIMIZATION AND INDIVIDUALIZATION OF EDUCATION

Abstract. The article is devoted to one of the most important topics and problems of modern world. Distance learning is the product of development of information technologies and telecommunications. This provides the basis for the implementation of educational programs at a qualitatively new level. The creation of high-speed telecommunications and the development of real-time technologies makes it possible to implement models of a distributed educational environment based on technologies for remote access to information resources and computer means of communication. The benefits of real-time technology are obvious. They allow to combine material and computing resources of educational and scientific centers for solving complex problems, to attract leading specialists and to create distributed scientific laboratories, organize operational access to shared resources and joint computing and laboratory experiments, implement joint scientific projects and educational programs. Distance learning is unique form of education that has its own pedagogical technologies and methods which simply cannot be represented in traditional way of learning.

Keywords: pedagogical technologies, telecommunications, interactive environment, distance learning, flexibly respond, learning proces», computer-based, method of training.

ОСОБЕННОСТИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ КАК ИНСТРУМЕНТ ОПТИМИЗАЦИИ И ИНДИВИДУАЛИЗАЦИИ ОБРАЗОВАНИЯ

Аннотация. Статья посвящена одной из важнейших тем и проблем современного мира. Дистанционное обучение является результатом развития информационных технологий и телекоммуникаций. Это обеспечивает основу для реализации образовательных программ на качественно новом уровне. Создание высокоскоростных телекоммуникаций и развитие технологий реального времени позволяет реализовать модели распределенной образовательной среды на основе технологий дистанционного доступа к информационным ресурсам и компьютерным средствам связи. Преимущества технологии реального времени очевидны. Они позволяют комбинировать материальные и вычислительные ресурсы учебных и научных центров для решения сложных задач, привлекать ведущих специалистов и создавать распределенные научные лаборатории, организация оперативного доступа к общим ресурсам и совместных вычислительных и лабораторных экспериментов, реализация совместных научных проектов и образовательных программ. Дистанционное обучение является уникальной формой образования, которая имеет свои собственные педагогические технологии и методы, которые просто не могут быть представлены в традиционном методе обучения.

Ключевые слова: педагогические технологии, телекоммуникации, интерактивная среда, дистанционное обучение, гибкий ответ, учебный процесс, компьютерный метод.

ҚАШЫҚТАН ОҚЫТУДЫҢ ЕРЕКШЕЛІКТЕРІ МЕН БІЛІМ БЕРУДІ ОҢТАЙЛАНДЫРУ ЖӘНЕ ДАРАЛАУ ҚҰРАЛЫ

Аңдатпа. Мақала қазіргі әлемнің маңызды тақырыптары мен мәселелерінің біріне арналған. Қашықтан оқыту ақпараттық технологиялар мен телекоммуникациялардың дамуының нәтижесі болып табылады. Бұл білім беру бағдарламаларын сапалы жаңа деңгейде іске асыруға негіз болады. Жоғары жылдамдықты телекоммуникацияларды құру және нақты уақыттағы технологияларды дамыту ақпараттық ресурстарға және компьютерлік байланыс құралдарына қашықтан қол жеткізу технологиялары негізінде таратылған білім беру ортасының модельдерін іске асыруға мүмкіндік береді. Нақты уақыттағы технологияның артықшылықтары айқын. Олар күрделі мәселелерді шешу үшін оқу және ғылыми орталықтардың материалдық және есептеу ресурстарын біріктіруге, жетекші мамандарды тартуға және таратылған ғылыми зертханалар құруға, ортақ ресурстарға жедел қол жеткізуді және бірлескен есептеу және зертханалық эксперименттерді ұйымдастыруға, бірлескен ғылыми жобалар мен білім беру бағдарламаларын іске асыруға мүмкіндік береді. Қашықтықтан оқыту-бұл дәстүрлі оқыту әдісінде ұсынылмайтын өзіндік педагогикалық технологиялары мен әдістері бар білім берудің ерекше түрі.

Тірек сөздер: педагогикалық технологиялар, телекоммуникациялар, интерактивті орта, қашықтықтан оқыту, икемді жауап, оқу процесі, компьютерлік әдіс.

Distance learning is called the educational system of the 21st century. There's a huge stake in her tonight. The relevance of the topic of distance learning lies in the fact that the results of social progress, previously concentrated in the field of technology, are now concentrated in the information sphere. The era of informatics has come. Its stage of development can now be characterized as telecommunication. It's an area of communication, information and knowledge. Since professional knowledge ages very quickly, it is necessary to constantly improve it. Distance learning today makes it possible to create systems of mass continuous self-learning, universal exchange of information, regardless of time and space zones. Furthermore, distance education systems offer equal opportunities to all people regardless of social status (schoolchildren, students, civil and military, unemployed, etc.) Throughout the country and abroad, realize the human rights to education and information. It is this system that can most adequately and flexibly respond to the needs of society and ensure the realization of the constitutional right to education of every citizen of the country. Based on the above factors, it can be concluded that distance learning will enter the 21st century as the most effective system of training and continuous maintenance of a high level of qualification.

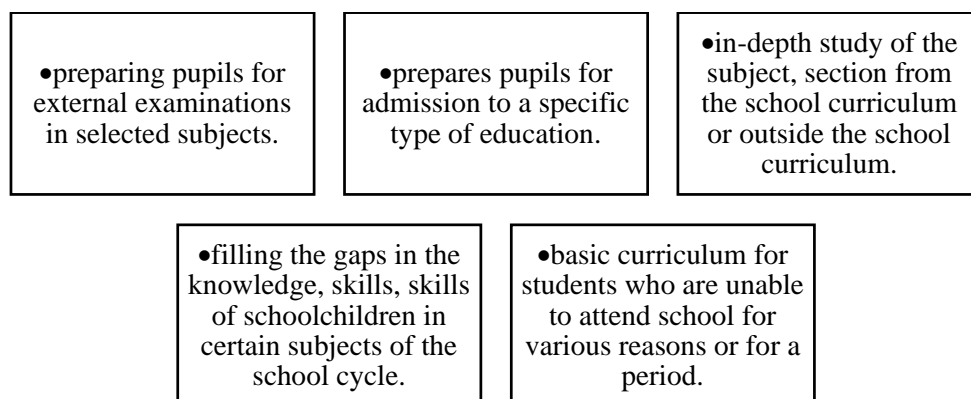|		
•preparing pupils for external examinations in selected subjects.	•prepares pupils for admission to a specific type of education.	•in-depth study of the subject, section from the school curriculum or outside the school curriculum.
•filling the gaps in the knowledge, skills, skills of schoolchildren in certain subjects of the school cycle.	•basic curriculum for students who are unable to attend school for various reasons or for a period.	

Figure 1 - Objectives of distance learning

The term «distance learning» does not go back to any technology, but rather describes a way of learning that allows the educator and the learner to move beyond the narrow limits of classroom learning. Consider the concept of distance education, as well as the range of its possibilities.

Distance Learning (DL) - the set of technologies that ensure delivery of the learner the bulk of the studied material, interactive interaction of learners and teachers in the learning process. The possibility

for the trainees to work independently in the development of the subject matter, as well as in the learning process. Cooperation is provided through various means, such as the exchange of printed materials through mail and telefax, audio conference, computer conferencing, videoconferencing. Distance learning is a promising way for isolated rural students, students with specific requirements or those who are otherwise unable to achieve their goals.

It is essential that the benefits of acquiring information from the outside make distance learning preferable for working adults who find that the mass and routine of learning is unacceptable to them.

Scientists identify the following advantages and disadvantages of distance learning:

•time and place of study the student chooses himself.	Access training materials via the Internet from anywhere in our country.	the study will not interfere with the work.

•flexible training periods.	•helps to reduce the cost of travel to and from the place of training.
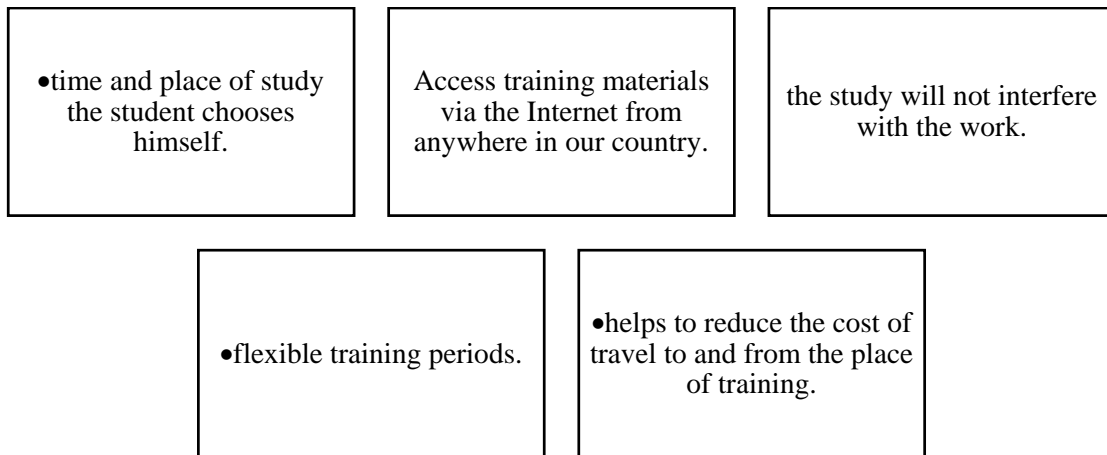
Figure 2 - Advantages of distance learning

•there is no person nearby who could emotionally color knowledge, this is a significant disadvantage to the learning process.	the need for a personal computer and Internet access..	one of the problems of learning remains the problem of identifying the user when checking knowledge. It is impossible to predict who did the job.

•distance learning requires self-discipline..	•High labor intensity of development of distance learning courses.

Figure 3 - Disadvantages of distance learning

Methodological features of distance learning

So, distance learning should be considered as a special type of training, which is characteristic of certain goals, functions, principles, ways of interaction of subjects of the educational process.

•Training and retraining of personnel and training of personnel in various professions.	Preparation of pupils for external examinations in selected subjects and preparation of pupils for admission to certain types of education.	In-depth study of topics, sections from the disciplines studied.

•Filling gaps in knowledge, skills, skills of trainees in certain disciplines.	•Basic curriculum for students who are unable to attend full-time classes for various reasons.

Figure 4 - The main goals of distance learning today are

Of course, distance learning should be built in accordance with all the didactic principles that take place in modern pedagogy: objectivity, science, the relationship of theory with practice, consistency, systematization, accessibility with the necessary degree of difficulty; Visualization and diversity of methods; learners' awareness and activity; the strength of learning skills. But there are also specific principles of distance learning.

Distance learning through computer-based telecommunications takes the following forms.

Live chat sessions - tutorials with live chat technology. These sessions are synchronized, meaning that all participants have simultaneous access to the chat. In many distance education institutions, there is a chat-school, in which the activities of remote teachers and pupils are organized through chat rooms.

Webinars - distance learning, conferences, seminars, business games, laboratory work, workshops and other forms of training conducted through telecommunications and other Internet facilities. For these sessions, specialized educational web-forums are used - a form of work of users on a certain topic or problem with the help of records left on one of the sites with the program installed on it.

Teleconferencing - Usually based on mailing lists using e-mail. Educational teleconferencing is characteristic of achieving educational goals. There are also forms of distance learning where training materials are sent by mail to the regions.

The basis of such a system is a method of training, which was called «Natural learning process» (Natural Learning Manner). Distance learning is a democratic, simple and free learning system. It was invented in the United Kingdom and is now used by Europeans for further education. The student, constantly completing practical tasks, acquires sustainable automated skills. Theoretical knowledge is absorbed without additional effort, organically woven into training exercises. The formation of theoretical and practical skills is achieved through the systematic study of materials and listening and repeating exercises on audio and video (if available).

Distance learning is a special type of learning, the main feature of which is the interactivity of all participants in the educational process. The presence of a teacher is not necessary, as distance learning is a process of self-study of the material. With distance learning, a personalized approach to learning is realized, maximum optimization and individualization of learning takes place. Distance learning is characterized by general pedagogical teaching principles as well as specific principles. The use of new information and telecommunication technologies allows the interaction of distance learning participants regardless of their location through e-mail, chat, forum, videoconference, webinar, online seminar.

The methodological feature of distance learning is that the acquisition of knowledge, skills and skills provided by the curricula is not carried out in traditional forms of teaching (lectures, lessons, seminars, etc.) It is through the self-help work of the trainee through various media. In the center of the distance learning process is not teaching, but learning, that is, independent cognitive activity of the student to master knowledge, skills. At the same time, the student must not only have computer skills, but also know how to work with the learning information that he encounters during distance learning.

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UDC 372.881.111.1

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FEATURES OF DISTANCE LEARNING AS A TOOL OF OPTIMIZATION AND INDIVIDUALIZATION OF EDUCATION

Abstract. We live in a time of new technologies and innovations. Every day, people learn more about planet Earth. The common man has already been able to fly into space, master the sky and find the deepest place on the Earth. Each inhabitant of our planet learns throughout his life and develops all new and unfamiliar. Different professions create a comfortable existence. So, you can think about the question: What professions will be popular in the future? ».

First, doctors have an important task before them - to find a cure for severe diseases. The 21st century suffers from incurable and deadly diseases, so it is necessary to throw all the powers of the mind to overcome this scourge. Future doctors are the hope of the world, because they hold in their hands the life of all mankind.

Secondly, I believe that astronauts will make an invaluable contribution to the existence of our planet. People of this profession are real scientists and heroes.

Third, one of the most important professions of the future will be the profession of computer developers and programmers. The present is filled with electorate and programs that simplify life and life. Many innovative projects help humanity in medicine, science, space, automotive and other fields.

So, these three kinds of jobs, in my opinion, can not only save the universe, but extend its life.

Keywords: technologies, innovations, professions, replenishment, computer developers, projects, computer-based, method of training.

ОСОБЕННОСТИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ КАК ИНСТРУМЕНТА ОПТИМИЗАЦИИ И ИНДИВИДУАЛИЗАЦИИ ОБРАЗОВАНИЯ

Аннотация. Мы живем во времена новых технологий и инноваций. Каждый день люди узнают все больше о планете Земля. Обычный человек уже смог полететь в космос, покорить небо и найти самое глубокое место на Земле. Каждый житель нашей планеты на протяжении всей своей жизни учится и осваивает все новое и незнакомое. Разные профессии создают комфортное существование. Итак, вы можете задуматься над вопросом: какие профессии будут популярны в будущем?».

Во-первых, перед врачами стоит важная задача - найти лекарство от тяжелых заболеваний. 21 век страдает от неизлечимых и смертельно опасных болезней, поэтому необходимо бросить все силы разума на преодоление этой напасти. Будущие врачи - надежда всего мира, потому что в их руках жизнь всего человечества.

Во-вторых, я верю, что астронавты внесут неоценимый вклад в существование нашей планеты. Люди этой профессии - настоящие ученые и герои.

В-третьих, одной из самых важных профессий будущего станет профессия компьютерных разработчиков и программистов. Настоящее наполнено электоратом и программами, которые упрощают жизнь и быт. Многие инновационные проекты помогают человечеству в медицине, науке, космосе, автомобилестроении и других областях.

Итак, эти три вида работ, на мой взгляд, могут не только спасти Вселенную, но и продлить ее жизнь.

Ключевые слова: технологии, инновации, профессии, пополнение, проекты, компьютерные технологии, метод обучени».

Today, the labour market is changing very quickly. The development of new technologies has contributed to the emergence of professions that were previously only written in fantasy novels. We invite you to check how well you orient in specialties that may be in demand in the near future.

How our usual professions will change?

In today's world it becomes impossible to constantly exploit once-acquired knowledge and skills, scientific and technical progress forces to constantly learn and to master new competencies in order to remain in demand specialist. Some professions may gradually disappear due to the introduction of new technologies. For example, who needs mailers if a letter can be sent via e-mail and the addressee will receive it in a few seconds, and what should librarians do if you can find almost any book on the Internet.

If our parents had been told 20 years ago that they would replace the usual landlines with sensory mobile devices, and be able to call each other via video link, we think they would have at least not believed.

High technology continues to adjust our daily routine, and the labour market is no exception. Until one can choose between legal and technical education, others are actively exploring space and building robots that are already gradually replacing human labor.

What will happen to the labor market in 20, 30 years? So, let's look at the future together, but first, we're going to talk about whether in all areas, the machine can replace the work of the person.

Robot or human?

Artificial intelligence makes it possible to replace human beings in certain areas of activity. In Japan, for example, machines are easy to clean, service and perform certain tasks in factories, without the employer having to worry about the motivation and law-abidance of such employees.

Oxford researchers believe that in 20 to 30 years, just under half of the jobs will be occupied by robots. This applies, firstfully, to routine activities and professions of medium complexity. Already now more and more self-service services are becoming filling stations, car washes, supermarket cashiers, etc.

It is believed that the life cycle of the profession lasts 10-15 years, after which it is required to modernize, otherwise it risks becoming a thing of the past. This happens for several reasons:

• The volume of information grows, and the person ceases to cope with it. To replace comes a computer that does its job clearly and quickly. This is evidenced by the automation of banking, accounting and other activities.

• There is practically no need for specialists who are engaged in data storage. Because information is easier and more convenient to store on digital media. Therefore, professions such as archivist and librarian are already gradually fading into history.

• The great power of the Internet is doing its job. Many data can be found on the Global Network, so the need for tutors, tour operators, legal advisers soon will not.

• Computer technologies can simulate any picture, which means that for stuntmen and installers of decorations offers in the labor market will not.

• With 3D printing it is possible to create human organs, not to mention building materials and clothing, and because of this many companies' risk losing customers.

The year 2020 has shown how important it is to have a universal profession that will be in demand not only within a certain territory (office, factory, etc.), but also remotely. In addition, the number of people willing to work through the Internet freelance or project activities is increasing.

On this basis, there are some areas of activity that fully meet today's needs:

Specialist in Internet advertising. Perhaps the usual signs on the street will soon give way to ads on the Internet. Proper setting up of advertising campaign is a whole system, so a professional here is necessary.

Internet marketer. If the above specialist deals only with advertising, then we are talking about working with information and sales. Anyone who can profitably present information material, knows the funnel and sales techniques and the secrets of effective communication with customers, will always be in demand in the labor market.

Programmer. Professionals in the field of programming - a real find, they are poached from other companies, offering high salaries. Demand for mobile application developers will increase soon.

Web-developer. This specialist combines technical and creative skills. Every self-respecting company has its own website or plans to create it, so such a professional will not have to sit without a job.

It is impossible to predict the future precisely, but there are already several trends that determine the further development of some areas of activity:

Globalization. Clothing models are being developed in Italy and sew the very thing in China. Today almost everyone can work in a company that is in another city. This indicates the development of horizontal ties.

Automation. Human labor is being replaced by high technology and artificial intelligence.

Personalization. Carefully studied the needs of the person. Notice how, after searching for a product on the Internet, you are then pursued by advertising this product?

Sustainability. Care of nature - one of the most important areas that many companies already choose. This is evidenced by reusable packaging and the rejection of plastic.

Judging by the nearest forecasts, we will again face a technological revolution, the demand for IT-specialists will be huge. According to the analysis of such companies as Microsoft and The Future Laboratory, more than half of today's students will be in positions that still exist.

Here are 10 professions from Microsoft and The Future Laboratory:

Designer of virtual reality. According to experts, quite soon, in addition to the usual games, there will be offices of virtual reality, museums and other objects that you can visit without leaving your home. They will be designed by a new generation of designers.

Biohackers, i.e., specialists who conduct research on molecular biology using open data of scientists. It is planned that they will be able to participate in the development of drugs for the treatment of complex diseases.

Software Engineers. With the development of artificial intelligence, there is a need for professionals to develop ethical norms for robots. This is since it is possible to appear machines that can harm humans.

«Internet Things» Analyst. Now practically all equipment and electronics are equipped with their «brain». It is predicted that soon specialists will be needed, who will be able to integrate all devices into a single system on the principle of «smart house».

Space Guide. We are on the threshold of a time when space will cease to be something inaccessible and turn into a place for tourism. For this, travelers will need a chaperone.

Specialist in ecosystem restoration. Already now many animals and plants are becoming an endangered species. What will happen in a few decades? It is planned that specialists of this profile will be able to «revive» the environment due to previously collected genetic material.

Virtual guides and digital commentators. According to experts, very soon virtual tours will displace real ones. Here it is necessary to need data professionals who are equipped with virtual reality technologies.

Personal Data Curator. Can you imagine that soon the computer will be able to record our thoughts, memories, plans and share them on social networks? Such a specialist will be able to combine all the information into a single stream and adapt it.

Engineer for the development of permanent power supply devices. We may very soon be using solar and wind power as our main power source. The only downside - because of the unstable weather it will not always be possible. The problem must be solved by the developers of permanent power devices.

Body designer. Just a little more, and the person can easily change his appearance and even organs. Body designers are the creators of the body layout, which will embody all the wishes of the patient, and the surgeon will already be guided by this layout in his work.

How to master the profession of the future?

If your goal is to become part of one of the promising spheres, think about the future is already now, from the school bench. In this article we showed a list of current occupations and described the skills that employers are looking for in employees in 2022. To become a demanded specialist, they need to develop diligently. And then you will open new opportunities in the future.

We recommend starting with languages. With knowledge of English, you can enter a foreign university, where you can learn promising professions, find mentors, go on internships, and after - get a job.

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PROFESSIONAL COMPETENCE: CONTENT, COMPONENT COMPOSITION AND THE LEVELS OF FORMATION

Abstract: This article focuses on professional competence of a foreign language teacher, its components and levels of formation. The article clarifies the concepts of "competence" and "competency". This article discusses the professional competencies of foreign language teachers (social, sociocultural, communicative, informational and projective), which are necessary for successful pedagogical activity.

Keywords: competence, competence-based approach, professional competence, professional training of a specialist, future teachers of foreign languages.

ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ: СОДЕРЖАНИЕ, КОМПОНЕНТНЫЙ СОСТАВ И УРОВНИ СФОРМИРОВАННОСТИ

Аннотация: Данная статья посвящена профессиональной компетентности учителя иностранного языка, ее компонентам и уровням сформированности. В статье уточняются понятия «компетентность» и «компетентность». В данной статье рассматриваются профессиональные компетенции учителей иностранных языков (социальная, социокультурная, коммуникативная, информационная и проективная), которые необходимы для успешной педагогической деятельности.

Ключевые слова: компетенция, компетентностный подход, профессиональная компетенция, профессиональная подготовка специалиста, будущие учителя иностранных языков.

Introduction

The relevance of professional training of a specialist is determined by the socio-economic, socio-cultural changes taking place in the Republic of Kazakhstan. In this regard, there is a need to revise the goals and objectives of training. It should be recognized that the current state of training of specialists requires a change in the angle of view on the tasks of training of future teachers of foreign languages. First of all, bringing to the fore such a task as the training of a professional competent specialist, this is indicated in the legal documents of the Republic of Kazakhstan in the field of education [1].

The study of the literature on this issue made it possible to establish that by now the problem of the formation of the professional competence of future teachers of foreign languages in the process of preparing them at the university has not been sufficiently studied. The foregoing indicates objectively existing contradictions: firstly, between the socially determined need of educational institutions for professionally competent teachers of foreign languages and the lack of theoretical and practical training of such specialists in universities; secondly, between the need for the purposeful formation of the professional competence of future teachers of foreign languages in the process of studying at a university and the insufficient development of the theoretical and practical foundations for solving this problem. In order for a modern foreign language teacher to be able to control the quality of education, he himself needs to possess a set of competencies that allow him to effectively manage the quality of school foreign language education.

In our work, an attempt is made to resolve the contradiction that has arisen by developing a model for the formation of professional competence.

Materials and methods

The competence-based approach to the assessment of teaching activity is widespread today. Almost all educational standards define the competencies that a specialist (not just a teacher) should have.

It should be noted the problem of defining the concepts of *competence* and *competency*, caused by many existing definitions and not always correct interpretation of terms in methodical, educational and even scientific literature. The differences between them are not significant, but they do exist.

Competence should be understood as knowledge, experience and skills, awareness and experience in solving issues in their field of activity.

Competency is considered somewhat broader. This is a qualitative characteristic of a person, which allows him to be classified as an authoritative expert. Competency is also the ability of a specialist to transform his/her potential/resource into a product based on solving the set tasks and constantly updating his/her knowledge and skills.

At present, a competent person can rather be called not a specialist with encyclopedic knowledge, but a person who knows how to apply his knowledge to real life situations. Personal qualities that allow conflict resolution and agreement are valued.

The development of professional competencies is a process leading to the development of individual, professional qualities, as well as the accumulation of experience, involving continuous development and self-improvement.

Speaking about the professional competence of an English teacher, it must be said that communicative competence is the most important. Here, in the first place is the formation of the communicative competence of students. The main indicator of a teacher's success is the application of the knowledge gained by students in practice. However, practice shows that the ability to speak and write correctly in a foreign language is not enough. It is also necessary to know the characteristics of the culture and way of thinking, history, traditions of the country of the language being studied.

The formation of foreign language communicative competence, readiness for real communication in a foreign language is the main goal of teaching a foreign language at the present stage in the main school. When characterizing the discipline "Foreign Language", a number of scientists distinguish linguistic, cultural, communicative and situational-thematic approaches.

The professional competence of any teacher should be complex. It is possible to consider the professional competence of a foreign language teacher, which is the unity of such components as key, basic and special competence. Key competencies are those that are necessary for any professional activity. Basic competencies reflect the specifics of a certain professional activity (pedagogical, medical, engineering). Special competence, on the one hand, reflects the specifics of a particular subject area of professional activity, on the other hand, it is considered as the implementation of key and basic competencies in the field of an academic subject. Thus, the competence of a foreign language teacher is a special professional competence.

Discussion

The future teacher of a foreign language should have a number of such qualities as professional subject, personal (individual psychological) and communicative (interactive), which make up the system of his value orientations, and the professional orientation of the personality of the future teacher is determined by the student's personal interest in the profession, the presence of a pedagogical vocation, intentions to be engaged in pedagogical activity and inclination to such activity [2, p.745].

Taking into account the above approaches, it is possible to identify a number of characteristic features of the professional competence of an English teacher, which include linguistic, sociolinguistic, cognitive, linguo-methodological, social and strategic components.

According to E.S. Mityushova the structure of professional competence of an English language teacher consists of key, basic and special competencies [3]. Key competencies that ensure a successful existence in modern society and determine successful professional self-realization are characteristic of a young specialist, regardless of the type of his professional activity. Basic and special competencies reflect the specifics of teaching English at an early age. Basic competencies reflect the readiness of a specialist for professional pedagogical activity, these include pedagogical, psychological, communicative, research, reflective, creative, organizational and design competencies. Special competencies that characterize the professional activity of a specialist within a particular subject and reflect its narrow specificity include methodological, speech, applied, gaming, acting, adaptive, musical competencies.

It is supposed to build such a model of a foreign language teacher, which would be based on a wider range of competencies related to the current level of development of society, the introduction of new doctrines and changes to the existing system of updated content of teaching a foreign language. This model should be based on a wide range of basic and professional disciplines that contribute to the training of a specialist on the basis of modern achievements in pedagogy, psychology, sociology and foreign language teaching methods.

An important part in the structure of professional competence of an English teacher is communicative competence as "the ability to communicate orally and in writing with a native speaker in a real-life situation" [4, p. 88].

The component composition of the professional competence of an English teacher is quite complicated, but it is necessary to highlight the following mandatory components [5, p. 79–80]:

– self-educational competence – maintaining your level of English proficiency;

– general scientific competence – includes cognitive and research competences;

- psychological and pedagogical competence - a set of certain properties of the teacher's personality and effective interaction with students in the educational process;

– personal competence – self-management and professional growth, pedagogical reflection;

- communicative and cultural competence - the introduction of a cultural component, close to authentic, into the paradigm of the methodology of teaching foreign languages.

Professional competence is the experience of a person in the framework of professional activity. Formation of professional competence takes place during training at a higher educational institution. Here it is necessary to constantly search for new knowledge, new methods and approaches, test new technologies and develop creative potential in practical and scientific activities within the framework of self-education. In S.S. Kunanbaeva's work "Professional training of a university graduate" (professional readiness of a university graduate) - the competency model consists of four competencies: professionally oriented competence, professionally based and professionally defining competence, intercultural professional communicative competence (Fig. 1 of the university Competency model of graduate student) [6]:

- the professionally oriented competence block consists of "leading competences" that determine the ability to solve professional tasks based on the use of information, communication, the foundations of social and legal behavior of an individual in civil society;

- the professionally based competence block consists of "basic competences", the ability and readiness to create a certain professional activity (pedagogical, philological, international, economic, etc.);

-the next block of mandatory competence is intercultural professional communicative competence block for professional foreign language;

- professionally identifying competence consists of "specialized competences" that reflect the specificity of a specific discipline or field of professional activity. Specialized competences can be considered as the implementation of leading and basic competences in a specific field of professional activity [6].

Fig. 1 - Professional Competence of the Future FL Teacher

The specificity of the professional activity of a foreign language teacher lies in the fact that he is obliged to solve not only a whole range of professional, educational, cultural, educational, research and project tasks. The readiness of the teacher to effectively build the process of teaching a foreign language, to form an adequate picture of the world for students in the modern situation, should be based on the principles of integrating his personality into world and national culture, that is, on the ability to intercultural communication, taking into account the acquired qualities. The pedagogical specialty requires a significant amount of professional knowledge, as well as professional skills and abilities of teaching activities. The presence of formed professional competencies is of particular importance for foreign language teachers. Formation of professional competencies of teachers is carried out in the process of teaching them the disciplines of subject training at the university.

The choice of these competencies is justified by the specifics of modern foreign language education and the subject *Foreign Language*. All types of competencies are directly interconnected, but general pedagogical competence is considered to be the primary organizing link in the content of the professional competence of a foreign language teacher.

The criteria for the formation of the professional competence of future teachers of a foreign language in our study were chosen: motivational, cognitive and procedural.

Fig. 2 - The criteria for the formation of the professional competence of future teachers of a foreign language

The essence of the motivational criterion for the formation of the professional competence of a future teacher of a foreign language is to determine the goals, social attitudes, need orientations, interests, inclinations, and motives that encourage professional pedagogical activity and determine the professional orientation of a specialist, encourage the effective implementation of the teaching function.

The cognitive criterion for the formation of the professional competence determines the totality of scientific-theoretical and scientific-practical knowledge about pedagogical activity in general, and the features of its implementation in the process of teaching a foreign language.

The students obtain information from various sources about foreign culture, customs, etiquette, peculiarities of life of the target country.

The most extensive is the procedural criterion for the formation of the professional competence. It seems to us to be a set of professional skills and abilities necessary for a future specialist directly in his pedagogical activity. Its indicators are the mastering by students of a system of professional skills and abilities in planning educational work, determining the best ways to implement it in a general education school; modeling a foreign language learning environment, differentiation and integration of learning.

This also includes possession of a wide range of methodological techniques and the ability to adequately use them in accordance with the age of students and the purpose of teaching a foreign language; implementation of the choice of appropriate methods and means of teaching a foreign language, the ability to arouse students' interest in their subject and the desire to learn the language, the ability to adapt their own foreign language experience to the level of speech capabilities and the general development of students, as well as control of the above activities.

There were also separated the levels of the professional competence formation of a future teacher of a foreign language: high, middle and low ones.

Thus, the professional competence of a foreign language teacher is a normative model, reflecting the scientifically substantiated composition of professional knowledge, skills, ways of activity and expresses the unity of his theoretical and practical readiness in the integral structure of the personality.

Conclusion

Summarizing the above, it can be determined that structurally professional competence includes four blocks: the professionally oriented competence block, the professionally based competence block, the intercultural professional communicative competence block, professionally identifying competence block.

Thus, the competence of a foreign language teacher can be defined as a set of professional and personal qualities (competences) of a teacher, which determines the effectiveness of his pedagogical activity.

The model we have proposed for the formation of the professional competence of teachers of foreign languages is considered by us in the context of training these specialists at a university. In the course of studying the problem of the formation of professional competence, we drew attention to the fact that professional competence arises in educational and professional activities at a university and gets its improvement in the course of mastering professional activities. In order to speed up the process of formation of the professional competence of specialists, special purposeful, systematic work is needed to form it.

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UDC 372.881.111.1

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PROFESSIONALLY ORIENTED FOREIGN LANGUAGE COMPETENCE AS AN IMPORTANT INTEGRATIVE CHARACTERISTIC OF A STUDENT

Abstract: The article deals with the professional competence of a future specialist, which is considered in the context of integrated professionally oriented training in a foreign language. The purpose of the study is to reveal the tasks and features of the training of future specialists with formed communicative competence, who also own a foreign culture.

Keywords: foreign language teaching, foreign language education, professionally oriented foreign language, competence-based approach, intercultural and participatory competence, professionally oriented foreign language competence.

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КӘСІБИ-БАҒДАРЛЫ ШЕТ ТІЛІ ҚҰЗІРЕТТІЛІГІ СТУДЕНТТІҢ МАҢЫЗДЫ ИНТЕГРАТИВТІ СИПАТТАМАСЫ РЕТІНДЕ

Аңдатпа. Бұл мақалада болашақ маманның кәсіби құзіреттілігі шет тілінде кешенді кәсіби бағдарланған оқыту контекстінде қарастырылады. Зерттеу жұмысының мақсаты шет тілі мәдениетін меңгерген және коммуникативтік құзіреттілігі қалыптасқан болашақ мамандарды даярлаудың міндеттері мен ерекшеліктерін ашу болып табылады.

Тірек сөздер: шет тілін оқыту, шет тілді білім беру, кәсіби-бағдарлы шет тілі, құзіреттілікке негізделген тәсіл, мәдениетаралық және қатысымдық құзыреттілік, кәсіби-бағдарлы шет тілі құзыреті.

The changes that have taken place in the world have led to changes in the field of education, which have come to be assumed due to the fact that they are associated with the need for decision-making in the international arena.

Entry into Kazakhstan in the Bologna process creates prerequisites for education and work abroad, for students and the growth of professional mobility of specialists.

The successful implementation of professional activities, compliance with world standards of high and effective literature becomes a task in a new way for the listener to the process of teaching a foreign language. There was a reason to talk not only about technical competencies, which were fully guaranteed and included the basics of his professional skills, but also about completely new ones, they had a place to be and should be mastered, their content has not yet been determined, but they will characterize the image of a person of the future.

Currently, a professionally oriented approach to teaching a foreign language is being considered. It provides for the formation of students' abilities of foreign language communication in oral and written form for the implementation of professional communication and further activities based on foreign experience in the professional field.

Theoretical developments on the issues of higher professional education and the problems of the formation of professionally-oriented foreign language competence are available in the studies of Kunanbayeva S.S., I.A. Zimney, A.A. Verbitsky, I.D. Lushnikova, P.I. Obraztsova and O.I. Ivanova and others. They reflect the theoretical-methodological, psychological-pedagogical and organizational-substantive foundations of vocational education.

Higher professional education in modern society is the foundation for the development of a person as a person, a full member of society. It gives a person knowledge, educates him, forms a certain worldview, develops the creative abilities of the individual, professional qualities, makes him a competent specialist, in demand and competitive in the labor market.

The problem of professionally-oriented foreign language competence is considered the most studied and belongs to the class of interdisciplinary problems considered in sociology, psychology, pedagogy and linguistics.

Foreign language competence in the professional sphere is a systematically organized personal quality based on knowledge of the laws and principles of communication, allowing him to successfully solve the main tasks, expressed in the possession of foreign language linguistic skills, compliance with specific socio-cultural norms of speech behavior and psychological laws of establishing contact between communicating, maintaining a favorable atmosphere, developing the emotional and sensual spheres of the personality [1].

Thus, the formation of professionally-oriented foreign language competence of students can be determined on the basis of the level of general cultural, professional and general linguistic competencies that characterize the graduate's ability and readiness for professional activities, as well as for life in the context of social interaction [2].

Communication should be taught only through communication. However, the significance of communication as a type of human activity is not limited to this function, especially when it comes to mastering a foreign language culture as a means of forming a student's personality. According to philosophers, sociologists, psychologists, communication is such a social process in which there is an exchange of activity, experience, methods of activity, embodied in material and spiritual culture [3].

The main goal of teaching a foreign language is the formation of communicative competence and, as a result, professionally-oriented foreign language literacy. To achieve it, it is necessary to include regional knowledge in the target setting and in the content of teaching foreign languages, which will ensure that students learn the realities of another national culture, broaden their general outlook, which also contributes to an increase in interest in the language being studied and strong motivation.

Professionally-oriented foreign language competence of a teacher-linguist is aimed at identifying the internal resources of students, their personal potential in learning a foreign language, the formation of communicative activity and the application of acquired knowledge in the future professional field. Namely, one of the main tasks of professionally-oriented foreign language education at a university is to instill students' skills in using authentic foreign literature and information processing, the ability to summarize the material and make annotations, speak in a foreign language on issues related to their future profession, comprehend a foreign language culture and actually language.

The use of a personal approach in the formation of professionally-oriented competence of future specialists ensures the full-fledged foreign language development of students by including them in situations of intercultural communication, contributes to the emergence of personal meanings, and increases the level of educational achievements based on interest in intercultural dialogue in the learning process [4].

The main goal of the discipline foreign language at universities is the consistent formation of foreign language professional competence of students, mastering the skills of reading and processing information, the technique of translating highly professional texts, improving creative abilities and speech-thinking activity. In the learning process, it acts as a subject subordinate to major disciplines, and is a resource for the accumulation of special knowledge within the framework of a professional educational program, which opens up great opportunities for students to get acquainted with foreign experience in the field of their chosen specialty [5].

The strategy of personality-oriented teaching of foreign languages involves not only knowledge of the language, subject-content and psychological components necessary for understanding a partner in the profession and communication, but also the implementation of a personal, one's own behavioral program, cognitive activity, competent speech judgments to solve various kinds of communicative tasks [6].

Hence, there is a social need for the training of specialists who speak a foreign language and are able to make business contacts with foreign partners in order to exchange best practices. The objective demand for foreign languages, a significant expansion of the possibilities of their practical application makes them a means of improving the professional activity of a specialist with skills in international and intercultural communication.

It should be noted that today there is an increasing intensification of the development of a single educational space based on improving information technologies. In particular, distance learning, which has now significantly expanded the scope, provides tremendous opportunities for improving one's own resources in developing the professional skills of trainees due to the advanced information retrieval system and the use of foreign experience in the field of the chosen specialty. The public level of the distance learning system, unlimited opportunities for independent work with information material, ensure the educational and economic efficiency of the user [7].

The key to successful pedagogical activity in the field of professionally-oriented teaching of a foreign language to students of non-linguistic specialties is the identification and disclosure of internal resources that directly depend on the energy and personal characteristics of a person. A professionally-oriented approach in foreign language teaching allows you to activate the cognitive activity of students, create pedagogical conditions for providing new knowledge and skills in the professional field and in

teaching a foreign language, aimed at achieving better results, develop skills for independent work and organization of educational activities and, as a result, cultivate the ability to self-realization.

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SECTION 4.
COGNITIVE POTENTIAL OF THE INDIVIDUAL IN THE CONDITIONS OF INFORMATIZATION AND DIGITALIZATION OF THE FOREIGN LANGUAGE EDUCATIONAL PROCESS: EXPERIENCE, OPPORTUNITIES AND PROSPECTS

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УДК 004.9

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ПОДГОТОВКА КАДРОВ ДЛЯ ЦИФРОВОЙ ЭКОНОМИКИ

Аннотация. В статье рассматривается проблема подготовки нового поколения специалистов в сфере информационно-коммуникативных технологий. Ключевая роль отводится образовательным институтам, призванным сформировать новый комплекс знаний, компетенций и ценностей.
Ключевые слова: цифровые технологии, цифровая грамотность, информационно-коммуникативные технологии, цифровые кадры, цифровая экономика.

TRAINING OF PERSONNEL FOR THE DIGITAL ECONOMY

Abstract: The article deals with the problem of training a new generation of professionals in the field of information and communication technologies. The key role is given to educational institutions, designed to form a new set of knowledge, competencies and values.
Keywords: digital technologies, digital literacy, information and communication technologies, digital workforce, digital economic.

За последние десятилетия мир стремительно движется к экономике нового типа, где основным инструментом ее формирования становятся цифровые технологии.
В условиях быстрого развития и распространения цифровых технологий актуальными становятся проблемы обеспечения экономики современными специалистами и повышения уровня

цифровой грамотности населения. В настоящее время на казахстанском рынке труда отмечается существенная нехватка трудовых ресурсов с необходимыми цифровыми компетенциями.

В Казахстане разработана программа «Цифровой Казахстан», которая нацелена на повышение уровня жизни каждого жителя страны за счет использования цифровых технологий. «Цифровой Казахстан» позволит экономике, бизнесу и гражданам выйти на принципиально новую траекторию развития [1].

Цифровая экономика представляет собой экономический уклад, который характеризуется переходом на качественно новый уровень применения информационно-телекоммуникационных технологий в разнообразных сферах социально-экономической деятельности.

Цифровая экономика является глобальной сетью экономических и социальных взаимодействий, которые реализуются посредством информационно-компьютерных технологий, позволяющих установить прямые связи между организациями, банками, правительством и населением, ликвидируя длинные посреднические цепочки и стимулируя проведение разных сделок и операций, что позитивным образом сказывается на развитии конкуренции. Ключевыми элементами цифровой экономики принято считать электронную коммерцию, электронный банкинг, электронные платежи, интернет-рекламу, интернет-контент и прочие. Требуется сосредоточиться на тех направлениях, в которых накоплен внушительный технологический потенциал будущего, а это цифровые технологии, которые в современных условиях определяют облик разнообразных сфер жизни. На наш взгляд, государства, которые способны генерировать цифровые технологии, будут обладать долгосрочным конкурентным преимуществом, возможностью получать большую технологическую ренту.

Важнейшими вызовами для образовательной сферы, экономики и общества в условиях цифровизации являются: подготовка соответствующих кадров, разработка современных требований к компетенциям и всеобщей цифровой грамотности.

На их основе формулируется ряд следующих целей:

- подготовка высококвалифицированных кадров по направлению и развитию цифрового сегмента экономики;

- ликвидация цифровой безграмотности всех категорий персонала современных предприятий, организаций и учреждений;

- непрерывное формирование цифровой культуры у граждан страны.

Развитие конкуренции и кадровых ресурсов в условиях цифровой экономики связано с действием множества факторов – цифровая экономика может стать барьером для одних структур, отказывающихся от активного использования цифровых технологий, и являться стимулом к усилению конкурентных позиций других структур, включающих применение данных технологий в свою деятельность [2, с. 21].

Процесс цифровизации и формирование новых отраслей сопровождается серьезными вызовами, которые возникают как перед отдельными людьми, так и перед государством, несущим ответственность за трансформацию всей системы подготовки кадров. Чтобы обеспечить научный и технологический задел для построения современной экономики, многие страны мира инвестируют в разработку, прежде всего, человеческих, а не материальных ресурсов.

Кадры для цифровой экономики во многом зависит успешность масштабных преобразований. Можно выделить следующие группы тем, которые охватывают проблемное поле подготовки кадров в условиях цифровизации:

- совершенствование законодательства и обеспечение национальных интересов в области цифровой экономики;

- научно-технологическое развитие и проблема кадрового обеспечения (искусственный интеллект, «умный город», цифровые технологии как фактор цифрового развития);

- творческое и критическое мышление в структуре профессиональных компетенций кадров для цифровой экономики (изменение трудовых отношений в условиях цифровизации в системе управления персоналом);

- институциональные механизмы управления изменениями в формировании и развитии профессиональных компетенций (изменения рынка труда в условиях цифровой экономики и компетенций кадров для реализации задач цифровой экономики).

Деятельность любого образовательного заведения можно рассматривать в двух аспектах: во-первых, с точки зрения его статуса и конкурентоспособности на рынке образовательных услуг, во-вторых, в контексте успешности и востребованности выпускников вуза на рынке труда.

Критерии, предъявляемые современным рынком труда к специалистам, достаточно высоки. В своей деятельности вузу необходимо не только обеспечивать высокое качество предоставляемых образовательных услуг, но и учитывать требования рынка труда к конечному «продукту» своей деятельности - молодому специалисту, прошедшему программу обучения [2, с.27].

В настоящий момент наиболее актуальным является формирование у специалистов различных профилей цифровых компетенций, а также подготовка их к использованию ИКТ в профессиональной деятельности.

В частности:

- способности работать с различными информационными ресурсами и технологиями, применять основные методы, способы и средства получения, хранения, поиска, систематизации, обработки и передачи информации;

- непрерывному образованию и самообразованию.

Для современного специалиста в условиях цифровизации более важен не конкретный набор навыков, а способность понимать и предвосхищать тенденции в своей профессиональной деятельности. Каждый практический навык может быть освоен человеком в любой момент жизни, иногда даже не отрываясь от производства. Однако только университет может дать то, что еще долгое время, а может, и всегда, будет оставаться за пределами компьютерных возможностей - креативный подход к любому современному вызову, будь то принятие управленческого решения или дипломатическая работа.

К перечню новых технологий, которые используются в образовательном процессе для обучения и подготовки высококвалифицированных кадров в условиях цифровизации, можно отнести:

- дистанционное образование. Речь идёт о таком средстве обучения, при котором учащиеся находятся на «расстоянии» от создателя учебных материалов и могут учиться в любом месте по своему выбору (дом, учебный центр, рабочее место) без непосредственного контакта с преподавателем;

- вебинары. Речь идёт об обучении, проходящем в онлайн режиме, его основным отличием является то, что докладчик (обучающий, лектор) и аудитория (обучающиеся, слушатели) не находятся в непосредственном контакте, слушателей, как правило, более одного;

- модульное обучение. Занятия проводятся по определенному плану, контроль качества усвоения материала, основных понятий, умений, навыков производится в определенные заранее сроки обычно в рамках образовательных платформ учебного заведения с учетом индивидуального рейтинга студента;

- проблемное обучение. Заключается в постановке задачи, предложение студентами вариантов их решения, работа может проводиться как студентами самостоятельно, так и в группах, в ходе работы используются интерактивные доски, мультимедийные системы;

- игровые технологии, кейс технологии [3, с. 14].

Активное развитие цифрового образования, методов и технологий обучения открывает новейшие перспективы любых образовательных систем и предполагает переход на новый этап в развитии подготовки высококвалифицированных кадров в системе цифровой экономики, способных к быстрой адаптации, профессиональному росту, профессиональной мобильности в условиях информатизации экономики, расширения практики использования наукоемких технологий, востребованности на рынке труда.

С целью повышения уровня цифровых компетенций в условиях перехода к цифровой экономике следует формировать базовые информационные компетенции кадров:

- уметь работать с текстовыми редакторами, массивом электронных данных и таблиц, электронной почтой и браузерами;

- использовать компьютерных и мультимедийных технологий в профессиональной деятельности;

- применять средства информационных технологий для решения профессиональных задач;

- развивать цифровую грамотность и цифровые навыки;

- использовать цифровые инструменты и технологии для создания знаний и инноваций;

- разрабатывать концептуальные решения по проблемным ситуациям в цифровых средах;

- искать возможности для саморазвития в цифровой среде;

- использовать цифровых устройств, коммуникационных приложений и сетей для доступа к информации и управления ей;

- создавать и обмениваться цифровым контентом, решать проблемы для эффективной и творческой самореализации в обучении, работе и социальной деятельности в целом;
- применять полученные знания и навыки в своей дальнейшей профессиональной деятельности.

Данные компетенции в ближайшее время будут, прежде всего, определять формирование современного человека как «человека новой формации». Для решения проблемы нехватки квалифицированных специалистов в области цифровой экономики необходимо повысить количество выпускников образовательных организаций высшего и среднего профессионального образования по направлениям подготовки, связанным с информационно-телекоммуникационными технологиями, повысить долю населения, обладающего цифровыми навыками и информационными технологиями. Все это требует модернизации, цифровизации казахстанской образовательной системы, перехода на электронную форму обучения.

Важным направлением является активное развитие специальностей, связанных с созданием и использованием цифровых технологий, и кардинально изменить роль предпринимательства как формы творчества и инструмента адаптации к рискам цифровой экономики. Тренд в развитии кадрового потенциала сегодня задает государство: появляются новые обучающие программы в вузах, открываются курсы повышения цифровой грамотности для населения.

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UDC 372.881.111.1

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**FEATURES OF THE USE OF COMPUTER TECHNOLOGY
IN FOREIGN LANGUAGE CLASSES**

Abstract: The purpose of this study is to analyze the effectiveness of using computer technology in the process of teaching a foreign language. According to the study, the author, organizing a lesson based on innovative technologies, notes the teacher's ability to use various technical means (computer, projector, electronic blackboard, etc.).

Keywords: foreign language, teaching methods, innovative technologies, educational process, technological tools.

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ

Аннотация: Целью данного исследования является анализ эффективности использования компьютерных технологий в процессе обучения иностранному языку. Согласно исследованию, автор, организуя урок на основе инновационных технологий, отмечает умение учителя использовать различные технические средства (компьютер, проектор, электронную доску и т.д.).

Ключевые слова: иностранный язык, методика преподавания, инновационные технологии, образовательный процесс, технологические средства.

Today, the focus is on the student, his/her personality, his/her unique inner world. Therefore, the main task of a modern teacher is to choose methods and forms of organizing students' learning activities that optimally correspond to the goal of personal development. In recent years, the issue of the use of new information technologies in schools has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching practical mastery of a foreign language. For practical mastery of a foreign language, it is necessary to create an environment in which such teaching methods could be applied so that every student of a foreign language could show his activity and abilities. Therefore, the study of foreign languages currently requires not only modern ICT tools, but also new forms and methods of teaching, as well as a new approach to the educational process.

Schools have modern computers, electronic resources, and Internet access. This contributes to the introduction of new pedagogical technologies, such as: information and communication, computer and multimedia technologies are closely interrelated. Computer technologies contribute to the disclosure, preservation and development of personal qualities of students. The computer is an indispensable assistant to the teacher, as it: helps in the creation of handouts and didactic materials, as well as test tasks; provides maximum visibility in the classroom (slides, animation, etc.); promotes the formation of stable motivation to perform foreign language activities; replaces a number of technical means; provides simultaneous tasks that facilitate the perception of information. The use of computers in English lessons significantly increases the intensity of the educational process. With computer training, a much larger amount of material is absorbed than when performed simultaneously in traditional learning conditions. In addition, the material is more absorbed when using a computer.

Computer technology is not just a smart and diligent teacher's assistant who is ready to respond to any of his commands, but also becomes an active and effective participant in the educational process, encourages teachers to change the nature of work in the classroom, to look for a more dynamic and flexible methodology that allows them to more fully apply the capabilities of modern information technologies. [1, p.3]

The computer significantly expands the possibilities of presenting educational information. The use of color, graphics, sound, and modern video equipment allows you to simulate various situations and environments. The computer allows you to strengthen the motivation of the child. The novelty of working with a computer helps to improve interest in learning, but also the ability to organize the presentation of the task at the level of complexity, quickly stimulate the right decisions, which has a positive effect. The variety of techniques makes the learning process attractive, while the interest in the subjects of study remains. Using a computer helps to free students and share their knowledge with others, increase the level of education and culture, increase the level of communication and culture. This allows you to take part in various contests, quizzes, contests, projects.

Providing students with information knowledge, it is of great importance to form their skills, information literacy in relation to the use of modern information technologies for their own needs.

Practical skills and abilities	As students develop, they translate texts, documents and publications from third-party websites, expanding their horizons and improving their language skills.
Repetition and generalization of the material covered	The repetition of the lesson in the computer version can be presented in any format (text-sound-image): problem situations, educational games, etc. As a result, all

	students are included in the mental activity, ready for the perception of the new.
Providing motivation for students to study.	Special pictures for children are developed in a playful way, with bright pictures and an excellent soundtrack. English lessons for children turn into an exciting game, and this significantly increases their interest in the language and the learning process itself.

Table 1- Achieving various goals when using a computer in the classroom

The computer allows you to significantly modify the methods of managing educational work, allows students to freely enter the situation in a certain game, ask children for certain help, mark the educational material with advanced drawings, graphs and other subjects. A computer in a human lesson is possible and necessary; it is the acquisition of knowledge, its effectiveness, its comprehensive development, the comprehensive development of childhood. When using modern technologies in the educational process, an important factor is that students also know well and are able to use information and communication technologies. Teaching and learning a foreign language using modern technologies is one of the most effective methods.

The involvement of the computer allows you to make any lesson attractive and truly modern. Performing any task using a computer makes it possible to increase the intensity of the lesson. It can be used at all stages of computer training: when studying new material, consolidating, repeating, controlling knowledge, explaining skills and abilities. At the same time, it performs various functions for the child: teachers, working tools, learning tools, research object, collaboration group, play environment, play environment, entertainment.

The computer can be used at all stages of the learning process: when explaining new material, when fixing, repeating, controlling. After each lesson conducted with a computer, the student consolidates his knowledge through control, control works. The child can independently test their knowledge. After that, the student's interest in independent reading increases, he strives for self-education. Each subject teacher has developed a system for measuring the level of knowledge of students: tests, control papers, practical tasks, in addition, handouts with assignments, crosswords and test sheets are prepared on computers. Various terms and dictionaries compiled.

Forms of work with computer educational programs in foreign language lessons, vocabulary study, pronunciation development, monologue and dialogic speech, developing writing, grammar exercises. At foreign language lessons, you can solve a number of didactic tasks using Internet materials, replenish the vocabulary of students and master learning skills and abilities; improve writing skills; create a stable motivation to learn a foreign language. This improves the quality of learning, allows you to satisfy and develop the cognitive interests of students. For example, in the task below, students first read a text from a book and then do a text-based test using Kahoot.

Task 1. It is prepared for beginners and has 5 multiple choice reading questions with answers.

WORKERS FROM AROUND THE WORLD

Maria

I live in an apartment in the city and bicycle to I work every day. I work from Monday to Friday in an office, so I do not go outside much during the day. I always eat breakfast and lunch. I go to the gym after work because I do not move a lot in my job.

Kim

I live in the countryside and I drive to work every day. I'm a gardener, so I work outside. I usually have a sandwich for lunch. I go swimming once or twice a week. I sometimes swim in rivers and lakes near my house. The water is cold, but it's a lot of fun.

Chiyo

I'm an actress and I live in Tokyo. I'm in a TV show called Different People. I work inside, in a TV studio, and I always have lunch at noon. I work for 15 hours on Mondays and Tuesdays, but I don't work from Wednesday to Sunday. My show is on TV on Fridays.

Selma

I'm a chef and I work in the kitchen of a restaurant in New York, I live above the restaurant. I start work at 2pm and I work until midnight. I don't eat lunch, but I always eat dinner at 6pm before the customers arrive. I work six days a week from Tuesday to Sunday.

1. Who doesn't live in a city?
o Maria
o Kim
o Chiyo
o Selma
2. Who works outside?
o Maria
o Kim
o Chiyo
o Selma
3. Who doesn't eat lunch?
o Maria
o Kim
o Chiyo
o Selma

4. Who doesn't work on Thursday?
o Maria
o Kim
o Chiyo
o Selma
5. Who goes to the gym?
o Maria
o Kim
o Chiyo
o Selma [2, p.61]

All the answers are checked at the same time, which could be undesirable in certain cases.
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In the second task, with the help of Hot potatoes (JCloze), we increase the vocabulary and increase the interest of students. All the answers are checked at the same time.

Task 2. Fill in the gaps with the correct letters.

FOOD AND DRINK

1.Nood_es
2. M_lk
3. Che_se
4._ogurt
5. Pot_toes [4]

Computer technology creates conditions for students and teachers located anywhere in the world to receive any information they need: materials of regional studies, news from the life of young people, articles in newspapers and magazines, etc. In foreign language lessons using the Internet, you can solve a number of didactic tasks: to form reading skills using the materials of the global network; to improve the writing skills of schoolchildren; to replenish the vocabulary of students. In addition, the work is aimed at expanding the horizons of schoolchildren, learning a foreign language.

A computer has a feature that manifests itself in its use as a device for teaching others and as an assistant in acquiring knowledge, this is its lifelessness. The computer can "friendly" communicate with the user and "support" him at some point. In this sense, the use of a computer is perhaps most useful for individualizing some aspects of learning. The main purpose of learning a foreign language at school is the formation of communicative competence, all other goals (education, upbringing, development) are realized in the process of realizing this main goal.

Computer presentations allow students to focus on the key points of the information presented and create visual spectacular images in the form of illustrations, diagrams, diagrams, graphic compositions, etc. The presentation allows you to simultaneously affect several types of memory: visual, auditory, emotional, and in some cases, motor. I think teachers of foreign languages need to know the methodology of using ICT tools in the organization of the educational process focused on students.

When using modern technologies in the educational process, an important factor is that students also know well and are able to use information and communication technologies. Teaching and learning a foreign language using modern technologies is one of the most effective methods. In this process, including:

− when using computers, the reader can view and hear videos, shows, dialogues in a foreign language, as well as movies or cartoons;
− hear and watch radio and TV programs in a foreign language;
− use tape recorders and cassettes, which is considered a fairly traditional way;

− CD players can be used. The use of these methods will make the process of learning a foreign language by students more exciting and effective. [3]

In our practice, to perform the practical part of the work, we like to use multimedia recordings-presentations created specifically for lessons, containing short text, diagrams, drawings, animation. When using multimedia presentations in the process of explaining a new topic, a sequence of linear frames is sufficient, in which the most useful points of the topic can be shown. We think it will be possible to develop and progress only with the use of new ideas and technologies in teaching a foreign language. If you follow them during training, you will undoubtedly get a good effect. This technology reflects a personality-oriented approach, in which the achievement of productive, positive results is possible not only when each student acquires knowledge, skills and abilities, but also when taking into account the individual characteristics of his development.

Because of the use of innovative methods in English lessons, students' logical thinking skills develop, their speech improves, and the skill of a quick and correct answer is formed. Methods awaken the student's passion for knowledge. The student strives for thorough preparation for classes. This makes students active subjects of the educational process. Since the education system sets itself the task of educating a free-thinking, competent, mature person, in the future we can contribute, because future teachers will more fully develop ways to effectively use innovative technologies.

Every child has an internal motive aimed at cognitive activity. The task of the teacher is to contribute in every possible way to the development of this motive, not to let it fade away.

Working on phonetics with the help of a computer program forms skills such as inference, comparison, logic, develops phonemic hearing, auditory discrimination skill and helps to evaluate oneself adequately. The computer allows the student to hear their mistakes, not just see them. This leads to an increase in the quality of pronunciation of students.

Modernity places ever-higher demands on the study of practical works for practical application in everyday communication. Today we can safely say that such innovative approaches to learning foreign language: multimedia, computer, information technologies have great advantages over traditional teaching methods. They allow you to teach different types of speech activity and combine them in various combinations; they help in creating communication situations.

Today, computer technologies can be considered as a new way of transferring knowledge, corresponding to a qualitatively new content of learning and development of the child. This method allows the child to show curiosity, find sources of information, develops independence and acquisition of new knowledge, disciplines intellectual activity.

Computers are valuable tools for the learning process and the Internet can show a good potential for use during language learning and teaching, but the most important is the human factor, that is the teacher whose role is irreplaceable when it comes to providing moral guidance, to being a mentor who shapes career and social development and encouraging intellectual growth. [5, p.252]

In other words, computers are valuable tools for the learning process and the Internet can show a good potential for use during language learning and teaching, but the most important is the human factor, that is the teacher whose role is irreplaceable when it comes to providing moral guidance, to being a mentor who shapes career and social development and encouraging intellectual growth.

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UDC 372.881.111.1

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THREATS AND PERSPECTIVES OF TEACHING FOREIGN LANGUAGES IN ELEMENTARY SCHOOL

Abstract: The article is concerned with the advantages, disadvantages, perspectives and threats of FLT in elementary school, effectiveness and weaknesses of teaching English for kids in elementary school.
Keywords: FLT (Foreign language teaching), Basic stage of a modern domestic school, Paradigm, ICT (Information and communication technologies).

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БАСТАУЫШ СЫНЫПТАРДА ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ҚАУІПТЕРІ ЖӘНЕ ТИІМДІЛІГІ

Аңдатпа. Аталмыш мақалада бастауыш сынып оқушыларына шет тілдерді оқыту процессінің ерекшеліктері, артықшылықтары жайлы жазылған.
Тірек сөздер: Шет тілдерін оқыту, Бастауыш мектепте шет тілін оқыту, Парадигма, АКТ.

The educational system of the 21st century is actively changing and updating with new paradigms, many new characteristics are emerging in the structure and function of education, as well as the content of education and the technology of teaching. The recognition of the Republic of Kazakhstan as a multilingual state and the diversity of the accumulated experience and problems in trilingual education being implemented in the country, especially the problems of early childhood education that arise in the course of language teaching, are brought to many discussions. In order to include the Republic of Kazakhstan among the developed countries of the world, in order to comply with the globalization process, a lot of attention is paid to the English language in the country. That is why the state is introducing English language teaching not only from primary school, but also from kindergarten. Therefore, it is necessary to make sure how effective this activity is and how serious the difficulties are. Teaching a foreign language to preschool children creates excellent opportunities for learning a foreign language.

Nowadays, a foreign language is a ubiquitous practice based on modern and effective technologies of teaching a foreign language, taking into account the personality–oriented methodology, age characteristics of young children [1, p.35].

A four-year primary education is now the first and basic stage of a modern domestic school, based on the common European standards of education. Here the student's personality goes through the stage of its formation; abilities are revealed, skills are formed.

It is undeniable that the study of foreign languages at this age is very useful, regardless of the natural inclinations of the child, because it only positively affects memory, attention, thinking, and imagination. The intellectual abilities of a person develop at the greatest speed precisely in childhood - from birth to 12 years.

Moreover, modern children encounter foreign speech everywhere: in the media, feature and animated films, music, on the Internet, its study is very important. The need for early learning a foreign language is finally officially recognized by our state.

However, it should be understood that the methodology of language learning at an early age should be fundamentally different from the methods of learning in middle and older age.

Our government has officially recognized the need to learn a foreign language early. However, it should be understood that the language learning methodology at an early age must be fundamentally different from the teaching methods at middle and older ages.

In preschool age, the formation of language skills and speech skills takes place mainly on the basis of imitation, unconsciously. Children easily repeat a foreign language. At preschool age, of course, the leading form of activity is play. The speech of preschool children is very simple, simple, simple, the child has not yet managed to understand the structure of his native language, so teaching a foreign language is possible only through simple forms of presentation of material. With the transition to primary school, joint ownership of educational activities, mental development of children gets an additional impetus. At the same time, the following changes are observed in the development of children's speech language:

- speaking in the native language becomes more complicated in linguistic terms, which affects the nature of communicative skills in a foreign language, complicates the material;
- the nature of the general educational activities will become more complex and comprehensive;
- there is a desire to analyze the speech of students in a foreign language, there is an interest in this process. In the process of teaching in primary grades, teachers should include the following teaching methods:
- communicating with mother tongue, relying on it;
- sound-letter analysis (for example, correlation of alphabets);
- connection of the lexical unit with the picture;
- logical grouping;
- use of simulation for shaping strong, negative, interrogative sentences and the structure of the English language (including the syntactic structures of the mother tongue and the foreign language can be correlated).

It should be remembered that there are certain difficulties in learning a foreign language early. There are differences in the psychophysiological development of five-six-year-old children and seven-year-old students. During the transition from kindergarten to school, the child's social role changes dramatically. In his gaming activity, which before coming to school was the main way of knowing the world, educational activity is connected, which will act as a leading one in the following years of study. Primary school students have unstable attention and fatigue, inability to listen to each other, hyperactivity, etc.

To organize the attention of children, a frequent change of actions is needed. Accordingly, the task of the teacher is to make these actions as interesting as possible for children. Based on our own experience, we can say that changing several types of educational games (on the same topic) in one lesson, for example, gives only a positive result. Children do not get tired, changing their activity allows them not to get hung up on one thing, due to which the learning process is accelerated.

As for the prospects for development, it must be said that, first of all, it is necessary to develop ways of introducing information and communication technologies into the primary education of primary school children.

To effectively use new information and communication technologies (ICT) and improve the quality of education, the following key conditions must be met:

- students and teachers should be provided with access to digital technologies and the Internet;
- high-quality, significant and culturally valuable digital educational resources should be made available to teachers and students;

- teachers should have sufficient knowledge and skills in order to maintain high standards of students' academic performance with the help of new digital tools and resources.

In addition, the improvement of primary education in a foreign language in the context of globalization and the development of deep intercultural ties is becoming vital in modern conditions.

The success of learning and the attitude of students to the subject depends on how interesting and emotional the teacher conducts the lesson. Of course, games play an important role in teaching a foreign language to a primary school student. The more often the teacher uses games and visuals in the lesson, the more firmly the material is learned [2].

In general, it should be noted that the solution of these and other problems is the task that needs to be solved by joint efforts, combining theoretical knowledge and practical experience to organize the process of effective early learning in a foreign language. Nevertheless, despite the existing problems, the main fact should be noted – the inclusion of a foreign language in the primary school curriculum is a very important step in the implementation of the state program of humanitarian education in the context of school modernization.

When teaching children, a foreign language, it must be remembered that "the psychological and pedagogical concept on which foreign language teaching was based in different countries was based on the theory of language acquisition by a child that existed until recently. According to this theory, a child learns a language as a result of imitating the speech of adults, in an imitative way without purposeful learning"[3, p.56]. In other words, no one divides the flow of speech for a child into units of assimilation, does not dose speech samples, does not arrange them in a certain sequence, does not explain the rules of grammar, but, nevertheless, a normally developing child by the age of five hundred already masters this most complex grammar so much that he builds independent statements, successfully solving communicative tasks, and by the age of seven or eight, complex sentences and texts of considerable length appear in the child's speech. And the second language, according to this theory, the child learns the same way as the first – spontaneously, without distinguishing the rules, thanks to the extraordinary ability to imitate, which is lost over the years. The proof is the development of a child in a bilingual environment. As you know, many children from an early age speak their native language, which is used by the family in daily communication, and the language of the people among whom they live, also in daily communication. For example, Russian and Tatar are spoken by a family who lives in Tatarstan. Naturally, the mother tongue, the language of the family, dominates. Bilingual in this case, of course. However, a number of foreign and especially American researchers believe that bilingual children often lag behind monolingual children in mental development [4, p. 79].

It should be noted that the psychological characteristics of younger schoolchildren give them certain advantages when learning a foreign language. One of the best incentives is a sense of success. Periods of rapid progress may alternate with periods when success is less noticeable. In order to effectively plan the learning process, it is necessary to take this fact into account. Personal experience shows that the best motivation for primary school students is to receive high grades (points), while it is preferable not to give low grades, replacing them with instructions, notes in notebooks, etc., because receiving consistently low grades reduces the interest in learning among school children; and the widespread practice of denying the policy of "evaluation" in primary school leads to a decrease in academic performance among children.

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ENHANCING LEARNERS' MOTIVATION IN EFL CLASSROOMS

Abstract: In the article, the issue of motivation in English teaching is discussed. The article takes into account a variety of techniques, strategies, and tools for boosting motivation when learning English, including communicative activities, video watching, singing, listening, interactive exercises, and reading original texts while using online resources.
Keywords: The English language, motivation, teaching, teacher's activity, communication, communicative activities.

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EFL СЫНЫПТАРЫНДА ОҚУШЫЛАРДЫҢ МОТИВАЦИЯСЫН АРТТЫРУ

Аңдатпа. Мақалада ағылшын тілі сабағындағы мотивация мәселесі қарастырылады. Әртүрлі әдістер, жолдар және коммуникативті әрекеттерді қолдану, көру сияқты ағылшын тілін үйренуге мотивацияны арттыру құралдары бейнероликтер, ән айту, ән тыңдау, интерактивті жаттығулар, интернет арқылы түпнұсқада әртүрлі мәтіндерді оқу ресурстар мақалада қарастырылады.
Тірек сөздер: ағылшын тілі, мотивация, оқыту, мұғалімнің қызметі, коммуникация, коммуникативті әрекеттер.

In the disciplines of teaching and psychology, considerable focus on the motivational issue. Currently is generally accepted fact that motivation plays a huge role in the study of foreign languages. Researchers cite evidence of decreased motivation from class to class. Before learning a foreign language and at the very beginning students are highly motivated. But in the process of mastering a foreign language students' attitudes are changing as they need to overcome various difficulties. As a result, motivation decreases academic performance, which, in turn, negatively affects motivation. Studying the problem of increasing motivation in the course of learning English is currently relevant. Determining ways to increase motivation when learning English is the purpose of this article.

Based on the current needs and specifics of the study of the subject, an important factor in teaching verbal communication in English is the motivation for learning a foreign language. Considering the concept motivation researched by I.A. Zimney, it is believed that "the motive is what explains the nature of this speech action, while the communicative intention expresses what communicative goal the speaker is pursuing, planning this or that form of influence on the listener" [1, p. 72].

In the pedagogical literature, two types of motives: internal and external. Internal are the motives that develop under the influence of the student's own thoughts, his experiences, aspirations, as a result of which there is an awareness of the inner need.

Some researchers believe that extrinsic motives are not related to content of educational material. These include: debt (the student must study this subject in order to receive a positive evaluation); grade.

There are many opinions on the definition of the types of motives that formed when learning English. So, V.D. Shadrikov believes that "motivation is due to the needs and goals of the individual, the ideals person, the conditions of his activity" [2, p. 95]. R.A. Gottlieb believes that "motivation is the driving force that motivates a person successful learning of a foreign language" [3, p. 123]. So the motive considered as an internal motivation of the student to study activities, caused by the personal needs of the student himself.

The problem of motivation in learning arises in every school subject. In accordance with procedures and guidelines its development and stimulation, taking into account the specifics of the subject. However especially acute is the problem of motivation for learning foreign languages. At it is noteworthy that until the moment of learning a foreign language, and in fact beginning students tend to be highly motivated. Almost everyone has a desire speak a foreign language, be able to communicate. But as soon as it starts the process of mastering a foreign language, and the attitude of students is changing, many are disappointed. After all, this process involves a period of accumulation "building material", the stage of the inevitability of the primary content, exceeding the noise level, which delays the achievement of the goal, about was a dream. As a result, motivation decreases, the counter activity, the will is weakened, aimed at mastering a foreign language, deviation as a whole, which, in turn, causes negative consequences motivation.

Motivation is primarily the result of a person's internal needs, his interests and emotions, goals and objectives, the presence of motives aimed at activating his activity. Recognizing the leading role of motivation in teaching a foreign language, the teacher needs to imagine the ways and methods of its formation in school conditions.

The novelty of the information received plays a special role in the formation of motivation. The presence of elements of search activity, cognitive motives and the emotional state of students provide them with an exit from educational activities to self-educational and creative [1, p. 69].

As you know, interest as a motive plays an important role in learning students in a foreign language. If children are interested in learning, they easily overcome difficulties, master the material well, they form strong speech skills and abilities.

A large role in maintaining and maintaining interest in the subject, the development of cognitive activity, the transfer of education from teaching to managing the independent educational and cognitive activity of students belongs to non-standard forms of the lesson. A non-standard lesson includes the most diverse, emotionally vivid, non-traditional teaching methods and techniques that not only increase the motivation for learning children, but also serve to develop certain abilities: the ability to recite poems, developing pronunciation skills, stage a particular situation as a literary, and life, singing in a foreign language, the ability to respond and give an assessment in a conversation, report information about events and facts, observe speech etiquette, become widely acquainted with the traditions, customs and cultural heritage of English-speaking countries. All activities of students in the classroom are subordinated to the main communicative goal of teaching English.

These lessons are held within the framework of the themes of the school curriculum, but include a wide variety of additional material, thereby expanding the lexical and speech base of students, bringing their abilities to a higher level of foreign language proficiency. In your work, you can use a lesson-KVN, a lesson-competition, a lesson-journey. At such lessons, the guys feel more relaxed, there is not a single indifferent student left, everyone tries to contribute to this lesson.

Also, do not forget that scientific and technological progress with is invading our lives with extraordinary speed, and many children start using computers at an early age. The teacher should take this trend into account and speak to the children in the language they are interested in. That is, to increase the motivation of students, elements of new technologies using a computer should be included in their lessons [2, p.53].

When studying a foreign language, it is necessary to create such conditions in educational and cognitive activities that contribute to the development of a high level of cognitive interest in the student in learning English. An important role in increasing motivation is played by various types of work used by the teacher in the classroom: lessons of discussion of various topics; communication lessons on the

Internet (effective as an option for self-training); round tables; mini-conferences in groups; test lessons; presentation lessons.

You can use the presentation in the educational process at different stages of the lesson and different types of lessons, depending on the goal set by the teacher. Presentations are possible in the lessons of any age group, starting from elementary school. Given the age characteristics of younger students, they should be made bright, cheerful, exciting, including riddles and games. For middle school students, you can include lexical and grammatical exercises, sample dialogues and texts for reading, as well as elements of test tasks for training in the format of a unified state exam. High school students themselves are able to create presentations, which is advisable to use in project work and at the end of the study of the topic.

What are the advantages of using computer presentations in English lessons? One of the most important is to increase the motivation to study the subject through success in learning activities. Many students know how to create presentations and do it quite well. If the class is having difficulty learning a particular topic, the teacher can tailor the learning materials to the characteristics of the students. One of the most striking positive aspects of presentations is the ability to use a variety of illustrative material: drawings, photographs, diagrams, diagrams and graphic compositions, resulting in an impact on several types of memory at once - visual, auditory, emotional and even motor. Presentation lessons help to form the communicative competence of students, develop independent work skills and control knowledge, skills and abilities [5, p. 117].

Speaking about computer presentations, it should be said about some of the problems that arise in the process of work. It takes a lot of time to prepare these lessons. The materials themselves, for example, of a country-specific nature, must be searched on the Internet and additional sources, since it is quite problematic to find something you need in the system of public education. Using the Internet requires some material costs, and conducting lessons requires additional strength and energy. But much is justified by the fact that children are happy to work in a multimedia room and remember well what the teacher wanted to convey to them.

The use of presentations diversifies the educational process and will involve children in cognitive activities. And the preparation of presentations by the schoolchildren themselves has a clearly practical orientation, since in the future they will have to work in enterprises and organizations where presentations are an urgent need for successful work and the fulfillment of their functional duties.

Also, one of the methods of increasing motivation is the use of project methodology. It is very important to organize the work on the project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of students. To do this, you need to make sure that the theme of the project is suitable for all members of the group, according to their hobbies and temperament. It is necessary to convince them to use a variety of ways of working: graphic writing, design, a selection of illustrations and photographs, and, if necessary, audio or musical accompaniment [8, p.153].

Student-centered learning, collaborative learning, project methods to a certain extent allow solving the problem of motivation, creating a positive attitude towards learning a foreign language, when children learn with enthusiasm and the potential of each child is revealed.

When generalizing, consolidating and repeating educational material, and especially when organizing its practical application, this method is very effective. It is also very important that in working on a project, children learn to cooperate, and learning in cooperation instills in them the following moral values: mutual assistance, desire and ability to empathize; the creative abilities and activity of the trainees are formed, i.e. there is an inextricable process of education and upbringing.

The project method forms and improves the general culture of communication and social behavior in general and leads students to practical knowledge of a foreign language [4, p. 110].

Speaking about the forms of conducting the lesson, such a form as a role-playing game deserves special attention in the lesson. This type of learning activity is group. The role-playing game is based on joint actions, a collective form of task fulfillment. It provides for the ability to be guided in one's behavior by the interests of comrades, stimulates interest in improvisation, and forces one to make independent decisions. All this also, of course, arouses interest in the subject and stimulates positive motivation [6, p. 98].

In practice, the formation of learning motives is the creation of such conditions under which internal motivations (motives, goals, emotions) for learning will appear; awareness of them by the student and further self-development by him of his motivational sphere. At the same time, the teacher does not

act as a simple observer of how the motivational sphere of students develops, he stimulates its development with a system of psychologically thought-out methods.

The game is one of the strong motives in teaching a foreign language.

Game activity in the learning process performs the following functions:

1) The learning function consists in the development of memory, attention, perception of information, the development of general educational skills and abilities, and it also contributes to the development of foreign language skills.

2) The educational function is to educate such a quality as an attentive, humane attitude towards a partner in the game; also develops a sense of mutual assistance and mutual support. Students are introduced phrases-clichés of speech etiquette to improvise speech appeal to each other in a foreign language, which helps to develop such a quality as politeness.

3) The entertaining function is to create a favorable atmosphere in the lesson, turning the lesson into an interesting and unusual event, an exciting adventure, and sometimes into a fairy-tale world.

4) The communicative function is to create an atmosphere of foreign language communication, unite a team of students, establish new emotional and communicative relationships based on interaction in a foreign language.

Grammar games

The purpose of this type is to teach students the use of speech patterns containing certain grammatical difficulties, create a natural situation for the use of this speech pattern, develop speech creativity and independence of students.

Grammar game example

Children in the class are divided into groups. There can be 5-6 students in a group. Each group is given grammar tasks. In total 4 exercises will be performed by the students. After each task, the teacher collects a worksheet and will check and score while the students do the next exercise.

For example, children are asked to put the words in the correct order to make a grammatically correct English sentence:

everyone, love, I.

cook, know, worst, he's, the, I.

a, Saturday, we're, party, having, on.

going, the, around, they're, to, sail, world.

Italy, they, last, went, to, their, for, year, holiday.

loved, I've, him, always.

had, I've, interview, never, an.

dinner, the, she's, cooking, moment, at.

In the next task, the students had to make 5 general questions to 5 affirmative sentences.

1. I am washing my hands in the bathroom now.

2. They will come home in a minute.

3. You had dinner in the living room today.

4. We cleaned our classroom last week.

5. He reads magazines in his room every day.

In the next exercise, the children must find and correct all the errors (in fact, the text contains 7 errors.)

53 Proletarskaya Street, Tavricheskoye, Omsk Region, May 15, 2003

dear friends,

Hi! How are you? I want to read you my letter. Go I to school every day; I got "five" at yesterday the English lesson. I have 4 lessons tomorrow. I am Watching TV at the moment and writing a letter This week I have arrived in Moscow.

In the next game, Encrypted Questions, students are offered random words and a suggested answer to the question. The task of the children will be to ask a question, not forgetting the word order in English interrogative sentences.

1. did, last, week, he, where, go? (Moscow).

2. shall, buy, what, we? (A house).

3. she, or, is, he, making, in the room, now, the bed? (He).

4. does, get up, when, he in the morning? (6 o'clock).

5. they, written, in, what, have, the classroom, already? (A letter).

After all the exercises, the teacher creates a table in which she notes the scores of all groups and sums up the results. And those with the highest score win. As you can see in this example, group 4 won.

№	1 task	2 task	3 task	4 task	final points
1 group	7	5	4	4	20
2 group	8	3	5	4	20
3 group	6	5	3	5	19
4 group	8	5	5	3	21
5 group	7	4	5	3	19

The use of these methods and techniques is effective if students' interest in learning a foreign language decreases, then you can arouse their cognitive interest, awaken them spiritually. All children are close to the spirit of knowledge, the spirit of communication and collectivism, and they need to express themselves in creativity, fantasy, play, competition.

Along with playing techniques in the classroom, you can apply the "Images" technique, which contributes to the development of students' speaking skills and creative initiative. This is the ability to convey images by means of the English language, using forms of verbal and non-verbal communication.

The "Describe and Draw" technique is one of the ways to involve students in the process of communication using their own vocabulary in a foreign language. This technique is universal, it can be used to consolidate vocabulary and grammar.

For example, songs can be used to develop communication skills. Songs are interesting for students because of what they are talking about and in what musical form they are presented. Songs motivate the activity of students: to inform about something, to ask, that is, the communication factor should take the first place.

Also, the use of poems and rhymes allows you to firmly remember the basic grammatical patterns and use them in everyday practice. In addition, the learning process turns into an exciting game, which maintains interest in this subject.

Using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in the classroom: improve listening skills; replenish vocabulary; to form a stable motivation for foreign language activities [5, p. 136].

So, recognizing the leading role of motivation in teaching English, the teacher needs to clearly understand the ways and methods of its formation in the conditions of a given educational institution. When considering the problems of motivation and searching for ways to form it, it is unacceptable to simplify its understanding, because the formation of motivation is not a shifting by the teacher into the heads of students of ready-made, externally set motives and goals of learning. The formation of motives is, first of all, the creation of conditions for the manifestation of internal motivations for learning, their awareness by the students themselves and the further self-development of the motivational-value sphere. At the same time, when mastering a foreign language culture, it is not at all indifferent what motives encourage the student to carry out activities.

To create adequate motivation, various methods and means are used: verbal, visual, practical, but search and research are playing a leading role today. The formation of a strong motivation for learning is facilitated by the game with its active use in the classroom.

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UDC 372.881.1

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THE USE OF ELECTRONIC TEXTBOOK ON FLT IN WRITING

Abstract: The purpose of this article, is the author considers the problems of an electronic textbook on a written foreign language. According to the research, the author emphasizes the effectiveness and importance of the electronic textbook, the importance of the electronic textbook, and its great influence on today's situation.

Keywords: student, electronic textbook, advantages, disadvantages, foreign language teaching, independent work.

ИСПОЛЬЗОВАНИЕ ЭЛЕКТРОННОГО УЧЕБНИКА ПО ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ В ПИСЬМЕННОЙ ФОРМЕ

Аннотация: Целью данной статьи является рассмотрение автором проблем электронного учебника по письменному иностранному языку. Согласно исследованию, автор подчеркивает эффективность и важность электронного учебника, важность электронного учебника и его большое влияние на сегодняшнюю ситуацию.

Ключевые слова: студент, электронный учебник, преимущества, недостатки, преподавание иностранного языка, самостоятельная работа.

Nowadays, modern science is developing well, and information and communication research is taking place in the daily life of a person. Mainly training in conditional-communicative or communicative type of speech act, as well as practical learning of a foreign language. The use of computer technology is essential in this educational process. The way to ensure a modern high-quality educational process in a higher educational institution is the use of electronic textbooks.The use of electronic textbooks in teaching foreign languages is of particular importance because traditional teaching methods have more advanced methods that make learning easier.

Currently, one of the available and frequently used methods of teaching a foreign language is an electronic textbook. The effectiveness and importance of the use of technologies in the learning process and the presence of certain requirements for electronic learning are a pressing issue. In this world, you have many opportunities to learn a foreign language with the help of completely new educational tools.

The goal of e-textbooks is not only to replace paper textbooks, but also to make them educational tools with higher capabilities compared to traditional textbooks. The main advantage of electronic instruction is interactivity. Electronic textbooks or e-learning resources are electronic publications that contain an organized set of knowledge on the relevant subject that can provide skills acquisition. The use

of an electronic textbook of a foreign language in writing in the learning process is aimed at the formation of communicative competence in foreign languages.The use of electronic publications in practical classes, including in writing, helps to increase the activity of students [1].

The term "e-textbook". The use of electronic form of presentation of information is different from traditional paper. The main goal of the foreign language teacher's activities is to teach students and pupils the basics of foreign language communication in accordance with the features of the personality-activity approach in teaching a foreign language, and also the education, development and education of the student takes place. With the help of technology, adults and children can easily receive information. It reduces stress and discomfort in the lesson. The electronic textbook contains graphic, textual, speech, music, photo, video and other information presented in the form of an electronic learning tool.

An electronic textbook is a computer pedagogical software designed to provide new information, which mainly complements printed publications, serves for individual and individual training, and also allows checking the acquired knowledge in a limited amount [2].

The creation of electronic textbooks is possible by using the technologies used in computer games, which modern children are interested in. The conceptual basis of electronic textbooks is made up of a network of available textbooks. The interactive drawing predetermines the tasks of the original printed textbook. The teacher or the student sees the same thing as in the book. A slight movement of the hand with the mouse allows you to get thousands of modified tasks. The material basis of the electronic textbook is a database in the form of an installer program and a set of pairs of files, each of which contains a statement or compilation of tasks from a certain paragraph of the textbook, their step-by-step solution, which is illustrated by a two- or three-dimensional dynamic model.

During the lesson, it is assumed that students' electronic devices can be identified on the same network. The teacher can work with each device, comment on students' work, assign and check from his tablet or other gadget. In addition to new opportunities in the educational process, electronic textbooks have advantages, that is, the absence of printing costs, lightening the weight of educational materials that the student must carry with him, and saving the cut down forest.

Turning reading into writing is by no means new, but it is much more realistic to ask students to email the assignment instead of writing it on paper. When the recording is in digital format, it is also easier to review, correct errors and provide feedback. I think it is right that the electronic textbook contains as many graphic images as possible. For lower-level students, comic book apps are a great way to encourage students to write and engage students in the activity that is happening in the eBook. For example, you can give students the following task: set the comic so that all images are in place, and students only need to add text. Ask students to add thought and word bubbles and a box that shows the chain. If necessary, give an example.

It can be the end product and added to the class block, or it can be an input for further work, for example, indirect speech, sequence language, message verbs, etc.

A few examples of activities above show how classroom learning can easily include many features using e-books. The most important thing is to pay attention to the student's language acquisition, and actions should be technologically simple and easy. The included audio, built-in vocabulary, grammar and vocabulary exercises, and comprehension testing can give students more autonomy and a better comprehensive experience.

2.1 E-books contain books for students of all levels, such as "Writing Worksheets" [3] by Christina Niven, 2011. Writing Exercises for Adult Learners – Beginner. The book has 14 pages including the introductory page. For example, there is a task given to you with a photo and text, you must read the text and answer the questions.

A. Reading

"Farmer Brown is driving a tractor. He is plowing his field so he can plant corn. After he plants the corn, he will build a scarecrow to scare away the birds" [1, p.6].

B. Write short sentences

1.What is Mr. Brown doing?

_____

2.What is he going to plant?

_____

3.Why will he build a scarecrow?

_____

C. If you owned a farm, what would you grow? (name four crops) [1, p.6].
_____

D. Write a short story about the picture. Use your imagination to make up details [1, p.6].
_____

In this book, the task is to look at the picture, read the text and answer questions. This e-book is suitable for elementary grades. You can also write directly on the book and save as notes. The textbook is provided with thematic illustrations, photos and texts.

2.2 Patricia Wilcox Peterson has a book " Developing Writing Skills Practice E-TextBook for FLT"[4]. This book is for Beginner/Intermediate. The textbook is provided with thematic illustrations, tables, diagrams, presentations. Audio and video material of the electronic textbook, in each section of the textbook, it allows students to listen, view and study texts in a foreign language, dialogues and relevant vocabulary. In each chapter there are recordings of dialogues on topics such as "Square Dancing", "The Weekend Cook", "That's not my Job", "In a Restaurant".

Active independent work of students	The criterion of conscious assimilation of educational material is the degree of independence. Work-the higher it is, the more consciously knowledge is acquired.
Individualization of training	The student can study the study material at a convenient individual pace, in a relaxed atmosphere. When working with an electronic textbook, a student may make mistakes and return to the same questions.
Systematic and sequence character of presentation of the material	In the structure of the electronic textbook, for example, when submitting text and grammatical material, continuity in the learning process is taken into account. In the textbook there are information, training and controlling blocks.
Objectivity of knowledge control	Test tasks allow the teacher to quickly and impartially assess the knowledge of students. Due to the random arrangement of questions, the test options are individual. In addition, the student can choose the level of complexity of the tests, focusing on their own knowledge of the language [5,p.3].

Table 1- Positive side of the E-textbook for students

Thus, the structure of an electronic textbook in a foreign language differs from a traditional textbook. Besides, it is impossible not to mention its economic efficiency electronic publication, which is determined by the following factors: longevity, opportunity modernization in the process of use, low cost and price.

Describing the advantages of the electronic textbook compared to the printed edition, it is worth mentioning:

• interactivity, visibility, high quality of methodological manuals, consistency, individualization of the narrative

• a deeper understanding and consolidation of the material studied in an electronic textbook.

• The ability to self-select and self-control, assessment the effectiveness of training increases the effectiveness of training sessions, increases motivation

• learning foreign languages by students

When describing the shortcomings of electronic textbooks, the following factors are indicated:

• for working with an electronic textbook-the presence of a computer

• increased fatigue when working with the monitor.

Conclusion

However, the above-mentioned disadvantages do not diminish the advantages of electronic textbooks. The use of electronic books allows to increase the effectiveness of foreign language teaching. On the contrary, try to make this process creative and interesting.

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УДК 372.881.1

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ШЕТЕЛ ТІЛІН ОҚЫТУДА ИНТЕРНЕТ ТЕХНОЛОГИЯЛАРЫН ҚОЛДАНУ

Аңдатпа. Мақалада білім беру ұйымдарының мұғалімдерінің өз қызметінде ғаламдық интернетті пайдалану мүмкіндігі қарастырылған. Мақалада «Интернет-ресурс» ұғымының мәні де зерттеліп, оны мұғалімнің кәсіби қызметінде қолдану мүмкіндіктері ашылды. Болашақ мұғалімнің жалпы педагогикалық дайындығында интернет ресурстарын пайдалану мәселелері қарастырылады; мүмкіндіктері көрсетіледі.
Тірек сөздер: тілдік құзыреттілік, бастауыш мектеп, тіл үйрету, интернет, шет тілдері, заманауи тілдер, халықаралық орта мектеп, шет тілін оқыту

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USING INTERNET TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

Abstract. The article considers the possibility of using the global Internet by teachers of educational organizations in their activities. The article also studied the essence of the concept of "Internet resource" and revealed the potential of its application in the professional activities of a teacher. The issues of using Internet resources in the general pedagogical training of the future teacher are considered; showing their capabilities.
Keywords: language competence, primary school, language teaching, Internet, foreign languages, modern languages, international high school, language policy, foreign language learning.

In the new millennium, we look forward to the information space. And a key role in solving this problem is played by the ability of a modern person to own information and communication technologies. New information technologies are becoming a part of the life of a modern person.

Our informational 21st century (the century of high technologies) requires new approaches to systemic education. At present, the goals and technologies in education in most countries of the world reflect the ideas of the humanistic direction in pedagogy and the philosophy of education. Here we are talking about the development of the individual as the main goal, that is, training should be developing in terms of developing independent creative and critical thinking.

For these purposes, a wide information field of activity is needed. There are different sources of information, different views, points of view on the same problem that affect a person on independent thinking, on the search for an individual reasoned position. This approach requires the definition of certain conditions for the organization of such a system.

One of the tasks of the modern school is to increase the variety of types and forms of organization of educational activities of students. Computer technologies in combination with the pedagogical system of organizing educational activities can significantly increase the educational opportunities of schoolchildren, even make the choice and benefit of an individual trajectory in the work of the educational space [1].

The technological base of our modern society is the global telecommunications networks. The world's largest such network is the Internet, which appeared as a means of communication. The Internet contains a large amount of information that is educational in nature and can be used in the classroom and outside of school hours. I believe that both teachers and students must be aware of the possibilities of the Internet and strive to use them.

The Internet provides unique opportunities for full-fledged education and personality formation. It is not only an almost inexhaustible array of educational information, but also acts as a means, a tool for its search, processing, presentation. The Internet is a unique source of active intellectual and communicative activity of the student, his creative self-realization, as a result of which he has the opportunity to acquire the necessary knowledge, skills and abilities.

With all the variety of information and telecommunication technologies, the worldwide information computer network Internet occupies a central place. The main direction in the use of global networks is the development of scientific and pedagogical foundations for the creation and use of the information environment of continuous education based on the creation of a Common Educational Space.

The modern Internet is characterized by the presence of a serious problem of organizing a global search for information. So-called search engines have been developed that, by the desired word or combination of words, find links to those pages on the network in which this word or combination is presented [2].

The Internet provides an opportunity for collective access to educational materials, which can be presented both in the form of simple textbooks (electronic texts), and in the form of complex interactive systems, computer models, virtual learning environments. The Internet is now a means of communication. Special educational Internet resources have become an integral part of the national education system.

Features of the use of Internet resources in educational activities

Currently, there is no doubt about the relevance and demand for the integration of the Internet in the learning process. In this case, the main subject of discussion is not the question of why, but how to apply modern computer technologies in the learning process. The use of the Internet would greatly expand the range of real communicative situations, increase the motivation of students, and would allow them to apply the acquired knowledge, skills, and speech skills to solve real communicative problems [3].

The use of Internet technologies by teachers in their lessons will inevitably lead the general education lesson beyond the scope of both the lesson and the subject itself.

Schools, connecting to the Internet, satisfy their needs in the search, collection and processing of material, which in turn expands the possibilities for implementing educational goals and objectives. The task of the modern school is the successful development of the student's personality, the change and improvement of his personal data, which is an important condition for the development and formation of the student, as he becomes a full user of the global information space. The frequent use by schools of Internet technologies, telecommunications in the educational process shows us how we implement and how we work using innovative tools, with the help of which modifications of a diverse plan are made: they change the goals and objectives of the lesson, the curriculum, the forms and methods of teaching students [4].

It is worth thinking about what innovations can be mastered at school, using the Internet? Everyone knows that the lesson is the basis of the educational process, therefore, it is necessary to highlight some points that allow you to correctly implement the goals and objectives of the lesson.

A teacher who keeps up with the times is now psychologically and technically ready to use information technology in teaching. Internet technologies provide educational activities in the educational process, using applied and tool software. At the moment, the Internet is a part of a teacher's life, as it is becoming a familiar and suitable means for acquiring new material.

Teachers often use in their lessons the material that they found on the information network, since the unlimited possibilities of the Internet make it easier to find educational material to prepare for lessons.

Teachers prefer to find educational material on the Internet in electronic form, as it allows:

-improve your own knowledge;

-improve your knowledge through distance learning;

-find educational material on the Internet for the preparation and conduct of lessons;

-receive documents from the server of the Ministry of Education;

-be informed about the latest pedagogical materials;

-receive information about the latest pedagogical findings, send their methodological developments;

-receive software;

-publish their own articles, plans, lesson notes;

-correspond with teachers from other regions;

-choose and order methodological literature through online stores.

The use of online lessons by a teacher in his activity allows:

-teach children and work both in the classroom and outside the classroom individually and in groups, in pairs. The competent work of children, under the guidance of a teacher, helps to rally the children's team, the information literacy of schoolchildren increases.

Consider the possibilities of Internet resources for creating a modern lesson:

-through the Internet, a teacher can replenish his methodological piggy bank, as he has been using his traditional plans for many years;

-study the experience of other teachers and use their recommendations and developments in their lessons;

-publish your personal lesson plans, articles, innovative ideas on websites.

Multimedia tools make it possible to provide the best, in comparison with other technical teaching aids, implementation of the principle of visibility, which occupies a leading place in the educational technologies of elementary school. The use of multimedia presentations makes it possible to make lessons more interesting and dynamic, includes not only vision, but also hearing, emotions, imagination in the process of perception, facilitates the process of remembering the material being studied by students, helps to "immerse" the student in the subject of study, create the illusion of co-presence, empathy in the lesson with the object under study, to contribute to the formation of three-dimensional and vivid representations [5].

The teacher develops a plan for his lesson and conducts it so that it is unusual, more interesting. To do this, he demonstrates visual material from the Internet (pictures, tables, photographs ...), shows multimedia material. Often uses video lectures and presentations in class.

You should also pay attention to the opportunities associated with distance learning via the Internet, as well as participation in various competitions, olympiads, passing tests.

Currently, the school provides students and teachers with the opportunity to use in the educational process:

- participation in teleconferences where scientific and professional problems are discussed;

-access to open file servers on the Internet to obtain freely distributed software tools;

- remote access to databases, library catalogs and electronic library files in the preparation of educational materials in subjects;

- receiving electronic periodicals on selected topics;

- participation in on-line teleconferences of the Internet;

- independent and control testing. Summarizing the above, we see that a new pedagogical tool has been added to the teaching/learning of foreign languages and that the computer is always present via the Internet. Without the Internet, the latter already occupied an important place in language teaching: the computer was a source of motivation for students, a selection criterion, because "when they were offered

a choice of several classes in a lesson, working with a computer is still the most popular option. With the Internet, it has become an essential tool for work, communication, speed, research, documentation. In fact, now we have a multimedia tool in our hands, where sounds, still or animated images, and inscriptions are collected under one "roof". Internet resources can also be used by teachers to improve their skills (network methodological associations and virtual pedagogical councils, distance learning, participation in network projects, etc.). This tool called the Internet has brought a lot to the teaching of languages and does not seem to stop there.

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ҚҰТТЫҚТАУЛАР/ПОЗДРАВЛЕНИЯ/CONGRATULATIONS

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Уважаемая Салима Сагиевна! Глубоко уважаемая Тамара Даниловна! Уважаемые коллеги!

Прежде всего хочется поздравить Вас, Тамара Даниловна, с юбилеем!

Желаю вам безмерного счастья, чтобы полосы жизни были только яркие и светлые, чтобы родные оберегали вас, чтобы душа ваша пела, мечты сбывались.

Юбилейные даты бывают раз в жизни. Вся ваша жизнь была ознаменована яркими, замечательными событиями. Часто вспоминаю, как мы с вами обедали в нашей столовой, наши прогулки вспоминаю, вспоминаю, как мы с вами проводили педагогическую практику в виде олимпиады.

Недавно под руководством Мариям Рамазановны мы опубликовали монографию. У нас с вами есть статья в соавторстве о юбилейном сборнике Чингиза Айтматова.

Желаю, чтобы вы всегда сталкивались только с любовью, добром, теплом и вниманием ваших близких. Пусть все ваши мечты сбудутся, а удача никогда не покидает вас. Позвольте вручить вам адрес и цветы.

Глубокоуважаемая Тамара Даниловна!

Примите самые искренние поздравления с Вашим 85-летием!

Во многом благодаря Вашему опыту, компетентности и энергии, университет динамично развивается и приумножает свои славные традиции. Здесь готовят современных специалистов, способных решать актуальные задачи, стоящие перед нашим обществом и государством.

Быть ученым и педагогом – это высокое призвание и большая ответственность, это значит быть терпеливым, вдумчивым человеком, обладающим невероятным запасом знаний, эрудиции, умением анализировать и сопоставлять.

В Вас удивительным образом сочетаются самые разные достоинства: твердость характера с житейской мудростью, высокая требовательность к себе и организованность с доброжелательностью и душевной теплотой.

От всей души желаю Вам крепкого здоровья, добра и благополучия на долгие годы Вам и Вашей семье!

Нурлан Алымкуловна Ахметова

заведующая межфакультетской кафедрой русского языка
Кыргызского национального университета
имени Жусупа Баласагына, д.п.н., профессор

Мейрамова Салтанат Акимовна,
к.п.н., доцент, Казахский агротехнический
университет им. С.Сейфуллина
Астана, Казахстан

Дорогая Тамара Даниловна, я от всего сердца хочу Вас поздравить с таким замечательным юбилеем и поблагодарить Вас за все то доброе, хорошее, которые Вы взрастили во мне, будучи моим научным руководителем. Благодаря Вам я, защитилась в диссертационном совете КазУМОиМЯ в 2006 году. Конечно, это у меня будет всегда в памяти, это очень хорошая школа, школа Кунанбаевой Салимы Сагиевны, доктора, профессора, которая также внесла большой вклад в развитие вашего Университета.

Тамара Даниловна, я хочу пожелать Вам счастья, здоровья, чтобы Вы всегда были в кругу семьи, чтобы Вас окружал такой замечательный коллектив в лице Университета КазУМОиМЯ, ректора Салимы Сагиевны Кунанбаевой, кафедры, администрации, ректората, которые Вас всегда поддерживает. Я думаю, что КазУМОиМЯ очень выигрывает в том плане что у них есть такой высококвалифицированный специалист.

Ислам Айбарша Исламовна,
д.ф.н., профессор,
декан педагогического факультета
иностранных языков
КазУМОиМЯ им. Абылай хана

Многоуважаемая Тамара Даниловна, коллектив педагогического факультета иностранных языков искренно поздравляет Вас с Вашим юбилеем. Ваш вклад в развитие методики преподования английского языка от школьной ступени, вообще целом развитие иноязычного образования не только в Казахстане работает по всему миру. В целом Вы многие годы работали в качестве заведующей кафедрой методики на нашем факультете, и тогда я заметила, что Вы во время практики всегда находились в школах с утра до вечера в разных школах города Алматы. И внешкольное время Тамара Даниловна всегда работала здесь, консультировала по практике, по каким-то дипломным работам.

Я также хорошо помню ваших учеников, пищущих кандидатские диссертации, с которыми Вы также скрупулёзно работали. Вы даете консультации с интеерсными подходами, Вы их даете доброжелательно, без каких-то эмоциональных моментов. Вы очень принципиальны по аспекту методически подходов.

Вы являетесь автором ряда учебников для школьного образования, мне кажется этим ученикам очень повезло, редкий случай, когда автор, разработчик английского языка рассматривает эту учебную продукцию по трем составляющим. Потому что Вы являетесь специалистом по этих областях, в первую очередь, методики иноязычного образования, и как лингвопсихолог Вы используете лингвопсихологические принципы. А многие составители об этом забывают.

Третья составляющая - это дидактическая составляющая, именно тот опыт, та работа, которая Вами велась с практикантами. Вы действительно видели и анализировали те или иные упражнения, как они усваиваются, как можно их лучше использовать, где промахи, где удачи, где эффективность - Вы все это проанализировали и вложили результаты анализа составляющих компонентов упражнения в основу учебников.

Более того, Тамара Даниловна очень доброжелательно со студентами. Конечно, последние годы вы работаете в магистратуре и докторантуре, тем не менее, наши выпускники всегда очень тепло говорят о Вас. Вам огромное спасибо, Тамара Даниловна, за Ваших и наших учеников. Вам долголетия, здоровья, творческих успехов и конечно же благополучия, спасибо Вам большое.

Жумабекова Галия Байскановна,
к.п.н., профессор,
зав. каф. методики иноязычного образования,
педагогического факультета
иностранных языков
КазУМОиМЯ им. Абылай хана

Уважаемая Тамара Даниловна, коллектив кафедры методики иноязычного образования искренне поздравляют Вас с юбилеем. Мы желаем Вам крепкого здоровья, творческой деятельности. А в семье, прежде всего, чтобы были приятные события. Вы, Тамара Даниловна, накопили опыт научной деятельности под руководством академика Салимы Сагиевной Кунанбаевой именно в сфере методики иноязычного образования всех уровней образования – бакалавриат – магистратура – докторантура. Желаем Вам здоровья и дальнейших успехов!

Ахметова Мадениет Кадесовна,
доктор PhD, декан
факультета послевузовского образования
КазУМОиМЯ им. Абылай хана

Дорогая Тамара Даниловна, факультет послевузовского образования, кафедра послевузовского образования, профессорско-преподавательский состав нашего факультета от всей души поздравляют Вас с юбилеем, с днем вашего рождения, позвольте зачитать Вам поздравление от нашего факультета.

Уважаемая Тамара Даниловна!

Мы, ваши коллеги по кафедре послевузовского образования, от души поздравляем Вас с юбилеем! Вы, всю свою жизнь посвятили системе образования и подготовки высококвалифицированных специалистов иностранного языка. Закончив в 1960 году Алматинский педагогический институт иностранных языков (АПИИЯ), факультет иностранных языков и получив квалификацию преподавателя английского и русского языка в средней школе, Вы были направлены на работу в школу, где активно включились в учебную и методическую работу. Через два года, перешли на работу в свой родной институт, ныне Казахский университет международных отношений и мировых языков им. Абылай хана, где работаете по настоящее время. Блестяще защитили кандидатскую диссертацию в 1983 году с присуждением степени кандидата психологических наук.

Работая в институте и ныне университете, Тамара Даниловна активно включилась в организацию учебного процесса, много лет руководила методическим объединением преподавателей кафедры методики иноязычного образования, возглавляла УМС факультета, привлекалась к чтению лекции для учителей г. Алматы и области. Тамара Даниловна была членом ассоциации учителей английского языка г. Алматы и членом НМО университета, читала лекционный курс по методике английского языка, участвовала в ректорских комиссиях, выполняла ответственные поручения.

В 1993 году после назначения на должность заведующей кафедрой методики преподавания английского языка, она большое внимание стала уделять преемственности в подготовке кадров, стремилась укомплектовать кафедру молодыми преподавателями, организации их профессионально-методической подготовки. Тамара Даниловна, как патриот университета, активно участвовала в его научной и общественной жизни, была членом Ученого Совета, членом Совета педагогического факультета иностранных языков, НМС, проблемного Совета по специальности 13.00.02., членом редколлегии университетской газеты. Неоднократно выступала на республиканских и международных научных конференциях по вопросам методики и психологии обучения иностранным языкам. Объем ее научных и методических работ составляет более 30 п.л. Ею опубликовано более 90 научных работ по проблемам методики и психологии обучения иностранным языкам в школе и вузе. Под руководством Тамары Даниловны защищены 8 кандидатских диссертаций по специальности 13.00.02. «Теория и методика обучения и воспитания (романо-германские и тюркские языки в системе начального, среднего и высшего образования)» и более 50 магистерских диссертаций по специальности 6М011900-«Иностранный язык: два иностранных языка». Проводимые Вами лекции по методике иноязычного образования всегда отличались яркостью, богатыми теоретическими и практическими материалами, тесной связью с реальной действительностью.

За безупречный труд и большую общественную работу Тамара Даниловна была награждена дипломами и грамотами Министерства образования и науки РК, награждена медалью «10-летию Независимости РК», юбилейной медалью КазУМОиМЯ имени Абылай хана в честь 75-летия университета.

Тамара Даниловна и сегодня является высококвалифицированным, добросовестным и высококомпетентным специалистом, патриотом нашего университета и нашей страны.

Ваш юбилей сегодня — это опыт, мудрость, спокойный и трезвый взгляд на все происходящее вокруг. Тамара Даниловна, Вы редкий человек, не умеющий обижаться, видящий жизнь в ярких и позитивных красках. Вы удивительно добрый, отзывчивый человек, с мягким, но требовательным характером. Ваша улыбка на лице подчеркивает эти качества. Пусть будет добрым мир вокруг как Ваша улыбка.

От всей души поздравляя Вас со знаменательной датой - 85-летием со дня рождения, выражаем наши искренние пожелания, новых творческих успехов в научно-педагогической деятельности, крепкого здоровья, долгих лет жизни, благополучия Вам и Вашим родным и близким.

Декан факультета послевузовского образования   Ахметова М.К.

Деканат факультета послевузовского образования
Коллектив кафедры послевузовского образования

Шайморданова Зарема Джуандыковна,
д.и.н., профессор, заведущая
кафедрой послевузовского образования
КазУМОиМЯ им. Абылай хана

Уважаемая Тамара Даниловна, сегодня такое замечательное мероприятие, потому что рядом с тобой находится, прежде всего, молодое поколение, которое сегодня доминирует среди присутствующих на круглом столе, я думаю это очень хороший знак, потому что на таких мероприятиях, с такими преподователями есть у нас преемственность, передачих знаний, трансляция накопленного научного опыта.

Еще раз, Тамара Даниловна, с Вашим юбилеем! Ваша улыбка озаряет все, Вы всегда заходите в кафедру с улыбкой. Это такое замечательное Ваше качество. И наслаждайтесь, пожалуйста, каждым мгновением, каждым часом, каждый днем и дальнейшими годами Вашей жизни в нашем университете.

Касымбекова Мархабат Асхатовна,
доктор PhD, заведующая кафедрой
иноязычной профессиональной подготовки ФПО
КазУМОиМЯ им. Абылай хана

Уважаемая Тамара Даниловна, поздравляю Вас с юбилеем! Я отлично помню, как пять лет назад в этом же зале проходил еще один Ваш юбилей. Я желаю, чтобы в этом зале Вы праздновали будущие юбилее тоже. Я тоже помню, когда я пришла молодым специалистом на Вашу кафедру методики, кафедра была центром университета, и не только на факультетском уровне решались всякие вопросы, работа кипела, вы приходили ко мне на лекции Я до сих пор использую материалы Ваших лекций.

Спасибо Вам большое, желаю здоровья членам вашей семьи от юбилею к юбилею!

МАЗМҰНЫ / СОДЕРЖАНИЕ / CONTEXT

Приветственное слово

ПЛЕНАРЛЫҚ МӘЖІЛІС / ПЛЕНАРНОЕ ЗАСЕДАНИЕ / PLENARY SESSION

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ҚҰТТЫҚТАУЛАР / ПОЗДРАВЛЕНИЯ / CONGRATULATIONS

«Лингвомәдениеттану әдіснамасы:
тәжірибе және инновация контекстінде шет тілді білім беру мамандарын
кәсіби даярлаудың өзекті мәселелері»
тақырыбындағы халықаралық дөңгелек үстел
МАТЕРИАЛДАР ЖИНАҒЫ
2022 жыл 1 желтоқсан
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СБОРНИК МАТЕРИАЛОВ
международного круглого стола
«Актуальные проблемы профессиональной подготовки специалистов
иноязычного образования в контексте лингвокультурологической методологии:
опыт и инновации»
1 декабря 2022 г.
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INTERNATIONAL ROUND TABLE PROCEEDING
"Topical issues of professional training of specialists in foreign language education in the context of linguistic and cultural methodology: experience and innovations"
December 1, 2022
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