СОВРЕМЕННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Рафалова Р.И.
Западно-Казахстанский университет имени Махамбета Утемисова
Уральск
Кульмагамбетова С.С.
Западно-Казахстанский университет имени Махамбета Утемисова,
кандидат педагогических наук, доцент

MODERN EDUCATIONAL TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

Rafalova R.,
Makhambet Utemisov West Kazakhstan University Uralsk
Kulmagambetova S.
Mahambet Utemisov West Kazakhstan University, Candidate of Pedagogical Sciences, Associate Professor

Аннотация

В данной статье рассматривается роль использования новых современных образовательных технологий в преподавании английского языка на современном этапе. Это является неотъемлемой частью в методике преподавания в настоящее время в условиях модернизации образования, так как при условии применения современных технологий процесс обучения становится более эффективным и личностно-ориентированным.

Abstract

The role of using new modern educational technologies in teaching English at the present stage is considered in this article. It is an integral part in the methods of teaching at the present time in the conditions of modernization of education as the process of learning becomes more effective and person-oriented under the condition of using the modern technologies.

Ключевые слова: Образовательные технологии, информационно-коммуникационные технологии, технология, интернет.

Key words: Educational technology, information and communication technology, technology, Internet.

Today, school education is undergoing significant changes that encompass almost every aspect of the pedagogical process. The learner's personal interest is one of the decisive factors in the educational process. Teachers need to know what aspects of the child's personality can be affected by knowledge of a particular discipline, what technologies to use in the learning process to get the planned results.

Teachers of the new generation requires the ability to skillfully select and apply those technologies that fully correspond to the content and objectives of the study of a foreign language, contribute to the harmonious development of students, taking into account their individual characteristics.

In his work teacher should solve not only learning objectives, but also to create conditions for students for independent creative search, encouraging them to research activities, the formation of skills orienting in a huge information space and making independent decisions. The introduction of innovative technologies in the educational process is considered as a necessary condition for solving these tasks. Constantly developing system of information support combined with technical support ensures the quality of the educational process. [1]

In recent years, the question of the use of new information technology in school is increasingly raised. It is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. Just now significant changes in education have affected the teaching of foreign languages at school. In particular, in the learning process have been intensively introduced such new information technology, as the use of Internet resources, training computer programs and many others.

Such researchers as E.S. Polat, S.V. Novikov, T.A. Polilova, and L.A. Tsvetkova are actively engaged in the development and implementation of new information technologies in the educational process.

So O.I. Rudenko-Morgun in his article "Computer Technology as a New Form of Education" writes that we live in the age of information, computer revolution, which began in the mid-1980s and is still accelerating. Its main milestones are the emergence of the personal computer, the invention of multimedia technology, the introduction of a global computer information network Internet. All these innovations have easily and imperceptibly entered our lives, they are widely used in almost all professional spheres and in everyday life. [2]

The possibilities of using Internet resources are enormous. The global network of Internet creates conditions for obtaining any necessary information for students and teachers from any part of the world: country study material, news from the life of young people, articles from newspapers and magazines.

Thus, using 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 English lesson:

1. to form reading skills and abilities, directly using web materials of different degrees of complexity;

2. to improve listening skills on the basis of authentic audio texts of the Internet, also accordingly prepared by the teacher;

3. improve monologic and dialogic expression skills based on problem-based discussion, presented by the teacher or a student, of Web materials;

4. to improve the skills of written speech, individually or in writing, composing answers to partners, participating in the preparation of essays, essays and other epistolary products of partners' joint activity;

5. replenish their vocabulary, both active and passive, with the vocabulary of modern English, reflecting a certain stage of development of people's culture, social and political structure of society;

6. get acquainted with the cultural knowledge including speech etiquette, peculiarities of speech behavior of different nations in the conditions of communication, peculiarities of culture, traditions of the country of the studied language;

7. to form stable motivation of students' foreign language activity at the lesson on the basis of systematic use of "live" materials, discussion not only of questions to the textbook texts, but also of actual problems of interest to everyone.

Learning English with the help of new technologies is becoming more and more relevant. Language learning through information and communication technologies is an effective system that contributes to improving the skills of independent language learning. In today's world without science it is impossible to join the ranks of fully developed civilized countries. And today's lessons of school teachers are a decisive force in these issues. Therefore, the modern stage of development poses to the education system the problem of modern educational technologies of the learning process. Various learning technologies are analyzed, the experience of teachers - innovators is introduced into school life. [3, c.69]

Today, one of the effective comprehension of the subject for the younger generation is the basics of new information and communication technologies. It is also worth paying attention to the ability of the younger generation to work with the media. And to meet the needs of an informed society in the XXI century in which we live, it is necessary to improve the quality of education and increase the learning capacity of students through the effective use of computer technology, the Internet, computer networks, electronic textbooks in education. Therefore, conducting all classes using information technology is one of the urgent problems of today.

Currently, the use of modern educational technologies as a tool to increase students' interest in English is very effective. There is an active process of introduction and application of new information technologies, the use of all means of communication that can be useful on the way to the formation of an intellectually developed, well-functioning in an information environment personality. At the same time, it is about creating conditions for the disclosure of the student's creative

abilities, development of his abilities, self-improvement and fostering responsibility. Knowledge and qualifications become important values for a person. In this regard, the system of knowledge should be aimed not only at mastering ready-made knowledge, but also at the formation of intellectuality, the formation of individual cognitive activity. The use of advanced information technologies in various spheres of human activity becomes relevant. [4, c.3-10]

Using new technologies in the process of language learning, it is possible to form pedagogically formed skills of writing, listening, understanding, speech. And now, as for the psychological side, since in the homes of each of the students in the modern flow of time there are usually computers, laptops and television with a lot of games, they have learned to perceive the environment in this way. The possibilities of new technologies allow explaining to students that the study of educational programs is successfully applied in the study of the language, contribute to the development of creative activity, increase interest in the subject, create the best conditions for mastering listening and speaking skills and, as a result, provide a quality education.

The main objectives of the application of modern educational technologies in English lessons are: increasing motivation to learn the language, the development of language competence, the ability to understand texts in other languages, as well as the ability to transfer information, increasing the volume of linguistic knowledge, filling knowledge about the socio-cultural structure of the country of the language, readiness for independent learning of English and the development of abilities.

Information and communication technologies help to implement a range of methodological, didactic, pedagogical and psychological principles, make the cognitive process interesting and creative, allow for individual performance for each student. Application of new technologies in practice opens a new form of activation of cognitive activity of students, as a result of which new knowledge is discovered, cognitive activity of students is developed, they independently supplement knowledge, learn to search and navigate in a stream of information. Analyzing the experience of applying new technologies at English lessons, we can conclude: the quality of learning increases, the harmonious development of personality is provided, it helps to become a person who does not wander in the information space, language barriers are reduced.

It should be emphasized that the integration of educational technology in the teaching of individual subjects requires a teacher's readiness for intensive development, active use in the interconnection of all three aspects of learning and is an indicator of a qualified understanding of learning processes. Since computer classrooms in schools are connected to the Internet, teachers can make extensive use of ICTs in their lessons. In addition, the student not only searches for material on the Internet, but also learns how to log into the world node and work with electronic textbooks. The ability to independently use electronic textbooks and

computer learning aids allows students to independently apply their knowledge and learn about the world in the shortest possible time.

The use of information and communication technologies at English lessons, it is possible to form knowledge and skills of pupils to develop logical thinking, independently search the necessary data for classes on the Internet, work with educational technologies and form computer literacy. The engaging nature of the lesson is positively influenced by the capabilities of the information technology tools and their use at a high level to achieve the purpose of the lesson. Every lesson using modern educational technology has a special place in increasing student motivation and interest. Despite the fact that audio-visual perception and demonstration of materials related to the new topic affects only 20-30% of the consolidation of information received by students, students were able to achieve good results in the discussion of the tasks assigned to them, teaching each other during practice. The use of information and communication technologies to broaden students' worldviews, thinking, all-round development of their attitudes toward life, and creativity is the need of the hour. Training computer programs in English language teaching, according to E.L. Nosenko, began to be used since the 1980s. Automated learning systems refer to the so-called combined technical means of learning. They are designed to implement with the help of computers working in an interactive mode, the functions of presenting educational information in an easy-to-understand form, individualized management of learning activities during programmed, problem-based learning, knowledge control, as well as to provide access to computing, information and reference and other computer resources. [5, c.26]

The use of computer technology for educational purposes allows:
- to individualize the learning process;
- form theoretical and factual knowledge;
- develop abilities and skills;
- effectively organize control and self-control, analysis and self-analysis of the students' knowledge and skills
- correct errors accurately and in a timely manner;
- illustrate processes, phenomena, models of studied objects, illustrate concepts and events
- actively develop imagination, fantasy and creative thinking;
- make the teacher's work much easier.

Forms of work with computer learning programs at foreign language lessons include:
- learning of vocabulary,
- practicing pronunciation,
- Training of dialogical and monological speech,
- learning to write,
- practicing grammatical phenomena.

It is necessary for every teacher to understand a simple idea: a computer in the educational process is not a mechanical teacher, not a substitute or analog of a teacher, but a tool in teaching children, which enhances and expands the possibilities of his teaching activity. What the teacher wants to get as a result of using the machine must be programmed into it. [6, c.4]

Thus, the computer takes the lion's share of the routine work of the teacher, freeing up his time for creative activities, which at the present level of technological development can not be given to the computer.

As practice shows, of all existing teaching aids, the computer is the best "fit" into the structure of the educational process, satisfies the didactic requirements and brings the foreign language learning process as close as possible to the real conditions. Computers can perceive new information, process it in a certain way and make decisions, can memorize necessary data, reproduce moving images, control the work of such technical means of education as speech synthesizers, video recorders, tape recorders. Computers significantly expand the opportunities for teachers to individualize learning and enhance the cognitive activity of students in the teaching of a foreign language, allow maximum adaptation of the learning process to the individual characteristics of students. Each student gets the opportunity to work at his own pace, that is, choosing for himself the optimal volume and speed of mastering the material.

The use of computers at the foreign language lessons significantly increases the intensity of the learning process. With computer learning, a much larger amount of material is absorbed than was done in the same amount of time with traditional teaching. In addition, the material when using a computer is absorbed more firmly. [7, c.36]

The computer also provides a comprehensive (current, boundary, final) control of the educational process. Control, as we know, is an integral part of the learning process and serves as a feedback between the student and the teacher. When using a computer to control the quality of students' knowledge, a greater objectivity of assessment is also achieved. Besides, computer control saves much time during classes, since knowledge of all students is checked at the same time. This allows the teacher to pay more attention to the creative aspects of working with students.

Another advantage of the computer is its ability to collect statistical information during the learning process. By analyzing statistical data (the number of mistakes, correct/wrong answers, requests for help, time spent on completing individual tasks.), the teacher judges the degree and quality of knowledge formation among students.

It should be noted that the computer removes such a negative psychological factor as "answer-fear". During traditional classes various factors (pronunciation disorders, fear of making a mistake, inability to formulate one's thoughts aloud) do not allow many students to show their real knowledge. Being "alone" with the display, the student usually does not feel constrained and tries to show the maximum of his knowledge.

Computers also create favorable opportunities for organizing students' independent work in foreign language classes. Students can use the computer to study individual topics as well as for self-monitoring of the obtained knowledge. Besides, computer is the most patient pedagogue able to repeat any task as much as one wants, getting the answer right and, in the end, making the acquired skill automatic.

In English lessons we use these tools to stimulate student interest and motivation. Working with an electronic textbook, showing videos, doing grammar exercises, improving long-term memorization skills through proper reading, we can often suggest searching the Internet pages during homework, sometimes providing links to specific Internet sites. Students are encouraged to use the Internet, select a Wikipedia site from the list that opens, and once again briefly talk about it.

Of course, today's students are more interested in working with the Internet than in going to the library, ICT remains an indispensable approach in raising a generation with adequate digital literacy, using all the possibilities of new technologies in all aspects of life situations and according to their life needs. When working with the Internet, students become active, i.e. they search, research, choose, decide, create, work independently, without waiting for what the teacher says. The student is able to select the information they need, think for themselves, and make decisions. They learn to search for and retrieve information on their own, they learn to process it, and they develop their computer literacy. In today's information age it is impossible to surprise schoolchildren. Therefore, if before this period there was a notion that when using ICT you had to use slides and presentations, now I am convinced that they give the subject a lot of opportunities for achievement, although they do not reflect their interests and specific knowledge. By using information technology in the classroom as a means of information retrieval, one can work collaboratively, reckoning with the student's opinion. Processing information that is not in a book on the computer using electronic means, displaying videos from the Internet, facilitates both the teacher's work and the student's perception.

The use of ICT in the learning process depends on the teacher's personal experience and creativity. ICT makes it possible to transform the organization of the form of learning and introduce new elements into traditional teaching methods. It increases students' interest in the subject and encourages them to work creatively. Using ICT at English lessons, it is possible to form students' knowledge and skills to develop logical thinking, independently search for necessary data for classes from the Internet, work with technical means, and form computer literacy. The use of modern educational technology in the upbringing of the younger generation - a guarantee of quality education, the main source of creative success and a direct path to the professional growth of the teacher.

In conclusion, I would like to say that information and communication technology for teachers is the mastery of modern educational technology, the effective use of teaching time, the depth of knowledge, access to the world information space. As a result, schoolchildren's interest in the subject increases, independent research and creative activity of the student develops, the level of knowledge, abilities and skills is formed, and time is saved in the classroom.

To summarize, it should be noted that only with an increase in the number of tasks aimed at creativity, and independent activity, students can express their opinion, prove it, have their own attitude towards life, constantly be in search and contribute to society we can prepare versatile representatives of the younger generation.

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