PRINCIPLES AND METHODS OF TEACHING ENGLISH USING EDUCATIONAL TECHNOLOGIES

*Zhang Cheng[1]
*[1]PhD, Wuchang Uiversity of Techology, Hubei, China
e-mail: zhanat_2006@mail.ru

Abstract. Development of computer and communication technologies with a rapid speed in recent years and significantly intensive use of them in the process of education have already modified the education system. Teaching English as a foreign language in developing countries is a difficult task, in general, and in the People's Republic of China in particular. English is included in the curriculum of Chinese schools and universities. The considerable attention paid to this language in China is due to the following reasons. First of all, access to the latest technological and scientific resources and their use, mostly written in English, require a good knowledge of English. Secondly, in order to cope with the requirements of the information explosion era and the effective use of the Internet, there was a need to learn English. Thirdly, knowledge of English contributes to cultural exchange between peoples and dialogue between civilizations. Despite all this, some studies show that teaching and learning English in Chinese schools is still not able to meet these goals.

Thus, taking into account the lack of official "English as a Foreign Language" programs in schools, on the one hand, and the need to study English, on the other hand, various EFL institutes have been established in China, including in the city of Lianjiang. In this study, an attempt was made to study the methodology of teaching English used in institutes, colleges and universities in Lianjiang, especially at advanced levels. The thesis aims to evaluate the methods of teaching English with in terms of its effectiveness. Based on the results of the research conducted in the EFL centers of China in general and Lianjiang in particular, some suggestions have been made.

Key words: principles, methods, teaching, english, education, technology, internet, methodology

Basic Provisions

Nowadays, intercultural communication plays a great role in all important spheres of human life. In order to realise it in an effective way professionals are to be communicatively competent.

Thus, new information technologies offer many diverse opportunities for foreign language learners, which is the basis for fulfilling limitations in time and space (for example, individual differences, limited class hours, unavailability of native speakers, etc.), as well as the use of information and communication technologies allows expanding educational resources through the use of interactive packages, web technologies, distance learning, electronic mail, etc [2].

New information technologies are used in education due to, first of all, pedagogical needs to improve the effectiveness of developing learning, in particular, the need to form skills of independent learning, research, creative approach in teaching, the formation of critical thinking, a new culture. In teaching English the new information technologies are applied because of not only desire for novelty, but

also the ways of success in learning, which also allows you to implement a personality-oriented approach.

Teaching English in China is considered an important issue, therefore, the implementation of research on methods and principles of teaching English (or methods of teaching English) is very important and necessary.

To the extent that teaching English in China is considered an important issue, therefore, the implementation of research on the methods and principles of teaching English (or the methodology of teaching English) seems very necessary.

The degree of study of the topic. The issue of development of information and communication technologies by the foreign language of the teaching staff and students has not been sufficiently investigated in practice, as the levels of its implementation in the learning process are uncertain. Until now, there is no clear answer to the question - which technologies together can be effectively used to develop the creative and cognitive abilities of teachers and students [3].

Introduction

The problem of the research is to identify and substantiate the pedagogical conditions for the use of ICT technologies in the pedagogical process of learning English to nurture cognitive abilities, as well as communication skills among university teachers and students under study. The relevance, practical significance and, at the same time, the incomplete development of this problem determined the choice of the research topic: "The use of information and communication technologies in English lessons as a means of developing universal skills."

The purpose and objectives of the study. Development of conceptual foundations and provisions for the development of ICT in the pedagogical process that meet pedagogical demands, which raise the efficacy of developmental type of learning. Based on this goal, the author tried to perform the following research tasks:

- to consider the methodology and principles of teaching English at the present stage;

- explore strategic learning methods;

- identification and analysis of the theoretical and practical state of the organization of experiments in higher educational institutions;

- explain the importance and necessity of using information and communication technologies in education;

- to consider the theory of the use of ICT in teaching;

- to give an overview of ICT and programs in teacher education;

- analyze the data obtained as a result of the CALL survey in reading and writing;

- To draw the necessary conclusions and suggestions based on the results of the study.

The study object is the pedagogical process of teaching foreign languages focused on the development of ICT of the studied contingent of students in Chinese universities.

The subject of the study is the pedagogical process of the development of informative and communicative technologies, which is part of the task of

professional training of students to teach foreign languages (English) in schools of the People's Republic of China [4].

Materials and methods

Analysis of experimental data and their results" consists of two main sections in which the results of statistical data analysis are presented and the results obtained are discussed. First, it contains a summary of descriptive statistics, a detailed description of the results of cross- and chi-square analysis, paired T-test samples and an independent T-test sample. The second part discusses the conclusions. (Additional research results are presented for further discussion in the next chapter).

In order to obtain official data among students and teachers of two universities in China, we conducted a survey on the use of information and communication technologies in English lessons [5].

It shows that 140 (31.1%) respondents use technological mass media or educational information and communication technologies. 39 (8.7%) of respondents do not use technological media, which shows that they do not know technology, and the rest – 271 (60.2%) use computer technology.

In order to obtain reliable data on the use of a variety of information and communication technologies, we conducted a survey 450 people took part in the survey, 65 of them teachers and 385 students.

The analysis shows that in the study of English at Lianjiang University, as the research shows, a variety of information and communication technologies are used in English lessons. They show that the use of a communicative language is used more often than other methods (students use 4,0005%, and teachers 4,4269%). The difference in the use of communicative language by students and teachers is at 0.4264% level.

65 teachers from two universities took part in the experiment, of which they used: direct method - 4.0141%, audio – lingual method - 3.7625%, quiet method - 4.4967%, Desaggestopedia - 3.9015%, community language learning - 4.3912%, natural approach - 4.4942%, communicative language teaching - 4.5902%, content task-based - 4.4446%, collaborative learning - 4.4269%.

Students use: direct method – 3.7167%, audio – lingual method - 3.6041%, silent method - 3.7729%, Desaggestopedia - 3.7745%, community language learning - 3.8941%, natural approach - 3.9471%, communicative language teaching - 4.0442%, task-based content - 4.0005%, coeducation - 4.163%.

Results

In the context of intensive development of international cooperation and integration of the People's Republic of China into the world economic community, there is a growing need for specialists who speak English well and are able to use it effectively in everyday and professional communication situations. In this regard, the most important is the improvement of the methodology of teaching English through the use of information and communication technologies as a means of developing universal skills and abilities among students of higher educational institutions. As it is known, the information and communication methodology, as

one of the most effective methods in teaching a second language, was originally developed in relation to the English language as the most common means of international communication.

The use of an electronic whiteboard and other visual means in the classroom greatly enhances the effectiveness of innovative methods when using information and communication technologies in English classes. It should be noted that in order to achieve the expected goal, it is important for us to pay attention to creating a safe learning environment. There are basically some requirements and principles, compliance with which will lead the teacher to achieve his goal.

The effectiveness of teaching English increases in direct proportion to the degree of participation of teachers and students in activities. This means that any training program should provide an opportunity for the trained contingent to check the dynamics of their training.

To realize how much students and teachers use information and communication technologies, we conducted a survey.

The use of ICT (educational) technologies in teaching English in China.

The analysis shows that at this stage of the study, students use almost all technologies, ranging from a low level of 7.1% to a high level of 49.2%, with the exception of electronic games and live online chats (0%). They use web page creation programs (33.3%), scanners (49.2%), virtual classrooms (7.1%) and visualization devices (12.5%) less than other mechanisms, which are used on average from 50% to a high 95.2%. On the other hand, however, observations show that teachers are increasingly using electronic games (100%), power point (14.9%), word processing (20.5%), digital cameras (50%), slide projectors (30.7%), scanners (50.8%), virtual classrooms (92.9%) and visualization devices (87.5%) than other information and communication technologies as a means of developing universal skills among teaching staff and students. Teachers use technologies from low 4.8% to medium 30.3%; and teachers also use other information and communication technologies from average 33.7% to high 100%, which contribute to the assimilation of English in the function of a means to develop universal skills and abilities of students and replenish the teacher's baggage.

To clarify the relationship between teaching methods and the use of information and communication technologies in English lessons as a means of developing universal skills and abilities , we conducted a questionnaire and obtained the following results [6].

According to achievements in studying contemporary intensive methods of teaching and new FL teaching technologies of teaching foreign languages it can be concluded that currently two trends take place in the process of intensifying the learning process: one is maximum use of technical (primarily Audio and video) means (also computer programs), another one is the process of activation of each student's personality potential (method of activation, hypnopedia, suggestopedia, etc.). It is doubted that the development of intensive methods involving the inclusion of technical means in the system of training in organic way is the most beneficial approach to improve the methodology in the nearest future in order to intensify the educational process by means of the introduction and use of ICT affecting the

development of students' abilities and universal skills [7].

The results of experimental training have shown that teaching foreign languages in conditions as close as possible to real professional activity, based on the principles of an active, creative approach to learning the language of the professional sphere, using modern information technology - communication tools, telecommunication systems, including multimedia, not only ensure the effective assimilation of educational material, but also allow solving whole complexes of educational and educational tasks that prepare students for professional activity and contribute to a significant increase in the level of proficiency in a foreign language and the formation of stable skills of its application in various fields of communication.

Discussion

A considerable connection is established between the group of students using direct and Audio-lingual methods with the Internet, because when students use direct and Audio-lingual methods, they use the Internet more than when they are engaged in other methods [8].

There is a significant connection between a group of students using direct and Audio-lingual method, silent method, desaggestopedia, collaborative learning, natural approach, communicative learning, content-based, task-based, multiple intelligence with slide projectors. When slide projectors were used, students most often used them in conjunction with other methods.

It shows a visible connection between a group of students using Direct, Audio–lingual Methods, a Natural Approach with video equipment. Video equipment was most often used in interconnection [9].

There is a significant connection between a group of teachers using the Natural Approach method with a digital projection device. Whenever a slide projector was used, often the training was accompanied by a natural approach method.

There is an obvious connection between a group of teachers using direct and Audio-lingual methods, the quiet way, desaggestopedia, collaborative learning, natural approach, communicative learning, content-based, task-based, multiple intelligence with printers. The printer was most often used with the above methods.

Thus, based on the data, it can be concluded that there is a significant relationship between a group of teachers using direct and Audio-lingual methods, the method of the quiet way, desaggestopedia, joint study, natural approach, communicative learning, content-based, task-based, multiple intelligence with scanners. This technology is used most often with the listed information and communication technologies as a means of developing universal skills among teachers and students.

There is a significant connection between a group of teachers using a quiet way, collaborative learning, a natural approach, communicative learning, content-based, task-based with virtual classrooms. When virtual classes are available, they are more often accompanied by these teaching methods.

To fill in the current situation, this study attempts to elaborate on the use of information and communication technologies in English lessons as a means of developing universal skills and abilities in Chinese education, compare and contrast the degree of technology use in two contexts: State University and Lianjiang University in order to identify possible gaps in English language proficiency. This study highlights the fact that more and more technologies should be used in China's universities in order to bridge digital technology gaps [10].

Conclusion

This study opens up new horizons for further research, which is necessary to see the degree of use of ICT in the educational process in secondary educational institutions, universities and language schools.

The results of this study should and can be tested, verified, or nullified by other researchers. With the help of factor analysis, it is possible to determine which technological means play a more important role and which are influential, contributing to changes or differences.

A follow-up study should be conducted after 5 years to determine whether the results have changed.

The authorities should make sure that universities train students who possess information and communication technologies, so that precious time in university classrooms and classrooms will not be wasted.

The teaching staff is obliged to demonstrate their skills in the use of ICT in each academic field. Students, therefore, will get more effect from the use and assimilation of information and communication tools in English lessons as the main means of developing universal skills and abilities.

All universities should provide access to information and communication technologies in training sessions for students. Teachers of the information sphere should have a higher education and masterly knowledge of all information technologies.

Each classroom and audience should have their own professional computer, scanner, digital projector and video equipment, programs to facilitate the use of ICT in foreign language lessons [11].

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БІЛІМ БЕРУ ТЕХНОЛОГИЯЛАРЫН ҚОЛДАНА ОТЫРЫП АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ ПРИНЦИПТЕРІ МЕН ӘДІСТЕРІ

*Чжан Ченг[1]
*[1]PhD, Ухань технологиялық университеті, Хубей, Қытай
e-mail: zhanat_2006@mail.ru

Аңдатпа. Соңғы жылдары компьютерлік технологиялардың қарқынды дамуы, сондай-ақ оларды білім беру процесінде қарқынды пайдалану білім беру жүйесінде кейбір өзгерістерге әкелді. Дамушы елдерде ағылшын тілін шет тілі ретінде оқыту тұтастай алғанда және Қытай Халық Республикасында күрделі міндет болып табылады. Ағылшын тілі ҚХР мектептері мен университеттерінің оқу бағдарламасына енгізілген. Қытайда бұл тілге көп көңіл бөлу келесі себептерге байланысты. Ең алдымен, ең жаңа технологиялық және ғылыми ресурстарға қол жеткізу және оларды пайдалану, негізінен ағылшын тілінде жазылған, ағылшын тілін жақсы білуді талап етеді. Екіншіден, ақпараттық жарылыс дәуірінің талаптарын қанағаттандыру және интернетті тиімді пайдалану үшін ағылшын тілін үйрену қажеттілігі туындады. Үшіншіден, ағылшын тілін білу халықтар арасындағы мәдени алмасуға және өркениеттер арасындағы диалогқа ықпал етеді. Осының бәріне қарамастан, кейбір зерттеулер Қытай мектептерінде ағылшын тілін оқыту мен үйрену әлі де осы мақсаттарға жете алмайтынын көрсетеді.

Осылайша, бір жағынан мектептерде ресми "ағылшын тілі шет тілі ретінде" бағдарламаларының жоқтығын және екінші жағынан ағылшын тілін үйрену қажеттілігін

ескере отырып, Қытайда әртүрлі EFL институттары, соның ішінде Қытай қаласында құрылды. Бұл зерттеу Лианджианг институттарында, колледждерінде және университеттерінде, әсіресе жоғары деңгейде қолданылатын ағылшын тілін оқыту әдістемесін зерттеуге тырысты. Диссертацияның мақсаты-ағылшын тілін оқыту әдістерін олардың тиімділігі тұрғысынан бағалау. Жалпы Қытайдың EFL орталықтарында және атап айтқанда Лианджианг жүргізілген зерттеу нәтижелеріне сүйене отырып, кейбір ұсыныстар айтылды.

Тірек сөздер: принциптер, әдістер, оқыту, ағылшын тілі, білім беру, технология, интернет, әдістеме

ПРИНЦИПЫ И МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

*Чжан Чэн[1]

*[1]PhD, Уханьский технологический университет, Хубэй, Китай
e-mail: zhanat_2006@mail.ru

Аннотация. Развитие компьютерных и коммуникационных технологий со стремительной скоростью в последние годы, а также значительное интенсивное использование их в образовательном процессе модифицировали систему образования. Процесс преподавания английского как иностранного языка является сложной задачей в условиях развивающихся стран в целом, и в Китайской Народной Республике в частности. Английский язык обязательный элемент в учебной программе китайских школ и университетов. Причинами значительного внимания, которое уделяется английскому языку в Китае, являются следующие факторы: во-первых, хорошее знание английского языка открывает доступ к новейшим технологическим и научным ресурсам и их использованию. Во-вторых, эпоха эффективного использования Интернета и информационного взрыва породила необходимость в массовом изучении и употреблении английского языка. В-третьих, культурный обмен между народами так же, как и диалог между цивилизациями поддерживается благодаря универсальному иностранному языку. Несмотря на все это, согласно результатам некоторых исследований, в китайских школах поставленные цели по преподаванию и изучению английского языка все еще не достижимы.

Таким образом, принимая во внимание отсутствие учебной программы английского как иностранного языка в государственных школах с 1-го класса, с одной стороны, противоречит необходимости изучения английского языка, с другой стороны, что обусловило в Китае создание различных институтов EFL, включая в городе Лианджианг. В этом исследовании была предпринята попытка изучить методологию обучения английскому языку, используемую в колледжах, институтах и университетах Лианджианга, особенно на продвинутом уровне. Цель исследования – сделать оценку методам обучения английскому языку в плане их эффективности. Опираясь на результаты исследования, проведенного в центрах EFL Китая в целом и Лианджианга в частности, были высказаны некоторые предложения.

Ключевые слова: принципы, методы, преподавание, английский язык, образования, технология, интернет, методика