

METHODS OF TEACHING LANGUAGE AT THE UNIVERSITY: MODERN TECHNOLOGIES

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Abstract. In modern times, various information technologies are increasingly gaining popularity and are used in all areas of human activity. In this regard, the demand for more modern mobile applications and various web resources, which make it possible to solve many pressing problems faster and easier, is also increasing. All this can be attributed to the field of education, both in general and in particular to the study of foreign languages. The advantage of introducing mobile technologies and Internet services into the process of teaching a foreign language is now beyond any doubt and does not require proof. Internet resources are an immense and invaluable basis for the formation of a new subject-information environment, self-education and education of citizens of our state. The Internet is becoming an everyday reality for many students. Incorrect use of Internet resources and mobile technologies leads to the emergence of false stereotypes and conclusions about the culture of the country of the language being studied. In this regard, at the current level of development of the process of teaching foreign languages, when the latest Internet technologies are used, there is an urgent need for the correct use of mobile technologies and Internet resources. Some of the main advantages of using Internet websites and mobile applications are considered to be intuitive navigation through the World Wide Web resource, simplicity and clarity of the concept and development of data, and instant access to the necessary materials. The relevance of the topic is an attempt to analyze the need to use information resources for learning a foreign language and introducing Internet technologies into the educational process in schools. The research problem is the use of websites and mobile applications in teaching a foreign language at university.

Keywords: technology, method, communication, learning, foreign language, learning process, students, universities.

Basic provisions

Modern trends in didactics in the broad sense and in higher education in particular require a direct connection between different branches of science and practice. Scientific research is not conducted for the sake of the fact of research. The results should reasonably be applied in production or in the training of a new

generation of specialists without updating the database of taught disciplines at the university. That is why the elective component in the planning of disciplines in each specialty is a springboard for current and new elective courses.

Ideally, such author courses should reflect the data of scientific research conducted recently by undergraduates and PhD students. This article describes one of these proposed courses and gives an update of its implementation in the teaching process.

Introduction

In the era of continuous development of information technologies and Internet resources, teaching methods change, change, improve and modernize. The same applies to the teaching of foreign languages, because with the globalization of society and the increase in means of communication with the outside world, the relevance and demand for knowledge of the English language increases.

Theoretically, these works show that modern teaching of foreign languages becomes much easier and more effective thanks to the latest communication technologies and tools.

Today, there is a serious problem with the need to learn a foreign language with the help of modern equipment and use it in the educational process. In general, the results of the thematic studies testify to the usefulness of websites and mobile applications for learning foreign languages.

The experiment with students showed that the technical ability of students to learn foreign languages with the use of ICT exists, the introduction of websites and mobile applications in the process of secondary education and the use of resources offered for learning English outside the learning process.

The result of this work is the methodological development of materials for the selection of methodical sites and mobile applications for learning foreign languages, as well as the use of online resources that contribute to improving the quality of student learning.

The practical value of this work lies in the development of methods based on the possible use in practice of materials taken from websites and mobile applications, as well as prospects for further research when considering this issue.

The purpose of the study is that the development of methods created using websites and mobile applications could and should be applied to other studies in foreign languages.

It should be remembered that at this stage of the development of the information society, the use of new tools integrated into the teaching of foreign languages gives unlimited opportunities for working in the classroom and preparing homework.

Today, in the center of attention of the educational process is the student, his personality, inner world, which the teacher needs to develop and prepare for real life, able to independently find any necessary information, be reasonable and honest, decent and disciplined, open to new knowledge.

Therefore, the main goal and task of a modern teacher is to choose such teaching methods that optimally and maximally reveal the individual talents and abilities of each child in learning a foreign language.

In conclusion, it should be noted that all interactive methods and techniques develop communication skills, help establish emotional contacts between students, teach them to work in a team, listen to the opinions of their peers, and establish closer contact between students and teachers. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves the nervous tension of students, gives an opportunity to change the forms of activity, to switch attention to the main questions of the lesson topic.

As a result, the quality of the presentation of the material and the efficiency of its assimilation, and, consequently, the motivation to study a foreign language among students significantly increase [4].

Currently, websites can be considered one of the most modern teaching tools (from the English website, from web - web, network, and site - place). A website is a page or collection of pages on the Internet. These days, most companies, governments and organizations have websites. Even individuals have their own website sometimes, in addition to pages on social media websites like Facebook and Twitter. Capitalized website was the first word to become widely used and was the dominant spelling until its popularity began to decline. Given the brief history of the term and the incomplete nature of the data, this chart should not be considered scientifically accurate or comprehensive. It does not take into account the website or blog itself, as it only considers published books. Given the continued surge in website popularity, it is almost certain that a monosyllabic site without a capital letter will quickly and completely outpace the website. All websites in the works of V. V. Bepalov are divided according to the following criteria: – Availability of services: closed, semi-open, open; – Nature of content: dynamic, static; – Physical location: local sites, external Internet sites; – Method of providing information, categories of tasks to be solved and the amount of information: corporate, representative, personal, online store, product catalog, etc. Educational sites are web resources that are connected and developed specifically for the learning process, incl. and foreign languages. Such web resources reflect quite a lot of different information about the countries where the language being studied is used, the economy, politics, nature, and tourism of these countries. And today on the Internet you can find a huge number of different web resources that are designed for teaching and learning foreign languages. It is precisely because of this diversity that the process of correctly selecting those resources that will most fully correspond to the level of knowledge of students, the educational process and the set educational goal is very important. Mobile applications (English: “Mobile app”) is a software package that allows smartphones, tablets and wearable gadgets to manage the resources of the device itself and organize direct interaction with the user. Native mobile apps are built for a specific platform, such as iOS for an Apple iPhone or Android for a Samsung device. They are downloaded and installed through the app store and have access to system resources such as GPS and camera function. Mobile applications live and run on the device itself. Snapchat,

Instagram, Google Maps, and Facebook Messenger are examples of popular mobile apps.

Teaching a foreign language based on a cultural approach — real in the image of a key, another verbally refers to a follower of a true key, cognitive, communicative, pragmatic norms

ability to form the state of a set of speech actions must. In this regard, a special place is occupied by the character of speech to be able to.

Communicative-pragmatic norm under the ethics of language the selection of rules for curals and assigned to a specific social. Different types of communication at the stage of development of the historical period one-of-a-kind situations in a relationship during the intensity phase [5].

The grouping of educational technologies, at the same time, is real the main objectives of the training are: it is necessary to take into account the use of the form, methods that are necessary at the exact stage.

It is important to distinguish training technology from training methodology. They differ from each other in that they repeat the training technology, you can multiply. In any case, the technology is suitable the quality of the educational process and the quality of the pedagogical process can guarantee the successful solution of tasks. It often happens that the latter do not achieve effective results. At the same time, the methodology can be raised to the technological level.

For example, there is a well-known methodology for interpreting new material. If this methodology corresponds to the requirements of authenticity, trust, and conformity, it can be recognized as technology. Traditional (remade — reproductive) learning technology knowledge, dexterity, and the ability to offer daggers. He knowledge at the level of reproduction, mastering the material provides quality control. Ancient of this technology type. It is also common today (especially in high school). Opine main: new development - approval - adjustment-adjustment scheme (scheme) conducting the training process. Technology based on successful life ability to determine the range of knowledge to support life an educational program (paradigm) is obtained that provides information and provides a way to convey it to the student. In this regard, the main directions of training are

- 1) visualization and accompanying interpretation as methods;
- 2) the leading types of activities of the student- listening and remembering
- 3) the main requirement and the main corset -the ability to reproduce what has been mastered without a float is obtained.

Disabled services-explaining, showing erections, students evaluation and adjustment of performance indicators [6].

Educational technology with important and pleasant parties sifted. They are economical , easy to understand complex materials, ensuring effective management of the educational process, Education flexible approach to the use of new methods of presentation. So, with the traditional technology also gives way to some disadvantages-the process of individualization and classification of students ' thinking.

As scientists have proven, pedagogy is the key to the development of a child.

Materials and methods

In the research work, both general scientific methods (the method of analysis, synthesis) and special research methods of linguistic and humanitarian disciplines were used: the method of comparative analysis, the system method, the method of categorization and functional-stylistic analysis of media texts, the method of content analysis; the method of experimental teaching.

The research is based on an interdisciplinary approach synthesizing knowledge of journalism, communication theory, psycholinguistics, cognitive linguistics, linguoculturology, social philosophy.

Results

Preparing students for life in an ever-changing world is the main goal of innovative technologies in education [7].

The successful formation of communicative competence is directly related to the formation of the student's learning competence, the ability to manage their learning activities.

Modern learning technologies contribute to the solution of the task. The practice of teaching foreign languages at the present stage of education:

- training in cooperation groups (cooperative learning);
- discussions;
- brain storming;
- problem-oriented role-playing games;
- the method of situational analysis (case-study);
- project method;
- "student's portfolio" (E-Portfolio);
- Information technology.

The above technologies are widely used in teaching English at the courses of the Institute of Foreign Languages.

The ability to conduct a discussion, to defend one's point of view supported by arguments, to express one's thoughts concisely, the ability to listen and hear an opponent are important skills necessary for the formation of communicative and socio-cultural competencies.

In English oral practice classes, very often the final classes are discussions on problems of a certain topic. For example, as part of the study of the topic "Choosing a profession", discussions are held on the following topics: 1) The profession of a teacher is a respected profession;

In the future, computers will replace everything;

Teaching a foreign language is relevant, etc. Students choose one topic for discussion in advance, prepare their own arguments. As a rule, students are divided into two groups (small groups of cooperation – about 5 people per group), which defend opposite points of view on the chosen problem. First, students have a preliminary discussion in small groups and only then a general discussion is held.

To successfully conduct this type of work (discussion), it is necessary to carry out preparatory work: to teach students the ability to conduct a conversation, to choose convincing arguments. At the preliminary stage, the method of

brainstorming is used. All students' suggestions on this problem (without discussion) are written out on the board, and then discussed by the whole group. If the student's argument seems convincing enough, then the argument is accepted for further discussion, if not, then it is crossed out.

An important point is to summarize the discussion. In order to support and stimulate the activity of students during the discussion, each of them is evaluated according to a rating system. The number of points that a student can get for this type of task is determined in the technological map of the UMK for a practical foreign language course.

When using project-based learning technology (project method), a foreign language in a new educational paradigm becomes a process of independent mastery of educational cognitive activity. The complex integrative nature of the project work allows the student to build a unified picture of the world, using previously acquired knowledge and skills and acquiring new ones. The project method involves the use of a wide range of problematic, research, search methods, clearly focused on a real practical result that is significant for each student who participated in the development of the project [8].

Discussion

Also, to raise students to the rank of an individual who has mastered national and universal values, to be able to use the achievements of Science and technology. In solving these tasks, it is necessary to create opportunities for the use of new innovative pedagogical teaching technologies, which will gradually lead to intensive development from the traditional teaching system. The proposed innovative technologies in connection with the determination of the content and significance of the virtue of education as an important social pedagogical phenomenon reflecting public trends in the structure and functioning of the modern education system are proving their effectiveness.

In recent years, new teaching of a foreign language has been carried out at a high pace. When using the project method in teaching foreign languages, all attention is focused on the subject (problem) of consideration. In the process of working on the project, students turn to different sources of knowledge on the problem under consideration, they work with information on different media, including information contained in Internet information resources. Students have to explore and discuss different points of view, get acquainted with new information, form their own point of view.

Among other advantages of web quest technologies, it was also possible to establish the creative nature of their implementation; on the one hand, in an atmosphere of cooperation and a sense of responsibility for the success of a common cause, and on the other, in the spirit of competition and high motivation to succeed with real and tangible fruits of their own labor. In addition, the work with the use of the Internet is carried out by students with great enthusiasm and high motivation. Multimedia content and hypermedia structure of the Internet, authenticity of materials create a student's feeling presence in the language environment and freedom of choice, remove the limitations of any textbook.

Among the obvious advantages of using web quests in the educational process, one can single out learning in an atmosphere of cooperation and responsibility of each student for the success of the entire project as a whole (cooperative learning). All of these factors are one of the main reasons for the high efficiency of web quest technology [11].

Conclusion

Students also have some psychological benefits when using a computer in a foreign language lesson, as students evaluation of each work performed, indicating the errors made by them on the basis of repetitions (results of the work the direct participation of the teacher, who expresses his opinion (with approval or to some extent without parting), allows students to work independently and ensure the emergence of self-confidence. It follows from this that the teacher's place in a foreign language lesson the concept of denial should not arise, on the contrary, the teacher must understand that language learners, as individuals, have their own tasks.

The communicative, interactivity, and originality of teaching a foreign language are currently reflected in the cultural context of the language learning process be is gaining dominance. These positions provide intercultural competence as a component of the ability to communicate draws up prerequisites for development. Edge in order to teach language communication in the language, it is necessary to create real, life situations. It is necessary for students it is at this stage that the universe becomes a grid, which creates conditions for the assimilation of material and the formation of behavior in accordance with it the importance of the system is significant. In the process of teaching a traditional foreign language, the teacher directs the student's game, i.e., directs or rather than leading, he moves to a leadership position. This activity, as psychologists have shown, allows students to develop their thinking process brakes. For example, a round table, a discussion issue is prepared by the teacher himself, a plan is given, and students during the speech can only it requires adherence to this, that is, the individual is not given freedom to express his thoughts. Foreign Language Teaching technologies the effectiveness indicators are as follows:

- Taking into account the moral, psychological, intellectual characteristics of students;
- Create a positive mood for learning;
- Establishing the position of exchange of words, scientific communication and partnership between the teacher and the student;
- Increase the activity of students by improving the level of memory and creativity;
- Wide launch of multimedia and other technical means for mastering learning;

To summarize the results of classes.

The goal of all teaching technologies is to develop students ' skills of independent learning, search for knowledge it is not difficult to see that computer learning technologies are suitable for this purpose. The student independent search

of information using various sources, resources with the help of computer technology in mastering the language improves professional skills.

They can also be used for extracurricular work in the full-time department. Students complete the completed tasks in the form of a test paper.

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ЖОО-ДА ШЕТ ТІЛІН ОҚЫТУ ӘДІСТЕМЕСІ: ЗАМАНАУИ ТЕХНОЛОГИЯЛАР

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Аңдатпа. Қазіргі уақытта әртүрлі ақпараттық технологиялар барған сайын танымал бола бастады және адам қызметінің барлық салаларында қолданылады. Осыған байланысты көптеген өзекті мәселелерді тезірек және оңай шешуге мүмкіндік беретін заманауи мобильді қосымшаларға және әртүрлі веб-ресурстарға сұраныс артып келеді. Осының барлығын жалпы білім беру саласына, сонымен қатар шет тілдерін меңгеруге де жатқызуға болады. Шет тілін оқыту үдерісіне мобильді технологиялар мен интернет қызметтерін енгізудің артықшылығы қазір ешқандай күмән тудырмайды және дәлелдеуді қажет етпейді. Интернет-ресурстар жаңа пәндік-ақпараттық ортаны қалыптастырудың, мемлекетіміздің азаматтарын өзін-өзі тәрбиелеу мен тәрбиелеудің орасан зор және баға жетпес негізі болып табылады. Интернет көптеген мектеп оқушылары үшін күнделікті шындыққа айналуда. Интернет-ресурстарды және мобильді технологияларды дұрыс пайдаланбау оқытылатын тіл елінің мәдениеті туралы жалған стереотиптер мен тұжырымдардың пайда болуына әкеледі. Осыған байланысты шет тілдерін оқыту үдерісінің қазіргі даму деңгейінде соңғы интернет-технологиялар қолданылғанда мобильді технологиялар мен интернет ресурстарын дұрыс пайдаланудың өзекті қажеттілігі туындайды. Интернет веб-сайттары мен мобильді қосымшаларды пайдаланудың негізгі артықшылықтарының бірі ретінде World Wide Web ресурсы арқылы интуитивті навигация, мәліметтер тұжырымдамасы мен дамуының қарапайымдылығы мен анықтығы, қажетті материалдарға жылдам қол жеткізу болып табылады. Тақырыптың өзектілігі – мектептегі оқу үдерісіне шет тілін оқыту және интернет-технологияларды енгізу үшін ақпараттық ресурстарды пайдалану қажеттілігін талдау әрекеті. Зерттеу мәселесі университетте шет тілін оқытуда веб-сайттар мен мобильді қосымшаларды пайдалану болып табылады.

Тірек сөздер: технология, әдіс, коммуникация, оқыту, шет тілі, оқу процесі, студенттер, университет

МЕТОДИКА ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ: СОВРЕМЕННЫЕ ТЕХНОЛОГИИ

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Аннотация. В современное время различные информационные технологии все больше набирают популярность и используются во всех сферах человеческой деятельности. В связи с этим также возрастает спрос на более современные мобильные приложения и различные веб-ресурсы, позволяющие быстрее и проще решать многие насущные проблемы. Все это можно отнести к сфере образования, как в целом, так и к изучению иностранных языков в частности. Преимущество внедрения мобильных технологий и интернет-сервисов в процесс обучения иностранному языку теперь не вызывает сомнений и не требует доказательств. Интернет-ресурсы являются огромной и бесценной основой для формирования новой предметно-информационной среды, самообразования и образования граждан нашего государства. Интернет становится повседневной реальностью для многих школьников. Неправильное использование интернет-ресурсов и мобильных технологий приводит к возникновению ложных стереотипов и выводов о культуре страны изучаемого языка. В связи с этим на современном уровне развития процесса обучения иностранным языкам, когда используются новейшие Интернет-технологии, возникает острая необходимость правильного использования мобильных технологий и ресурсов Интернета. Одними из основных преимуществ использования интернет-сайтов и мобильных приложений считаются интуитивно понятная навигация по ресурсу Всемирной паутины, простота и ясность концепции и разработки данных, а также мгновенный доступ к необходимым материалам. Актуальность темы заключается в попытке проанализировать необходимость использования информационных ресурсов для изучения иностранного языка и внедрения интернет-технологий в учебный процесс в школах. Проблема исследования – использование веб-сайтов и мобильных приложений при обучении иностранному языку в вузе.

Ключевые слова: технология, метод, общение, обучение, иностранный язык, учебный процесс, студенты, университеты.

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