

## CONDITIONS FOR SUCCESSFUL INTEGRATION OF DIGITAL TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE EDUCATION

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**Abstract.** The article discusses the conditions for successful integration of digital technologies in the educational process of foreign language education. This paper highlights several ways to create a stable motivation of students, which must be taken into account when teaching foreign languages using digital technologies for their successful integration into the educational process.

**Keywords:** foreign language education, digital technologies (DT), information and learning environment (ILE), modern education.

Before turning to the conditions for successful integration of digital technologies into educational process of foreign language education, refer to their definitions.

In the monograph by S. S. Kunanbaeva the “foreign language education” grounded “as an independent branch unit, having its own, different from the “language education” theoretical and methodological base, which is based on intercultural communicative theory of foreign language teaching”[1].

The term “digital technologies” has appeared relatively recently. In English-language educational literature, it is used as an umbrella term that includes a variety of recently appeared (cloud, mobile, smart technologies, etc.) and already traditional information and communication technologies [2].

Digital technologies, as many scientists note, are not only a tool, but also a new environment for human existence. The digital educational environment provides fundamentally new opportunities:

- go from learning in the classroom or classroom to learning anywhere and anytime;
- design an individual educational route, thereby meeting the educational needs of the student's personality;
- turn students not only into active consumers of electronic resources, but also creators of new resources, etc. [3].

The use of digital technologies creates the basis for effective and efficient implementation and maintenance of the quality management system of the educational process and, in General, management of the educational organization. Effective use of modern digital technologies in the educational process requires high

information competence of employees, teachers and students [3].

With the advent of digital technologies that provide vast amounts of knowledge and information at any time and in any place, there is a need for special skills in education and training. The current situation during the global pandemic proves that digital technologies are no longer just possible, but extremely necessary to implement in the educational process. Unfortunately, the use of innovative methods based on digital technologies often does not facilitate and optimize learning activities, but rather overloads and complicates them, leading to failures and mistakes. It is easy to avoid such disappointments

methodically justified and appropriate use of digital technologies should take into account and in the presence of the basic conditions for their successful integration into the educational process, namely:

1) ensuring the technical equipment of the University or school and computer security of the learning process;

2) the formation of the information and training environment of the University, which is a single system of software, databases, electronic training and methodological resources and other elements that implement information and educational processes;

3) stable motivation of the teacher and student;

4) the level of development of information and communication competence of teachers and students.

As the long-term practice of implementing digital technologies in the educational process of modern foreign language education shows, the most important and difficult to implement are didactic, methodological and psychological conditions, i.e. the formation of the information and learning environment (ILE) of a language University that performs the functions of methodological support for learning, the readiness of students and teachers to use digital technologies. Readiness to use digital technologies is usually understood as the presence of motivation to use innovative technologies, the level of information and communication competence of the teacher and the student.

One of the main conditions for the successful use of DT in the educational process of foreign language education at the present stage is the presence of an ILE. According to the understanding of new opportunities for informatization of education that was established in the 90-ies of the XX century in foreign psychology, DT should become the basis for designing the so-called developing environment and learning space, which are called information and learning environment in a number of works [4].

ILE of an educational institution “ is a unified system of technical means, software, specialists and users, databases and knowledge bases, and other elements that implement information processes» [5].

The main principles underlying the development and self-development of information environments are:

- open nature of the ILE;
- the process of organization, self-organization and development involves the consistency of all participants in the information and educational process;
- multivariate nature of ILE development [4].

Based on the model of R. Pointedura, we can distinguish several stages of formation and integration of information learning resources (ILR) of the information and learning environment in the educational process [6].

The initial stage, or innovation stage, is usually characterized by the fact that the profile of the traditional course does not change, as well as the established components of the course do not change in percentage: the time allocated for classroom classes, for independent work, for performing individual tasks and monitoring the progress of the educational process, etc. But within this framework, the teacher finds ways to implement individual elements of the pedagogical process in a new form, using the IOR of the information and learning environment. This stage coincides with the process of formation and development of the infrastructure of the educational institution and is characterized by a limited inclusion of students in this infrastructure. At this stage, we can talk about the partial use of ILE in teaching, since the concepts of the method and content of training are not systematically affected.

Another stage can be called pedagogical transformation, as it implies more intensive, in qualitative and quantitative terms, the use of the ILR environment, the introduction of new formats of tasks in the educational process, the transition to new forms of training – mixed and/or distance. The implementation of group projects in a virtual environment and the organization of most independent work remotely on various platforms become an integral part of the educational process. The transformation stage implies greater independence of the student and the transition from tasks of the reproductive type to an individualized learning process characterized by a high level of motivation.

At this stage of the introduction of DT in the teaching process, due to the implementation of various projects, the process of gradual formation of local ILE of educational institutions, the combination of which will form a single educational environment. This environment will represent the web space of educational institutions of the national and world education system as a whole, and its purpose will be not only to prepare and support the educational process, but also to correct the analysis of learning outcomes that ensure access to a single standard of education for educational institutions of a particular profile. At the stage of transformation, there is an explicit representation of information about the content and method of training and a single interface, which provides the student with freedom to implement self-learning strategies.

Summing up the above, it should be noted that the main functions of the University's ILE include:

- prompt delivery of educational information to students;

- effective communication and feedback between all participants in the learning process;
- providing independent individual and group work;
- use of new pedagogical technologies aimed at improving the quality of professional education by systematizing scientific and pedagogical resources, their use for developing the problem of continuing education, providing open access to global databases and resources;
- providing the scientific and educational community needed for research and communication through the use of various communication and mobile technologies;
- activate and effectively use existing open educational resources (OER).

The next important condition for the successful use of DT in training is the motivation of both students and teachers. The didactic properties of DT, such as multimedia, informational interactivity, help to increase the internal motivation of students. They affect the intensity of attention, the quality of memorization, understanding of educational material, information processing, the formation of analytical skills of students, and so on. Studies by American scientists have shown that the maximum benefit from the use of DT in the educational process is received by students with higher indicators of academic performance and motivation. The development of the internal motives that originate from the foreign language activities is the main goal of learning with ICT, because in this case works “without stimulation, and the impulse, the motivation is not included in the training from the outside, not imposed, but is a direct product of the learning method”.

When solving this problem, it is particularly important to take into account the parameters that are inherent in a particular individual, his personal experience, the context of activity, interests, and emotions.

To increase intrinsic motivation is affected by a number of scientific factors, such as the method of delivery or presentation of educational material, the introduction of the self-monitoring process of progress towards learning objectives, use active forms of teaching (play, discussion, execution of creative projects), improving the efficiency of the exercises by introducing elements of surprise, unpredictability, a differentiated approach to the learners according to their abilities, etc. In order to increase internal motivation, you need to rework the material presented, make it more interesting, interconnected, and focused on achieving specific learning goals and mastering specific actions.

Systematizing the above, we can identify several ways to create a stable motivation of students, which must be taken into account when teaching foreign languages with the use of DT:

- use of active forms of learning, in which the student can perform a role in the educational process-the researcher of the problem, the creator of the project, the virtual subject;
- using active forms of learning – online discussions, webinars, etc.;
- providing quick feedback and interactive dialogue between the subjects of the

educational process; –visualization of educational material through the use of multimedia technologies;

–taking into account the representative system and the psychological type of the student's personality;

– focusing on achieving specific learning objectives and the development of concrete action.

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#### ШЕТТІЛДІК БІЛІМ БЕРУ ПРОЦЕСІНЕ ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ТАБЫСТЫ ИНТЕГРАЦИЯЛАУ ҮШІН ЖАҒДАЙЛАР

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**Аңдатпа.** Мақалада цифрлық технологиялардың шет тілді білім беру процесіне сәтті интеграциялануының шарттары қарастырылады. Бұл жұмыста білім алушылардың оқу процесіне сәтті енгізуі үшін сандық технологияларды қолдана отырып, шет тілдерін оқыту кезінде ескерілуі керек тұрақты уәждемесін құрудың бірнеше жолдары көрсетілген.

**Тірек сөздер:** шет тілдік білім беру, цифрлық технологиялар (ЦТ), ақпараттық-оқыту ортасы (АОО), қазіргі білім беру.

#### УСЛОВИЯ ДЛЯ УСПЕШНОЙ ИНТЕГРАЦИИ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ПРОЦЕСС ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ

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**Аннотация.** В статье рассматриваются условия успешной интеграции цифровых

технологий в образовательный процесс иноязычного образования. В данной работе выделяются несколько способов создания устойчивой мотивации обучаемых, которые необходимо учитывать при обучении иностранным языкам с использованием цифровых технологий для их успешной интеграции в учебный процесс.

**Ключевые слова:** иноязычное образование, цифровые технологии (ЦТ), информационно-обучающая среда (ИОР), современное образование.

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