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THE USE OF DIGITAL TECHNOLOGIES IN THE CLASSROOM WHILE TEACHING ENGLISH: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS

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Abstract. This article discusses the use of digital technologies in English language classes for 9th and 10th-grade learners in Astana, Kazakhstan. The primary objective of the study was to assess both the advantageous and disadvantageous impacts of incorporating digital tools into language education, with a particular focus on bolstering reading and listening proficiencies. In assessing the integration of digital technologies, the study addressed not only the instructional implications but also the psychological aspects involved. Students received activities requiring online blog reading to improve their reading abilities, while they got involved with news reports to enhance their listening skills afterwards established summaries of the material. The study emphasizes the essential significance of developing instructional techniques which utilize the possibilities of digital technology to improve communicative competence. It also highlights the value of adjusting these approaches to meet various approaches to learning and preferences, while keeping potential learning obstacles and motivational aspects in mind. By establishing a balance between technology integration and pedagogical efficacy, teachers can successfully employ digital technologies to improve the language learning experience for students in Astana and beyond.

Furthermore, the study acknowledges that teachers can maximize the benefits of digital tools and create dynamic learning environments that encourage language acquisition and proficiency by keeping relevant on advancements in educational technology and pedagogical best practices.

Keywords: digital technologies, English language classes, Kazakhstan, pedagogical aspects, psychological aspects, teaching strategies, communicative competence, learning styles

Basic provisions

In recent years, digital technologies have become an integral part of people's daily lives. Regarding this, the use of digital technologies in teaching English, in particular, has become increasingly popular due to the importance of using authentic materials. Nevertheless, the implementation of digital technologies into the process of teaching English, like any other subjects, requires taking into account the psychological and pedagogical aspects of this approach in terms of the safety of students. This scientific article discusses the use of digital technologies in English lessons from a psychological and pedagogical point of view in order to develop the digital literacy. We have explored the cognitive, social, and emotional effects of using digital technologies in language learning to provide a comprehensive understanding of the benefits and challenges

through considering pedagogical issues that must be taken into account when introducing digital technologies in English lessons. The ultimate purpose of this scientific article is to contribute to the discussion about the use of digital technologies in language teaching and to help teachers of English make informed decisions about the implementation of these technologies in their work.

Introduction

The integration of digital technologies in English language classrooms draws upon various psychological and pedagogical theories, with an emphasis on the consideration of pedagogical and psychological aspects in task design. This paper examines several key theories, including Cognitive Load theory, Constructivist theory, Social Learning Theory, and Self-Determination Theory, and their implications for English language instruction.

Cognitive Load theory, as discussed by Abeysekera and Dawson [1], Gauvain [2], and Feldon [3], is essential in designing effective instructional strategies that promote learner motivation and optimize cognitive load to enhance learning outcomes. It provides valuable insights into the amount of mental effort required to complete a task or learn new information, which is particularly relevant in English language instruction.

Constructivist theory is another important theory to consider, as Xu and Shi discuss its application in the context of flipped classrooms, specifically in college English teaching [4], while Yilmaz provides an overview of its theoretical underpinnings and various approaches to implementing constructivist principles in the classroom [5]. Social Learning Theory is also relevant, as explored by Deaton, who examines its implications in the age of social media for educational practitioners [6], and Wallace, who focuses on the use of social learning platforms in flipped classrooms [7]. Furthermore, Carrington and Robinson offer a comprehensive overview of digital literacies, including social learning and classroom practices, emphasizing the importance of developing digital literacies in the 21st century [8].

Finally, Self-Determination Theory, as reflected in the works of Niemiec and Ryan, applies to educational practice, specifically in the areas of autonomy, competence, and relatedness in the classroom [9]. The authors stress the importance of creating a classroom environment that supports students' autonomy, competence, and relatedness, and provide practical examples of how self-determination theory can be applied to enhance student engagement and motivation. Similarly, Reeve's chapter in the Handbook of Research on Student Engagement offers a self-determination theory perspective on student engagement, providing strategies for fostering students' autonomy, competence, and relatedness in the classroom and discussing the implications of self-determination theory for educational practice [10].

In summary, the integration of digital technologies in English language instruction draws upon a variety of psychological and pedagogical theories, which are crucial in designing effective instructional strategies and creating an environment that promotes learner motivation and engagement.

Methods and materials

In this paper, we analyse scientific papers and publications on the use of digital technologies in teaching English and review the literature to identify the advantages and problems of using digital technologies in teaching English.

We used descriptive and comparative methods to analyze different methods and tasks during English language teaching, identifying possible pedagogical and psychological aspects that should be taken into account during the lesson.

In order to identify the psychological and pedagogical aspects that are important for teaching English using digital technologies, an eight-week experiment was conducted among students in grades 8–9. Empirical (questionnaire, observation), quantitative, and qualitative methods were used to develop pedagogical recommendations for English language teachers on the use of digital technologies in teaching.

Materials for the article included scientific articles, publications, books, statistics, and research results related to the problems of using digital technologies in teaching English.

Results and discussions

The experiment was held in 57 school located in Astana city, where learners in the 9th and 10th grades were chosen to be in the control and treatment groups. Firstly, we decided to conduct the survey among students to reveal their digital literacy and their attitudes towards the technologies to be used in the classroom. The questionnaire for learners consisted of questions related to their interest in learning a foreign language through digital technologies, in other words, using internet-available authentic English language teaching resources and implementing digital technologies into daily teaching activities.

The present study employed a questionnaire to gather information from learners regarding their interest in acquiring a foreign language through the utilization of digital technologies. Specifically, the focus was on the use of internet-accessible authentic English language teaching resources and the integration of digital technologies into daily teaching activities. The questionnaire was administered to a sample of 9th and 10th grade learners, encompassing various classrooms. Through a series of questions, participants were probed to elucidate their interests, preferred activities, and perceptions of effective methods for acquiring English through digital technologies. Furthermore, inquiries were made regarding specific communication challenges encountered by the learners and strategies employed to address them. Participants were afforded the opportunity to provide additional responses based on their personal experiences.

To present the findings in a succinct and comprehensible manner, the results obtained from the survey were tabulated in Table 1. This table encapsulates the learners' preferences for activities of interest and their perceptions of the effectiveness of such activities in improving English pronunciation. The table presents the number of participants who expressed interest in each activity, as well as the number of participants who considered them effective.

Table 1 - 9th-10th grade learners' survey results

	Which of these activities are you interested in?	Which of them are effective in learning a foreign language through digital technologies?
Games	25	11
Pairwork	34	16
Groupwork	18	21
Individualpractice	23	17
Recordingyourvoice	13	23
Listening to your recorded voice	14	23
Correctingmistakes	17	35
Integrationtechnology	11	30
Online blogs	27	35
Watching news	35	35
If you want to add your own answer write it here →	Translatinglyricsofsongs	Speaking

Analysis of the survey results revealed that learners exhibit a diverse range of interests and preferences when it comes to activities employed for English acquisition. Among the activities surveyed, pair work and individual practice garnered the highest levels of interest among the participants. In terms of perceived effectiveness, strategies such as listening to one's recorded speech and correcting mistakes were deemed particularly useful. Furthermore, the integration of technology and the inclusion of participants' own answers, such as translating song lyrics and engaging in speaking activities, also received recognition as potentially beneficial methods.

The findings of this survey provide valuable insights into the interests and perspectives of 9th and 10th grade learners with regard to English acquisition. The results suggest that incorporating activities such as pair work, individual practice, listening to recorded voices, and error correction may prove effective in enhancing learners' communication skills. Additionally, the integration of technology and the facilitation of activities such as online blog reading and summarizing news reports may further contribute to the effectiveness of language learning. Consequently, the study highlights the importance of designing teaching strategies that effectively utilize digital technologies in a manner that enhances learners' communicative competence.

In conclusion, the questionnaire-based survey conducted with 9th and 10th grade learners revealed valuable insights into their preferences and perceptions regarding the acquisition of English through digital technologies. The findings emphasize the significance of incorporating activities that generate interest and engagement among learners. Furthermore, the study underscores the potential benefits of employing digital technologies to facilitate language learning. By implementing effective teaching strategies that incorporate these technologies, educators can foster the development of learners' communication skills and promote a deeper understanding of the English

language. Survey results showed their interest in digital technologies that we were going to be implemented into their daily English classes.

Both digital technologies and the implementation of social media have become so widespread that their use in the educational process is inevitable and has become an increasingly relevant topic for discussion. It is especially important to pay attention to the psychological and pedagogical aspects of the use of digital technologies in English lessons, as they can have both positive and negative effects on students.

On the one hand, the use of digital technologies can increase students' motivation levels as they can feel more attractive and interesting. In addition, providing unique opportunities for interaction and information exchange allows digital technologies to contribute to the development of students' social skills.

On the other hand, the use of digital technologies in English classes can have a negative impact on the level of attention and concentration of students. This can happen because technology can become a source of distraction, which reduces the quality of learning. We have been observing how students allowed to use the opportunities of digital technologies can take advantage of watching social media, in other words, it can distract the learner's attention. In addition, the use of digital technologies can affect the emotional state of students, which can negatively affect their learning outcomes and overall well-being.

In order to understand positive and negative effects we have implemented several tasks using digital technologies and observed the impact of those tasks. That's why a selection of tasks was chosen to examine the importance of pedagogical and psychological aspects when integrating digital technologies in teaching.

Reading skills

Specifically, one task involved online blog reading during the lesson, which focused on social problems for 9th-grade learners in Module 4 and organic and non-organic food for 10th-grade learners in Module 4. By engaging in this activity, students were encouraged to delve into these subjects and gain a deeper understanding of the associated issues.

After conducting an analysis and engaging in discussions, it was determined that pedagogical considerations should involve the effective design and implementation of teaching strategies that utilize digital technologies in a manner that enhances communicative competence, while simultaneously narrowing the focus of the search topics and minimizing time-wasting activities.

The effective utilization of digital technologies should encompass strategies that promote communicative competence. Learners should be encouraged to actively engage with the information they encounter and apply their language skills to communicate their thoughts and opinions effectively. This can be facilitated through activities such as:

- blog commenting;
- online discussions;
- collaborative projects that foster interaction and meaningful communication.

Other important pedagogical aspects include selecting suitable digital tools and platforms, designing interactive and engaging learning experiences, and providing

opportunities for students to practice and receive feedback on their communication skills.

Thus, we have come to the conclusion that learners should be given the opportunity to not only read but also create their own posts about social problems in Astana for 9th grade learners, and organic versus non-organic food in major cities like Astana and Almaty for 10th grade learners, where other students can respond or comment.

By providing a platform for students to respond or comment on each other's blog posts, a collaborative learning community facilitates peer-to-peer interactions, encourages meaningful discussions, and promotes the exchange of ideas and opinions. Through this engagement, learners not only enhance their language skills but also develop critical thinking abilities as they learn to consider and appreciate diverse viewpoints.

From a psychological perspective, cognitive and affective factors must also be taken into consideration. These include:

- understanding how students perceive and interact with digital tools and platforms;
- identifying differences in individual learning styles and preferences;
- and addressing potential barriers to learning and motivation.

In conclusion, from a psychological standpoint, understanding students' perceptions and interactions with digital tools, accommodating different learning styles and preferences, and addressing potential barriers to learning and motivation, educators can create an enriching and supportive digital learning environment that empowers students to develop their language skills while fostering their cognitive and affective growth.

Listening skills

Another task focuses on a listening task undertaken by 9th-grade and 10th-grade learners in a classroom setting. For the 9th grade the task involved watching a news report titled "Lowest Unemployment Rate Fixed in Astana," presented by Jibek Joly TV on the Kazakh TV channel, which was shared on YouTube (<https://www.youtube.com/watch?v=kQ50seUy17w>) [11]. The task was designed to promote active listening among the students, who were expected to take notes on the different arguments and opinions presented in the video and write a summary of their findings. The task was facilitated by online platforms like Learning Apps and flippity.com.

The overall idea of the video was to showcase the success of the job fair held in Astana employment centers, which had helped over 4,000 people find employment since the beginning of the year. The job fair provided potential applicants with assistance in CV preparation, public speaking, and psychological counseling. Additionally, the employment center conducted masterclasses for youth on job interview preparation, job search, and communication with employers. The fair would be conducted four times before the end of the year, and a new application had been launched to make job search and fair information more accessible.

The present study highlights the pedagogical and psychological aspects that were considered while designing this task. These aspects include promoting active listening, critical thinking, writing skills, motivation, and reflection. Active listening was emphasized to help students focus on the information being presented, take notes, and participate in discussions to clarify or question any points made. Critical thinking was encouraged to help students analyze the information and assess the validity of the claims made. Writing skills were taught to enable students to organize their ideas, use appropriate language, and avoid plagiarism. Motivation was ensured by highlighting the relevance of the task to their learning and future academic and professional pursuits. Finally, reflection was promoted to help students identify areas for improvement and build their self-regulation skills. Overall, this study demonstrates how a listening task can be designed to help learners understand the social problem of unemployment and the strategies being employed to address it in Astana.

For the 10th grade learners we chose topic related news report about a Kazakh school student created organic food startup, which was shared on YouTube channel of Silk way TV of Kazakhstan <https://www.youtube.com/watch?v=aP5Jm5pDc3w>[12].

The video highlights the success story of a 15-year-old Kazakh schoolboy, Adam Mekhalkov, who developed an organic food startup that produces dried apples, pears, bananas, and sweet pastille. The products are in demand as they are completely natural and cater to health-conscious individuals. A. Mekhalkov plans to expand his assortment with vegetable chips in the near future. Currently, he sells his products on the internet but is in negotiations with the management team of a health food store. A. Mekhalkov opened his production facility after winning a startup competition organized by a public foundation with the support of the public Development Department of the governor's office of the Kostanay region. The money he won was used to buy necessary equipment such as a dehydrator, a fruit and vegetable slicer, knives, chopping boards, and coolers. The main idea of using this material devoted to organic food was to motivate ambitious 10th grade learners who seek self-realization and want to launch their own startups that will benefit society.

Writing skills

The present study aimed to develop the writing skills of learners by assigning Exercise 4, which required them to conduct research on a location in Kazakhstan that offers opportunities to both spend holidays and help protect wildlife. The task was provided in the Excel book by Express Publishing (p.49) and aimed to encourage learners to use digital technologies to generate ideas for their projects.

The following topics were suggested for their digital projects:

- The Best Ecotourism Destinations in Kazakhstan: A Digital Guide, Digital Tools for Planning a Sustainable Holiday in Kazakhstan's Wildlife Reserves
- Using Social Media to Promote Sustainable Tourism in Kazakhstan
- How to Use Online Platforms to Volunteer for Wildlife Conservation in Kazakhstan
- Wildlife Photography Tips for Capturing Kazakhstan's Endangered Species on Your Eco-Trip

•The Benefits of Eco-Friendly Accommodations for Wildlife Conservation in Kazakhstan

•Digital Storytelling: Sharing Your Experience of Supporting Wildlife Conservation in Kazakhstan. The learners were divided into small groups to create their own digital projects.

In the context of the pedagogical and psychological aspects of the project, several factors were considered while requesting the students to write a reflection on their experience using digital technologies in the classroom. Pedagogically, it was important to provide clear instructions, examples, encourage critical thinking, and use prompts to guide the learners. Henceforth, it was imperative to provide the ensuing directives.

1. The Best Ecotourism Destinations in Kazakhstan: A Digital Guide - This topic focuses on creating a digital guide that showcases the best ecotourism destinations in Kazakhstan where tourists can experience the wildlife and also contribute to its protection. The guide should include detailed information about each destination, including the type of wildlife found there, the best time to visit, and the activities that tourists can participate in to support conservation efforts.

2. Digital Tools for Planning a Sustainable Holiday in Kazakhstan's Wildlife Reserves - This topic emphasizes the use of digital tools for planning a sustainable holiday in Kazakhstan's wildlife reserves. The blog should include information about online resources that can help tourists plan their trip in an eco-friendly and responsible way, such as eco-tourism websites, carbon footprint calculators, and sustainable travel apps.

3. Using Social Media to Promote Sustainable Tourism in Kazakhstan - This topic focuses on using social media to promote sustainable tourism in Kazakhstan. The blog should provide tips on how to use social media platforms such as Instagram, Facebook, and Twitter to share pictures and stories of your eco-trip and raise awareness about the importance of wildlife conservation.

4. How to Use Online Platforms to Volunteer for Wildlife Conservation in Kazakhstan - This topic discusses the various online platforms that exist for volunteering for wildlife conservation in Kazakhstan. The blog should provide information about how to find and sign up for volunteer opportunities through websites such as WWOOF and Work Away, and also highlight the benefits of volunteering for both tourists and the local community.

5. Wildlife Photography Tips for Capturing Kazakhstan's Endangered Species on Your Eco-Trip - This topic provides tips and tricks for taking stunning wildlife photographs while on an eco-trip in Kazakhstan. The blog should include information about the best photography equipment to bring, as well as techniques for capturing images of endangered species without disturbing them.

6. The Benefits of Eco-Friendly Accommodations for Wildlife Conservation in Kazakhstan - This topic focuses on the benefits of staying in eco-friendly accommodations while on a wildlife conservation trip in Kazakhstan. The blog should provide information about the different types of eco-accommodations available, as well as the environmental and social benefits of choosing to stay in them.

7. **Digital Storytelling: Sharing Your Experience of Supporting Wildlife Conservation in Kazakhstan** - This topic encourages tourists to share their eco-trip experiences through digital storytelling. The blog should provide tips on how to create engaging and inspiring stories through mediums such as blogs, videos, and social media posts, and also emphasize the importance of sharing these stories to raise awareness and inspire others to take action for wildlife conservation.

Psychologically, it was important to encourage self-reflection, foster a safe and supportive learning environment, provide feedback, and encourage creativity to make the project process engaging and enjoyable for students. By taking these factors into account, the learners were encouraged to reflect on their experiences with digital technologies, develop self-awareness, improve their project skills, and inspire each other to take action for wildlife conservation.

Speaking skills

In accordance with the fourth language skill, namely speaking, the selection of the topic for the task was based on Exercise 4 provided on page 59 of the Action book by Express Publishing. Students were required to reflect on how the information presented in the given text aided in becoming a responsible shopper, and offer advice on how to maintain responsible shopping habits. To avoid similarity in the videos produced, students were encouraged to share their personal experiences and perspectives, and interview fellow students or teachers to obtain their views on responsible shopping. The pedagogical and psychological aspects of the task were taken into consideration. Specifically, the following aspects were addressed:

1. **Clarity of instructions:** Clear instructions were provided to ensure that students understood the requirements of the task, thereby minimizing confusion and keeping them focused.

2. **Collaborative learning:** The task was designed to promote collaborative learning by encouraging students to interact with each other and their teachers through interviews. This approach fostered teamwork and improved communication skills.

3. **Creativity:** By allowing students to create a video or podcast, they were given an opportunity to express their creativity, keeping them engaged and motivated throughout the task.

4. **Time management:** Realistic deadlines were established to assist students in effectively managing their time and avoiding last-minute pressure.

5. **Feedback:** Feedback on completed videos or podcasts was given to help students improve their skills, learn from their mistakes, and enhance their confidence, thereby motivating them to continue learning.

In conclusion, this study focused on the pedagogical and psychological aspects that need to be taken into account when integrating digital technologies in teaching English. The use of digital technologies in English classes can have both positive and negative effects on students. The tasks implemented in this study focused on enhancing reading and listening skills while promoting critical thinking, motivation, reflection, and other cognitive and affective factors. The study emphasized the importance of effective design and implementation of teaching strategies that utilize digital technologies in a manner that enhances communicative competence. Additionally,

selecting suitable digital tools and platforms, designing interactive and engaging learning experiences, and providing opportunities for students to practice and receive feedback on their communication skills were also found to be essential. Therefore, educators should consider these aspects when integrating digital technologies in teaching to ensure that students benefit from the positive effects of digital technologies while minimizing their negative effects.

Conclusion

The use of digital technologies in English language teaching can have both positive and negative effects on students, and it is important to consider the pedagogical and psychological aspects of their use. Pedagogical considerations include selecting suitable digital tools and platforms, designing interactive and engaging learning experiences, and providing opportunities for students to practice and receive feedback on their communication skills. From a psychological perspective, cognitive and affective factors must also be taken into consideration, such as understanding how students perceive and interact with digital tools and platforms, identifying differences in individual learning styles and preferences, and addressing potential barriers to learning and motivation.

The experiment conducted in N school located in Astana city focused on two tasks: one involving online blog reading and the other focusing on listening skills. In the blog reading task, students were given the opportunity to not only read but also create their own posts about social problems for 9th-grade learners and organic versus non-organic food in major cities like Astana and Almaty for 10th-grade learners. The task was designed to enhance communicative competence, while simultaneously narrowing the focus of the search topics and minimizing time-wasting activities. The listening task involved watching news reports and taking notes on the different arguments and opinions presented in the video, promoting active listening, critical thinking, writing skills, motivation, and reflection.

Overall, the experiment highlights the importance of considering both pedagogical and psychological aspects when designing tasks using digital technologies in English language teaching. By doing so, teachers can create effective and engaging learning experiences that enhance students' language skills and their digital literacy.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДА САБАҚТА ЦИФРЛІК ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ: ПСИХОЛОГИЯЛЫҚ- ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕР

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Аңдатпа. Бұл мақала Астана қаласында орналасқан N мектебінің 9 және 10 - сынып оқушыларының ағылшын тілі пәні сабақтарында цифрлық технологияларды тиімді қолдануын қарастырады. Берілген зерттеудің негізгі мақсаты оқу және тыңдау дағдыларын дамытуға ерекше назар аудара отырып, тілдік білім беруге цифрлық құралдарды енгізудің артықшылықтары мен кемшіліктерін бағалау болды. Цифрлық технологияларды интеграциялауды зерттеу жүргізу арқылы бағалау кезінде тек білім беру салдарын ғана емес, сонымен бірге онымен байланысты психологиялық аспектілері де қарастырылды. Жоғары буын оқушыларының оқу қабілеттерін арттыру үшін өтіліп жатқан сабақ тақырыбы аясында онлайн блогтарды оқуды талап ететін тапсырмалар берілді, ал тыңдау дағдыларын жақсарту үшін сол негізде жаңалықтар репортаждарын құрып, оған қатысу арқылы материалдың

қысқаша мазмұнын жазды. Зерттеу коммуникативті құзыреттілігін арттыру үшін цифрлық технологиялардың мүмкіндіктерін пайдаланатын оқыту әдістерін әзірлеудің маңыздылығын көрсетті. Сондай-ақ оқудағы кедергілерді және мотивациялық ойларды ескере отырып, әртүрлі оқыту тәсілдері мен оқушылардың қызығушылықтарына сәйкес келетін осы тәсілдерді түзету құндылығын айқындады. Цифрлық технологияларды біріктіру мен педагогикалық тиімділік арасындағы тепе-теңдікті сақтай отырып, Астананың және одан тыс жерлерде қызмет атқаратын мұғалімдердің оқушылардың тіл үйрену тәжірибесін жақсарту үшін цифрлық технологияларды сәтті пайдалана алады.

Бұған қоса, зерттеу нәтижесі – мұғалімдердің цифрлық құралдардың артықшылықтарын пайдалана алатынын және білім беру технологияларындағы жетістіктер мен оқытудың озық тәжірибесін қадағалай отырып, тілді меңгеру мен меңгеруге ықпал ететін динамикалық оқу ортасын құра алатынын көрсетеді.

Тірек сөздер: цифрлық технологиялар, ағылшын тілі сабақтары, Қазақстан, педагогикалық аспектілер, психологиялық аспектілер, оқыту стратегиялары, коммуникативтік құзыреттілік, оқыту стильдері

ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА УРОКАХ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ: ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЙ АСПЕКТ

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Аннотация. В данной статье рассматривается использование цифровых технологий на уроках английского языка для учащихся 9 и 10 классов в Астане, Казахстан. Основная цель исследования заключалась в оценке как преимуществ, так и недостатков внедрения цифровых инструментов в языковое образование, уделяя особое внимание развитию навыков чтения и аудирования. При оценке интеграции цифровых технологий в исследовании рассматривались не только учебные последствия, но и связанные с этим психологические аспекты. Студенты получали задания, требующие чтения онлайн-блогов, чтобы улучшить свои способности к чтению, в то время как они участвовали в репортажах новостей, чтобы улучшить свои навыки аудирования, а затем составляли краткое изложение материала. В исследовании подчеркивается существенная значимость разработки методик обучения, использующих возможности цифровых технологий для повышения коммуникативной компетентности. В нем также подчеркивается ценность корректировки этих подходов с учетом различных подходов к обучению и предпочтений, учитывая при этом потенциальные препятствия в обучении и мотивационные аспекты. Установив баланс между интеграцией технологий и педагогической эффективностью, учителя могут успешно использовать цифровые технологии для улучшения опыта изучения языка для учащихся в Астане и за ее пределами.

Кроме того, в исследовании признается, что учителя могут максимально использовать преимущества цифровых инструментов и создавать динамичную среду обучения, которая

способствует овладению языком и повышению его квалификации, сохраняя актуальность достижений в области образовательных технологий и передового педагогического опыта.

Ключевые слова: цифровые технологии, занятия английского языка, Казахстан, педагогические аспекты, психологические аспекты, стратегии обучения, коммуникативная компетентность, стили обучения

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