THE EDUCATIONAL USE OF INTERACTIVE ELECTRONIC TEXTBOOKS IN PRIMARY FOREIGN LANGUAGE TEACHING

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Abstract. This article is devoted to the problem of developing foreign language communicative competence of primary school students on the basis of an interactive electronic textbook and provides an example of a training course developed based on an electronic textbook. The specificity of teaching a foreign language lies in the fact that students master the language in an artificial language environment due to the lack of a natural one. New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. This situation involves the widespread use of computer technology and various technical teaching aids. The use of computer technology in foreign language lessons in primary school can be presented in different variations: working with specialized sites, watching authentic videos, etc. A very effective and relatively affordable method for teaching foreign languages is using of the electronic textbook. An electronic textbook allows you to implement the principles of a differentiated and individual approach to learning. Therefore, it is quite natural that in the teaching of a foreign language, new opportunities for using information and communication technologies have found a wide variety of applications. Despite the presence of various approaches to the problem of implementation new learning technologies in primary foreign language education, the educational use of electronic textbooks in primary ELT requires a more complete consideration.

Key words: English language teaching (ELT), Information and communication technologies (ICT), education, innovative methods, electronic textbook (ET), types of exercises, traditional teaching, advantages of ET

Introduction

Currently, there is a rapid development of information and communication technologies and their introduction into all spheres of public life, including the educational process. In this regard, the problem of the most effective use of computer technology in teaching becomes very relevant. New information technologies at school are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. Due to the radical change of the information infrastructure in the Republic of Kazakhstan and the world, and the rapid development of modern information technologies, today great new opportunities are opening up for the development of civilization [1]. Along with traditional national economic, political, social strategies, the trend of "informatization" and "digitalization" appeared. Information process relates to all types of social spheres, that is why every person should study its beneficial aspects and using the maximum to achieve success.

The specificity of teaching a foreign language lies in the fact that students master the language in an artificial language environment due to the lack of a natural one. This situation involves the widespread use of computer technology and various technical teaching aids [2]. Therefore, it is quite natural that in the teaching of a foreign language, new opportunities for using information and communication technologies have found a wide variety of applications. The main goal of teaching foreign languages is the formation and development of the communicative culture of pupils, teaching the practical mastery of a foreign language. The teacher's task is to activate the student's cognitive activity in the process of teaching foreign languages, to create conditions for the practical mastery of the language for each student, to choose teaching methods that would allow each student to show their activity, their creativity [3].

The use of computer technology in foreign language lessons in primary school can be presented in different variations: working with specialized sites, watching authentic videos, using educational programs and games, etc. Currently, a very effective and relatively affordable method for teaching foreign languages is use of the electronic textbook. An electronic textbook allows you to implement the principles of a differentiated and individual approach to learning [4]. With the help of an electronic textbook, it is possible to most effectively exercise and test such types of speech activities as listening and reading, as well as to form and develop grammatical, lexical and sound-pronunciation skills of students.

An electronic textbook is a computer, pedagogical software tool designed primarily to present new information that complements printed publications, serves for individual and individualized learning and allows testing the acquired knowledge and skills of the student to a limited extent [5].

Let us consider some features of the electronic textbook: a) an electronic textbook should contain a minimum of textual information, because prolonged reading of text from the screen leads to significant fatigue and, as a result, to a decrease in the level of perception. b) Electronic textbooks should contain a large amount of illustrative material. c) The use of video clips allows you to convey processes and phenomena in dynamics. Despite the large file sizes, it is advisable to use them, since in this case the interest of students increases, the quality of knowledge improves. d) In traditional teaching, verbal means predominate when presenting new material. In this regard, the use of audio fragments in an electronic textbook allows not only to bring it closer to the usual ways of presenting information, but also to improve the perception of new material, while activating not only the visual, but also the auditory centers of the brain. e) The electronic textbook should contain hyperlinks to the elements of the textbook and, possibly, have links to other electronic textbooks and reference books. It is desirable to have content with a quick transition to the desired chapter or page.

There are three main modes of operation of the electronic textbook: 1) Learning without verification. 2) Training with verification, in which at the end of each chapter (paragraph) the student is asked to answer several questions to determine the degree of assimilation of the material. 3) Test control, designed for the final control of knowledge with grading. The test is the simplest form of an electronic textbook. A good test allows

you to get an objective picture of the knowledge, skills and abilities that a student has in a particular subject area [6].

An electronic textbook, like any learning tool, has its advantages and disadvantages [7]. There are two significant disadvantages of the electronic textbook: a) the need for special additional equipment to work with an electronic textbook, primarily a computer with appropriate software and a high-quality monitor. b) Unusualness and increased fatigue when working in front of a monitor.

There are many more advantages of electronic textbooks. These include: 1) The possibility of adapting and optimizing the user interface for the individual needs of the student. The student has the opportunity to learn at a convenient time and pace of learning. 2) The possibility of using additional means of influencing the student, which allows you to quickly master and better remember the educational material. Particularly important is the inclusion of animation models in the text of the manual. A positive effect can also be achieved with the help of sound accompaniment corresponding to the educational text. 3) The ability to build a simple and convenient navigation mechanism within the electronic textbook. The electronic manual uses hyperlinks and a frame structure or image maps, which allows you to quickly jump to the desired section or fragment without flipping pages and, if necessary, just as quickly return back. In this case, it is not required to remember the pages on which the corresponding sections were located. 4) The possibility of built-in automated control of the level of knowledge of the student. 5) The possibility of organizing the educational process in a playful way, which in turn helps to increase the interest and motivation of primary school students.

Thus the advantages of using an electronic textbook are that: All material is shown in a variety of ways - if the textbook contains only text and figures, then the electronic textbook also contains video clips, diagrams, and audio text [8]. All this activates the thought processes and memory of students, develops creative imagination and increases interest in the subject. When conducting such lessons, I noticed that students are very interested in working with an electronic textbook, they are happy to read the text, look at the pictures, vigorously discuss the watched video clip. It is also easy to find answers to questions, as they are given in a simple, accessible form. They treat it like a game, with their own rules, and at the same time they understand that non-observance of these rules will not make it possible to pass this round, i.e. understand the given topic. It is this "easy" attitude that psychologically liberates the student, allows him to reveal his creative potential, and develops intelligence.

When conducting such a lesson, the role of the teacher changes, he becomes a friend, an adviser. Some issues are discussed with students on an equal footing, various assumptions are put forward, since the work is interactive and you can always refer to the electronic textbook to confirm your version [9]. Also, students consolidate computer skills, they are well and quickly oriented in electronic textbooks, answer test questions with interest, this forms the ability of students to self-study, self-education, self-organization and self-realization.

Materials and methods

Theoretical methods: analysis of psychological and pedagogical literature and documentation on the research problem, inductive-deductive analysis, modeling, specification, comparative analysis, generalization;

Empirical methods: survey, questionnaire, observation, pedagogical experiment, synthesis method (reading, collection, reprocessing), monitoring, mathematical (statistical) processing methods; were used.

The pedagogical experiment was conducted in three stages: identification, formative and control stages. The working class of the pre-defined period was constantly monitored, the results were summarized. At the first stage of the experiment, the following tasks were set: 1) to analyze the state of the process of teaching a foreign language in primary school in terms of the use of ICT. 2) to develop a methodology for diagnosing the initial level of formation of foreign language communicative competence of primary school students. To achieve our objectives, we used the following research methods: questionnaires, testing, conversation, observation, interviews.

We attended 20 foreign language classes, observed the activities of 4 teachers and 12 student interns (16 people in total) and conducted a survey to identify their attitude towards ICT and the feasibility of their use. Teachers were fully aware of the methods of teaching a foreign language and their emotional stability, sociability, activity, energy, consciousness, openness to new experiences, artistry, support for a positive learning atmosphere, and communication style created only favorable conditions for the progress of learning and conducting experimental research. We conducted a survey to study the situation in the experimental classes. The questionnaire included 7 questions.

Results

The results of the survey indicate that the informatization of education is not effective enough. There is still no proper return on computerization of the educational process. In foreign language teaching, the lack of implementation of computer training, as well as the lack of a unified methodological approach and conceptual framework in the development of electronic textbooks and programs, leads to a decrease in the effectiveness of the use of teaching materials, which negatively affects the quality of early foreign language education. This situation requires a rethinking of existing standards in teaching a foreign language and training future specialists in this field. The next step in our research was the development of a methodology for diagnosing the initial level of development of foreign language communicative competence of primary school students. Criteria and indicators of the development of foreign language communicative competence of primary school students have been developed.

It was revealed that the educational process in a foreign language is not effective enough for a number of reasons: 1) in the process of teaching a foreign language, the teacher does not take into account the individual characteristics of primary school students due to overcrowding of study groups; 2) there is a low motivational readiness of students to learn a foreign language; 3) insufficient awareness of teachers in terms of the use of new information technologies in teaching a foreign language; 4)

insufficient number of ready-made standardized software products for learning a foreign language for the initial stage of education.

Discussion

The existing contradiction between the desire and readiness of children for foreign language learning, which is reflected in the results of the questionnaire, and the non-progressiveness of the foreign language teaching system creates real prerequisites for carrying out our research on the creation, implementation and testing of an interactive electronic textbook "English for Fun. Play & Learn" and the author's program of an elective course in English, which maximally individualizes the process of developing foreign language communicative competence.

The main goal of the second stage of the experimental study was the formation of foreign language communicative competence of primary school students in the process of using the interactive electronic textbook "English for fun. Play&Learn". In the second stage, 66 students were involved. The duration of the experiment was one academic year during an elective course.

The need to develop and use an interactive electronic textbook in the process of teaching a foreign language in primary school is determined by the results of a detailed analysis of the educational process and regulatory documents, the requirements of the Model Curriculum and State Educational Standards, which note the need to use new information technologies.

The revealed facts indicate a low level of development of foreign language communicative competence of primary school students, which was confirmed during the second stage of the experimental study. In accordance with this, the objectives of the second stage of our research were formulated as follow:

1. Study the individual psychological characteristics of primary school age students and determine typological groups on this basis.

2. Create an interactive electronic textbook "English for fun. Play&Learn" for teaching a foreign language in primary school.

3. To experimentally test the effectiveness of the developed interactive textbook intended for the formation of foreign language communicative competence of primary school students.

The foreign language teaching course in the experimental classes was structured comprehensively: in addition to the main classes with the teacher, elective classes were conducted using the author's electronic textbook (one lesson per week). The elective course included several types of activities to diversify the course of the lesson; the electronic textbook prevented student fatigue and contributed to better learning of the material thanks to the interactive mode. In the process of working on pronunciation, attention was paid to the formation and development of phonemic hearing, differentiation of sounds within the English phonetic system. An individual work schedule helps develop phonemic awareness. To create the correct phonemic image, it is necessary to use a very clear and accurate repeated pronunciation of the sound, which was possible during the elective course. Certain games and exercises were used for this. With the help of games, pronunciation was practiced, lexical and grammatical

material was activated, and speech skills were developed. The game developed the creative and thinking abilities of students, because game tasks involved making decisions: what to do, what to say, how to win. Educational games have helped make the process of learning a foreign language interesting and exciting. In the process of observing the work of students with an electronic textbook, it was noticed that all children showed positive motivation. After the first lesson with an electronic textbook in an elective course, all children greeted and said goodbye to the teacher in English, assessed and discussed the results of their work and their achievements with their classmates. The classes were held in a pleasant atmosphere of mutual cooperation.

Pic 1 - Some illustrations of the interactive electronic textbook
"English for Fun. Play & learn"

Consider an example of a training course for grade 4, developed by us based on the electronic textbook "English for Fun. Play & learn". This course plays the role of an auxiliary teaching aid, contributing to the optimal assimilation of the material of the general educational program for studying the English language in primary foreign language education. The electronic textbook consists of eight units, the topics of which fully coincide with the calendar-thematic plan approved by the Ministry of Education and Science of the Republic of Kazakhstan. The content of the electronic textbook includes tasks aimed at all types of perception: photo gallery, video material, textual information, audio and sound accompaniment, interactive tasks, keyboard work. Children solve all learning problems through simulation [10]. This electronic educational tool contains control questions at the end of each section based on the control, evaluation and fixation of the theoretical knowledge of students, in order to form their knowledge and skills.

The tasks presented in the form of interactive exercises and include theoretical (rules, diagrams, explanatory examples) and practical (exercises) sections. The student does the exercises, trains in the knowledge of the rules and checks how well he understood them.

Work with exercises. Each unit has a set of exercises (from 6 to 8). They are numbered. Most exercises have a standard format and consist of a menu bar, a window with a task, and the exercise itself. Each exercise has examples to explain the tasks. There are several types of exercises in the course: sentences making exercises, filling the gaps exercises, write the word in the correct form, True-False exercises, matching

the word with pictures, spelling exercises, self-tests, project works. Let's discuss every type of electronic textbook's task in details:

Sentences making exercises. In exercises of this type, sets of words are given, from which sentences must be built. Choosing one word at a time, the student builds a sentence by dragging them with the mouse. All words from the set must be used in the sentence. At the end of the work with the proposal, when you press the check button, the program checks what has been written and draws a conclusion. If the sentence is correct, then all words light up in green, if incorrect - in red.

Filling the gaps exercises. In exercises of this type, sentences with missing words are given and below words or phrases to complete these sentences. Students need to read all the sentences and all the additions and choose the appropriate pairs. If the addition is chosen correctly, then it will fit into the proposal, if not, then everything will remain unchanged.

Write the word in the correct form. In exercises of this type, you need to enter words or sentences in the correct form.

True-False exercises. In exercises of this type, the student is presented with text corresponding to the theme of the selected unit (for example, the legend of dombra in the unit "Myths & Legends"). The text is accompanied by audio accompaniment to improve students' listening skills. After reading the text, the student must read the statements on the content of the text and click on the appropriate "True - False" button. The task contains sound effects with which the student can check the answers.

Matching the word with pictures. This type of exercise provides pictures and a list of new vocabulary on a chosen topic such as "Sport", "Professions", "Machines", "Myths & Legends", etc. The student must match the words and pictures. If the task is completed correctly, all words light up in green and sound accompaniment of applause, if errors are made in the task, they light up in red.

Spelling exercises. Exercises of this type include various crossword puzzles, vocabulary puzzles and other tasks to improve the student's spelling knowledge.

Also in this electronic textbook there are various video and audio exercises with which students can improve their listening and comprehension skills, project tasks with which students can develop creativity, show independence and present them to their peers, thereby improving speaking. In the end of each unit, there are unit tests to self-control of students.

Conclusion

Course "English for Fun. Play & learn" helps 4th grade students catch up and correct their mistakes in pronunciation and the correct construction of phrases and sentences. All training exercises are compiled according to the principle "from simple to complex". This course is very convenient and saves a lot of time in class. By looking at the screen, the teacher knows how many mistakes the student has made, because incorrect sentences highlighted in a different color. In addition, the teacher will have information about the number of mistakes students make. The main advantage of the electronic textbook is the possibility of interactive interaction between the student and

the elements of the textbook. The above advantages of the electronic textbook allow you to use it effectively in the educational process.

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНА ИНТЕРАКТИВТІ ЭЛЕКТРОНДЫҚ ОҚУЛЫҚТАР АРҚЫЛЫ ШЕТЕЛ ТІЛІН ОҚЫТУ

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Аңдатпа. Бұл мақала бастауыш сынып оқушыларының шеттілдік коммуникативтік құзыреттілігін интерактивті электрондық оқулық негізінде қалыптастыру мәселесіне арналады. Шет тілін оқытудың ерекшелігі – табиғи тілдің жоқтығынан оқушылардың жасанды тілдік ортада тілді меңгеруінде. Жаңа ақпараттық технологиялар тек жаңа техникалық құралдар ғана емес, сонымен қатар оқытудың жаңа формалары мен әдістері, оқу процесіне жаңаша көзқарас болып табылады. Бұл жағдай компьютерлік технологиялар мен әртүрлі техникалық оқыту құралдарын кеңінен қолдануды көздейді. Бастауыш сыныптардағы шет тілі сабақтарында компьютерлік технологияны қолдану әртүрлі вариацияларда ұсынылуы мүмкін: арнайы сайттармен жұмыс істеу, түпнұсқа бейнелерді көру және т.б. Шетел тілін оқытудың өте тиімді және салыстырмалы түрде қолжетімді әдісі электронды оқулықты пайдалану болып табылады. Электрондық оқулық оқытуға сараланған және жеке көзқарас принциптерін жүзеге асыруға мүмкіндік береді. Сондықтан шет тілін оқытуда ақпараттық-коммуникациялық технологияларды қолданудың жаңа мүмкіндіктері кең ауқымды қолданбалы мүмкіндіктерін тапқаны заңдылық. Бұл мақалада электрондық оқулық негізінде әзірленген оқу курсының үлгісі берілген.

Тірек сөздер: Ағылшын тілін оқыту (ELT), ақпараттық-коммуникациялық технологиялар (АКТ), бастауыш шеттілдік білім беру, оқытудың инновациялық әдістері, электронды оқулық (ЭО), ЭО жаттығуларының түрлері, дәстүрлі оқыту, ЭО артықшылықтары

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ ЧЕРЕЗ ИНТЕРАКТИВНЫЕ ЭЛЕКТРОННЫЕ УЧЕБНИКИ

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Аннотация. Данная статья посвящена проблеме формирования иноязычной коммуникативной компетенции младших школьников на основе интерактивного электронного учебника. Специфика обучения иностранному языку заключается в том, что учащиеся овладевают языком в искусственной языковой среде в связи с отсутствием естественной. Новые информационные технологии – это не только новые технические средства, но и новые формы и методы обучения, новый подход к процессу обучения. Эта ситуация предполагает широкое использование компьютерной техники и различных технических средств обучения. Использование компьютерных технологий на уроках иностранного языка в начальных классах может быть представлено в разных вариациях: работа со специализированными сайтами, просмотр аутентичных видеороликов и т. д. Очень эффективным и относительно доступным методом обучения иностранным языкам является использование электронного учебника. Электронный учебник позволяет реализовать принципы дифференцированного и индивидуального подхода к обучению.Поэтому вполне естественно, что при обучении иностранному языку появляются новые возможности использования информации и коммуникационные технологии нашли широкое применение. В данной статье приведен пример учебного курса, разработанного на основе электронного учебника..

Ключевые слова: Обучение английскому языку (ELT), информационно-коммуникационные технологии (ICT), начальное обучение иностранным языкам, инновационные методы обучения, электронный учебник (ЭУ), виды упражнений, традиционное обучение, преимущества ЭУ