MASS OPEN ONLINE COURSES AS AN EFFECTIVE PLATFORM FOR THE FORMATION OF DIGITAL COMPETENCE AMONG FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract. The article is devoted to the issue of formation and improvement of digital competence of future foreign language teachers through mass open online courses.

MOOC is a relatively new learning technology, where the main advantage is the speed of information transfer, as well as the ability to gain knowledge from different institutions, while being away from the source of information.

The purpose of the study is to identify the possibilities of such technologies as mass open online courses in the formation of digital competence of future teachers of a foreign language in the linguistic university.

These technologies have great prospects and their application will allow us to better shape the didactic tasks of the teacher by expanding the horizons, thanks to the acquisition of rich experience from well-known professors with a world name.

Keywords: digital competence, connectivism, e-learning, distance learning, mass open online courses.

The relevance of the use of digital technologies was mentioned even before the advent of mass online courses. The program for the development of education was approved, within the framework of this program, the project "E-learning" was approved, its goal was to develop electronic educational resources and services, as well as to ensure equal access to them, thanks to ICT technologies. But due to insufficient funding, the project was suspended. To date, the use of modern programs that can simplify the educational process has not lost its relevance, as well as the knowledge and ability to apply them in practice [1].

Access to digital technologies will reduce the learning gap between high and low social status students European Commission.

Achievements in the field of digital technologies create new problems for Kazakhstani and foreign schoolchildren, students and teachers. The theft of personal data is becoming a major problem in modern education. Modern applications such as Facebook and Vkontakte can contain both positive and negative information. Moreover, according to Tristan Hartis, who is the founder and president of the center for Humane technologies, technologies such as Facebook are designed to enslave our minds, as they study our behavior and know about our weaknesses, we are forced to become their slaves because our vanity serves as a great bait for them [1]. For this reason, it is very important to master digital competencies, namely, the knowledge and skills that will help us correctly and accurately select the necessary information, as well as create our own digital products [2].

The second significant aspect is the formation of students' skills of the 21st century based on the principle of continuous learning and a competence-based approach. These changes in the structure of education require the creation and emergence of new concepts and theories in education. One of these modern theories of modernity is the theory of connectivism which is closely related to learning in the digital environment and the authors of this theory are Stephen Downs and George Siemens. The need for connectivism in formations lies in 2 important points: 1) Replacing old theories that have lost their relevance 2) Selecting the most promising theories by combining them [2].

This theory is actualized at the time of obtaining knowledge via the Internet which is most closely related to such a form of training as mass online courses, in which knowledge is acquired while online.

The developers of e-learning suggest that the growing influence of the Internet and online communication can simplify the role of the teacher in the educational environment, or even eliminate this role. In this way, students will be able to choose the direction of study independently, they will still exchange information with specialists of the chosen direction, but the focus will remain on the student, not the teacher and the institution. This assumption has raised concerns about the lack of critical interaction between the teacher and the student, which means a high level of responsibility to oneself, as well as a vision of the direction in which to move [3].

Due to the fact that the Internet space contains a huge amount of information, both useful and harmful, as well as the content and tools for transmitting information are changing, a modern teacher must always be in the thick of events and be able to correctly select the necessary information located on the network, analyzing and selecting only useful ones for himself.

This feature is applicable only to an individual, and in the modern world is called «digital competence» [4].

This term was introduced by the American writer Paul Gilster, in his opinion, constant presence on the Internet creates new forms of behavior, methods of searching for information, the key feature of which is the formation of a network way of thinking.

P. Gilster identifies 3 main components of digital competence:

Media competence – the ability to analyze the received information in various forms and semiotic expressions.

Information competence – the ability to quickly search for information of interest and quickly assimilate it in various forms

Communicative competence – knowledge, skills, and social experience that are necessary in communication [5].

Object and subject of the study

The object of the study is the pedagogical interaction of teachers and students that arise in the learning process, as well as the difficulties that may arise in this process.

The subject of the study is the learning process and the knowledge, skills and abilities obtained during this process.

The aim of the study is to develop ways to form the digital competence of future foreign language teachers in the context of distance learning, to develop a model and

experimentally prove its methodological effectiveness. Successful development the professional development of the future teacher is planned by studying the theoretical foundations of mass online courses, which will ensure the effective formation of digital competence.

Literature review

The topic of this dissertation used sources that are directly related to such concepts as digital, information, media, intercultural, technical and consumer competencies, as well as mass online courses and their impact on the formation of digital competence in universities.

Today, a promising learning environment for the formation of cross-cultural competencies is the mass online courses [6].

Stephen Downs made a great contribution to the development of mass open online courses by presenting them in two forms: xMOOCs, which imply cognitive-behavioral theory according Siemens, and cMOOCs, which represent the theory of connectivism developed by himself [5].

According to Borisova, open education provides a wide range of learning strategies, among other things, provides extensive access to online content [6].

Open education allows you to practically implement a number of freedoms Soldatkin, i.e. on the principle of open doors.

The concept of digital literacy (competence) appeared in 1997 in the work of P. Gilster. Under this concept, it was mentioned that digital competence is a set of skills and abilities with which the user of ICT tools can critically evaluate and apply the information that he receives through various network devices. Soldatova identified a four-component structure of digital competence consisting of: knowledge, skills, motivation, responsibility (including security).

Each of these components can be applied in completely different fields of activity, including in the field of education, where a significant role is given to knowledge, skills, and motivation of students [6].

An important role in the study of this competence was given by the professor of our University, D. M. Dzhusubalieva, who published a book entitled "Digital technologies in foreign language education, distance learning", which contains the concepts of various authors who have studied digital competence, as well as many theoretical examples of open mass online courses.[1]

On the official website of the Common Digital Competence Framework, it is indicated that at the moment there are 5 key components that are used in different areas, their names and descriptions are given in Example 1 [7].

1) Data and information literacy - the ability to search and find digital data, formulate information needs, and judge the relevance of the source and its content.

2) Negotiation and collaboration literacy - involves interaction, communication and collaboration through digital technologies with the participants of the process, taking into account the cultural characteristics and the diversity of generations in society. Participate in public development programs through private and public digital services, manage your personal data [8].

3)   Media content creation-the ability to create and edit media content in order to improve and integrate information into the general body of knowledge, taking into account the basics of applying copyrights and licenses.

4)   Safety. Protect content, devices, or personal data in order to maintain privacy in the digital environment. Protection of the emotional and physical state. Be aware of the impact of digital technologies and their applications on the environment [9].

5)   Problem solving. Identification of consumer needs, with the solution of conceptual problems, as well as situations arising in the digital environment. The use of modern innovative tools and products.

Example 1 Structural components of digital competencies.

The definition of digital competence has different interpretations by different scientists, but in the educational structure it always implies skills and abilities with which you can critically evaluate information and select the most relevant information that the user works with. [10]

Research methods

The study was conducted at our university, and the following methods were used in the course of the study:

- Study and critical analysis of the scientific literature on the research topic;
- Student survey
- Simulation
- Theories

My research and analysis of the literature allowed me to identify the importance of the formation of digital competence among students of foreign universities, as modern methods of conducting classes require additional knowledge in the field of ICT, as ICT tools allow us to cope with the task many times faster, saving our time and money due to the availability of open education that provides us with MOOCs.

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ЖАППАЙ АШЫҚ ОНЛАЙН КУРСТАР БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЦИФРЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ТИІМДІ ПЛАТФОРМАСЫ РЕТІНДЕ

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Аңдатпа. Мақала жаппай ашық онлайн-курстар арқылы болашақ шет тілі мұғалімдерінің цифрлық құзыреттілігін қалыптастыру және жетілдіру мәселесіне арналған.

МООС - бұл салыстырмалы түрде жаңа оқыту технологиясы, мұнда басты артықшылығы-ақпаратты беру жылдамдығы, сонымен қатар ақпарат көзінен алыс жерде әр түрлі мекемелерден білім алу мүмкіндігі.

Зерттеудің мақсаты лингвистикалық университетте болашақ шет тілі мұғалімдерінің цифрлық құзыреттілігін қалыптастырудағы жаппай ашық онлайн курстар сияқты технологиялардың мүмкіндіктерін анықтау болып табылады.

Бұл технологиялардың болашағы зор және оларды қолдану әлемге әйгілі профессорлардан бай тәжірибе алу арқылы мұғалімнің дидактикалық міндеттерін жақсырақ қалыптастыруға, көкжиегін кеңейтуге мүмкіндік береді.

Тірек сөздер: цифрлық құзыреттілік, коннективизм, электронды оқыту, қашықтан оқыту, жаппай ашық онлайн курстар.

МАССОВЫЕ ОТКРЫТЫЕ ОНЛАЙН КУРСЫ КАК ЭФФЕКТИВНАЯ ПЛАТФОРМА ФОРМИРОВАНИЯ ЦИФРОВОЙ КОМПЕТЕНЦИИ У БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Статья посвящена проблеме формирования и совершенствования цифровой компетентности будущих учителей иностранного языка посредством массовых открытых онлайн-курсов.

MOOC - это относительно новая технология обучения, где основным преимуществом является скорость передачи информации, а также возможность получать знания из разных учреждений, находясь вдали от источника информации.

Целью исследования является выявление возможностей таких технологий, как массовые открытые онлайн-курсы в формировании цифровой компетентности будущих учителей иностранного языка в лингвистическом вузе.

Эти технологии имеют большие перспективы, и их применение позволит нам лучше формировать дидактические задачи преподавателя, расширяя кругозор, благодаря приобретению богатого опыта у известных профессоров с мировым именем.