

THE IMPORTANCE OF THE FORMATION OF A FOREIGN LANGUAGE PROFESSIONALLY ORIENTED COMPETENCE OF JOURNALIST STUDENTS USING DIGITAL EDUCATIONAL RESOURCES

*Zhanikeyeve D.E.¹, Zhumabekova G.B.², Islam A.I.³,
Kaldymuratova G.N.⁴

¹PhD student, Ablai Khan KazUIRandWL, Almaty, Kazakhstan,
e-mail: atyhanova-dinara@mail.ru

²c.p.s., Professor, Ablai Khan KazUIRandWL, Almaty, Kazakhstan,
e-mail: zhuma_a@mail.ru

³d.Phil.s, Professor, Ablai Khan KazUIRandWL, Almaty, Kazakhstan,
e-mail: aisha_ling@mail.ru

⁴M.p.s., Ablai Khan KazUIRandWL, Almaty, Kazakhstan,
e-mail: gkaldymuratova@mail.ru

Abstract. The article discusses scientific research conducted by both domestic and international researchers on the issue of formation of journalist students' foreign language professionally oriented competence. The purpose of the article is the importance of revealing the scientific and theoretical foundations of the methodology for foreign language professionally oriented competence of journalist students with the digital educational resources use. The scientific and practical significance of the article lies in focusing the scientists attention on the foreign language professionally oriented education of the future journalist, its functions, place in the competence system and digital educational resources in the foreign language professionally oriented competence formation of journalism students, as well as in justification of the need to highlight the student-journalist skills for each sub-competence of a foreign language professionally-oriented competence.

Currently, the importance of intercultural communication is growing as an effective way to achieve a high level of cooperation between different countries and cultures. The process of developing cooperation between different countries and cultures has affected all spheres of human activity. Geopolitical processes that are rapidly taking place all over the world contribute to the revival of the dialogue of cultures, the development of cooperation between Kazakhstan and various foreign countries. These conditions have shown an increase in the requirements for university graduates, that is, specialists in various fields of professional activity, as well as an increase in the demand for specialists in the field of journalism.

Today, it is advisable to put forward a harmonious interweaving of traditional education with the use of advanced technologies as a mandatory requirement for high-quality modern education. Digital technologies in education make it possible to use new methodological approaches in the system of general education, since the presence of multimedia visualization in foreign language lessons contributes both to the teacher in the effective teaching of the discipline and to the teacher in mastering the subject. The use of multimedia gives the learner the right to decide how to work on the material, how to handle the interactive features of the application, and how to implement work together with other participants in the learning process. Thus, teachers are active participants in the educational process. The correct use of advanced digital educational resources makes the learning process flexible in relation to cultural and social differences between students, their individual style, learning pace, interest.

Thus, in the preparation of future journalists, the issue of forming foreign-language professionally oriented competence in the process of learning a foreign language is important.

Key words: foreign language, foreign language education, foreign language professionally oriented competence, journalist, digital technologies, digital educational resources, competence, competency-based approach, foreign language professional communication

Basic provisions

It is critically important for any progressive country to have a competitive and free media, which should have its own view of the events taking place in Kazakhstan and the world. True information security and the ideological sovereignty of the country depend on this. In this regard, it is very important that journalists speak a foreign language in order to critically analyze both domestic and foreign sources. This problem involves the formation of a foreign language professionally-oriented competence of a modern journalist who is able to navigate in the global space, solve professional problems based on the use of information, communication, social and legal foundations of individual behavior in civil society.

The dynamics of current globalization processes, the rapid pace of scientific, technical and cultural development of society, along with the growing role of social and civic activity of an individual, inevitably change the contours of the modern educational space, designed to prepare him for successful professional and personal self-realization. The signing of the Bologna Declaration by Kazakhstan and participation in the pan-European educational integration became a step towards new standards of teaching and learning in higher education in the 21st century. In particular, now the higher educational institutions of the country are required to implement the fundamental methodological principle of the common European educational standard, namely the competence-based approach.

Educational digital technologies open up fundamentally new methodological approaches in the system of general education, because the use of multimedia visualization in the classroom helps both the teacher in teaching the subject and the student in mastering the subject.

Introduction

Currently, foreign language teaching is considered in the context of the formation of competencies - communicative, intercultural, professional, etc., and language acquisition is understood, first of all, as the acquisition of communicative experience, which is formed in the process of active (subject-oriented) cognition by students of sociocultural, informational, linguistic and proper cognitive environment. At the university, the factor of professional orientation of foreign language communicative experience is of great importance, which is necessary for the future graduate to solve practical problems in his professional activity. This determines the specifics of goal-setting, principles, selection of content, a special organization of the learning process, the choice of methods, techniques and means of teaching, control, measurement and evaluation within the discipline "Professionally Oriented Foreign Language" (hereinafter referred to as POFL). The demand for POFL in the modern space of higher education is explained by the need to combine the profile and applied nature of language learning, which is due to the goal of the student successfully completing professionally significant communicative tasks using a foreign language. And to make

this process successful the teacher can use multimedia aids or create their own electronic presentations on the topic of the lesson, as well as create tests for their lessons. Multimedia facilitates the process of memorization, makes the lesson more interesting and dynamic, "immerses" the student in the language atmosphere and creates the illusion of co-presence, empathy.

So, the relevance of the article is due to the contradiction between the growing demand of students who are ready to master educational material through multimedia technology and the latest digital educational resources and the lack of methodological developments and recommendations for their use in teaching foreign language communication, due to the continuously updated list of electronic resources, platforms, technologies and training tools, give rise to a problem that confirms the relevance of the research topic.

Methods and materials

To achieve the goal and solve the tasks of the work we used the theoretical research methods as study and critical analysis of the scientific literature on the problem under consideration, as well as generalization, survey and questionnaire.

Research in the field of theory and methodology of teaching foreign languages was carried out by such domestic and Russian scientists as Kunanbayeva S.S., Ivanova A.M., Kuznetsova T.D., Sadyk A.A., Ayapova T.T., Galskova N., Gez N.I., Shchukin A.N., Bim I.L., Passov E.I., Rogova G.V., Solovova E.N.. The issue of the formation of a foreign language professionally-oriented competence in the domestic scientific environment was widely studied by academician Kunanbayeva S.S. in her work "Competence-based modeling of professional foreign language education" [1], Kulgildinova T.A., Balgazina B.S., Zhylytyrova Zh.T., Of the Russian scientists who studied the methodology for the formation of a foreign language professionally oriented competence of journalists, it is worth noting the works of Emeliana T.V.. The methodology for the formation of foreign language professionally-oriented competence was studied by such scientists as Zhumabekova G.B., Iskandarova O.Yu., Kavnatskaya E.V., Makar L.V., Obraztsov P.I., Ivanova O.Yu., Petrova A.P., Izmailova A.G., Pokushalova, L. V., Krapivina M.Yu.

The issues of informatization of education and digital educational resources were dealt with by many scientists, both in domestic science and abroad. Among domestic scientists, the works of Nurgaliyeva G.K., Dzhusubalieva D.M., Chaklikova A.T., Kalanova Sh.M., Akhmetova G.B., Kurmanalina Sh.Kh., Asmatullaeva N.S., Bidaibekova E.Y., Sharipova B.Zh. and many others should be noted. Russian scientists such as Karpenko M.P., Demkin V.P., Moiseeva M.V., Polat E.S. etc. dealt with issues of digital educational resources as well as the foreign scientists Michael G. Moore, Wayne McIntosh and many others.

The aim of the article is to present preparatory work aimed at developing professionally oriented foreign language competence of future journalists through digital technologies. The object of the article is the process of organizing foreign language education for students of journalism with the digital technologies.

The theoretical importance of the article is that it contributes to the theoretical understanding of the development of the future journalist's professionally oriented

foreign language competence with the use of digital technologies, because this research can provide important results in the direction of the effective use of digital multimedia technologies in teaching a foreign language to future journalists.

Results and Discussion

Since there is no single structured approach to the creation of digital educational resources at the state level, there is a need for clear requirements for their structure and content. The use of digital educational resources in teaching English is one of the most important aspects of improving and optimizing the educational process, enriching the composition of methodological tools and techniques that allow diversifying the forms of work and making the lesson effective, systematizing digital educational resources and developing uniform requirements for their creation, structure and content for use in educational institutions [2].

The use of digital technologies in education allows to:

- solve the problems of humanization of education;
- improve the efficiency of the educational process;
- develop the personal qualities of trainees (training, learning ability, ability to self-education, self-education, self-education, self-development, creativity, ability to apply the acquired knowledge in practice, cognitive interest, attitude to work);
- take into account the subjective experience of the student, his individual characteristics;
- to carry out independent educational activities, during which the student learns and develops himself;
- to instill in the student the skills of working with modern technologies, which contributes to his adaptation to rapidly changing social conditions for the successful implementation of his professional tasks;
- make lessons emotional and memorable;
- implement an individual approach;
- to strengthen the independence of students;
- change the nature of the interaction between teacher and student;
- assess students' knowledge objectively [3].

We believe that with the help of the digital educational resources, it is possible to clearly apply the theory in practice in the classroom, and given the level of language training of students, it is possible to implement the principle of a differentiated approach to teaching a foreign language. The center of activity in such a lesson is the student, who, based on his individual abilities and interests, builds the process of cognition. The teacher, on the other hand, acts as an assistant, consultant, encouraging original discoveries, stimulating activity, initiative, and independence [4].

The experiment was carried out in the 2022-2023 academic year at the Kazakh Ablai Khan University with journalism students. The experiment was attended by the 2nd year students in the amount of 46 people. In order to determine the work algorithm for the use of digital educational resources for the formation of professionally oriented foreign language competence, a survey was conducted among undergraduate journalism students studying professionally oriented foreign language.

The organization of the experiment was preceded by preparatory work, which consisted of the following:

- analysis of standard curricula for students of the tested groups, textbooks and teaching aids;
- purposeful observation of the educational activities of the test groups;
- observation and generalization of the experience of teachers working at this faculty.

Students were randomly selected to answer a questionnaire to determine what they expected from the Vocational Foreign Language course and the instructor. The obtained information was used in the development of a professionally oriented foreign language training course for future journalists, taking into account the wishes of the students. There were two main reasons for conducting the survey among students. First, they are adults who are able to assess their level of achievement in English and define their goals. Second, we believe that these students are interested in analyzing their needs and that their opinions should be taken into account. In fact, they are one of the most reliable sources of information. According to Chambers, there are 3 types of reliable sources of information: the student, the student's employer, and the educational institution. Thus, according to Robinson: 'An important element in designing an experiential group course is a needs analysis, given that students usually have specific goals. First of all, determine why students need English' [5]. The survey given to students is anonymous, but basic information was requested to analyze the results, such as:

- Specify the direction (specialty) and course you are studying. Also, the survey includes 3 open-ended questions that require detailed answers from the respondent, for example:

- What skills do you want to have at the end of the 'Professionally-oriented foreign language' course?

- What changes would you like to make to the 'Professionally-oriented foreign language' course?

- What suggestions do you have for the teacher to improve the quality of education related to the course 'Professionally-oriented foreign language'?

In addition, students were asked the question 'Which skills do you think must be taught in the Professionally-oriented Foreign Language course?' (choose from the answers shown in the table). Students can choose several skills from one block that they think are necessary.

The data of numerous psychological studies make it possible to characterize student age as a special socio-psychological and age category, which includes people who purposefully, systematically acquire knowledge and professional skills, and are engaged in diligent academic work. As a social group, it is characterized by a professional orientation, the formation of a stable attitude towards the future profession. While studying at the university, a solid foundation for labor and professional activity is formed. 'Knowledge, skills and abilities acquired in training no longer act as a subject of educational activity, but as a means of professional activity.'

According to the results of the survey, 'Speaking skills', 'Reading skills', 'Listening skills' and 'Writing skills' were placed in the following way (Figure 1):

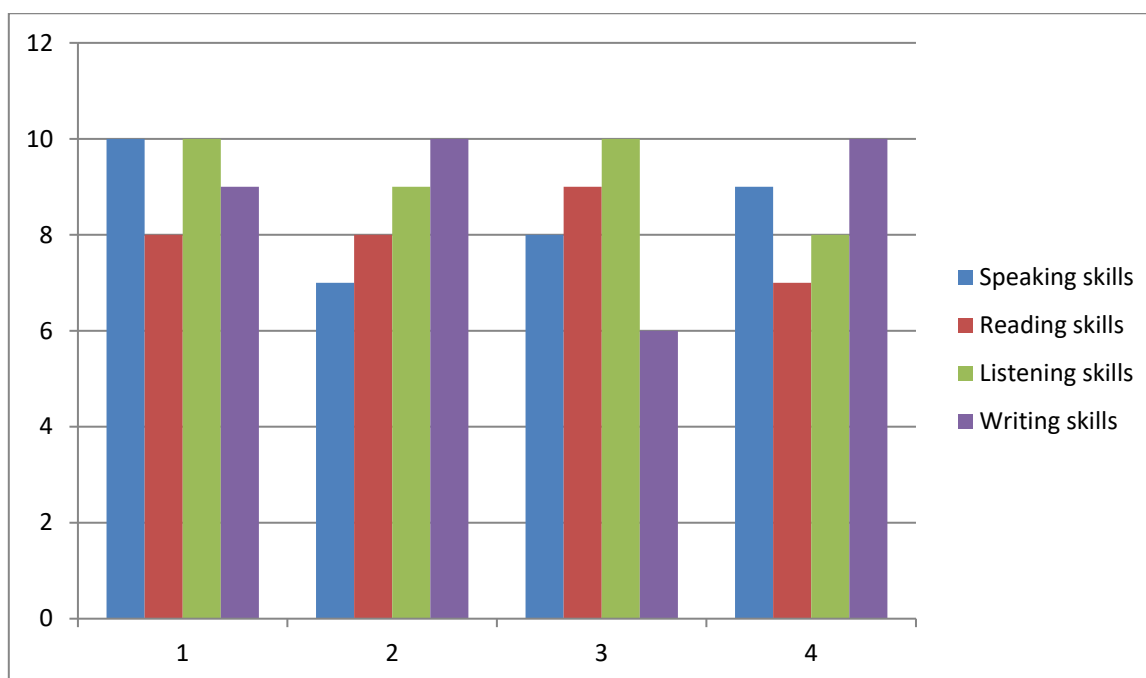


Figure 1

As it is shown above for the speaking skills:

1. Mastering vocabulary and basic phrases in a foreign language related to the profession and conducting and establishing communication activities - 10.
2. Description, explanation and definition of certain processes and procedures related to the profession and use of scientific and academic language - 7.
3. Making a presentation on professional topics in a foreign language - 8 units.
4. Correctly choose grammatical structures that accurately convey the desired meaning to the listener, check and edit one's own and others' speech for frequent errors in grammar, punctuation and style; - 9.

According to the choice of students, the skill 'mastering vocabulary and basic phrases in a foreign language related to the profession and conducting and establishing communication activities' received the most votes.

In the 'Reading skills' section, the skills received the following votes:

1. Understanding professional texts – 8 points.
2. Analyzing, analyzing and summarizing professional texts-8.
3. Determining the main idea in the text on a professional topic - 9.
4. Reading and interpretation of professional graphic drawings / diagrams / tables in foreign language - 7.

The results of the 'Listening skills' section are as follows:

1. Understanding English speakers, discussing professional topics - 10.
2. Recognition of information included in the intonation, delivery and accent of English speakers -9.
3. Understanding professional dialogues/audio recordings while listening, recording key information - 10.
4. Listening to specific information, scientific facts or professional ideas - 8 points.

In the 'Writing skills' section:

1. Writing resumes, business letters and project reports - 9 units.
2. Mastering the writing style that is often used in our profession – 10 points.
3. Writing professional Power Point presentations and seminar reports - 6.
4. Mastering the grammar and punctuation rules – 10.

The survey also had questions that required written answers from students. What changes would you like to make to the 'Professionally-oriented Foreign Language' course?' The following answers were given to the question:

- More frequent use of professional drawings/layouts;
- Simulation of a real professional environment;
- More training in written communication;
- Listening to audio materials/English speaking experts in our field more often.

Professional foreign language based on survey results

We recommend the following steps in conducting the course:

Students should have adequate information about the specific subject they are studying and should seek help from specialists if they have certain difficulties in understanding specific texts.

Students of experimental groups can meet each other, discuss questions and use each other's experience. We recommend that students of experimental groups use digital learning technologies to meet their changing needs according to their needs analysis and constant reading of all the news in their field. The number of self study and independent works of students based on multimedia technologies should be increased as it meets the formal principles of training specialists with higher education according to Bologna declaration [6]. The teacher should remember that the subject he is teaching is not a specialist in the professional field of his students, but an English language specialist, but he should use appropriate tools, including digital learning technologies, to teach English through the content of another professional field. These tools are intended to contribute to the improvement of communication skills and vocabulary of students related to their profession.

Conclusion

Summarizing the results of all the research work, we came to the following conclusion: In order for teachers to have the basic knowledge of their students' profession, they should take a special course and, if problems arise, they should ask for help from specialists; It is necessary to improve the skills of teachers and improve the teaching skills of students of the experimental group; We propose the concept that a teacher of a foreign language for professional purposes needs training courses based on digital learning resources that explain the main concepts, terms and trends of the content of the professional subject and develop the basic professional understanding.

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ВАЖНОСТЬ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ-ЖУРНАЛИСТОВ С ИСПОЛЬЗОВАНИЕМ ЦИФРОВЫХ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ

*Жаникеева Д.Е.¹, Жумабекова Г.Б.², Ислам А.И.³, Калдымуратова Г.Н.⁴

¹докторант, КазУМОиМЯ имени Абылай хана, Алматы, Казахстан,

e-mail: atyhanova-dinara@mail.ru

²к.п.н., профессор, КазУМОиМЯ имени Абылай хана, г. Алматы, Казахстан,

e-mail: zhuma_a@mail.ru

³д.фил.н., профессор, КазУМОиМЯ имени Абылай хана, г. Алматы, Казахстан,

e-mail: aisha_ling@mail.ru

⁴м.п.н., КазУМОиМЯ имени Абылай хана, Алматы, Казахстан,

e-mail: gkaldymuratova@mail.ru

Аннотация. В статье представлены исследования отечественных и зарубежных ученых по проблеме формирования иноязычной профессионально ориентированной компетенции студентов-журналистов. Цель данной статьи состоит в важности раскрытии научно-теоретических основ методики формирования иноязычной профессионально-ориентированной компетенции студентов-журналистов с использованием цифровых

образовательных ресурсов. Научно-практическая значимость статьи заключается в акцентировании внимания ученых на использование цифровых образовательных ресурсов в формировании иноязычной профессионально-ориентированной компетенции студентов-журналистов.

В настоящее время возрастает значение межкультурной коммуникации как эффективного способа достижения высокого уровня сотрудничества между разными странами и культурами. Процесс развития сотрудничества между разными странами и культурами затронул все сферы человеческой деятельности. Геополитические процессы, стремительно происходящие во всем мире, способствуют возрождению диалога культур, развитию сотрудничества между Казахстаном и различными зарубежными странами. Эти условия показали повышение требований к выпускникам вузов, то есть специалистам в различных сферах профессиональной деятельности, а также повышение востребованности специалистов в области журналистики.

Обязательным требованием качественного современного образования на сегодняшний день целесообразно выдвигать гармоничное сплетение традиционного обучения с использованием передовых технологий. Цифровые технологии в образовании дают возможность применению новых методических подходов в системе общего образования, так как наличие мультимедийной наглядности на уроках иностранного языка способствуют и преподавателю в эффективном преподавании дисциплины и обучающему в освоении предмета. Применение мультимедиа дает право обучающему самому решать, как работать над материалом, как обращаться с интерактивными возможностями приложения, и как реализовать работу совместно со другими участниками процесса обучения. Таким образом, обучающиеся оказываются активными участниками образовательного процесса. Правильное применение передовых цифровых образовательных ресурсов делает процесс обучения гибким по отношению к культурным и социальным различиям между обучающимися, их индивидуальному стилю, темпу обучения, интересу.

Таким образом, применение качественных цифровых технологий в подготовке будущих журналистов является важным вопросом для формирования у них иноязычной профессионально ориентированной компетенции.

Ключевые слова: иностранный язык, иноязычное образование, иноязычная профессионально-ориентированная компетенция, студент-журналист, цифровые технологии, цифровые образовательные ресурсы, компетенция, компетентностный подход, иноязычная профессиональная коммуникация

ЖУРНАЛИСТ СТУДЕНТТЕРДІҢ ШЕТ ТІЛДІК КӘСІБИ БАҒДАРЛЫ ҚҰЗЫРЕТТІЛІГІН САНДЫҚ БІЛІМ БЕРУ РЕСУРСТАРЫН ПАЙДАЛАНА ОТЫРЫП ҚАЛЫПТАСТЫРУДЫҢ МАҢЫЗДЫҒЫ

*Жаникеева Д.Е.¹, Жумабекова Г.Б.², Ислам А.И.³, Қалдымұратова Г.Н.⁴

*¹докторант, Абылай хан атындағы ҚазХҚжәнеӘТУ, Алматы, Қазақстан,
e-mail: atyhanova-dinara@mail.ru

²п.ғ.к., профессор, Абылай хан атындағы ҚазХҚжәнеӘТУ, Алматы,
Қазақстан, e-mail: zhuma_a@mail.ru

³фил.ғ.д., профессор, Абылай хан атындағы ҚазХҚжәнеӘТУ, Алматы,
Қазақстан, e-mail: aisha_ling@mail.ru

⁴п.ғ.м., Абылай хан атындағы ҚазХҚжәнеӘТУ, Алматы, Қазақстан,
e-mail: gkaldymuratova@mail.ru

Аңдатпа. Мақалада студент-журналистердің шет тілдік кәсіби-бағдарлы құзыретін қалыптастыру мәселесі бойынша отандық және шетелдік зерттеушілер жүргізген ғылыми зерттеулер мен ғылыми көзқарастар қарастырылады. Бұл мақаланың мақсаты сандық білім

беру ресурстарын пайдалана отырып, журналистика студенттерін даярлауда шет тілдік кәсіби-бағдарлы құзыреттілігін қалыптастыру әдістемесінің ғылыми-теориялық негіздерін ашу болып табылады. Мақаланың ғылыми-тәжірибелік маңыздылығы ғалымдардың назарын болашақ журналистің шет тілдік кәсіби-бағдарлы білім беруіне, оның функцияларына, құзыреттілік жүйесіндегі орны мен цифрлық білім беру ресурстарының журналистика факультетінің студенттерінің шет тілдік кәсіби-бағдарлы құзыреттілігін қалыптастырудағы алатын орнына, сонымен қатар, шет тілдік кәсіби-бағдарлы құзыреттілігінің әрбір қосалқы құзыреті бойынша студент-журналист дағдыларын көрсету қажеттілігін негіздеуге аударуы болып табылады.

Қазіргі уақытта әртүрлі елдер мен мәдениеттер арасындағы ынтымақтастықтың жоғары деңгейіне жетудің тиімді әдісі ретінде мәдениетаралық коммуникацияның маңыздылығы артып келеді. Әртүрлі елдер мен мәдениеттер арасындағы ынтымақтастықтың даму үдерісі адам қызметінің барлық салаларына әсер етті. Бүкіл әлемде қарқынды жүріп жатқан геосаяси үдерістер мәдениеттер диалогының жандануына, Қазақстан мен әртүрлі шет мемлекеттер арасындағы ынтымақтастықтың дамуына ықпал етуде. Бұл жағдайлар университет түлектеріне, яғни кәсіби қызметтің әртүрлі салаларындағы мамандарға қойылатын талаптардың жоғарылауын, сондай-ақ журналистика саласындағы мамандарға деген сұраныстың артатынын көрсетті. Сонымен, шет тілдік қарым-қатынас жаһандану кезеңінде қазіргі журналистердің кәсіби қызметінің құрамдас бөлігіне айналды. Журналистика саласының мамандарының әртүрлі қызмет салаларында елдер мен мәдениеттер арасында байланыс орнатуға және қарым-қатынастар мен ынтымақтастықты дамытуға қосатын үлесі зор.

Бүгінгі таңда сапалы заманауи білім берудің міндетті талабы ретінде дәстүрлі білім берудің озық технологияларды қолданумен үйлесімді тоғысуын алға қойған жөн. Білім берудегі цифрлық технологиялар жалпы білім беру жүйесінде жаңа әдістемелік тәсілдерді қолдануға мүмкіндік береді, өйткені шетел тілі сабақтарында мультимедиялық визуализацияның болуы мұғалімнің пәнді тиімді оқытуға да, мұғалімнің де пәнді меңгеруіне ықпал етеді. Мультимедианы пайдалану студентке материалмен қалай жұмыс істеу керектігін, олардың интерактивті мүмкіндіктерін қалай өңдеу керектігін және оқу процесінің басқа қатысушыларымен бірлесіп жұмысты қалай жүзеге асыру керектігін шешу құқығын береді. Осылайша, мұғалімдер оқу үдерісінің белсенді қатысушылары болып табылады. Жетілдірілген цифрлық білім беру ресурстарын дұрыс пайдалану студенттер арасындағы мәдени және әлеуметтік айырмашылықтарға, олардың жеке стиліне, оқу қарқынына, қызығушылықтарына қатысты оқу процесін сәтті болуын қамтамасыз етеді.

Осылайша, болашақ журналистерді даярлауда сапалы цифрлық технологияларды пайдалану олардың кәсіби-бағдарлы шет тілдік құзыреттілігін қалыптастырудың маңызды мәселесі болып табылады.

Тірек сөздер: шетел тілі, шет тілінде білім беру, шетел тілдік кәсіби-бағдарлы құзыреті, студент-журналист, сандық технологиялар, сандық білім беру ресурстары, құзырет, құзыреттілікке негізделген тәсіл, шет тіліндегі кәсіби коммуникация

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