LEARNING A FOREIGN LANGUAGE ON THE BASIS OF INFORMATION AND COMMUNICATION TECHNOLOGIES at CSUT&E named after Sh. Yeesenov

STAMGALIEVA N.
BUYUKLIEV N.
Sh.Yessenov Caspian University of
Technologies and Engineering, Aktau, Kazakhstan

Abstract. The article highlights the use of information and communication technologies, defines their role in teaching a foreign language in the context of modernization of education, and offers a classification of new information technologies used in teaching a foreign language.

Key words: information and communication technologies, educational resources, multimedia training programs, digital educational resources, foreign language education, competence.

One of the most important tasks of studying a foreign language at the Caspian state University of technology and engineering named after Sh. Yessenov is the formation of positive educational motivation. Although the modern process of learning a language is complex, multi-faceted, requires thoughtfulness and constant development, the explanatory and illustrative type of training does not provide the formation of cognitive motives, interest in the language, and active thinking. The use of new educational technologies contributes to the formation of positive educational motivation in higher education. New educational technologies provide various forms and methods of teaching a foreign language.

An important feature of the current stage of socio-economic development of Kazakhstani society is the formation of a special area of production, characterized not only by the development of the material base, but also by a system of specific technologies, which are adopted to be called information and communication technologies (ICT).

Modern society is rightly called informational, and this is confirmed. Computers are gradually being introduced into all areas of our lives. The educational process is no exception, as the advent of information and communication technologies has literally revolutionized the process. And with the advent of the satellite global Internet, an even more significant step forward has been made. Foreign language teachers of the departments of "English Philology" of the Caspian State University of Technology & Engineering named after Sh. Yessenova has already introduced new technical progress in the process of teaching all basic subjects. The use of information and communication technologies in foreign language classes has already proved its effectiveness. The use of information and communication technologies helps to improve the level of teaching, provides visibility, audio support, control, contains a large amount of information, and is an incentive in learning. An innovative explosion in the field of information and communication technologies has become the core and basis of the modern "new economy", focused on industrial and innovative modernization of the entire social, political and economic life of Kazakhstan. Thanks to ICT, the way of transferring information from producer to consumer has changed, in general, information processes in society. Information transmission channels have become two-way, predominantly interactive, and information has become an important component of goods and services. ICT today are the basis for the processes of globalization and informatization of society, contribute to the formation of a multicultural world and clip-cultures, and have a significant impact on changing the way of life of students [1].

The peculiarity of the modern stage of development of information technologies is characterized by an unusually high degree of their integration into all spheres of human activity. By the end of the 20th century, ICT turned into the bases of many other important technologies, including the basis for the development of themselves.

The concept of information and communication technology (ICT) is currently one of the most popular and frequently used. This popularity is due not only to the growing importance, but also to the rapid, extremely dynamic development of information technologies.

In general, modern ICT in education can be described:

- firstly, the breadth of their coverage and various "non-informational" subject areas;
- secondly, the massiveness of mastery of ICT by specialists in these areas, as a result of which ICT ceases to be assigned to a certain circle of scientific and engineering elite and becomes an accessible tool for solving applied problems;
- thirdly, stimulating the development of ICT by identifying fundamentally new information needs and implementing the corresponding functions;
- fourthly, a significant effect from the use of ICT, which makes it possible to implement qualitative changes in the process of improving technologies and techniques and. It is of fundamental importance that these changes cannot be achieved without the use of ICT;
- fifth, the growing tendency towards the integration of heterogeneous ICT, manifested in the desire to unify both hardware and software, as well as the creation of unified information environments. The transition to the information society means radical changes in the educational system, since the education system "is not only determined by external circumstances and political, socio-economic and sociocultural origin, but it itself determines this and the circumstances" [2]. And since societies and education are one system, the change in the form of society dictates new requirements for the education system.

It is informatization that is the tool that allows you to build an innovative educational system that meets the needs of the modern information society.

State policy in the field of informatization of society and education is focused on creating a national information infrastructure, building open information and communication systems; providing wide access of citizens to information and educational resources, global and local networks, etc. and it is carried out on the basis of the normative legal framework on ensuring the informatization of education in the Republic of Kazakhstan.

In the Concept of development of foreign language education of the Republic of Kazakhstan, the goal of higher foreign language education is defined as the formation of specialists who speak a foreign language in accordance with the European system of levels of proficiency in a foreign language. Achievement of this goal is possible through the solution of the same tasks as:

- formation of a specialist who speaks basic English in accordance with the requirements of the Common European Framework of Reference (CEF), as well as a foreign language for academic purposes and for special purposes;
- introduction of a system of planning the educational process in foreign languages, adopted by the countries of the European Council;
- the formation of a new content of training, correlated with international and national standards [2].

As noted by doctor of science, professor S.S. Kunanbayev in the "Concept of foreign language education in the Republic of Kazakhstan", one of the main directions of improving the training of pedagogical personnel in a foreign language is "mastering modern methods and technologies" and, including information and computer, foreign language training [3].

When determining the components of ICT competence, we rely on the standards of professional information and communication competence (ICT competence) of teachers, developed by the International society for the Informatization of education, to determine the requirements for the formation of basic information and communication competence of a teacher [4]. They are intended for all educators and include six components:

1) general ideas in the field of information technologies;

2) planning the educational process using information technologies and applying it in practice;

3) integration of information technologies into programs of specific disciplines;

4) the use of information technologies for the assessment of learning outcomes;

5) the use of information technology to improve the level of professional competence;

6) understanding of social, ethical, legal and public values of the use of information technologies.

Thus, one of the tendencies of informatization of foreign language education is the strengthening of the focus of the regulatory framework on the computerization of universities and providing students with information and educational resources.

Informatization of higher educational institutions is characterized by an intensive growth of digital educational resources in the form of electronic textbooks, multimedia training programs and electronic didactic manuals, which allow expanding the scope of independent work of each student and assuming individualization of the potential. The next main trend reflecting the process of informatization of foreign language education is the creation of a highly powerful material and technical base capable of realizing the entire didactic potential of information and communication technologies. Under the influence of informatization of education, the concept of traditional pedagogy "learning environment" is developing. Currently, the most commonly used concepts are "a single information educational space", "information and communication environment" (Borisov P.P. [4]), "cyberspace" (Sautov F.Yu. [5]), "informational educational environment", "Information about-communication subject environment".

In the Sautov F.Yu.' article [5] formulated the most important characteristics of a developed information and educational environment:

1. Consistency - the environment should be a complete, systematically coordinated complex with software and methodological tools for the entire cycle of disciplines necessary for building educational programs demanded by consumers;

2. Fundamentally about new didactic qualities of software and methodological support, which arises with the maximum use of visualization and educational material with the help of multimedia, the organization of interactive interaction with the student at the expense of logical means in computer programs and the possibility of telecommunications;

3. Wide multifunctionality, allowing the use of the developed didactic means in different forms of education (daytime, evening, part-time, external studies) and with different configurations of technical means, both developed and very minimal;

4. High adaptability of students to a variety of requirements and teachers to the content of training - based on the array of already published and available for students, a variety of textbooks and teaching aids, created in various universities, ensuring the ability for teachers and students to actively change their elements of the environment, taking into account their specific elements.

As noted above, the basis for the development of an information society is information and communication technologies. In the area of education, ICTs are of strategic importance because they:

• contribute to the quality of teaching and learning as innovative and experimental tools for the renewal of education;

• bring to the educational process more flexibility, meeting social needs;

• are a toolkit that can help improve the efficiency of educational services.

A special form of foreign language education that has arisen through modern information and communication technologies is becoming a new technological and socio-cultural modern educational process. With all the constantly increasing flow of work in this direction, the search for new methodological systems for training and retraining teachers in working conditions with the use of ICT continues to remain relevant. This is due to the constant development of software for computers, the emergence of new software tools that can be used in the learning process.

Didactic and methodological studies of the problems of using ICT means in teaching are mainly concentrated around the analysis of the tasks of using information technology in teaching,

substantiating the possibilities of ICT in increasing the efficiency of the educational process, and determining didactic requirements for ICT tools.

The use of information and communication technologies is aimed at a radical change in the stereotype of students' attitude to the process of learning a foreign language at a university as "uniformly fading" in time and distant from their professional and social needs; teaching students with using teaching techniques, methods of learning a foreign language and necessary for rational independent work about mastering this subject. This includes the ability to find the necessary information, comprehend its professional meaning, reproduce, memorize material logically and, not mechanically, build value judgments, analyze, adapt the material text, work with dictionaries and reference books. Vocationally-oriented teaching of a foreign language requires careful preparation and the teacher for classes, good knowledge of modern schools, the basics of pedagogy, pedagogical skills, methods of work for educators-innovators. Pedagogical knowledge and experience is included in the system of self-educational work of a teacher of a pedagogical university, the teaching methods they use serve to realize professional goals, ensure the independence and interest of students in mastering a foreign language [6].

Thus, the informatization of education in the Republic of Kazakhstan is taking place as a complex of reforms aimed at building a unified educational information environment that meets the requirements of the 21st century - inclusion of the educational community in the world. An important factor in the acceleration of these processes has become the measures of state policies in the field of informatization of education, formulated in state target programs. Integration of the latest information technologies into the educational process provides ample opportunities for students to enter into live communication with a native speaker in real time, actively involve students in the language environment and overcome the language barrier, student's creative activity in, improve communicative and intercultural competence in foreign language, and culture.

Information and communication technologies undoubtedly contribute to an increase in students' motivation for learning English and the formation of individual, creative, cognitive abilities. It is information technology that is able to make the educational process personally significant for a student, in which he can fully reveal his creative potential, show his research abilities, imagination, creativity, activity, independence.

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ЕСЕНОВ УНИВЕРСИТЕТІНДЕ АҚПАРАТТЫҚ КОММУНИКАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР НЕГІЗІНДЕ ШЕТ ТІЛІН ОҚЫТУ

Стамғалиева Н.К., Буюклиев Н. - Ш. Есенов атындағы Каспий технологиялар және инжиниринг университеті, Ақтау, Қазақстан

Аңдатпа. Мақалада ақпараттық-коммуникациялық технологияларды пайдалану мәселелері баяндалады, білім беруді жаңғырту жағдайында шет тілін оқытудағы олардың рөлі айқындалады, шет тілін оқытуда қолданылатын жаңа ақпараттық технологиялар құралдарын жіктеу ұсынылады.

Түйінді сөздер: ақпараттық-коммуникациялық технологиялар, білім беру ресурстары, мультимедиялық оқыту бағдарламалары, цифрлық білім беру ресурстары, шет тілді білім беру, құзыреттілік.

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ НА ОСНОВЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В КГУТИ им. Ш. ЕСЕНОВА

Стамгалиева Н.К., Буюклиев Н. - Каспийский университет технологии и инжиниринга им. Ш.Есенова, г. Актау, Казахстан.

Аннотация. В статье освещаются вопросы использования информационно-коммуникационных технологий, определяется их роль при обучении иностранному языку в условиях модернизации образования, предлагается классификация средств новых информационных технологий, применяемых в обучении иностранному языку.

Ключевые слова: коммуникационные технологии, образовательные ресурсы, мультимедийные обучающие программы, цифровые образовательные ресурсы, иноязычное образование, компетенция.