

Студенттер, Anatomy 3D Atlas бағдарламасын, адам анатомиясы мен физиологиясын зерттеу үшін қосымша пайдаланады. Жалпы биологиялық пәндерді оқытудың мазмұнына қол жеткізу қиын, ал ескі плакаттар мен макеттерді қолдану адам ағзасының құрылымында толық және нақты түсінік бермейді. Зерттеулер студенттердің анатомиялық құрылымды түсінуіндегі Anatomy 3D Atlas бағдарламасының тиімділігін анықтау мақсатында жүргізілді.

Медицина және ветеринария факультеттерінде оқитын студенттердің анатомиялық құрылымды бөлшектелген материалдарды ашу арқылы зерделеу мүмкіндігі бар.

Соңғы цифрлық технологияның тиімділігін анықтау үшін салыстырмалы әдістеме қолданылды: «хи-квадрат критерийі бойынша айырмашылықтардың дұрыстығын анықтау». Бұл әдіс бойынша бақылау тобының білім сапасының төмендігі дәлелденді. цифрлық білім беру студенттерге коммуникативті дағдыларды үйретуде дәстүрлі білім беру сияқты тиімді. 3D-атласқа жүгінген эксперименттік топ ағымдағы сабақтар барысында қарапайым анатомиялық викторина сұрақтары бойынша айтарлықтай жоғары нәтижелер көрсетті. Бұл әдісті қолдану мұғалімдердің жұмысын жеңілдеті отырып, оқу процесін ұйымдастыруға тиімді әсер көрсетеді.

UDC 811.111:004

IRSTI 20.01;16.41.99

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH TRAINING

ANNOTATION

The article emphasizes the importance of incorporating information and communication technologies (ICT) in foreign language education, particularly in the context of online teaching. The authors discuss the different types of ICT devices that can be used for educational purposes, including basic and practical training tools, online courses, supporting tools, interactive tools, search engines, and information and training tools. The article also highlights some of the challenges that teachers face in online language teaching, such as difficulty in checking assignments, giving timely feedback, and encouraging effective communication among students. The authors suggest that teachers can use blogs to facilitate student communication, but acknowledge that the participation of the teacher in this work is crucial and should be appropriately compensated. The benefits of incorporating ICT in language education are also discussed, including increased student motivation, the development of self-discipline and responsibility, access to distance learning technologies, the use of multimedia materials, communication with native speakers, and access to online resources such as dictionaries and grammar references. Overall, the article emphasizes the role of ICT in facilitating effective teaching and learning practices in foreign language education, particularly in the context of online teaching.

Key words: *education, online English teaching, information and communication technologies (ICT), devices, interactive.*

Introduction. As education moves towards online English teaching, information and communication technologies (ICT) are becoming increasingly important. ICT includes software, hardware, technical devices, and systems that operate using microprocessor and computer technology. These technologies are essential for broadcasting information, exchanging information, collecting, storing, processing, transferring and accessing information resources on both local and global computer networks [1].

The term “Information and communication technologies (ICT)” refers to various devices, instruments, and methods used for processing and transmitting data. In today's society, ICT plays a crucial role in the development of education, culture, and society. The widespread use of ICT in different fields necessitates the need to learn about these technologies from an early age [2]. The education and science system is one of the areas that are undergoing the process of informatization.

The use of modern ICT in education should aim to improve the quality and level of foreign language lessons. Therefore, the selection and use of appropriate ICT in education should be based on theoretical foundations.

Gordienko T.P., Smirnova O.Yu. have identified several parameters for classifying ICT devices used in the educational process:

1. Based on the educational tasks they solve, ICT devices can be divided into:
 - basic training tools (e-books, teaching systems, etc.);
 - practical training tools (workshops, simulation programs, simulators, etc.);
 - complex tools (online courses);
 - supporting tools (dictionaries, reference books, educational games, etc.).
2. According to their functions in the educational process, ICT can be:
 - interactive (email, video conferencing);
 - search engines (search engines, electronic catalogs);
 - information and training tools (e-libraries, dictionaries, reference books, etc.).
3. Based on the type of information, electronic and data resources can be classified as:
 - printed information (textbooks, teaching aids, reference books, etc.);
 - visual information (charts, graphs, video clips, etc.);
 - audio information (audio recordings);
 - audio and video information;
 - combined information [3].

Teaching with the involvement of the internet was not a new concept before the pandemic, as there were already numerous web-based classes for learning English that offered interactive training in speaking, reading, writing, etc [4]. However, due to the pandemic, almost all teaching has transitioned to online platforms, which has posed new challenges for teachers. For instance, checking assignments has become difficult as each student absorbs the material differently, and giving feedback or making corrections in a timely manner is challenging. In addition, teachers should encourage students to communicate with each other via blogs, which can enhance their professional communication skills [5]. However, the participation of the teacher in this work is crucial, and this new form of teaching work should be developed. Nevertheless, a new form of payment for such complex and necessary work remains a delicate question.

One of the key objectives of teaching foreign languages is to enable students to experience authentic communication in a foreign language and to provide an educational environment that simulates the conditions for learning a foreign language and culture. Information and communication technologies (ICT) and internet resources are powerful tools that can be used to facilitate effective language learning [6]. They can be used to implement intensive teaching methods, to organize independent educational activities and to motivate students to learn foreign languages. The use of ICT in language learning has become even more important during the pandemic, as almost all teaching has shifted to the online mode. ICT can provide students with access to various interactive methods of learning, allowing them to correspond with native English speakers, attend online classes, and receive and submit assignments electronically [7].

However, there are also challenges, such as the need to develop effective ways of checking assignments and encouraging effective communication among students through blogging. Teachers play a crucial role in facilitating such learning activities and should be appropriately compensated for their work.

The methodology of teaching foreign languages faces the crucial task of creating an environment that reflects the actual process of communication in a foreign language and that allows for real-world conditions to learn a foreign language and culture [8]. The use of information and communication technologies (ICT) and online resources can facilitate intensive teaching methods, organize independent learning activities, and enhance students' motivation to learn a foreign language. ICT can help simulate real-life communication scenarios and offer authentic learning opportunities for students [9]. Overall, the integration of ICT in language education can support effective teaching and learning practices.

Thus, using the ICT support course has the following advantages:

1. The use of interactive methods and technologies, which contribute to increasing the motivation of students to learn a foreign language;

2. The organization of independent educational activities, which contribute to the development of students' self-discipline and responsibility;

3. The use of distance learning technologies, which allows reaching students in different parts of the world and providing equal access to education;

4. The ability to use a variety of multimedia materials, such as videos, audio recordings, and interactive exercises, which contribute to the development of various language skills;

5. The possibility of communication with native speakers of the language being studied, which contributes to the development of speaking and listening skills and helps to learn more about the culture of the language being studied;

6. The use of online dictionaries, grammar references, and other resources, which allow students to access information quickly and easily and improve their language proficiency [10].

Indeed, the use of the Internet and information and communication technologies has revolutionized the way foreign languages are taught and learned [11]. With access to a wealth of online resources, such as language learning apps, online dictionaries, interactive grammar exercises, and authentic materials like articles, videos, and podcasts, language learners can now immerse themselves in the target language and culture like never before.

Moreover, the Internet has made it possible to connect language learners and teachers from all around the world through online platforms and video conferencing tools [12]. This has not only expanded the opportunities for language learning, but also allowed for more personalized and flexible approaches to teaching and learning, including individualized lesson plans, self-paced learning, and real-time feedback and correction.

There are some examples of new information technologies that are used in teaching English:

Language learning apps: These are mobile applications that are designed to help learners improve their language skills through a range of interactive activities and games (Figure 1).

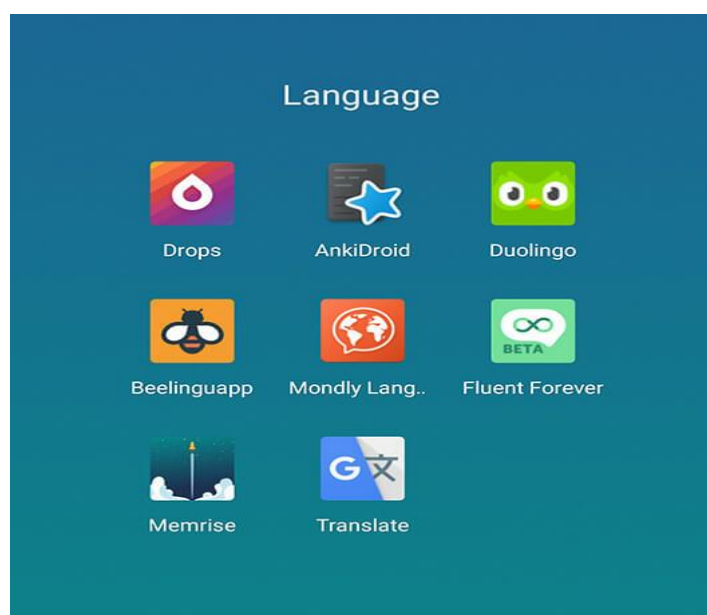


Figure 1 – Language learning apps

Learning management systems (LMS): These are online platforms that enable teachers to create and manage courses, assignments, assessments, and other learning materials [13].

Virtual and augmented reality: These technologies allow learners to immerse themselves in a virtual environment, which can provide an immersive and engaging way to learn language skills.

Chatbots: These are automated conversational agents that can help learners practice their language skills in a simulated conversation (Figure 2).



Figure 2 – Chatbot

Speech recognition software (Figure 3): This technology can provide learners with instant feedback on their pronunciation and help them improve their speaking skills [14].



Figure 3 - Speech recognition software

Online dictionaries and language resources: These resources provide learners with instant access to a vast range of language learning materials, including grammar guides, vocabulary lists, and more.

Social media: Social media platforms can be used to connect learners with native speakers, providing them with opportunities to practice their language skills in an authentic context [15]. These technologies can help make language learning more engaging, interactive, and accessible to learners of all ages and skill levels.

There are many websites available to help individuals improve their English grammar skills. Here are some examples:

1. Grammarly - a popular writing assistant that provides real-time feedback on grammar, spelling, and punctuation errors (Figure 4).



Figure 4 – Grammarly

2. Khan Academy - provides free online courses on a variety of subjects, including English grammar and writing.

3. Purdue Online Writing Lab (OWL) - offers resources and exercises to help learners improve their English grammar and writing skills [16].

4. Grammar Bytes! - provides interactive exercises and explanations for a wide range of grammar topics.

5. English Grammar 101 – offers comprehensive lessons and quizzes on English grammar and usage.
6. The Blue Book of Grammar and Punctuation - a website that provides tips and rules for English grammar and punctuation [17].
7. English Grammar Online - provides explanations and exercises for a variety of English grammar topics.

These websites offer a variety of resources, including interactive exercises, quizzes, and explanations, to help learners improve their English grammar skills [18].

As an Artificial Intelligence (AI) language model, I don't have personal opinions, but I can provide information on Google Forms (Figure 5).

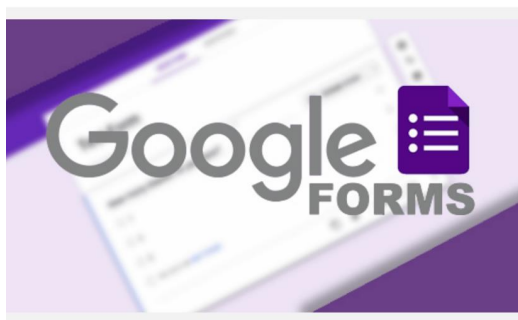


Figure 5 – Google Form

Google Forms is a free online survey tool provided by Google. It allows users to create customized surveys, quizzes, and questionnaires that can be shared with others via email, social media, or embedded on a website. Google Forms is easy to use, highly customizable, and can be accessed from anywhere with an internet connection [19].

Google Forms can be a useful tool in education, as it allows teachers to create and distribute surveys and quizzes to students to collect feedback, assess understanding, and track progress. Google Forms can also be used to create assessments and quizzes that automatically grade responses, saving time for the teacher [20].

Overall, Google Forms is a powerful and versatile tool that can be used for a variety of purposes in education and beyond.

Conclusion. In conclusion, the use of information and communication technologies and the Internet in foreign language education has opened up new horizons for both teachers and learners. It has made language learning more accessible, engaging, and effective, and has created new opportunities for cross-cultural communication and understanding. The use of new information technologies in teaching foreign languages provides numerous advantages such as increasing the effectiveness of learning, promoting creativity among students, facilitating communication, and allowing for personalized and differentiated learning. As technology continues to evolve, it is likely that these advantages will only increase, making it even more essential for foreign language educators to incorporate technology into their teaching practices.

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ТҮЙІН

Мақалада шет тілін оқытуға ақпараттық-коммуникациялық технологияларды (АКТ) енгізудің маңыздылығы, әсіресе, онлайн оқыту контекстінде атап көрсетілген. Автор негізгі және практикалық оқыту құралдарын, онлайн курстарды, көмекші құралдарды, интерактивті құралдарды, іздеу жүйелерін және ақпараттық оқыту құралдарын қоса алғанда, білім беру мақсаттары үшін пайдалануға болатын АКТ құрылғыларының әртүрлі түрлерін талқылайды. Мақалада сонымен қатар кейбір қиындықтар көрсетіледі. Мұғалімдер тілді онлайн оқытуда, мысалы, тапсырмаларды тексеру, дер кезінде кері байланыс беру және оқушылар арасында тиімді қарым-қатынасты ынталандыру сияқты қиындықтарға тап болады. Автор мұғалімдердің студенттердің қарым-қатынасын жеңілдету үшін блогтарды пайдалана алатынын ұсынады, бірақ бұл жұмысқа мұғалімнің қатысуы өте маңызды және тиісті түрде өтелуі керек екенін мойындайды. Сондай-ақ тіл білімінде АКТ-ны енгізудің артықшылықтары талқыланады, оның ішінде студенттердің ынтасын арттыру, өзін-өзі тәрбиелеу мен жауапкершілікті дамыту, қашықтықтан оқыту технологияларына қол жеткізу, мультимедиялық материалдарды пайдалану, ана тілінде сөйлейтіндер мен қарым-қатынас жасау, сөздіктер мен грамматикалық сілтемелер сияқты онлайн ресурстарға қол жеткізу болып табылады. Жалпы, мақалада шетел тілін оқытуда, әсіресе онлайн оқыту контекстінде тиімді оқыту мен оқу тәжірибесін жеңілдетудегі АКТ рөлі ерекше атап өтіледі.

РЕЗЮМЕ

В статье подчеркивается важность внедрения информационных и коммуникационных технологий (ИКТ) в обучении иностранным языкам, особенно в контексте онлайн-обучения. Автор обсуждает различные типы ИКТ-устройств, которые можно использовать в образовательных целях, включая базовые и практические средства обучения, онлайн-курсы, вспомогательные средства, интерактивные средства, поисковые системы, а также информационные и учебные средства. В статье также освещаются некоторые проблемы, с которыми преподаватели сталкиваются при онлайн-обучении языкам, такие как трудности с проверкой заданий, своевременной обратной связью и поощрением эффективного общения между студентами. Автор предполагает, что преподаватели могут использовать блоги для облегчения общения студентов, но признают, что участие преподавателя в этой работе имеет решающее значение и должно быть соответствующим образом оплачено. Также обсуждаются преимущества включения ИКТ в языковое образование, в том числе повышение мотивации студентов, развитие самодисциплины и ответственности, доступ к технологиям дистанционного обучения, использование мультимедийных материалов, общение с носителями языка, доступ к онлайн-ресурсам, таким как словари и справочники по грамматике. В целом, в статье подчеркивается роль ИКТ в содействии эффективному преподаванию и практике обучения иностранным языкам, особенно в контексте онлайн-обучения.

УДК 372.881.111.1

МРНТИ 14.07.09

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ИСПОЛЬЗОВАНИЕ ВИДЕОПОДКАСТОВ ИНСТАГРАММА НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА С ЦЕЛЬЮ УСОВЕРШЕНСТВОВАНИЯ РАЗГОВОРНЫХ НАВЫКОВ СТУДЕНТОВ USING INSTAGRAM VIDEO PODCASTS AT THE ENGLISH CLASSES TO IMPROVE STUDENTS' CONVERSATIONAL SKILLS

АННОТАЦИЯ

В данной статье рассматриваются некоторые аспекты использования видео материалов в обучении английскому языку. На каждом этапе практического обучения имеется значительный набор заданий, обеспечивающих успешное восприятие английской речи студентами, что повышает их мотивацию к изучению иностранного языка. Данное исследование является поиском идей с целью привлечения интереса у студентов к средствам массовой информации, а точнее к подкастам инстаграмма на английском языке, а так же доказательством о необходимости использования современные соц.сети в качестве вспомогательных средств в обучении английского языка. Короткие обучающие видео из инстаграмм стимулируют интерес, являются образцом для подражания, расширяет познания студентов о лингвострановедческих особенностях изучаемого языка, а также предоставляет эффективный материал для последующей дискуссии. Использование видео в обучении иностранному языку открывает широкие возможности для преподавателя и обучающихся в изучении языка и зарубежными традициями и обычаями. Web-сайты располагают практической необходимостью в большей степени нежели аудио и печатным материалом. Визуальная информация позволяет лучше понять и закрепить исходные данные и иноязычные уникальность речи, так как зрительная опора способствует полному и глубокому освоению идеи, активизируя внимание и память и способствуя развитию и навыков аудирования и говорения.