

объектом исследования социолингвистов. В условиях массового полиязычия коммуникативные формы (диалекты, говоры, различные жаргоны, отдельные языки) составляют иерархию очень сложного применения. Некоторые страны основаны на полиязычной среде. Каждый язык должен сохранять свойственные ему особенности, поэтому важно изучение полиязычной среды.

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PRACTICAL APPLICATION OF INTERACTIVE PROGRAMS IN STUDYING ENGLISH AT THE UNIVERSITY

ANNOTATION

Modern information and communication technologies provide broad opportunities for students to develop additional skills and abilities compared to traditional means. The use of information technology significantly increases the role of the computer as a didactic means of teaching, presenting the material in a special way and impact of teaching. Modern society requires the highest practical skills of foreign languages not only in communication but in professional sphere. The article describes using the interactive computer program Hot potatoes at individual learning of English language by students of chemical specialties. In recent years, much attention has been paid to students' individual work in the educational process, including the study of foreign languages. Some examples of exercises of five blocks of the program, the purpose of which is the diversity of students' work and implementation of teacher's creative ideas are given. The use of interactive exercises in the classroom contributes to the intensification of the educational process of learning, increasing the motivation of students, more successful and meaningful assimilation of educational material, and also allows you to combine a foreign language, computer skills and mental activity. The use of both forms of telecommunications and the resources of the global Internet in the educational process contributes to the development of cognitive activity of students and the achievement of the main goals of teaching a foreign language.

Key words: *programming, computer, individual work, communication, interactive program, information, exercise.*

Introduction. In recent years, more and more attention has been paid to the individual work of students in the learning process, particularly in teaching foreign languages. This is due to many factors, including the fact that in today's dynamic, constantly changing world, it is not enough to have a certain amount of knowledge.

A person should be able to independently replenish their knowledge, engage in self-education. The ability to self-educate in the field of English becomes particularly relevant, since English is used by representatives of most professions and it is the knowledge of English that contributes to the successful socialization of graduates. Independence is not an innate quality of a person. In order for a student to be able to work independently, students need to be taught this [1]. It is therefore particularly relevant are the problems of organization of independent work. I would like to focus on the use of modern pedagogical technologies in English classes, which contribute to the formation of individual work skills. One of these technologies is information and communication [2].

Research Methods. Modern information and communication technologies, which only a few years ago seemed to be the "distant future", quickly became the "real present". Thanks to its didactic properties (along with the development of speech skills and the formation of language skills), modern information and communication technologies can significantly enrich the educational process. Thanks to its didactic properties (along with the development of speech skills and the formation of language skills), modern information and communication technologies can significantly enrich the educational process.

The degree of readiness of students at the time of graduation to self-education throughout life depends on the development of their individual learning skills in the process of studying at the university. Individual educational activity is understood as "a type of cognitive activity regulated and managed by students as a subject of this activity and aimed at mastering subject knowledge and skills" [3].

Participation in independent productive learning activities means that the student:

- * is included in the definition of the goals of mastering a foreign language and correlates them with their real interests and needs;
- * actively participates in the design of the final product of mastering a foreign language and determining the criteria for its evaluation;
- * together with the teacher selects the most appropriate and effective forms and methods of teaching [4];
- * monitors the process and success of your progress in language acquisition;
- * assesses their achievements and opportunities to use a foreign language in real activities;
- * assesses the productivity and experience of their learning activities [5, 250].

Thus, we can conclude that it is important for a modern student to be ready to carry out independent work, and the ability to organize and manage it serves as an indicator of the competence of a higher school teacher.

The effectiveness of the organization of individual work of students, its activation largely depends on the applied pedagogical technologies of training. These can be both traditional technologies that are already actively used (case-study, cluster technology, project-based, modular, and rating training), and modern technologies that open up unlimited opportunities for learning – computer technologies [6, 198].

Experimental. Modern society is primarily an information society. Information technologies, the computer, the World Wide Web have become firmly embedded in our daily lives. In this regard, there is a need to use new technologies in training. Information and communication technologies give to the teacher of a foreign language great opportunities.

The program "Hot potatoes" is widely used around the world to create assignments for studying many disciplines. Hot potatoes is an instrumental wrapper program that provides teachers with the opportunity to create interactive tasks on their own without knowledge of programming languages and the involvement of programming specialists [7].

Possibilities of using information and communication technology in foreign training:

- 1) during preparation (search and analysis of material, further processing of material on a computer to create exercises);
- 2) authentic, i.e. real-life communication tasks (Internet-related tasks, e-mails);
- 3) professional development and self-education of teachers (Internet as a source of information, online courses) [8, 305].

As a rule, materials found on the internet and training programs offered by manufacturers are quite difficult to "fit" under educational and methodological complexes. Often, the teacher needs interactive exercises, tests, and worksheets that meet the needs of a specific group of students. The ability to create small interactive programs themselves is provided by the Hot Potatoes software shell. With its help, the teacher can offer students exactly what they need.

We think, Hot Potatoes program allows us to create interactive, educational, Web-based exercises using any computer equipped with a browser. HTML and JavaScript formats are used. But the teacher does not need to know these languages to work with this program. The necessary data: questions, answers, words, etc., and click on the button. With this program, a web page will be created and you can use it [9].

It was noted with the help of this program you can create 10 types of exercises in different languages in different disciplines using text, graphics, audio and video information.

Our objectives of using the program in the classroom are:

- Diversify the listeners' work;
- Ensure quick testing of exercises (which saves teaching time and personal time) [10];
- Implement the creative ideas of the teacher.

We created exercises by means of 5 program blocks (each block can be considered as a separate program):

1. *JQuiz* (quiz) – multiple choice questions (4 types of tasks).
2. *JCloze* – filling in the gaps.
3. *JMatch* – establishing matches (3 types of tasks).

4. *JCross* – crossword.

5. *JMix* – recovery sequence.

The characteristics of each block of the program are:

JQuiz(quiz) This block of the program can create exercises based on questions and different response options:

- «multiple choice» (multiple choice) is one correct answer out of several options;
- Multiple correct responses (multi-select);
- «short answer» (short answer) is an open-type short answer (entered using a keyboard);
- «mixed» (hybrid) option of answer - combines questions with open type answer and multiple choice of answer: after repeatedly entering wrong answer (possible number of wrong answers is established at creation of exercise) [11]. A short answer task is transformed into a multiple choice task.

The type of answer in the exercise can be the same for all questions or can be changed for each question or group of questions. The number of questions in the exercise is unlimited. The exercise can contain text, audio or video fragments, which requires students to understand the information read, listened to or seen [12].

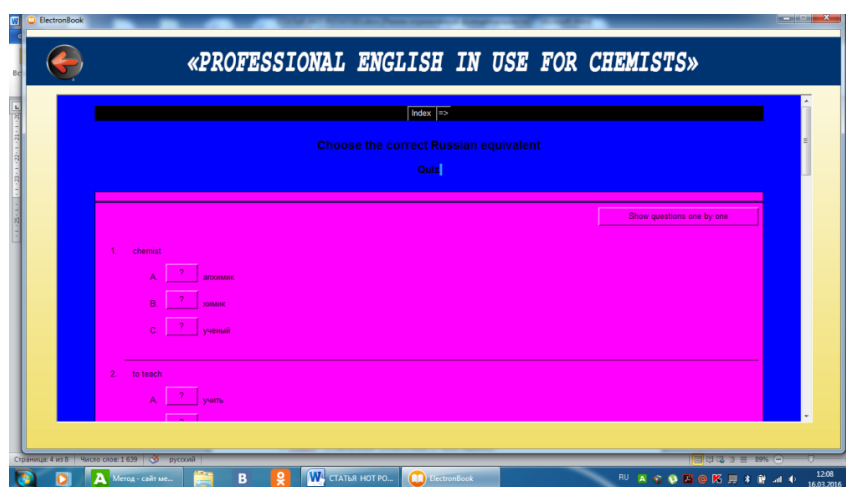


Figure 1 – JQuiz (quiz)

The teacher has the opportunity to include in the exercise comments on all answers. With the help of the variant of tasks JQuiz organizes development of concepts and terms, testing of knowledge of individuals.

2. *JCloze* – blanking. For a foreign language this exercise actually corresponds to the famous task «Fill in the gaps». Students can ask for a hint and see the first letters of the missed word. The scores are also automatically counted [13]. You can «skip» certain words, or you can, for example, every fifth. The purpose of this exercise is to form, work out lexical and grammatical material, perform an audition and extract detailed information. By using *JCloze*, you can check the acquisition of the whole subject matter [14].

3. *JMatch*- matching (3 task types):

- matching by moving elements with the mouse;
- match option selected from the drop down list;
- matching cards.

This exercise is familiar to foreign language teachers. It requires comparing individual expressions or paragraphs of related text, illustrations and text fragments. The exercise allows for an audition with a general understanding of the text [15]. The selection of the exercise type is made at the stage of data conversion to exercise.

4. *JCross* – crossword puzzle. This exercise is effectively used as a repetition and generalization of the material. Crossword puzzles should also be used to test new lexical units. With the help of *JCross*, it is possible to test the absorption of the whole theme with the completed crossword. The words entered will be placed in the crossword field [16].

5. *JMix*-sequencing. In this interactive exercise, there are separate, disconnected portions of the sentence that need to be restored in sense. This exercise is used effectively to refine the

grammatical structure of the proposal: the formation of questions, negations, statements [17].

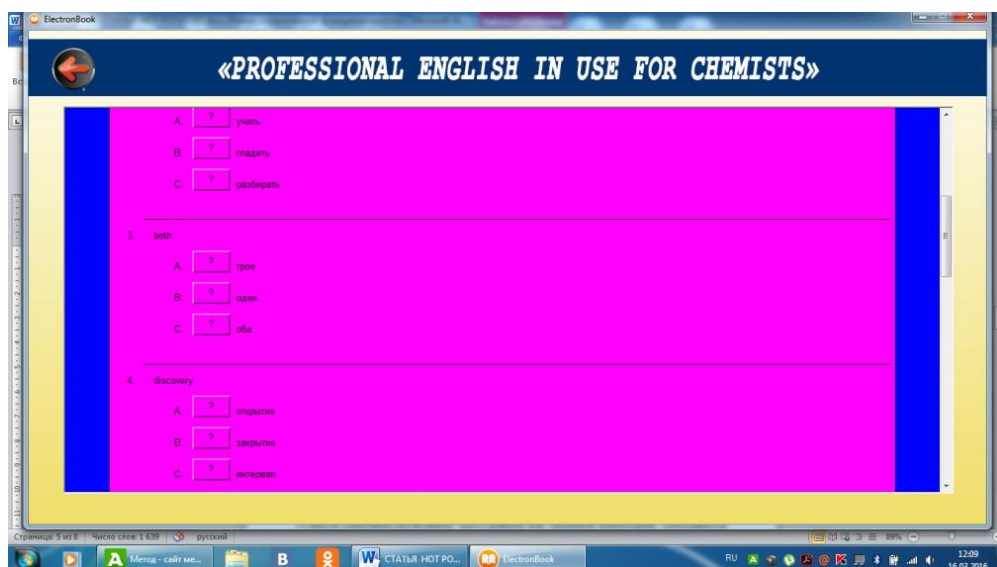


Figure 2 – JQuiz (quiz)

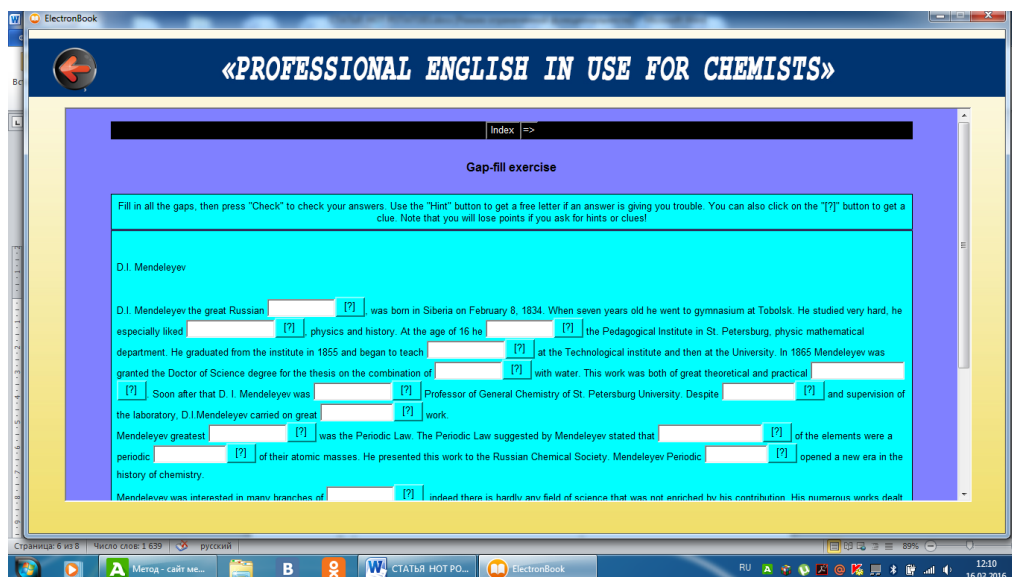


Figure 3 – JCloze

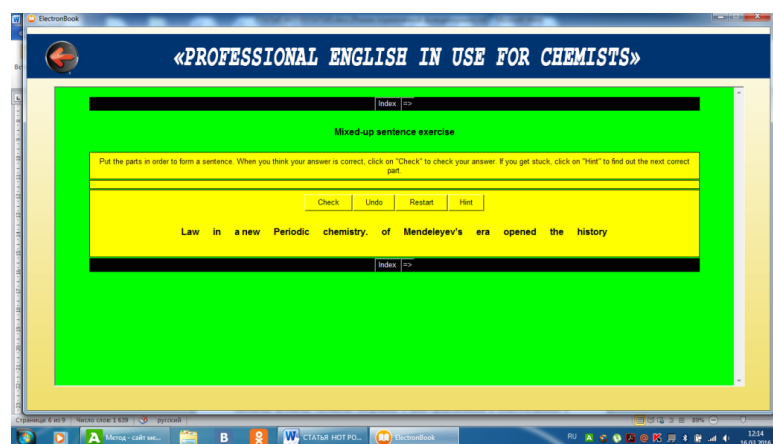


Figure 4 – Additional block Mashers (Tools)

A variant of *JMix* tasks allows consolidating knowledge of the sequence of historical events. The material for the exercise can be words and sentences. A separate exercise is created for each word or sentence.

Results and discussion. All exercises are performed in the exercise mode (the test mode is provided for multiple choice questions only). Due to our survey the result of the tasks is estimated as a percentage [18]. Unsuccessful attempts lead to a lower score

The sixth version of the program also contains an additional block *Masher* (Tools), which allows to combine created exercises and other training materials into thematic blocks, lessons and training courses.

Sergeyeva M.E. considered “Advantages of using the program in classes: does not require knowledge of programming languages, wide possibilities of changing the design, possibility to use images and sound, increases motivation, optimizes the learning process, simplifies testing. Disadvantages: lack of communication, mandatory computer knowledge.” [19, 163]

Conclusions. I suppose that particular trend in the development of our country’s modern society is the steady expansion of the process of globalization, which takes into account the achievements of many civilized countries on the road to world progress. And in this respect, the use of modern information technologies has an enormous positive role as a means of easy and accessible communication between people of different countries and communities in solving local and global problems [20]. The use of both telecommunications and Internet resources in the educational process contributes to the development of students' cognitive activities and to the achievement of the main objectives of the subject.

In conclusion, we consider, the use of interactive exercises in the classroom contributes to the intensification of the learning process, to the motivation of students, to a more successful and meaningful learning of the material, and to the integration of a foreign language and technology, thinking and action.

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ТҮЙІН

Қазіргі заманда ағылшын тілін оқытуда компьютердің дидактикалық оқыту құралы ретінде қолданылуы, материалды ерекше жеткізе алу амалы, оқытуға тиімді ықпал етуі кең етек алуда. Ақпараттық технологияның жаңа деңгейінің дамуы практикалық және теориялық оқыту әдісінің бастауы болып табылады. Мақалада Hot potatoes интерактивті компьютерлік бағдарламасын химия мамандығының студенттері өз бетінше ағылшын тілін үйренуі барысында қолдануы қарастырылады. Соңғы жылдары оқу үрдісінде студенттердің өзіндік жұмысына, атап айтқанда шет тілдерін оқытуға көп көңіл бөлінеді. Бұл бағдарламаның бес блогының жаттығуларының тапсырмалар мен мысалдары келтіріледі, олардың мақсаты студенттердің жұмыстарының әртүрлілігі және оқытушының шығармашылық идеяларын іске асыру болып табылады. Оқу барысында интерактивті жаттығуларды қолдану оқу процесінің қарқындауына ықпал етеді, оқу материалын неғұрлым сәтті және мағыналы игеруге сондай-ақ, шет тілін, компьютерлік дағдыларды және логикалық ойлау белсенділікті біріктіруге мүмкіндік береді. Оқу үрдісінде телекоммуникация нысандарын, сондай-ақ ғаламдық Интернет желісінің ресурстарын пайдалану арқылы білім алушылардың танымдық қызметін дамытуға және шет тілін оқытудың негізгі мақсаттарына қол жеткізуге ықпал етеді.

РЕЗЮМЕ

Современные информационные и коммуникационные технологии дают широкие, по сравнению с традиционными средствами, возможности для развития у студентов дополнительных умений и навыков. Применение информационных технологий значительно повышает роль компьютера как дидактического средства обучения, представляющего материал особым способом и оказывающего влияние на обучения. В данной статье рассматривается использование интерактивной компьютерной программы Hotpotatoes при самостоятельном изучении английского языка студентами химических специальностей. Приводятся примеры упражнений 5 блоков программы, целью которых является разнообразие работы студентов и воплощение творческих идей преподавателя. Преподаватели иностранного языка, не обладая знаниями языков программирования и не привлекая специалистов в области программирования, при помощи инструментальной компьютерной программы-оболочки самостоятельно создают интерактивные задания. В задании можно разместить текстовый, аудио- или видеофрагменты, что требует от студентов понимания прочитанной, прослушанной или увиденной информации. Программа позволяет преподавателю разместить в упражнении комментарии к вариантам ответов. Так, применение современных достижений

информационных технологий имеет огромную позитивную роль как средство повышения эффективности обучения и совершенствования методики преподавания языков.

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METHODS OF LEVEL BASED TEACHING OF RUSSIAN LANGUAGE AS A NON-NATIVE LANGUAGE

ANNOTATION

The article notes that a multilevel approach to teaching Russian as a non-native language allows teachers to establish the learning process according to the competencies that a particular student speaking. Level based teaching of foreign languages has appeared in our domestic methodology and practice of teaching relatively recently in connection with new trends in teaching: a competence-based approach to teaching foreign languages, shifting the focus to individual study of a foreign language by students, the introduction of a point-rating system for evaluating the educational achievements of students. It is noted that the leading technology for teaching the Russian language in modern conditions is communicative learning, which develops all language skills – from speaking and writing to reading and listening. Grammar is mastered in the process of language communication. Active teaching methods are considered: the method of discussion, design, listening, role-playing games - which allows developing the creative abilities of students, developing their thinking and forming their skills necessary for a modern specialist.

The transition to multilevel education opens up new horizons in the methodology of teaching Russian as a non-native language, and improves the quality of education.

Key words: *Russian language, level education, competence, foreign language, communicative method, active methods.*

Introduction. Language education is an important component of the higher education system, it is formed on the basis of general cultural and professional competencies and contributes to the comprehensive and high-quality competitive training, highly qualified specialists.

The Russian language in our republic remains great importance – it is widely used in production, economics, science and technology, in the field of new technologies. The official status of the Russian language in Kazakhstan is defined as follows: “In state organizations and local self-government agency, the Russian language is officially used as the equal basis with the Kazakh language” [1, 2]. In addition, Kazakhstan is implementing a program of gradual introduction of trilingual education at all levels of education, since in the conditions of globalization and the openness of economy, the knowledge of Kazakh, Russian and English languages should become the key to the competitiveness of the future specialist [3]. Therefore, the practical course of Russian language is the obligatory subject for studying Kazakh language groups in Kazakhstan non-linguistic universities.

The level of Russian language teaching in a non-linguistic university is relevant in connection with new trends in teaching, such as: a competence-based approach to foreign language teaching, the changing accents to individual study of a foreign language by students, the introduction of point-rating system for evaluating students' academic achievements.

Level-based teaching of foreign languages in our regional teaching methodology and practice has appeared recently. Before that, methodologists and university teachers in their writings and in the learning process focused on the so-called average student [4].

The problems of level language teaching are considered in the works of a number of linguists [5, 6, 7, 8, 9], however, the issue requires further development of methodological unit of the level approach.

Materials and methods of research. The study was conducted on the basis of the study of