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MODERN MODEL OF LANGUAGE TEACHING: INTEGRATION OF CONTENT, APPROACHES, RESOURCES

The digital transformation of education, first of all, involves updating the methodological patterns of organizing training. In this regard, the issue of using digital educational resources in educational activities has become the most pressing for teachers. The problems of finding new methods determine the goal of our research: to increase the quality of language teaching methods.

We are at the stage of applying and improving new models of teaching systems based on the consistent, integrated use of digital technologies capable of harmonizing the conditions of the educational process with the individual characteristics of each student, as one of the effective means of optimizing the learning process.

In order to develop a model of language teaching in the context of digitalization to ensure effective integration of traditional and e-learning, in the framework of determining the structural and content components of the above model, points of interaction between traditional and e-learning, a survey was conducted on the topic "The Impact of Digitalization on Language Learning."

Analysis of respondents' responses showed that educational digital content should have the following characteristics: accessibility, variety of tasks, the possibility of self-assessment, methodological expediency, and a clear interface.

The integrative-modular approach comprises the consolidation of didactic units and its structuring in the form of interconnected and flexible modules, which make it possible to take into account individual characteristics and the level of training of students without reducing their independence.

Key words: language learning, digital educational environment, integrative approach, electronic and traditional learning, methodological system model.

MAIN PROVISIONS

It is practically impossible to increase the intellectual potential of society without informatization of the education system, therefore, this problem currently stands in the first place in pedagogical science in terms of its importance. The digital transformation of education is becoming one of the important strategic mechanisms for the innovative development of the Kazakh education system and opens up great prospects for it.

The digital transformation of education, first of all, involves updating the methodological patterns of organizing training. In this regard, the issue of using digital educational resources in

educational activities has become the most pressing for teachers. The increase in research and studies on this topic in recent years confirms this. In this connection, special attention is paid to creating conditions for the development of the intellectual potential of students and expanding opportunities for advanced education, including language.

In principle, it can be assumed that digital transformation is aimed at ensuring that the student is able to differentiate, classify and implement the acquired knowledge. In addition, updating the methodological system is possible due to the high specificity of digital materials that bring to life many different methodological innovations. In-depth analysis of the entire complex of existing methodological developments, identification of their fundamental principles and their integration is an important and far-reaching aspect of language training.

The modern learning process is aimed at increasing the independence of students and minimizing the participation of the teacher in educational interaction. The development of a modern model of language teaching methods at the stage of digital transformation will improve the quality of language education, as well as integrate the developed model into the Kazakhstan and global information and educational space

INTRODUCTION

The modern trend in language learning is not to master certain grammatical rules and vocabulary, but to develop a communicative orientation of learning and mastery of language use skills. The problems of finding new methods determine the goal of our research: to enhance the quality of language teaching methods. An in-depth analysis of the entire complex of existing methodological developments, identifying their fundamental principles and their integration is an important and far-reaching aspect of language training.

In addition, updating the methodological system is possible due to the high specificity of digital materials, which implement many different methodological innovations.фя

All this taken together gives reason to say that we are all at the stage of applying and improving new models of educational systems based on the consistent, integrated use of digital technologies capable of harmonizing the conditions of the educational process with the individual characteristics of each student, as one of the effective means of optimization learning process.

MATERIALS AND METHODS

To form a holistic view of the current situation of the application and implementation of digital technologies in the field of education, an online survey based on Google forms was conducted. The sample of the study was conducted with the participation of 261 respondents. The survey examined the needs of using online communication tools to perform various tasks. The analysis examined the forms of computer-mediated communication and the organization of effective online interaction and their advantages over traditional forms of communication from the point of view of respondents.

In order to develop a model of language teaching in the context of digitalization to ensure effective integration of traditional and e-learning, in the framework of determining the structural and content components of the above model, points of interaction between traditional and e-learning, a survey was conducted on the topic “The Impact of Digitalization on Language Learning.” The study sample was conducted with 268 respondents.

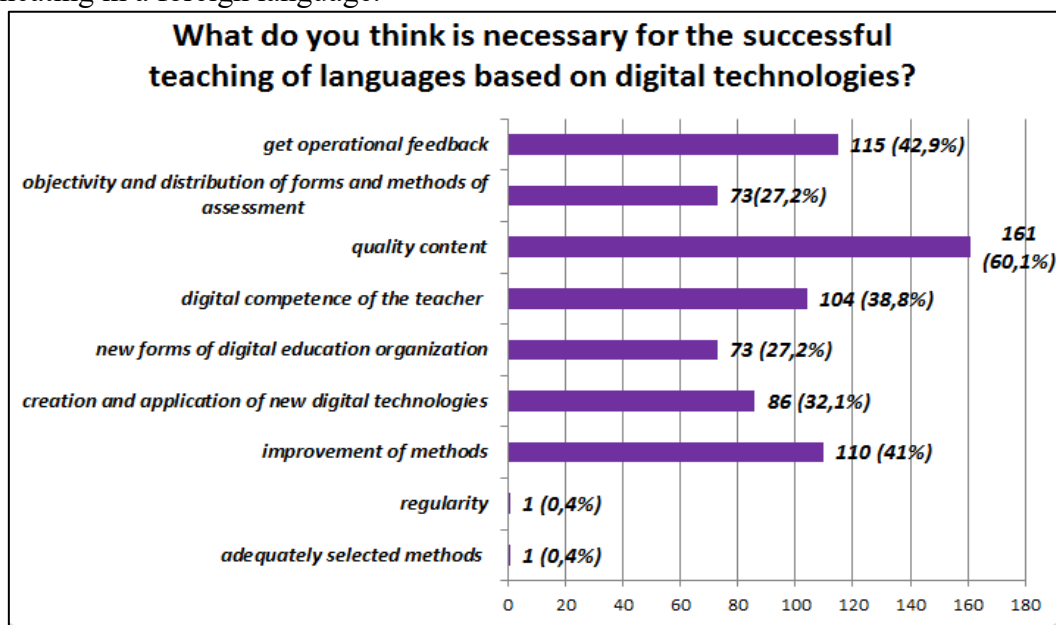
The analysis shows that respondents consider translators to be the most effective method for communication in a foreign language. It should be noted that for a long time, holding Kazakhstanis on social networks and the presence of smartphones contribute to language learning. I am glad that television and radio play an important role in learning languages: 28% of respondents watch foreign media channels. Language center websites are also popular as a learning tool. Also, attention was paid to simulators, the website of representative offices Today, when printed publications, including books, are not in demand, electronic textbooks occupy a special niche in the educational process,

Electronic books have a number of advantages accessibility, multimedia, interactivity, which is also taken into account by students when learning languages.

The scientific and theoretical foundations of the study are based on problem research, questioning, and the development of teaching methods; a cluster approach to training was applied; adaptive and personalized teaching methods are considered; A qualitative and quantitative analysis of the results of experimental research work was carried out.

RESULTS

The introduction of digital resources into the educational process has given rise to many new types of educational work that were unthinkable and impossible with traditional methods. Their use completely changes the organizational and methodological forms of the educational process. The analysis shows that respondents consider translators one of the most effective methods for communicating in a foreign language.

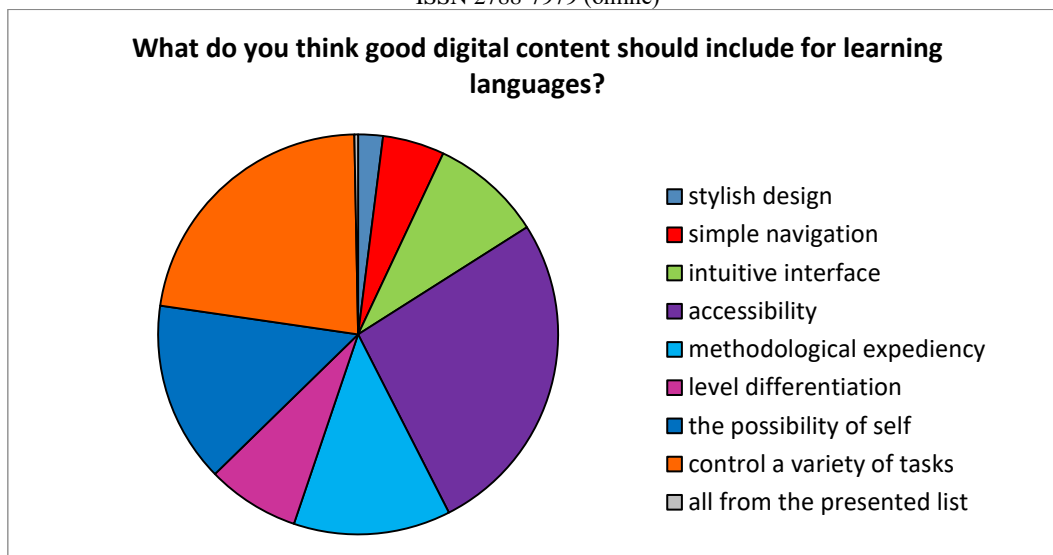


It is noteworthy that spending Kazakhstanis on social networks for a long time promotes the learning of languages. Television and radio are important in learning languages: 28% of respondents watch foreign media channels. Language center websites are also popular as a learning tool. Simulators and representative websites were also noted

Today, when printed publications, including books, are not in demand, electronic textbooks occupy a special niche in the educational process. Electronic books have a number of advantages: accessibility, multimedia, interactivity, which are also taken into account by students when learning languages. Perhaps the above qualities of electronic textbooks allowed 37% of respondents to be among the most frequently used resources. Therefore, it is necessary to take into account the quality of electronic textbooks. which will increase the number of users.

The survey results clearly demonstrate to us the need to improve the methodological system of language teaching, since 50% of respondents consider digital resources as an effective way of learning, while the rest prefer traditional forms of teaching, which once again confirms the leading role of the teacher in the educational process. Almost 76% of respondents prefer to gain knowledge in a classroom accompanied by a teacher, noting that no means can replace it.

According to the majority of 60% of respondents, the prerequisites for successful language proficiency are high-quality content, feedback from the teacher and perfect teaching methods, which once again confirms the relevance of the topic of our research. The competence of the teacher and the availability of modern digital technologies are of no small importance for students.



The respondents' answers show that educational digital content should have the following characteristics: accessibility - 26.5%, variety of tasks - 22.4%, possibility of self-assessment - 14.6%, methodological appropriateness - 12.7%, clear interface - 9%.

DISCUSSION

Based on the above, it follows that it is essential to determine the structural and content components of a new model of a methodological system of language teaching, which reflects the points of interaction between traditional and e-learning.

In this case, the methodological system is demonstrated as an objective source of information about the content and nature of the interaction between teachers and students when teaching languages, which integrates and regulates educational environment. It is a bases for the systematic organization of the educational process, as well as a technological and methodological instrument for the teacher, aimed at enhancing the quality of the educational process, the development of the personality of students.

To construct a methodological system, are used following methodological approaches: systemic, integrative-modular, personal-activity, heuristic-algorithmic.

Systematic and personal-activity approaches present the content as a complex didactic and methodological system aimed at its assimilation in activity. This determined the strengthening of the methodological component of the content, as well as the development of a methodological apparatus for its assimilation.

The heuristic-algorithmic approach comprises organization of creative activity through its rationalization, i.e. algorithmization, since one of the sources of heuristic search is the information and experience accumulated by the individual.

When designing a model of a methodological system for teaching languages, we relied on the following principles:

- compliance of the methodological system with the goals of the research and the theoretical model of language teaching process;
- consistency, teaching languages as a system reflects the logical sequence of the selected modules of the curriculum and the interconnection of all components of this system;
- technological effectiveness, built on the basis of a clear identification of goals and corresponding tools, stages of focusing attention on the target activity, management, evaluation and effective aspects of this process;
- inclusion of students in active, diverse and multi-level activities;
- humaneness and adaptability of the methodological system to different groups of students, placing the student at the center of learning;

- intensity and effectiveness of training;
- presence of systematic feedback.

An analysis of the respondents' responses showed that the digital training component should have the following characteristics: accessibility, variety of tasks, the possibility of self-assessment, methodological expediency, and a clear interface.

The process of integrating electronic and traditional learning is characterized by the following components (Fig. 1):

- Didactic properties and functions of digital technologies;
- Digital educational environment (structure, design principles, stages of designing a digital environment)
- Conditions for the integration of digital technologies into the educational process, which are determined by the level of digital competence of the language teacher and the stages of the integration and implementation of digital resources in the educational process.

Building an e-learning model for languages should be based on an information educational environment (IEE), which contains designed materials and a number of digital resources that allows to provide remote communication of participants, manage their interaction asynchronously and synchronously.

The creation of such kind environment nowadays is considered as one of the main tasks of the theory and methodology of language education in order to adapt linguodidactic science to the contemporary information and educational conditions.

The information and educational environment (IEE) helps to increase the efficiency and quality of the learning process, as well as improve the management of the language teaching process.

The information and educational environment enforces:

1. accessibility to the course training modules,
2. admission to digital educational resources;
3. registering the progress of the educational process and the results of students' achievements;
4. interaction between participants in the educational process, including synchronous and asynchronous network interaction.

The functioning of the information and educational environment is ensured by the appropriate means of digital technologies and the level of ICT competencies of teachers using and supporting this environment.

ICT competence of a language teacher consists of five interrelated units: value-motivation, cognition, operation, communication and reflection.

The parameter of *the value-motivational component* is the desire of teachers to introduce digital technologies into the educational process;

The cognitive component is presented by knowledge of the methods, techniques and tools necessary in professional activities.

The operational component is represented by the capacity of teachers to implement and create educational materials using the e-learning system.

The communicative component allows to language teacher to provide effective interaction between participants in the educational process.

The reflexive component demonstrates the ability to conduct self-assessment and self-analysis of the activity performed.

The peculiarity of using this component of ICT competence of a language teacher finds expression in his knowledge and ability to develop certain language skills and progress students' speech skills on the basis of a particular technology.

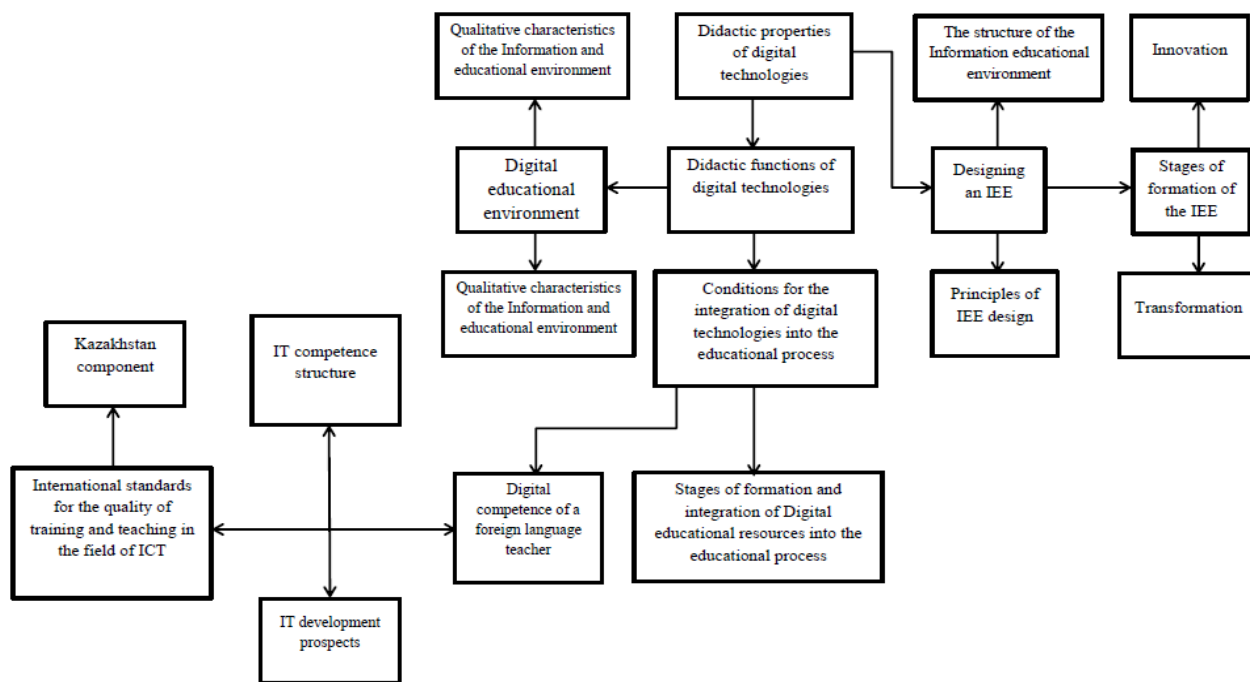


Figure 1 – Integration of digital technologies into language learning

After determining and creating the conditions for the successful integration of digital technologies into the teaching process, the following stages are implemented (Fig. 2):

1. Replacement of traditional teaching (new pedagogical techniques)
2. Strengthening traditional methods (using DOR for efficiency)
3. Modification (changing the components of the educational process)
4. Transformation (complete transformation of all components of the educational process)

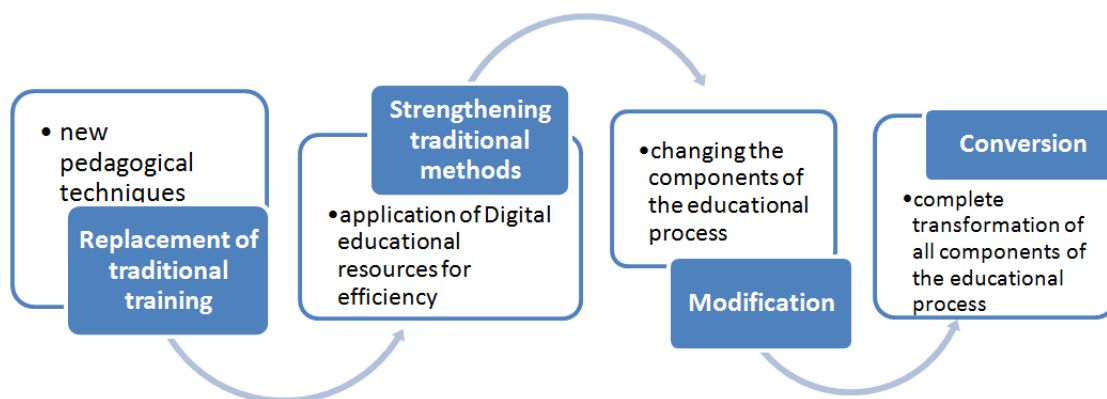


Figure 2 - Stages of digital technology integration

To create a holistic methodological system for teaching languages, we have developed a model (Fig. 3). This model differentiates target, content, procedure-activity, organization management and performance-evaluation units. As the components of the methodological system are considered the goals and methods of training, the content of modules, ways of organizing the educational process, criteria for assessing learning outcomes.

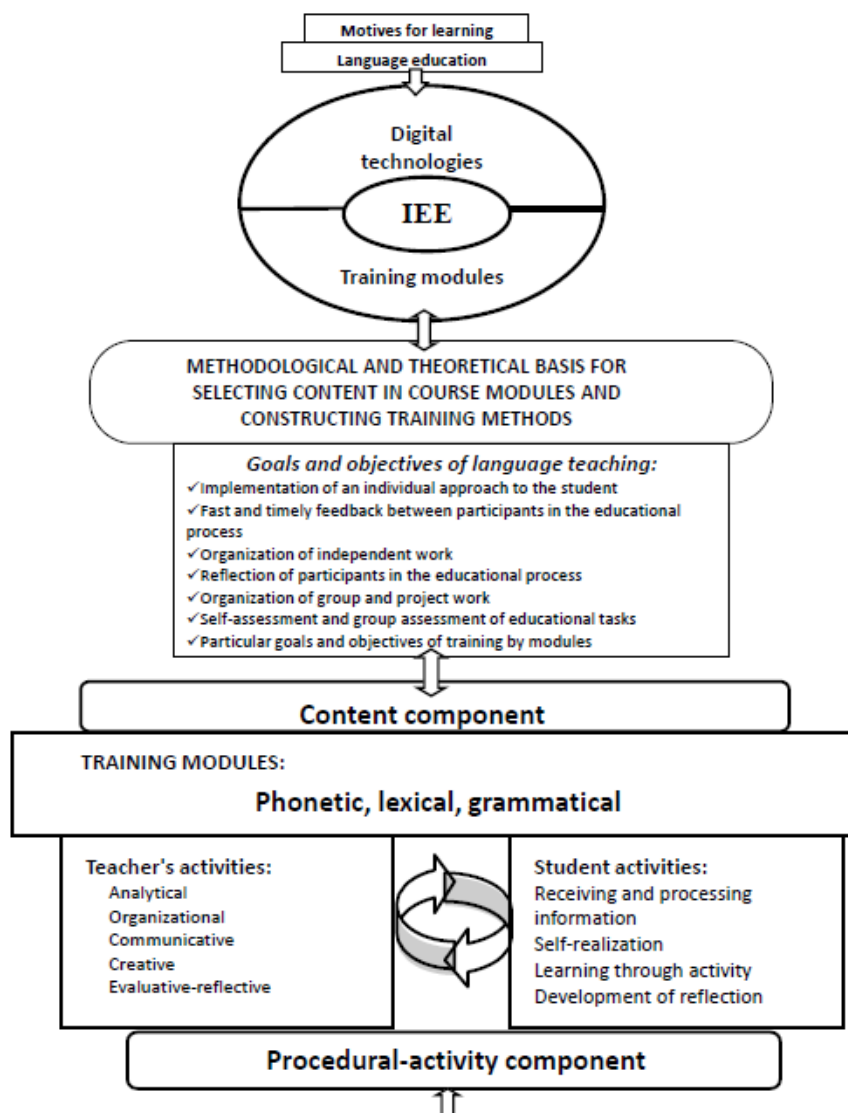
The target component of the methodological system includes the formation of experimental, problem-solving, research, and practical skills of students in, as well as the problem of motivation in language learning.

The content of the methodological system consists of phonetic, lexical and grammatical materials. The structure of new model was created on the basis of an integrative-modular approach, which meets all requirements of effective language content.

The procedural-activity component is based on the specific content of the language course, on the psychological and pedagogical foundations of developmental education, taking into account the age and personal psychological characteristics of students.

The organizational and managerial component is closely connected with managing the quality of the educational process at each stage of training with the help of carefully chosen recourses, material and methodological assistance.

The performance-evaluation component of this structure is responsible for the quality of language training, established by regulatory documents. It is connected with different instruments of control and assessment of knowledge and skills in the process of fulfillment of tasks and content at each stage of training.



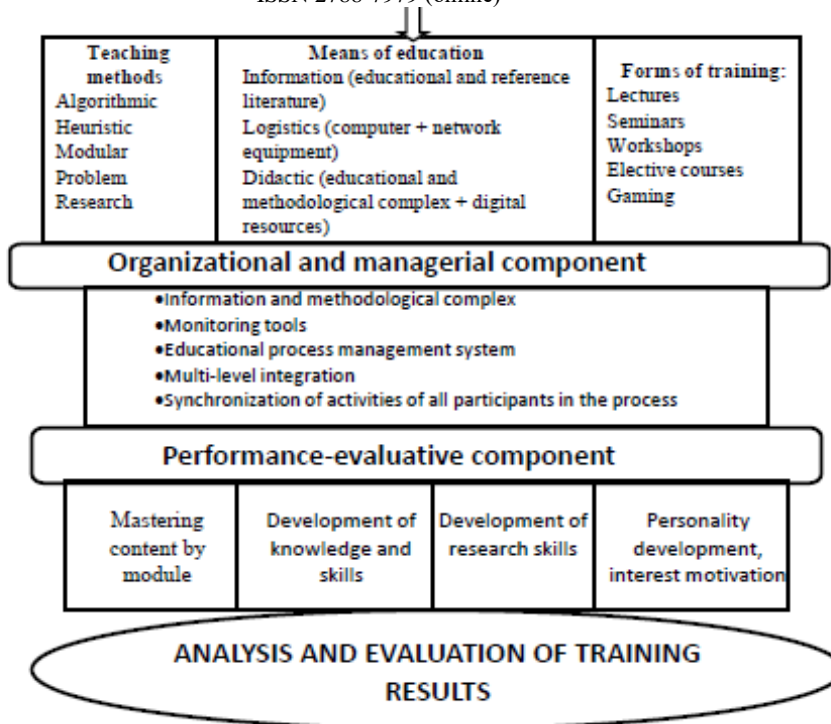


Figure 3 – Structural model of the methodological system of language teaching

CONCLUSION

The application of a digitalized education environment in the process of teaching languages makes it possible to fill in lack of sources of educational material, develop skills and abilities in information and research activities, and objectively evaluate knowledge and abilities.

The integrative approach significantly raises the amount of teaching resources, which does not conflict with the restricted time for studying a language course. Therefore constructing the content, in order to minimize it is useful the integrative-modular approach, which comprises didactic units in the form of interconnected and continuously developing flexible modules, allowing to take into account personal characteristics, the level of knowledge of students, and promote their independence.

FINANCING INFORMATION

The study was conducted within the framework of a grant funding project for scientific and (or) scientific and technical projects for 2023-2025 (Ministry of Science and Higher Education of the Republic of Kazakhstan) on the topic «Improvement of the methodological system of language teaching at the stage of digital transformation of education» (IRN AP19679103).

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Тілдерді оқытудың қазіргі үлгісі: мазмұнды, тәсілдерді, ресурстарды интеграциялау

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Білім берудің цифрлық трансформациясы, ең алдымен, оқытуды ұйымдастырудың әдістемелік үлгілерін жаңартуды көздейді. Осыған байланысты сандық білім беру ресурстарын білім беру қызметінде пайдалану мәселесі мұғалімдер үшін ең өзекті мәселеге айналды. Жаңа әдіс-тәсілдерді табу мәселелері зерттеу жұмысымыздың мақсатын айқындайды: тілді оқыту әдістемесінің сапасын арттыру.

Біз білім беру үдерісінің шарттарын әр оқушының жеке ерекшеліктерімен үйлестіруге қабілетті цифрлық технологияларды дәйекті, кешенді пайдалануға негізделген оқыту жүйелерінің жаңа үлгілерін қолдану және жетілдіру сатысында тұрмыз. оқу процесі.

Дәстүрлі және электронды оқытудың тиімді интеграциясын қамтамасыз ету үшін цифрландыру жағдайында тілдерді оқыту моделін әзірлеу мақсатында, сондай-ақ жоғарыда аталған модельдің құрылымдық-мазмұндық компоненттерін анықтау шеңберінде дәстүрлі және электронды оқытудың өзара әрекеттесу нүктелері. -оқыту, «Цифрландырудың тілдерді оқытуға әсері» тақырыбында сауалнама жүргізілді.

Респонденттердің жауаптарын талдау білім берудің цифрлық мазмұны келесі сипаттамаларға ие болуы керек екенін көрсетті: қолжетімділік, тапсырмалардың әртүрлілігі, өзін-өзі бағалау мүмкіндігі, әдістемелік мақсаттылық, нақты интерфейс.

Тілдерді оқыту процесінде цифрлық білім беру ортасын пайдалану оқу материалының көздерінің жетіспеушілігін өтеуге, ақпараттық және зерттеу іс-әрекетіндегі дағдылар мен дағдыларды дамытуға, білім мен дағдыларды объективті бағалауға мүмкіндік береді.

Интегративті-модульдік тәсілді қолдану дидактикалық бірліктерді біріктіруді және оны өзара байланысты және үздіксіз дамып отыратын модульдер түрінде құруды көздейді, бұл жеке ерекшеліктерді, студенттердің дайындық деңгейін неғұрлым толық есепке алуға және олардың білім деңгейін арттыруға мүмкіндік береді. тәуелсіздік.

Кілт сөздер: тілді оқыту, цифрлық білім беру ортасы, интегративті әдіс, электронды және дәстүрлі оқыту, әдістемелік жүйе моделі.

Материал 11.06.2024 баспаға түсті

Современная модель языкового обучения: интеграция содержания, подходов, ресурсов

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Цифровая трансформация образования, прежде всего, предполагает обновление методических закономерностей организации обучения. В связи с этим вопрос использования цифровых образовательных ресурсов в учебной деятельности стал наиболее актуальным для педагогов. Проблемы поиска новых методов определяют цель нашего исследования: повысить качество методики обучения языкам.

Мы находимся на этапе применения и совершенствования новых моделей обучающих систем, основанных на последовательном, комплексном использовании цифровых технологий, способных гармонизировать условия образовательного процесса с индивидуальными особенностями каждого обучающегося, как одно из эффективных средств оптимизации процесса обучения.

В целях разработки модели обучения языкам в условиях цифровизации для обеспечения эффективной интеграции традиционного и электронного обучения, а также в рамках определения структурно-содержательных компонентов вышеназванной модели, точек взаимодействия традиционного и электронного обучения было проведено анкетирование на тему «Влияние цифровизации на изучение языков».

Анализ ответов респондентов показал, что обучающий цифровой контент должен обладать следующими характеристиками: доступность, разнообразие заданий, возможность самооценки, методическая целостность, понятный интерфейс.

Использование цифровой образовательной среды в процессе обучения языкам позволяет компенсировать недостаток источников учебного материала, развивать навыки и умения информационно-исследовательской деятельности, объективно оценивать знания и умения.

Суть интегративно-модульного подхода в укрупнении дидактических единиц и структурирование в виде взаимосвязанных и гибких модулей, позволяющих учесть индивидуальные особенности и уровень подготовки обучающихся, не препятствуя развитию их самостоятельности.

Ключевые слова: изучение языков, цифровая образовательная среда, интегративный подход, электронное и традиционное обучение.

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REFLECTING ON A COMPREHENSIVE TEACHER TRAINING EXPERIENCE

This article aims to analyze the impact of the training experience of university lecturers focusing on its effectiveness for their personal and professional development. Applying mixed-methods research, it examines the experiences and overall performance of university lecturers in the role of teacher trainers based on instructional scaffolding approach. Data collection for the analyses involves the questionnaire survey including open-ended and close-ended questions that provide statistical insights into their instructional practices as trainers. The analysis of the survey held among the participants of the project show the high level of satisfaction with the training experience. The data of the survey help to understand better the challenges of university lecturers who were assigned the role of teacher trainers and experienced professional transformation. Based on the research, the authors identify possible implications and opportunities of meaningful professional development of university lecturers through the experience of training secondary school teachers.

Key words: training course, professional development, lecturer, comprehensive training, training session, professional community

MAIN PROVISIONS

Professional development courses for teachers can have a transformative effect on their pedagogical skills and teaching methods, professional development may lead to enhanced teacher engagement, and assist in creating a more effective organization of education [1]. The involvement of university lecturers in teacher training experiences enhances the professional development of lecturers themselves. Thus, becoming a trainer and cascading the knowledge and experience has changed the contexts and processes of learning for university lecturers, emphasizing non-formal, work-based learning. Conversely, although university lecturers can have a professionally fulfilling experience of becoming teacher trainers, there can also be potential difficulties and obstacles that they may face through such experience. Changing their professional role from being a lecturer in the university setting to becoming a trainer of in-service teachers calls for a different set of skills as well as a shift in mindset. This shift may require university lecturers to take on new responsibilities, such as designing and delivering effective training sessions, managing group work and communication within the group, and addressing diverse professional needs.

This study seeks the answers to the following questions:

- What motivated the university lecturers to become trainers?
- What influence does the training experience have on the development of new skills and professional growth among university lecturers?

In today's ever-changing educational context, where professional development is integrated into full-time professional work and other professional and personal commitments, the organization of professional training programs and the role of trainers and mentors need to be restructured and