

The article discusses the effectiveness of using communicative exercises. The author reviews the works of domestic scientists studying the aspect. This topic has been considered in line with one of the urgent problems of modern education – the communicative orientation of learning, a method aimed at using language for effective communication in real life situations and the development of students' communication skills. One of the most effective ways of teaching languages is communicative exercises, which provide the organization of interrelated activities aimed at developing the communicative competence of a language learner through language and speech exercises. It takes into account the sequence of formation of knowledge, skills and abilities. This method prepares students to use the language in real life. Communicative exercises are the basis for not only memorizing the studied lexical units and grammatical forms, but also for the formation and development of language use skills that are important in the formation of language experience. The article describes the types of communicative exercises and proves their effectiveness. The author of this work claims that the use of these exercises helps to increase interest in language learning. Role-playing games, discussions and group tasks are the most effective forms of them. The article concludes that in order to achieve good results, it is necessary to use communicative exercises in combination with grammatical ones and effective methods of working with text.

Keywords: *Kazakh language, communication skills, communicative exercises, role-play, discussion, group task, grammar exercises, working with text.*

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THE ROLE OF GOOGLE FORMS IN TEACHING READING TO UNIVERSITY STUDENTS

This article describes the role of Google Forms in teaching reading in English to university students, and provides examples of the effectiveness of using technologies in teaching reading. The effective use of Google Forms in education has created more educational opportunities. A survey was conducted in control and experimental groups of students to determine the role of technology in teaching reading. As a result of the study, the use of technology is cited as a solution for increasing students' interest in studying new material. Both teachers and students have benefited from various educational technologies. Teachers have learned how to integrate technology into their classrooms. Students are getting more interested in learning with technology. The use of technology helps in teaching reading comprehension and enhances the motivation of students to read. The findings revealed that applying Google Forms is effective in teaching and learning English. The last section of the article discusses pedagogical implications and difficulties encountered in the process of teaching.

Key words: *teaching reading, Google Forms, technology, reading comprehension, effective method.*

BASIC POSITION

Teaching reading is one of the key types of speech activity in an English lesson, in which students are involved. Scientists agree that students actively learn new information based on their

views and interests. This is the main motivation for learning activities. In addition to speech and actions, visual support is also important for students to facilitate the memorization of new material. In the modern classroom, most students are visual, so visibility becomes an integral part of learning. According to this, reading becomes the most significant type of speech activity in an English lesson.

Relevance is due to the main objective of English teaching - effective communication. The purpose of this publication is to analyze the role of using Google Forms in teaching reading and compare them with traditional methods in English classes. In particular, this study may be useful for students of pedagogical fields of study and methodologists considering the problems of innovation in education. Additionally, it contains practical examples of interactive exercises that can be used in the classroom.

INTRODUCTION

Reading is one of the most significant cognitive and communicative activities. This activity is aimed at extracting information from a fixed text document. In reading there are many processes involved, such as language proficiency, language and cultural acquisition, informational and instructional purposes. It provides the greatest opportunities for education and comprehensive development by learning a foreign language.

The study of foreign languages contributes to the development of students' speech in general. Reading is one of the most common types of speech activity. The goal can serve both as a means of teaching as well as a means of achieving the goal. The act of reading provides a person with an opportunity to become familiar with the scientific and cultural achievements of the mankind, as well as the art and culture of others. Reading plays a significant role in the development of a personality. By reading, students enrich their active and passive vocabulary, and thus grammatical skills are developed[1; 6].

Reading is of great educational importance, as reading is a means of communication. People get the information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the students enrich their knowledge of the world around them. They get acquainted with the countries where the target language is spoken. Students become more intelligent through reading. It fosters the growth of their imagination, will, and memory. It can be used to study a foreign language. The students improve their command of the target language by reviewing sounds, letters, vocabulary, and grammar while analyzing a text[2].

Today's students grow up with technology, have access to the internet anywhere and anytime. They have become familiar with mobile phones, computers, digital cameras, console games, etc. Therefore, the role of technology in teaching reading is very significant. As a result, we see an increase in students' interest in learning.

According to some authors, students with typical development have shown adverse effects of technology on reading comprehension and printed texts (Kerr and Symons, 2006; Rideout, 2010; Mangen, 2013; Singer and Alexander, 2017; Delgado, 2018). Results showed lower comprehension performance for screen texts compared to printed texts. In addition, a meta-analysis (Moran, 2008) indicates that digital tools can improve reading comprehension in students when used in conjunction with educational environments. Technology is giving teachers exciting new ways to account for individual differences among students, motivating them to do a complex cognitive work associated with phonological and literacy acquisition. Using appropriate technology, students can see, hear and feel the concepts of reading and writing come to life. Students are highly motivated when they learn to manipulate letters and words in a technological environment[3].

Distance learning has created conditions for the development and application of new technologies by teachers and lecturers. One such technology is Google Forms. Tests, questionnaires, polls, and quizzes can be created using this service. These tools have a variety of advantages, including the ability to issue tasks, automatic assessment, feedback forms, and much more. And for students, this is passing online testing using the link provided and the opportunity to see their results after sending.

Google Forms is another product developed by Google along with Docs, Sheets, and Slides in G Suite for Education. The primary purpose of Google Forms is to create different types of forms to collect information in surveys or to register for events. Google Forms is also a popular assessment tool for teachers who work with G Suite for Education. According to Wylie (2015), it is among the five most effective formative assessment tools for teachers to use in the classroom. Meanwhile, Randall (2013) assures us that there is no good reason not to use Google Forms. Similar to Love's (2014) list of 5 reasons to choose Google Forms for classroom use, Google Forms is described as an "excellent" free tool. You can create a form simply by navigating to <http://drive.google.com> with your Google account and clicking on the red "Create" button. Google Forms features various question types for your assessment[4].

Google Forms include these:

- Multiple choice – choose one answer from a given selection.
- Checkboxes – choose one or more answers from a given selection.
- Text – for short free form answers.
- Paragraph text – for longer free form answers.
- Choose from a list – a drop-down list of answers to select from.
- Scale – a customizable Likert scale question.
- Grid – the ability to choose an answer from a rubric-style grid.
- Date – choose a date-formatted answer.
- Time – choose a time-formatted answer.

Google Forms are frequently used in English lessons in the following cases.

1. When co-organizing work in a group.
2. On stress reflection.
3. With a series of tests and control tests. The most common use of Google is form. A wide variety of question formats can be used in a test or experimental setting.
4. As a definition of work. Students can be offered options for tests, tasks for practicing, created by the teacher, and by the students themselves.
5. Collection of statistical data: surveys, questionnaires, etc. Based on the results of the teacher's activities, a lesson plan can be developed. This is the result of planning the upcoming work, as well as defining and choosing a single approach to the educational process.

The future is digital and it improves learning. Various technologies and new ideas have changed not only our lives, but also our classes. Therefore, classes using technology will be more fruitful and lively, and will force students to think creatively and do something creative.

The use of interactive exercises in English lessons is an area of foreign language didactics, explored both at the theoretical and practical levels. At the same time, as E. I. Passov notes that modern teachers are careful not to saturate their lessons with interactive exercises. The problem here is not that they are not sufficiently aware of this phenomenon, but the lack of study time in the lesson [5].

The goal of this article is to answer two research questions: What technologies are employed in teaching reading? How effective is the use of technology in teaching reading to university students? The success of any education largely depends on the attitude of students to the subject. In maintaining a direct interest in a foreign language and in turning it into a literacy interest, an important role is played by properly trained reading and the use of modern technologies [6]. Therefore, it is imperative to create an atmosphere and conditions that encourage students to learn English.

In the current study the effectiveness of using technologies has been tested on university students who demonstrated, for various reasons, difficulties with reading comprehension. The participants were 28 students (15 in the control group and 13 in the experimental group) who attended a practical English lessons in the autumn semester of their first academic year. They were in the first terms of their first year. They were students majoring in Pedagogy and Psychology and Early childhood education and training. They all possessed either iOS or Android smartphones. All students took a pre- and post-test to identify the role of technology use in learning to read.

MATERIALS AND METHODS

The use of technology can help develop reading fluency and vocabulary, allowing students to understand the meaning of words. Reading comprehension benefits from technology in the classroom as students are challenged to make sense of what they have read.

Technology is giving teachers exciting and innovative ways to take into account individual differences among students, motivating them to complete tasks.

The research instruments used in this study include observation sheets, interviews, and the researcher themselves. In this study, data was collected from two classes and from English teachers using research instruments.

In this article, the purpose is to examine the role of using Google Forms in teaching reading to university students. As a research method, we adopted an empirical approach: interactive exercises developed by us were applied to English lessons. In the first stage, the English textbook "New English File" of the intermediate level was analyzed. In the second stage of the study, tests were prepared on Google Forms and the exercises that had been developed were also used in the control group as well. At the third stage, we analyzed the results of the work carried out.

The role of using Google Forms in teaching reading was studied in two groups. In the control group, the texts were handed out as handouts. In the experimental group, the texts were sent using Google Form. To assess reading comprehension, we used tests in Google Forms while the control group wrote their responses on paper.

THE RESULTS SECTION

The study was approved as follows: in the control group, classes were conducted using only traditional exercises derived from textbooks. In the experimental group, the same topics were explained using the developed tasks in Google Form. Consider a lesson in two Intermediate level groups on the topic "Race across London". The authors of the textbook offer the following exercises:

- 1) Listen to audio tasks and do writing exercises;
- 2) Read the text;
- 3) Complete the sentences with the missing information;
- 4) Writing grammar tasks;
- 5) Listen to audio and verbal responses.

This lesson was held in the control group according to the above plan. Obviously, more of a traditional teaching format was used there while in the experimental group, in addition to listening to audio, we used interactive methods. Students read text in a Google Form and completed related tasks with skimming and scanning methods and write answers online according to the grammar topic.

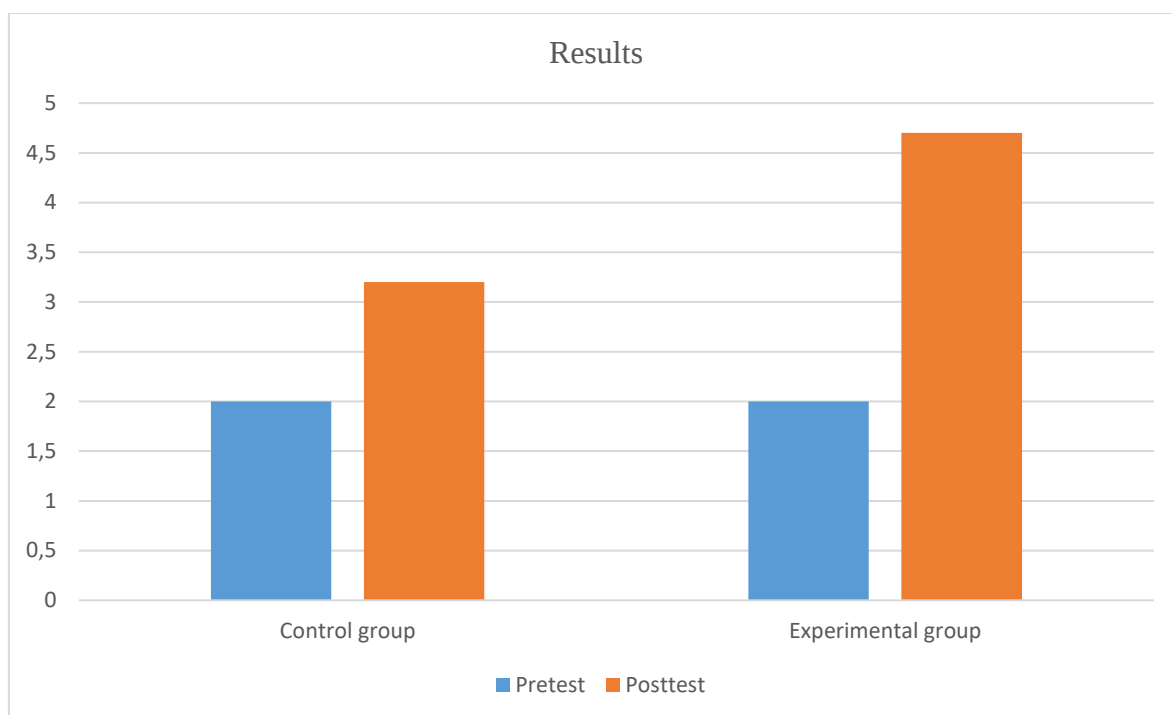


Figure 1- Results of pretest and posttest

The results of pre-tests and post-tests were analyzed for students who interacted with technologies and those who used printed texts. According to the study, control group students do not prefer working with printed materials all of the time. In contrast, students in the experimental group, who worked with Google Forms, demonstrated better work. In the second table, we see that the performance of students in the experimental group has doubled. As a result, the use of technology is crucial for students to motivate them to produce quality work, and raise their interest.

The role of using Google forms in teaching reading?

42 ответа

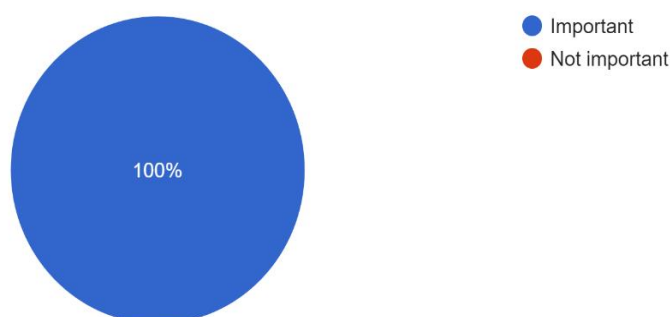


Figure 2 – The role of Google Forms

The results concerning the answers of teachers about the utility and efficacy of technology were also analyzed. Figure 2 shows that all English teachers believe that the role of using Google Forms is important in teaching reading. All teachers responded that technology is very relevant. Instead of using pen and paper, all students were more motivated and engaged with Google Forms.

DISCUSSION

Based on the results of the interviews, the study revealed many positive effects of using Google Forms. The use of technology in teaching reading has also helped improve reading comprehension. As well, we observed that students' speed and interest in learning increased two times when using Google Forms as compared to traditional methods of teaching. The way teachers use technology can help stimulate their reading comprehension and increase their interest in learning a foreign language.

CONCLUSION

Therefore, it can be concluded that the teacher plays a major role in the process of providing students with technology. Study findings indicate that using Google Forms can be an effective method of teaching reading to university students. The use of technology to teach revealed that a lot of technology was utilized to teach reading comprehension. Teachers and students agreed on the usefulness of Google Forms in teaching reading. Teachers and students believe that Google Forms are beneficial in the teaching and learning process because there is a greater need for it now than before. Educators and students must enhance their skills to use technology in their teaching and learning.

The data showed a moderate level of agreement among learners that the application Google Forms created an enjoyable learning environment. They confessed that learning became easier for them and that they had a lot of fun with the way knowledge was delivered and gained. The students also stated that the application of this tool helped them to become more autonomous learners. They all confirmed that they had completed a heavier workload than during the previous semester. They could track their progress and manage their learning. As for the role of using Google Forms have shown high effectiveness in teaching reading. Accordingly, observing the stages of working with the text and using a variety of technologies lead to effective results in the field of teaching reading to university students.

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Университет студенттерін оқуға үйретуде Google форманың рөлі

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Бұл мақалада университет студенттеріне ағылшын тілінде оқуды үйретуде Google форманың рөлі сипатталады және оқуды үйретуде технологияларды қолданудың тиімділігіне мысалдар келтірілген. Білім беруде Google формаларын тиімді пайдалану білім берудің келбетін өзгертті және білім беру мүмкіндіктерін кеңейтті. Технологияның оқуға үйретудегі рөлін анықтау мақсатында студенттердің бақылау және эксперименттік топтары арасында сауалнама жүргізілді. Зерттеу нәтижесінде оқушылардың өтілетін материалға деген қызығушылығын арттырудың шешімі ретінде технологияны пайдалану келтірілген. Мұғалімдер де, студенттер де әртүрлі білім беру технологияларының пайдасын көрді. Мұғалімдер технологияны өз сыныптарына қалай енгізу керектігін үйренді. Оқушылардың технологиямен оқуға деген қызығушылығы артып келеді. Технологияны пайдалану оқушылардың оқуға деген ынтасын арттырумен қатар түсініп оқуды үйретуге көмектеседі. Нәтижелер Google формаларын қолдану ағылшын тілін оқыту мен үйренуде тиімді екенін көрсетті. Педагогикалық салдар мен кездесетін қиындықтар мақаланың соңғы бөлімінде де қарастырылады.

Кілт сөздер: оқуды үйрету, Google форма, технология, түсініп оқу, тиімді әдіс.

Материал 15.02.2023 баспаға түсті

Роль Google форм в обучении чтению студентов университета

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В данной статье описывается роль Google форм в обучении чтению на английском языке студентов, а также приводятся примеры эффективности использования технологий в обучении чтению. Эффективное использование Google форм в образовании изменило лицо образования и создало больше образовательных возможностей. Был проведен опрос среди контрольной и экспериментальной групп обучающихся с целью определения роли техники в обучении чтению. В результате исследования использование технологий приводится как решение для повышения интереса обучающихся к изучаемому материалу. И преподаватели, и студенты извлекли пользу из различных образовательных технологий. Преподаватели научились интегрировать технологии в свои классы. Студенты все больше интересуются технологиями. Использование технологий помогает в обучении пониманию прочитанного, а также в мотивации обучающихся к чтению. Результаты показали, что применение Google форм эффективно в преподавании и изучении английского языка. Педагогические последствия и возникающие трудности также обсуждаются в последнем разделе статьи.

Ключевые слова: обучение чтению, Google форма, технология, понимание прочитанного, эффективный метод.

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