

Fairy tales were offered to primary school students as an effective method of teaching vocabulary in English lessons. Children's folklore, including fairy tales, conveys both cognitive and aesthetic information. The purpose of this study is to offer a set of effective tasks aimed at mastering vocabulary through the texts of fairy tales in English lessons in elementary school. To achieve this goal, we considered the methodological foundations of teaching vocabulary in English lessons, and analyzed the peculiarities of teaching vocabulary. The types of tasks are proposed to show what types of work are carried out when teaching vocabulary.

The object of this study is the effect of fairy tales in vocabulary acquisition in English lessons and the dynamics of developing students' lexical competencies. The subject of this study is the peculiarities of using fairy tales in vocabulary teaching primary school students.

The results of the study can contribute to the implementation of fairy tales in teaching vocabulary or other language skills in the field of linguodidactics and methods of teaching foreign languages.

Key words: English as a foreign language, vocabulary, new words, interest, language competence.

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INTEGRATING MULTIMEDIA AND DIGITAL TECHNOLOGY IN SECONDARY SCHOOL ENGLISH LANGUAGE TEACHING (ELT) PROGRAM

Computer technology has been used in teaching foreign languages since the 1980s, which led to the emergence of a special direction in the methodology of teaching foreign languages, which examines the theoretical and practical aspects of the use of these technologies in the course of teaching a foreign language. In Kazakhstan, this direction is called "computer linguodidactics", the most common term used abroad is CALL (Computer-assisted language learning). With the technological progress, more and more advanced technical devices appeared with significant linguodidactic potential. Today, in the practice of teaching foreign languages, a wide range of technical devices are used, both stationary (for example, a computer, interactive whiteboard) and mobile (tablet computers, smartphones), which are combined under the concept of "digital technology". The appearance of these technical tools also influenced the ways of presenting information, which today is most often given in a multimedia format, that is, in several forms simultaneously: text, graphic, video, audio, interactive.

Key words: digital technologies, self-development, active learning, generations Z and α, ICT.

INTRODUCTION

The strategic goal of teaching a foreign language today is the formation and updating of a "secondary language personality" (I.I. Khaleeva, 1989) of a learner as a person's ability to fully participate in intercultural communication, i.e. successfully carry out social interaction with carriers of a different culture [3, 65]. In order to develop a secondary linguistic personality, the individual will have to master the verbal-semantic code of another language (the linguistic picture of the world of native speakers), as well as the "global (conceptual) picture of the world". Formed "secondary linguistic personality" implies the ability to effectively use foreign language in various fields of activity, including professional, as well as the ability to self-development in linguistic, educational

and sociocultural environments. The process of formation of a secondary linguistic personality is directly affected by social processes taking place in the world.

Modern society is highly dynamic, and one of the most important tasks of a teacher is a timely reaction to them. Already today, in the conditions of the information society, the professionalism of a specialist in any field is determined not only by the amount of knowledge, but also by the ability to independently find the necessary information, navigate the information flows, quickly highlighting the necessary information and ignoring the others, effectively using the latest technology. Moreover, today a large share of communication, including intercultural, carried out remotely using digital technology. These trends define new approaches and methods of teaching a foreign language.

To develop a “secondary linguistic personality” today, traditional teaching methods are no longer enough. We need new techniques that would allow students to develop the necessary knowledge and skills for the successful implementation of communication, professional and educational activities in the modern high-tech information-rich world. Based on the literature studied, we conclude that the achievement of this goal will be possible through the integration of modern multimedia and digital technologies into the process of teaching a foreign language, which can be effectively used in lessons already in high school

MAIN PART

Secondary school is a key stage in the education system. Today, only secondary (basic general) education (grades 1–9 of the school) is compulsory in the Republic of Kazakhstan, which means it covers the widest possible category of citizens. Thus, the knowledge, abilities, skills and competencies acquired in high school form the level of general education in the country. The goal of the secondary school is to give the deepest and most versatile education possible, to develop all the necessary competencies that would enable the individual to successfully carry out further professional activities. Such competencies include, in particular, the ability to communicate in English, as the language of international communication, through modern technologies in an information-saturated environment.

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This need is recognized and fixed by a number of state initiatives, including, for example, the Law “On Education in the Republic of Kazakhstan” and the Order from the Ministry of Education (No. 3926 dated December 3, 2001) “On the Unified Organization and Coordination of Work in the Field of Education Informatization in Kazakhstan”. The requirement for informatization of the learning process is also reflected in the most important supporting document in our education system.

Modern sample training program of basic general education belongs to the second generation of such standards and is designed to provide a transition to a qualitatively new model of training, in which the development of creative abilities of students, their preparation for life in modern conditions on the basis of a system-activity approach, becomes the central task. Thus, there is a gradual change in educational paradigms: from a model built on the principle of the transfer (“translation”) of knowledge from a teacher to students, to a personality-oriented one, involving the active interaction of all participants in the educational process. Moreover, the Federal State Educational Standard recognizes by the results of training not only the knowledge and skills acquired by students in individual areas, but the competencies that they must master. The competency-based approach that forms the basis of the Bologna Declaration is based on knowledge, but is implemented in the experience and ability to project learning situations into real ones [18].

The key requirements for sample training programs are:

- 1) the formation of a personality ready for self-development and continuing education;

2) design and construction of the social environment for the development of students in the education system;

3) active learning activities of students;

4) accounting in the process of planning educational activities of individual age, psychological and physiological characteristics of students [10, 6-23].

In addition, it seems to us extremely important the requirement of sample training program to form ICT competencies in the process of teaching foreign languages, in other words about “the formation and development of competence in the field of using information and communication technologies [...] and the development of motivation to master a culture of active use of dictionaries and other search systems” [18, part II, paragraph 9].

This requirement meets the trends of modern society, where the communication process is increasingly moving from the real (offline) to the virtual world (online), and its effectiveness directly depends on the degree of mastery of modern technical means by the participants in the process.

Thus, today in the education system there is an orientation towards the informatization of the learning process, enshrined in a number of state initiatives, in particular, the Federal State Educational Standard for Basic General Education.

In addition, current trends in the development of society are reflected in the requirements placed on future school graduates. In the modern high-tech and information-rich world, the ability and willingness to use digital technology is becoming an important component of the general professional competence of a person.

Therefore, in our opinion, the process of forming a secondary language personality in high school, as a key stage of education, should be carried out using modern multimedia and digital technologies.

One of the most important principles of teaching foreign languages in the framework of a personality-oriented approach is the principle of taking into account the age characteristics of students. This principle suggests that learning should be based on the cognitive, psychophysiological and mental characteristics of students.

The need to intensify the learning process through the use of multimedia and digital technologies, in our opinion, is also due to the age characteristics of younger adolescents (5-7th grades of high school). Well-known domestic teachers and psychologists (S. F. Shatilov, L. I. Bozhovich, D. B. Elkonin, and others) note that at this age a differentiated attitude to academic subjects and professional interests begin to form [2, 19, 20]. So, students begin to pay less attention to subjects that they consider to be unimportant and uninteresting. Also, the attitude to the subject as irrelevant for the future life of a teenager leads to the emergence of formalism. In this case, the students carry out educational activities only with the aim of obtaining a positive assessment, but without experiencing sincere interest in the subject. Students soon forget the information “learned” in this way. [19, 139], [1, 238-241].

Also, this age category is characterized by a desire for independence and thoroughness. Development gains a sustained substantial interest in activities, curiosity regarding what seems important and interesting to a teenager. Thus, if a subject is genuinely interested in a teenager, he is inclined to “plunge” into it, to be active during class, and to acquire the necessary knowledge independently. However, in the opposite situation, if the subject is deemed “unnecessary” by the teenager, the training will be formal, and therefore ineffective, noted the outstanding Russian psychologist L.I. Bozovic. [19, 139], [1, 238-241].

Thus, this age category of trainees presents some complexity from the point of view of the methodology, which, however, is compensated by its potential capabilities. Based on the literature studied (L. S. Vygotsky, L. I. Bozhovich, J. Piaget), we believe that at this stage of training it is especially important to maintain a steady motivation for the subject “English language” in order to avoid the loss of sincere interest in the subject, which can lead to formalism.

Sustained interest in the subject “foreign language” will allow you to effectively use the features of this age (active cognitive interest, independence) to stimulate communication in a

foreign language. For this, the educational process, according to the outstanding teacher-methodologist S.F. Shatilova should be exciting for students, contain novelty and new forms of learning, expand the interests of students, satisfy their need for communication with peers, and most importantly, be connected with the realities of the world around them so that the teenager realizes the "usefulness" of this subject [19, 139]. The introduction of multimedia and digital technologies in the learning process will help achieve this goal: researchers, including I.L. Kolesnikova and O.A. Dolgin, note that digital and multimedia technologies in the English lesson are an innovation, which means that even the most ordinary tasks seem more interesting to students if they need to be done using a computer [6, 98].

Also, the need to integrate multimedia and digital technologies in the process of teaching English in high school is also caused, in our opinion, by the special characteristics of the modern generation of high school students.

In foreign science, the researcher Marc Prensky introduced the term digital native, i.e. "Digital aborigine", to refer to the generation born in the "computer age" (after the 90s of the XX century). Representatives of this generation since childhood grew up in a rich information environment, and the use of information and communication technologies is natural for them and penetrates into all spheres of life. According to many researchers, including M.Y. Kopylovskaya, it has qualitatively influenced and continues to influence the process of forming the personality of students, including language. [8]

These conclusions are consistent with the concepts of domestic psychologists-methodologists L.S. Vygotsky and A.N. Leont'ev, who emphasized that mental activity is formed from external (practical), [9]. The outstanding Soviet psychologist P. Y. Galperin was of the same opinion. Galperin, who believed that the process of assimilation begins with a specific action with objects, i.e. thinking [5, 107]. Thus, objects, realities with which a person interacts form his thinking.

Also, the thesis that there are differences in the ways of thinking of representatives of different generations is consistent with the theory of generations of the British academic K. Mannheim [8]. According to the latter, socio-historical factors directly form each generation (age group) that has come under their influence.

On the basis of this theory, a number of classifications have been developed by foreign scholars describing the different generations and how they interact with modern technologies. Modern school children fall into two categories: Generation Z - born between 1990 and 2010, whose maturation coincided with the era of Web 2.0 and the rapid development of mobile computers, and Generation α - born after 2010, whose maturation coincides with the advent of the era Web 3.0 and the development of augmented reality technologies. [8]

Thus, modern multimedia and digital technologies occupy a large place in the life of modern children, especially adolescents, and also shape their thinking. This is confirmed, in particular, by the results of the first all-Russian scientific study of digital competence of adolescents, conducted in 2013 by the Internet Development Fund in conjunction with the Department of Psychology of Moscow State University named after M.V. Lomonosov with the support of the Internet company Google. The sample of this study included 1203 adolescents 12-17 years old from 58 cities from 45 regions of all 8 federal districts of the Russian Federation.

The study showed that 89% of adolescents 12-17 years old use the Internet every day, while 37% of respondents spend 3 to 8 hours on the Web on weekdays and 47% on weekends. The main activities of adolescents on the Web are the search for interesting information, the search for information for study, communication. These data are presented in more detail in Appendix 7. [16, 28-36]

So, we can conclude that adolescents spend most of their free time on the Internet, using it to solve a wide range of tasks, in particular educational ones. Today's school students live and will carry out their professional activities in a slightly different reality than their teachers and methodologists who make up the curriculum. Students of generations Z and α set themselves new qualitatively tasks and use qualitatively new ways to achieve them.

So, M. Prensky concluded that the thinking processes of representatives of the digital generation are parallel, and not linear. They use other methods of concentration, differ in special intensity and a combination of cognitive skills [8].

So, modern adolescents who actively use Internet search engines have changed their ways of functioning memory: now it is not aimed at retaining some “content”, but at remembering the source of information, the place on the Web where it is stored. Information has become easily accessible, and, therefore, there is no need to remember it [15, 11].

Features of attention and thinking of a modern teenager are closely related to the phenomenon of “clip thinking” (from the English “clip” - “excerpt”). The appearance of this phenomenon is usually associated with the emergence of multichannel television, and today it is considered as one of the methods of a protective reaction to information overload. This type of thinking involves processing information in short portions and is based, first of all, on visual images. A significant decrease in attention span is associated with the same phenomenon. Thus, there is a gradual transition from a linear system of thinking to a network [37].

However, an important advantage of the modern generation is the increased ability to multitask. A modern child can simultaneously do homework, listen to music and chat with friends on the Internet without any discomfort. The same type of activity is characteristic of students in the lessons at school. Due to their multitasking, it is difficult for modern schoolchildren to focus their attention on one thing for a long time, they need a frequent change of activity [13, 11], [40].

So, the modern generation of schoolchildren is distinguished by a number of important age and generational characteristics, which, however, are often not taken into account, that is, the fact that educational programs and teaching methods do not meet the needs of modern students is faced. We believe that the use of multimedia and digital technologies in English classes will ensure the creation of an environment that provides the highest level of competitive education, as well as help to more effectively use the cognitive characteristics of students [8, 7, 14].

Based on the literature studied, we can conclude that today the practice of introducing multimedia and digital technologies is ahead of theory. Teachers are increasingly resorting to modern technology in order to intensify the learning process, but such attempts are not always successful.

In recent years, methodologists, linguodidacts, and practical teachers have identified the following problematic aspects of integrating multimedia and digital technologies into the process of teaching foreign languages. Firstly, the lack of consistency in the content and the inconsistency of this content with the main course materials, secondly, the lack of criteria for evaluating the usefulness of using these technologies in different age groups and the criteria for evaluating curricula, and thirdly, the lack of the necessary qualifications for teachers that would allow make good use of

computers in the classroom, and a proper system for their preparation in universities. [11, 231], [10, 122].

According to the domestic researcher, in the field of computer linguodidactics R.K. Potapova, these problems are really common in the practice of teaching foreign languages, however, reflect a rather outdated approach to the use of ICT in teaching foreign languages. For example, today there is no shortage of open-type computer programs that enable the user to independently fill them with content (Hot Potatoes), which means that it is unlawful to talk about the impossibility of embedding such programs in a training course. The problem of selecting content for filling such shell programs is gradually becoming relevant today [11, 232].

Moreover, as already noted in paragraph 1.1, the focus is gradually shifting from the use of specialized programs aimed at automating language skills and controlling their formation, to full-scale integration into the learning process of various technologies that are not specifically designed for educational purposes. This implies the use of educational programs (MS Word, PowerPoint, etc.), the capabilities of the Internet and telecommunication technologies for educational purposes.

This trend leads to new problems. Firstly, the insufficient degree of development of ICT competency among teachers. Secondly, problems of a technical nature, in particular the insufficient

equipment of rooms. Thirdly, the problem of the so-called digital risks of using digital technologies in education in general and in language education in particular.

According to R.K. Potapova, the first problem is especially acute [11, 232]. Teachers often lack the qualifications to use computer technology to their full potential. In accordance with the classification proposed by the American researcher M. Prensky, considered by us in section 1.2.2, modern educators belong to the digital generation (digital immigrants) [8, p. 3]. Because of this, they often feel less confident using technology than their students. So, due to the lack of experience and the complexity of the process, some practice teachers avoid the use of digital technology in their lessons.

Thus, there is an acute problem of the development of teachers of a foreign language ICT competency, which researchers P.V. Sysoev and M.N. Evstigneev defined as the ability to "use the entire arsenal of ICT in the process of teaching aspects of a foreign language and types of speech activity" [11, 232], [10, 124], [17].

CONCLUSION

The formation of this competency among teachers should be one of the priorities for training future teachers and advanced training for practicing teachers, because otherwise the training system will not be able to respond to the urgent needs of students, and therefore will be ineffective and uninteresting.

Technical problems of introducing multimedia and digital technologies into the learning process of foreign languages are expressed, firstly, possible malfunctions when using programs, and secondly, insufficient technical equipment of classes. Of course, the teacher can not affect the degree of equipment classrooms, but he can resort to the search for other strategies for integrating multimedia and digital technologies in the learning process. One of them is the so-called BYOD (Bring Your Own Device). It consists in the fact that students bring their own electronic devices (laptops, tablets, smartphones) to the lesson if the audience is not technically equipped.

Also, the teacher should remember that when working with computer resources, there is always the possibility of various kinds of technical failures. This can be an unexpected failure of a computer to work (due to a breakdown, the need to update software, lack of a password, etc.), the failure of individual computer elements (for example, audio speakers), loss of access to remote Internet resources (for example, video from a service YouTube may be unexpectedly deleted or blocked). According to the American researcher Thom Thibeault, the only effective way out of such situations is "Plan B" (Materials of the seminar "Designing and Implementing On-Line Courses in Russia", February 19-21, 2016, ITMO University). In other words, the teacher should always work out an alternative strategy for the lesson in case a technical failure occurs.

Another critical aspect of the implementation of multimedia and digital technologies in the learning process is the so-called digital or online risks (digital risks). By this term, researchers G. Dudeney, M. Pegrum and N. Hockley denote the category of potential risks associated with the use of digital technologies in a foreign language lesson. This may include copyright compliance issues, the relevance of content, privacy, age limits when using certain resources, and others. Some authors (C. Livingston, G.U. Soldatova, E.I. Rasskazova) separately highlight online risks to describe the threats that students may face on the Internet. Domestic researchers G.U. Soldatova, T.A. Nestik, E.I. Rasskazova, E.Yu. Zotov categorizes online risks into four categories:

1) contextual: related to materials that a user may encounter on the Internet (texts, pictures, audio and video files, links to various resources) containing illegal, unethical and malicious information;

2) communication: arise in the process of communication and interpersonal interaction of users on the Web (for example, cyberbullying).

3) technical: threats of damage to computer software, information stored on it, violation of its confidentiality or theft of personal information through malware;

4) consumer: arise as a result of abuse of consumer rights on the Internet. Note that this risk group is beyond the scope of our study [15, 94-95].

At the same time, researchers note that most often adolescents are faced with content (52%) and technical (48%) risks. A detailed list of online risks is presented in Appendix 9 [15, 94-95].

When using digital tools in an English lesson in high school, in our opinion, student behavior also poses a certain risk. Having access to a computer, students can be distracted by third-party actions on the Internet, instead of performing educational activities. Therefore, the teacher should be able to monitor the activities of students, as well as carefully select materials and, if necessary, limit the functionality of the web browser in such a way as to prevent students from contact with inappropriate materials.

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Орта мектепте ағылшын тілін оқыту (ELT) бағдарламасында мультимедиялық және цифрлық технологияларды интеграциялау

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Компьютерлік технологиялар шет тілдерін оқытуда 1980 жылдардан бері қолданыла бастады. Бұл шет тілін оқыту әдістемесінде аталған технологияларды шет тілін оқыту процесінде қолданудың теориялық және практикалық аспектілерін қарастыратын арнайы бағыттың пайда болуына себепкер болды. Қазақстанда бұл сала «компьютерлік лингводидактика» деп аталады, ал шетелде CALL (Computer-Assistance Language Learning) термині жиі қолданылады. Технологиялық прогреспен айтарлықтай лингводидактикалық әлеуеті бар жетілген техникалық құрылғылар пайда болды. Бүгінгі таңда шет тілдерін оқыту тәжірибесінде «цифрлық технология» түсінігімен біріктірілген стационарлық (мысалы, компьютер, интерактивті тақта) және мобильді (планшеттік компьютерлер, смартфондар) техникалық құрылғылардың кең спектрі қолданылады. Бұл техникалық құралдардың пайда болуы қазіргі уақытта көбінесе мультимедиялық форматта, яғни бір уақытта бірнеше формада: мәтіндік, графикалық, бейне, аудио, интерактивті түрде берілетін ақпаратты ұсыну тәсілдеріне де әсер етті.

Кілт сөздер: цифрлық технологиялар, өзін-өзі дамыту, белсенді оқыту, Z and a ұрнақтары, АКТ.

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Интеграция мультимедиа и цифровых технологий в программу обучения английскому языку(ELT) в средних школах

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Компьютерные технологии стали применяться в обучении иностранным языкам с 1980-х годов, что привело к появлению особого направления в методике обучения иностранным языкам, рассматривающего теоретические и практические аспекты использования этих технологий в процессе обучения иностранному языку. В Казахстане это направление носит название «компьютерная лингводидактика», за рубежом чаще всего используется термин CALL (Computer-Assistance Language Learning). С техническим прогрессом появлялись все более совершенные технические устройства, обладающие значительным лингводидактическим потенциалом. Сегодня в практике обучения иностранным языкам используется широкий спектр технических устройств, как стационарных (например, компьютер, интерактивная доска), так и мобильных (планшетные компьютеры, смартфоны), которые объединяются под понятием «цифровая технология». Появление этих технических средств повлияло и на способы подачи информации, которая сегодня чаще всего дается в мультимедийном формате, то есть

одновременно в нескольких формах: текстовой, графической, видео-, аудио-, интерактивной.

Ключевые слова: цифровые технологии, саморазвитие, активное обучение, поколения Z and alpha, ИКТ.

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МУЛЬТИМЕДИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫҢ КӨМЕГІМЕН ШЕТ ТІЛІН ҚАШЫҚТЫҚТАН ОҚЫТУ

Қазіргі уақытта мультимедиялық технологиялар шет тілдерін дамытуға қатысты белгіленді. Кейбір мұғалімдер мультимедиа ағылшын тілін үйренуді жеңілдетеді деп мәлімдейді. Бұл зерттеу жұмысы мультимедиялық технологияның ағылшын тілін оқытудың тиімділігіне әсерін зерттеуге бағытталды. Мақалада студенттерге ағылшын тілін қашықтықтан оқыту режимінде жұмыс істеу барысында жинақталған авторлардың тәжірибесі берілген. Мақалада шет тілдерін оқытудың негізгі ерекшеліктері (оқу материалын таңдау, оқу материалдарын техникалық және педагогикалық өңдеу, мұғалімнің рөлі, студенттерді ынталандыру мен дайындау, нәтижені бағалау) және дәстүрлі және қашықтықтан оқытудың негізгі айырмашылықтары қарастырылады. режимдері. Мақаланың қорытынды бөлімінде техникалық жағының қиындықтары баяндалып, дәстүрлі және қашықтан оқытудың салыстырылуы жүргізіледі. Салыстыру нәтижесінде жасалған тұжырымдар ерекше назар аударуды қажет ететін салаларды анықтауға, сонымен қатар шет тілдерін және атап айтқанда ағылшын тілін тиімді оқытудың ең қолайлы құралдарын таңдауға мүмкіндік береді. Жұмыста карантиндік немесе үйде оқыту жағдайында студенттерге ақпараттық-коммуникациялық технологияларды, сондай-ақ электронды білім беру ортасын құру және қашықтықтан оқыту үдерісінің тиімділігін қамтамасыз ету үшін пайдалануға болатын әртүрлі интернет-платформаларды пайдалана отырып, қашықтықтан оқытуды ұйымдастыру моделі қарастырылған.

Кілт сөздер: ағылшын тілі, мультимедиа, мобильді қосымша, қашықтықтан оқыту, интернет-платформа, электрондық білім беру ортасы, ақпараттық-коммуникациялық технологиялар.

КІРІСПЕ

Мемлекеттік білім стандарты заманауи оқушыға жоғары талаптар қояды. Қысқа мерзімдер, үлкен көлемдегі ақпарат және студенттердің білімі мен дағдыларына қойылатын қатаң талаптар - бұл оқу процесінің заманауи шарттары. Жоғары талаптарды тек дәстүрлі педагогикалық әдістер мен құралдарға сүйене отырып қанағаттандыру мүмкін емес. Ақпараттық технологияларға, әсіресе мультимедиялық технологияларға негізделген оқу үдерісін ұйымдастырудың жаңа прогрессивті тәсілдері қажет. Негізгі мақсат оқу үрдісінде ақпараттың әр түрін (дыбыс, бейне анимация, графика, т.б.) пайдаланудың дидактикалық мүмкіндіктерін сауатты пайдаланудан көрінеді [1].

Қазіргі уақытта ақпараттық технология оқытудың мазмұнына, формалары мен әдістеріне айтарлықтай әсер етуде. Қазіргі студенттер белсенді түрде пайдаланады: дербес