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## FORMING THE COMMUNICATIVE COMPETENCE OF STUDENTS AT USING THE COMMUNICATIVE TECHNOLOGIES IN THE ENGLISH LESSONS

**Abstract:** The article reveals the meaning of information and communication technologies, defines its role in teaching English in the context of modernization of education, and presents the classification of new information technology tools used in teaching English.

**Keywords:** information and communication technology; modernization of education; ICT tools; English language teaching; modern pedagogical technologies; English language teaching.

**Аннотация:** В статье раскрывается значение информационных и коммуникационных технологий, определяется их роль в обучении английскому языку в условиях модернизации образования, а также представлена классификация новых средств информационных технологий, используемых в обучении английскому языку.

**Ключевые слова:** информационно-коммуникационные технологии; модернизация образования; средства ИКТ; обучение английскому языку; современные педагогические технологии; обучение английскому языку.

In today's world, learning a foreign language is one of the most important elements of a modern and successful human life. Knowing a foreign language is not only desirable but also necessary knowledge. Today, more and more people want to learn a foreign language, and with that comes the need for quality foreign language training.

The modern information society in which we live is characterized, first of all, by the leading position of information and the extremely fast development rate of information and communication technologies (ICT), the tools for processing this information. Important achievements in the field of computer science have led to the introduction of computer technology into various areas of human life. Today, the prerequisites for the effective use of ICT in the educational system are in place [1, p. 55].

Teaching a foreign language means that the teacher teaches the student to communicate, and in speech the communicative function of the language is implemented. The approximation of the foreign language learning process to modern needs is largely related to the constant inclusion of students in such teaching and conversational situations, when they are forced to speak as the subject of the proposed activity and as the organizer of the interaction of the process with its initiators and other participants. In life, language is used in the context of communicative situations that influence the language strategies of the students. The units of communication are certain actions or speech acts, such as approving, requesting, questioning, apologizing, thanking, etc. The communicative significance of the structural elements of the speech act (words, phrases, sentences) is revealed in the connected text. The production of speech acts is preceded by the formation of the speaker's speech intention, which takes into account prior knowledge about the communication partner, purpose, subject matter, and the place and time of utterance. The most natural type of communication is the oral type, which appears most frequently in listening and speaking. Dialogic type. The development of pronunciation skills is facilitated by the use of song materials on a variety of topics. Songs help students improve their pronunciation skills, expand their vocabulary, introduce them to the national culture of the language they are learning, and demonstrate the application of grammatical knowledge in oral language.

Scientists believe that any educational method can be enriched by incorporating information technology into it. However, if in the process of teaching informatics, ICT tools function as both learning objects and learning tools, in the process of teaching foreign languages, they are only learning tools; ICT tools are

software, hardware, technical tools and devices, and should also be understood as modern tools and systems that provide information distribution, exchange, collection, production, and storage operations. Information storage, processing, transmission, and access to information resources of local and global computer networks provide many opportunities during foreign language learning. The most widely used ICT tools in the educational process are:

- electronic textbooks and teaching aids shown with the help of a computer and a multimedia projector;
- electronic encyclopedias and directories,
- simulators and testing programs,
- Internet educational resources,
- DVDs and CDs with pictures and illustrations,
- video and audio equipment,
- research works and projects.

The practical application of ICT offers new types of students' cognitive activities, which allow the discovery of new knowledge, the development of students' cognitive independence, and the formation of skills for self-improvement, research, and orientation of knowledge [2, p. 112]. ICT tools enable students to activate their cognitive activities. Provide positive motivation for learning with the help of interactive and interactive hypertexts. Ensure a high degree of differentiation of education. Improve the management of knowledge, skills and competencies. To provide rational organization of the teaching process, efficiency of teaching, formation of real research activity skills, access to various reference systems, electronic libraries and other information resources. The use of computer programs in the teaching of foreign languages makes it possible to convey the material in a way that is easily understood and accessible, rather than orally. It is very important that students are able to work independently in a lesson, to progress at their own pace in their understanding of new material, and to return to unclear material or move forward as needed [3, p. 46].

The main objective of foreign language (FL) teaching is to form and develop the students' communicative culture and to teach them to learn a foreign language in a practical way. Developing the same communicative competence in English is a very difficult problem that does not exist in the country of the language being taught [4, p. 64]. The use of information technology in foreign language teaching is the most optimal way to achieve this goal. The main objectives of using ICT in English language teaching are:

1. Increase enthusiasm for language learning;
2. Develop speaking skills
3. Increase the amount of language knowledge; and
4. Expand your knowledge of the country of the language you are learning; and
5. Develop the ability to learn a foreign language independently.

Computer-assisted learning programs have many advantages over traditional learning methods, including:

- Helping to understand linguistic phenomena and form linguistic competence; and
- Creates the situations necessary for communication;
- automates language and speech acts;

It also provides instructors with the opportunity to consider representative systems, implement individual approaches, and activate students' own work; use new information technologies in the teaching of English;

It changes the organization of the process of teaching children and forms systematic thinking.

It helps to diversify language and forms of work, and to select methodological tools and methods that will make teaching interesting and memorable for students. It also provides basic opportunities for Computer training and has great potential for motivation.

I often use a variety of electronic resources in my work, including multimedia programs, teaching materials found on the Internet, and interactive tests. I often use a variety of electronic resources, such as multimedia programs, teaching materials found on the Internet, and interactive tests, to bring variety and interest to my classes and to teach children how to use a variety of new technologies. The use of ICT in English classes can motivate students, activate speech and thinking activities, enable effective assimilation of the material, form a comprehensive body of knowledge, enable rational use of learning time, increase the pace of work in class without compromising the assimilation of knowledge by the students, introduce an element of novelty, foreign language helps to enable students to a radically new level of mastery. Modern life requires flexibility in one's thinking and creative approaches to problem solving. The extent to which human society will progress in the future will be determined by the creative potential, or cognitive activity, of the younger generation; the use of ICT creates an atmosphere of creative exploration and significantly increases

students' knowledge levels and cognitive activity. The use of ICT and the Internet leads to an increase in the cognitive activity of students, the effectiveness of education due to changes in the level of individualization and differentiation, and the use of additional motivational levers. In many cases, the use of modern means of ICT and IT technology makes it possible to differentiate the educational process of students by means and techniques for selecting assignments at different levels, organizing unique progress on course topics for successful students and returning to material that has not been sufficiently learned for those who are behind, etc. Considering the possibilities of individualization and differentiation of education, ICT tools used rationally in students' curricular and extracurricular activities can contribute to the organization of an individual-oriented education and thus to the expansion of cognitive interests.

On the Internet, students can find information about museums, tourist attractions, current events and environmental issues in different countries, holidays, and other information they need for their projects. And these materials serve as "authentic" cultural carriers in the process of cross-cultural communication. But my job as an English teacher is to adapt them to the course, the topics I teach, and the language level of my students, which is made possible by the use of ICT:

- from learning as a function of memory to learning as a process of mental development;
- from a static model of knowledge to a dynamic system of mental activities;
- to work with selected materials from focusing on the average student to differentiated and individualized training programs;
- from external motivation of learning to internal moral and voluntary regulation.

Computer-based English classes can increase students' cognitive interest and create the conditions for a thorough education. The following computer training programs can be used in English classes. They are: Self-English, Hangman, English Practice, Meritz, Active Studio, Holiday English, Bridge to English, and Triple Play Plus English. These programs help develop memory, vocabulary, correct reading, competent writing, and translation skills.

The use of "electronic textbooks" in education not only enhances students' cognitive activities, but also creates conditions for the formation of logical thinking systems and creative work. Theoretical topics are widely presented and explained in electronic textbooks. The theoretical topics are presented in the form of graphic illustrations with various pictures and drawings - plates. The textbook is unique in that each topic is illustrated and decorated with the necessary pictures. A textbook is not simply a text on a display screen, but a complex, multi-level system for self-study of the required material. The use of electronic textbooks develops the scientific and methodological potential of teachers and facilitates their work during lessons.

Games develop intelligence and attention, enrich language, strengthen students' vocabulary, and focus on shading and meaning. Games can help students remember what they have learned, replenish their knowledge, and introduce children to the real context of the most complex relationships. Games are purely a communicative activity, although they are based on the rules of the game and have a specific character. The game society is a team that functions as an organized and communicative beginning for each player, with a vast number of communicative connections.

A characteristic feature of all educational games used in English lessons is their communicative orientation and conditionality. And this corresponds to the main goal of any foreign language learning: the development of communicative competence, the ability to communicate. In games everyone is equal. Everyone can play, even those who do not have a strong knowledge of the language. The sense of equality, the atmosphere of excitement and joy, the sense of power of the task - all these give students the opportunity to overcome the shyness and fear that prevent them from freely using foreign language words in their speech. It reduces mistakes and has a positive effect on learning outcomes.

Role-playing games are the foundation of communication skill development. Role-playing games are a game pedagogy characterized by the presence of a task (problem) and the division of roles among participants to solve it. For example, the game is called "In a Restaurant." There are various dishes on the menu that can be ordered. Students go to the restaurant and order the dish of their choice.

In this way, we believe that games are situational exercises that create the possibility to repeat speech patterns over and over again under conditions that are as close as possible to real communication with its inherent features that influence speech, such as emotion and sense of purpose.

During class, teachers can save up to 40% of class time compared to working at the blackboard. They don't have to worry about not having enough space on the blackboard, poor quality chalk, or unclear writing. Teachers can increase the intensity of their lessons and enrich them with new content while saving time. When explaining new content in a lesson, teachers can show thematic collections (illustrations, photographs, portraits, reproductions of paintings by the artists being studied, video tours, video clips), dynamic tables and diagrams, and interactive models on the big screen. At the same time, the technology of interpretation has

changed dramatically. Teachers explain the information projected on the screen, accompanied by supplementary explanations and examples where necessary.

We can confidently say that the correct use of ICT in education contributes to the qualitative improvement of students' intercultural communication skills.

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### ПОСТРОЕНИЕ ИНДИВИДУАЛЬНОЙ ТРАЕКТОРИИ РАЗВИТИЯ ШКОЛЬНИКОВ В УСЛОВИЯХ ГЛОБАЛЬНОЙ ЦИФРОВИЗАЦИИ

Аннотация. В данной статье рассматриваются особенности влияния цифровизации на личностное развитие подрастающего поколения. Делается попытка выявления потенциала цифрового контента при построении индивидуальной траектории развития школьников.

Ключевые слова: цифровизация, личность, образование, самообразование, индивидуальная траектория развития.

### BUILDING AN INDIVIDUAL TRAJECTORY FOR THE DEVELOPMENT OF SCHOOLCHILDREN IN THE CONTEXT OF GLOBAL DIGITALIZATION

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Annotation. This article discusses the features of the impact of digitalization on the personal development of the younger generation. An attempt is made to identify the potential of digital content when building an individual trajectory of development of schoolchildren.

Keywords: digitalization, personality, education, self-education, individual development trajectory.

Введение. Современные школьники максимально адаптированы к цифровой среде в целом и образовательной в частности. Большая часть использует цифровой контент в развлекательных целях, однако актуальные возможности современного цифрового пространства недостаточно изучены и следует отметить его значительный потенциал для выстраивания индивидуальной траектории развития учащихся.

Исследования проведенные А.А. Шабуновой, А.В. Короленко показывают существенный процент вовлеченности школьников в цифровое пространство. Учащиеся от 14 лет используют интернет каждый день в целях самообразования – 70%, учащиеся от 17 лет – 103,5%. [8]

В рамках нашего исследования важно рассмотреть понимание таких терминов как образовательная среда и самообразование в ракурсе процесса цифровизации.

«Цифровизация – это процесс, включающий создание, внедрение и применение цифровых систем и технологий и (или) трансформацию инструментов (объектов, систем технологий) взаимодействия государства, общества и человека» [3].

Исходя из определения можно понять, что цифровизация является неотъемлемой частью как системы образования, так и других сфер жизни человека, тем самым помогая людям быстрее и качественнее выполнять определённые задачи или действия.