

An assessment rubric, usually designed as a grid-like structure, includes criteria, performance levels, scores, and descriptors that become unique assessment tools for any given assignment. In the study of languages, criteria are used in 4 sections: reading, writing, listening and speaking.

Rubistar is an efficient tool for creating headings. The current assessment-based environment requires teachers to continually check and evaluate student performance. Creating headings can be challenging. However, Rubistar provides teachers with an easy-to-use framework for creating them. The application allows teachers to create categories or use ready-made ones created by other users.

Online technology makes learning much easier and more efficient. With the help of them, each student makes learning convenient for himself, he instills independence, and also develops creativity.

Literature

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DEVELOPMENT OF READING LITERACY OF SECONDARY SCHOOL STUDENTS IN ENGLISH LESSONS THROUGH MODERN DIGITAL TECHNOLOGIES

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Abstract: The life of a person from a young age includes the media and the Internet. Often a child encounters a foreign language while watching television, playing internet games or simply using modern computer tools. It is known that secondary school age is the most favorable for the acquisition of a foreign language. In secondary school age, students do not yet have a psychological barrier when learning a foreign language. Thus, schoolchildren quickly master the necessary skills and abilities. This problem has been relevant lately due to computers and various "gadgets", reading status and attitude to reading strongly have changed. If a child has a dislike for reading in childhood, then in further, he may face difficulties in perceiving the text. That is why the problem of reading comprehension is discussed in the paper and several solutions were recommended.

Key words: reading competence, language education, foreign students, secondary school students, language difficulty.

Reading is an independent type of speech activity associated with the perception and understanding of information that is encoded by graphic signs. At the secondary school age, students are laid the foundations of this important type of speech activity. Learning to read in a foreign language at the initial stage contributes to the earlier introduction of younger students to new things for them to the linguistic world, forms in children the readiness to communicate in foreign language and a positive attitude towards its further study.

The term "reading competence" in the methodology has been mastered for more than a decade and includes a set of knowledge, skills and abilities, thanks to which the student is able to understand textual information, plan and carry out work on the mastery of texts.

Thus, the formation of the reading competence of students in general, and within the framework of the academic subject, English in particular, is one of the priority and integral components of the educational process in the educational organization.

Keeping students interested in learning is very difficult at this time. The difficulty of teaching is to develop in every child a craving for knowledge, to motivate not only to receive ready-made information and knowledge, but also to develop independently, self-study, look for solutions, analyze and draw conclusions. And achieve these goals in our time it is impossible without the use of modern teaching technologies [1,105]. This is due to the large and rapid leap in the development of information and communication technologies and, as a consequence, the modernization of the education system. In our digital age, you can't do without digital learning. The introduction and application of new information and communication methods and teaching methods undoubtedly contribute to an increase in motivation and independent activity in learning. At the moment, the Internet provides exceptional opportunities for teaching a foreign language, since it provides the opportunity for live communication in the target language, provides access to all kinds of authentic materials and a huge amount of educational resources [2,2].

The use of ICT technologies undoubtedly contributes to a more productive and conscious study of foreign languages. The teacher's activities in such lessons change, he is not a "translator" of knowledge, but organizes activities together with students. The teacher must build a lesson so that the knowledge of children is the result of their own searches, it is necessary to organize these searches, manage students, develop their cognitive activities, show them the criteria for assessment and self-assessment, track the real growth of everyone's knowledge, create an atmosphere of cooperation and a good psychological climate [3,36].

English teachers in their classes often face similar problems: children are not interested in learning grammar, words are quickly forgotten, students can hardly express their thoughts in a foreign language, do not want to do homework. So there is a way that can help solve these problems and motivate students.

The decision is to use interactive notebooks and lapbooks. These two methods have a lot in common: they use the same templates for working with the material and have a common goal of learning effectively and with interest.

When choosing this method of work, it was important that the method of lapbooks organically fits into the methodology of communicative foreign language education and adheres to its main principles: the principle of individualization, the principle of speech-thinking activity, the principle of functionality.

And one more important fact: most children love to touch, touch, in scientific terms, they are kinesthetics. We can not always provide them with such an opportunity in the classroom, but with the help of lapbooks and interactive notebooks, we can satisfy this natural need of the child. Thus, the lapbook works with almost all channels of information perception: the child sees, says, writes, touches

What is a lapbook? Translated from English, lap is a knee, book is a book. It turns out that this is a book that can be read in knees. A lapbook is a kind of project that is not created in one lesson, but is assembled gradually during the study of a certain topic. It is a homemade clamshell book and consists of various pockets, voluminous applications, mini-books, opening windows, movable elements, board games, role-playing games with the necessary attributes. Each element of the lapbook is reused at different stages of learning: presentation of lexical and grammatical material, practice, consolidation, development of skills speaking. The main value of this type of work is that the child creates his own laptop under the guidance of a teacher. Now the educational material has personal value for the child, and he will repeatedly refer to this book, and he himself will not noticing, repeating and reinforcing the material learned.

Developing reading literacy through modern digital technologies needs to be integrated into curriculum and syllabus. This enables the EFL teachers to prepare for some strategies to develop digital literacy for young learners. Such integration also allows the teachers to manage the use of digital literacy tools which might be both useful and not useful for young learners. For this, support from the stakeholders, teachers, learners, parents, and society is urgently needed. As stated above, different technology methods allow students to be interested in reading. If we use a lapbook for example, each student will be involved in the process, will be interested in reading and there will be healthy competition in learning the language. Sure, there are lots of digital technologies that can help pupils in learning. Teachers must be able to choose right method and apply it in the lesson.

Literature:

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ADVANTAGES OF INFORMATION TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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Annotation: This article highlights how information technologies affect the study of foreign languages, uses various sources to determine the role of modern technologies in teaching foreign languages, and summarizes the experience of researchers in this topic.

Key words: language education, information technology, foreign languages, training, social networks, Internet resources.

The term "Information Technology" in its modern sense first appeared in a 1958 article published in *Harvard Business Review* and has the following definition: "The new technology does not yet have a single established name. We shall call it information technology. It is composed of several related parts. One includes techniques for processing large amounts of information rapidly, and it is represented by the high-speed computer. A second part focuses around the application of statistical and mathematical methods to decision-making problems; it is expressed by techniques like mathematical programming, and by methodologies like operations research. A third part is in prospect, though its applications have not yet emerged very clearly; it consists of the simulation of higher-order thinking through computer programs." [1]

Information technology began to develop actively since the 1960s, since then the world has begun to change. They especially influenced the study of foreign languages. Online language tutorials have been created. For example, the textbook "face2face," authored by Chris Redston and Gilly Cunningham. Many scientists defended dissertations on the method of teaching a foreign language using telecommunications networks and information technology. For example, Yesenina Natalya Evgenievna, candidate of pedagogical sciences, created her work "Using a complex of information and communication technologies in the process of teaching a professionally oriented foreign language at a university" (2006) and focused on technologies that "could be used in individual, paired and group forms of training." [2] Many experts believe that "in the modern world it is necessary to keep up with the times" and are beginning to develop methods for using Internet resources in teaching foreign languages. As a result, collections of scientific articles authored by Ananieva E.V., Grigoryeva E., N Borisova I.L., Vasilieva N.A., Semenova E.S., Gubanova I.V., Danilova M.L., Ivanov S.V., Fedotov D.E.,