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The use of software technologies in teaching a foreign language

The main task in the field of education is the use of new technologies for the acquisition of scientific knowledge, new pedagogical approaches to teaching, and new courses of study and teaching methods. All this regulates the activation of the intellect of the trainees, forming their creative and mental abilities, the development of a holistic worldview of individuals — a full member of the information society. With all the variety of teaching technologies: didactic, computer, problematic, modular and others, the implementation of the leading pedagogical processes remains with the teachers. With the introduction of modern technologies into the educational process, the teacher increasingly acts not as a distributor of information (as traditionally accepted), but as a consultant, adviser, sometimes even a colleague of the student. This gives some positive aspects: students actively participate in the learning process, learn to think independently, put forward their points of view and simulate real situations. The new educational multimedia environment creates additional opportunities for the development of students' creativity, stimulates their curiosity and instills interest in scientific activities. Thus, multimedia is an extremely useful and fruitful educational technology due to its inherent qualities of interactivity, flexibility, and integration of various types of multimedia educational information, as well as due to the ability to take into account the individual characteristics of students and help to increase their motivation. The purpose of the article is to observe the correctness of the system of training using didactic materials and prove its effectiveness. To achieve this goal, an experiment was conducted. During the experiment, platforms such as the Kahoot and Learnings.app and visual aids were used. As a result, the quality of students' knowledge of English has increased, and interest in the lesson has awakened.

Keywords: teaching technologies, a distributor, didactic materials, visual, theoretical, logical thinking, interactivity, the information and communication technologies, Kahoot, Learnings.app, an Aptis exam.

Introduction

Didactic material is a special type of teaching aids, mainly visual: maps, tables, sets of cards with text, numbers or drawings, reagents, plants, animals, etc., including materials created on the basis of information technology, distributed to students for independent work in classroom classes and at home or demonstrated by a teacher in front of the whole class (group). The use of didactic material contributes to the activation of educational activities of students, saving educational time [1, 201].

Purposes of application of didactic materials:

- independent mastering of the material by students and the formation of skills to work with various sources of information;
- activation of cognitive activity of students;
- formation of skills to comprehend and assimilate new material independently;
- conditional substitutes, diagrams and drawings in didactic material contribute to the development of creative imagination;
- control with feedback, with error diagnostics (the appearance of relevant comments on the computer) on the results of activities and evaluation of results;
- self-control and self-correction;
- training in the process of assimilation of educational material;
- freeing up study time;
- strengthening the motivation of learning;

- development of a certain type of thinking (visual, theoretical, logical);
- formation of a culture of educational activity;
- activation of the interaction of intellectual and emotional functions in the joint solution of research (creative) educational tasks.

First of all, we use specially designed for each training course tests as the didactic materials to control the assimilation of the material by students. As a rule, these tests are a separate manual, like the teacher's book, in each training course. The tests are also provided with keys or correct answers to their own tasks. That is, the teacher can save his time by using ready-made tests to test knowledge, and then compare their results with the provided keys.

Didactic materials in English language include various games for teaching English — lotto, dominoes, logic games. Such games can be purchased in bookstores, or found on the Internet, and then printed out, used in the classroom. Games activate the active and passive vocabulary of the student very well, and the spirit of competition and the desire to win accelerate his thought processes, develop attention and intelligence [2, 11].

Separately, it is worth mentioning didactic games, which are a type of training sessions organized in the form of educational games that help to implement a number of principles of playful, active learning.

Among the didactic materials in English language, it is worth noting even such language tools as tongue twisters, riddles, as well as puzzles such as crosswords. The former helps to work out pronunciation, the latter develop abstract thinking, and the latter are exercises for the mind [3, 119].

All kinds of demonstration material (puzzles, posters, cards) also refer to didactic material in English language. All these printed materials visualize the material being studied and contribute to its speedy memorization and retention in memory.

One of the important goals of modern methods of teaching foreign languages is to create an artificial foreign language environment. To achieve this goal, technical training tools are actively used. It should be noted that the modern stage of teaching a foreign language is characterized by the transition to learning with the active use of information and communication technologies — ICT [4, 10].

Information and communication technologies (ICT) are “a wide range of digital technologies used to create, transmit and distribute information and provide services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, as well as the Internet)” [5, 839].

The introduction of gaming technologies in the classroom not only solves the problem of motivating students, but is also an effective tool for activating and consolidating knowledge of vocabulary and grammar. Non-traditional forms of the lesson in a playful way using ICT strengthen the motivational side of language learning. With the help of the game, lexical and grammatical material is well worked out. The atmosphere of enthusiasm gives students the opportunity to overcome stiffness and fatigue and turns a boring task aimed at working out language program material into an exciting event [6, 78].

The “Kahoot!” platform is an example of how new information technologies are being used. This is the application that uses electronic resources to analyze students' understanding of English in an exciting way. The use of the “Kahoot!” application in English lessons greatly promotes the growth of a student's intrinsic drive to learn [7, 90].

Users can create free online tests, polls and quizzes on the “Kahoot!” platform. From any device with access to the Internet, students can respond to tests created by the teacher from tablets, smartphones and laptops. In this platform teacher can create his own test or use the collection of ready-made tests on various topics that are available in the service. The tasks created in Kahoot are able to include photos and even video clips in them. The pace of quizzes and tests is regulated by introducing a time limit for each question. If desired, the teacher can enter points for answers to the posed questions: for correct answers and for speed. The scoreboard is displayed on the monitor of the teacher's computer. To participate in the test, students simply have to open the service and enter the PIN code provided by the teacher. One of the features of Kahoot is the ability to duplicate and edit tests, which allow the teacher to save a lot of time. In addition to quizzes, with the help of “Kahoot”, we can start discussions by starting with one question, or conduct a survey on several issues, and then start a debate. The use of the “Kahoot” application in English lessons significantly encourages the development of internal motivation of the student.

A type of activity that allows you to create interactive educational and methodological applications in various disciplines, including chemistry, in modern educational institutions – LearningApps.org [8, 65].

LearningApps.org it is a multimedia tool that supports audio, video, graphics, an interactive control system and allows you to organize interaction.

The main direction of the application service LearningApps.org is the use of special multimedia programs that teach students in an interactive and interesting way. The purpose of this program is to collect interactive blocks and make them available to the public.

Such blocks (called programs or exercises) do not exist in any programs or specific scenarios. Therefore, they have an interactive value.

LearningApps.org the service allows you to use interactive tasks in Chemistry Lessons. For example, “quiz”, “Mark words”, “Who Wants to become a millionaire?”, “Group things”, “mark on the map”, “chronological sequence”, “find a pair”, “puzzles for compilation”, “sorting images”, “crossword”, etc. It can be used on any topic.

Materials and methods of research

In accordance with the main purpose of our research work, a control experiment was conducted to determine the effectiveness of didactic materials. The work of the pedagogical experiment was carried out in accordance with three stages: identification, formation and control.

The purpose of the pedagogical experiment was to test the research forecast, observe the correctness of the proposed scientific methodological instruction, that is, the system of training using didactic materials and prove its effectiveness.

The experiment involved foreign students of the 1st and 2nd courses of the Kazakh University of International Relations and World Languages named after Abylai Khan.

For conducting an experiment, we divide students into two groups as control group and experimental group. In the control group of the experiment, students of the 2nd year were taken, and in the experimental group, students of the 1st year were taken.

The main difference between a control group and an experimental group is that a control group is a group that does not accept variables in an experiment and uses them for comparison, whereas an experimental group is a group in which we conduct an experiment.

The purpose of dividing students into two groups in the experiment is to achieve realism in statistical comparison. It is necessary to ensure compliance with the principles of mathematical care in proving the effectiveness of the experimental work carried out. Mathematical expectation refers to the individual characteristic values of all the samples that can occur in each result, as well as the average value with the weight of probability, which must be close to each other.

First of all, we took an APTIS exam to test their knowledge of English. APTIS is a flexible and reliable English language assessment system that you can trust and adapt to the needs of your organization. Then the results were as following (Table 1 and Table 2):

Table 1

Initial APTIS test results of the 1st course students

	Student name	APTIS results					Total (100 points)
		Core test (Grammar and Vocabulary) (30 points)	Reading test (20 points)	Listening test (20 points)	Writing test (20 points)	Speaking test (10 points)	
1 st course students	Student 1	19	11	13	12	5	60
	Student 2	21	13	11	12	7	64
	Student 3	15	9	8	10	5	47
	Student 4	17	11	10	8	4	50
	Student 5	9	7	3	6	2	27
	Student 6	20	12	15	11	6	64
	Student 7	11	5	7	9	3	35
	Student 8	16	16	8	13	6	59
	Student 9	10	14	10	15	5	54
	Student 10	25	15	6	14	5	65
	Average percentage	54,3 %	56,5 %	45,5 %	55 %	48 %	52,5 %

Initial APTIS test results of the 2nd course students

	Student name	APTIS results					
		Core test (Grammar and Vocabulary) (30 points)	Reading test (20 points)	Listening test (20 points)	Writing test (20 points)	Speaking test (10 points)	Total (100 points)
2 nd course students	Student 1	12	11	13	12	4	52
	Student 2	9	10	8	12	3	42
	Student 3	15	13	12	11	5	56
	Student 4	17	11	13	13	6	60
	Student 5	19	16	13	16	6	70
	Student 6	22	17	18	15	7	79
	Student 7	11	7	9	9	3	39
	Student 8	18	12	14	15	5	64
	Student 9	10	8	10	9	3	40
	Student 10	23	18	16	16	8	81
	Average percentage	52 %	61,5 %	63 %	64 %	50 %	58,3 %

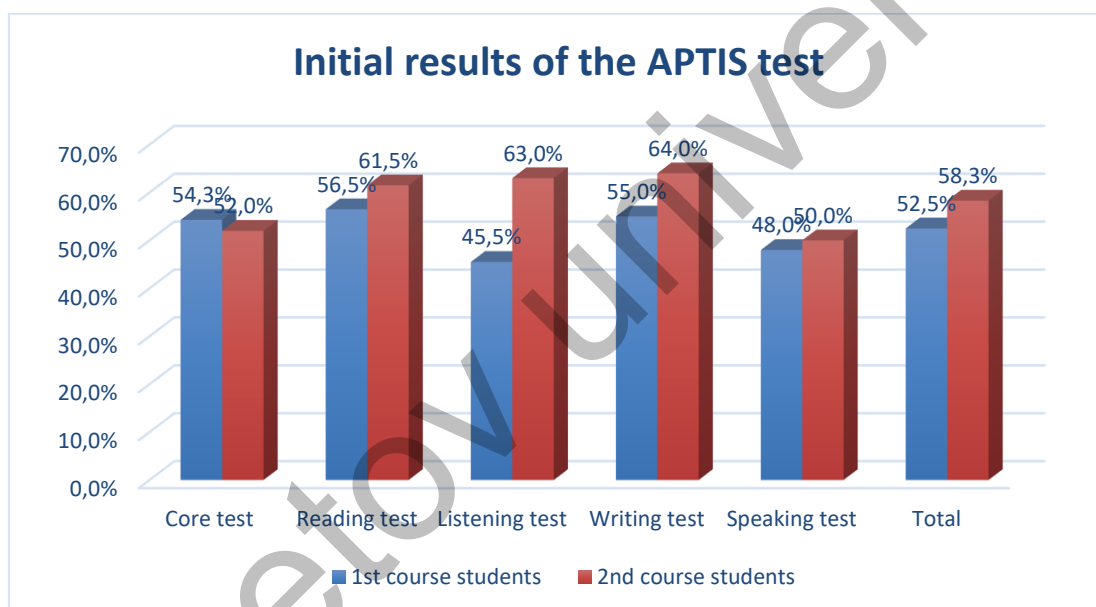


Figure 1. Initial APTIS test results of the 1st and 2nd course students

As can be seen from the data, the quality of English language knowledge is similar between students of the 1st and 2nd courses. Due to separate differentiation of the exam parts, we can see that the results of the core test and speaking test are approximately equal. The results of the reading, listening and writing tests on the chart show that the quality of knowledge of second-year students is higher than that of first-year students in these sections (Fig. 1).

Lessons for the control group were conducted as usual and for the experimental group were conducted using didactic materials. In total, 7 lessons were conducted during the practice. To begin with, we reviewed the daily calendar plan and compiled a collection of tasks using didactic materials in order to increase the level of knowledge on topics and interest in the lesson. Visual aids and ICT are used as didactic material.

Statistical analysis of the results of the study was carried out according to the standard methodology. The value of $p < 0.05$ was considered reliable. We used the SPSS 22 computer software for Windows 7 (SPSS Inc.).

Results

In total, the APTIS exam was taken again to summarize and test the knowledge gained in 7 lessons (Table 3 and Table 4).

Table 3

Final APTIS test results of the 1st course student

	Student name	APTIS results					
		Core test (Grammar and Vocabulary) (30 points)	Reading test (20 points)	Listening test (20 points)	Writing test (20 points)	Speaking test (10 points)	Total (100 points)
1 st course students	Student 1	20	13	13	12	6	64
	Student 2	23	15	15	16	8	77
	Student 3	18	11	13	10	6	58
	Student 4	19	12	14	12	5	62
	Student 5	14	10	8	9	4	45
	Student 6	20	12	15	13	6	66
	Student 7	14	9	9	10	4	46
	Student 8	19	12	10	15	6	62
	Student 9	15	16	12	16	7	66
	Student 10	24	17	15	17	6	79
	Average percentage	62 %	63,5 %	62 %	65 %	58 %	62,5 %

Table 4

Final APTIS test results of the 2nd course students

	Student name	APTIS results					
		Core test (Grammar and Vocabulary) (30 points)	Reading test (20 points)	Listening test (20 points)	Writing test (20 points)	Speaking test (10 points)	Total (100 points)
2 nd course students	Student 1	13	14	13	12	4	56
	Student 2	10	11	10	13	4	48
	Student 3	14	15	13	14	5	61
	Student 4	18	14	12	12	6	62
	Student 5	20	15	15	18	6	74
	Student 6	23	16	19	17	7	82
	Student 7	13	9	10	11	5	48
	Student 8	17	14	15	18	6	70
	Student 9	12	10	11	9	5	47
	Student 10	22	17	18	16	8	81
	Average percentage	54 %	67,5 %	68 %	70 %	56 %	62,9 %

The results of the final APTIS test of control group

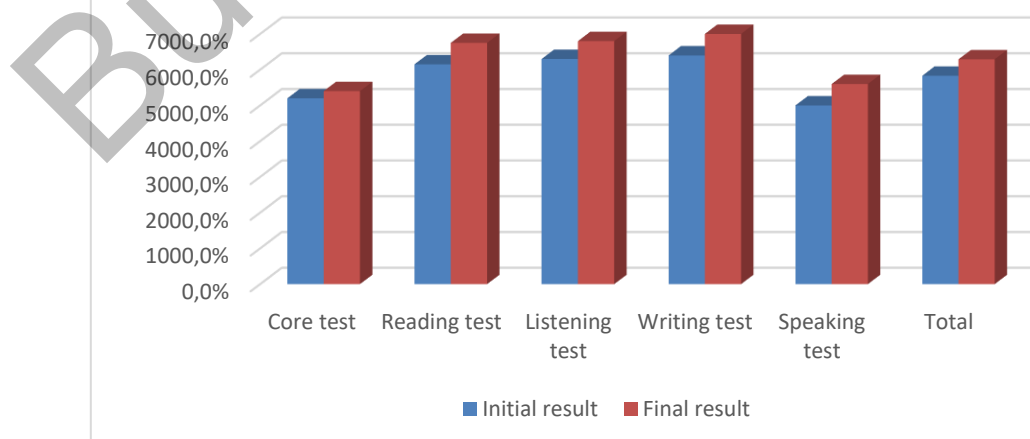


Figure 2. The results of the final APTIS test of control group

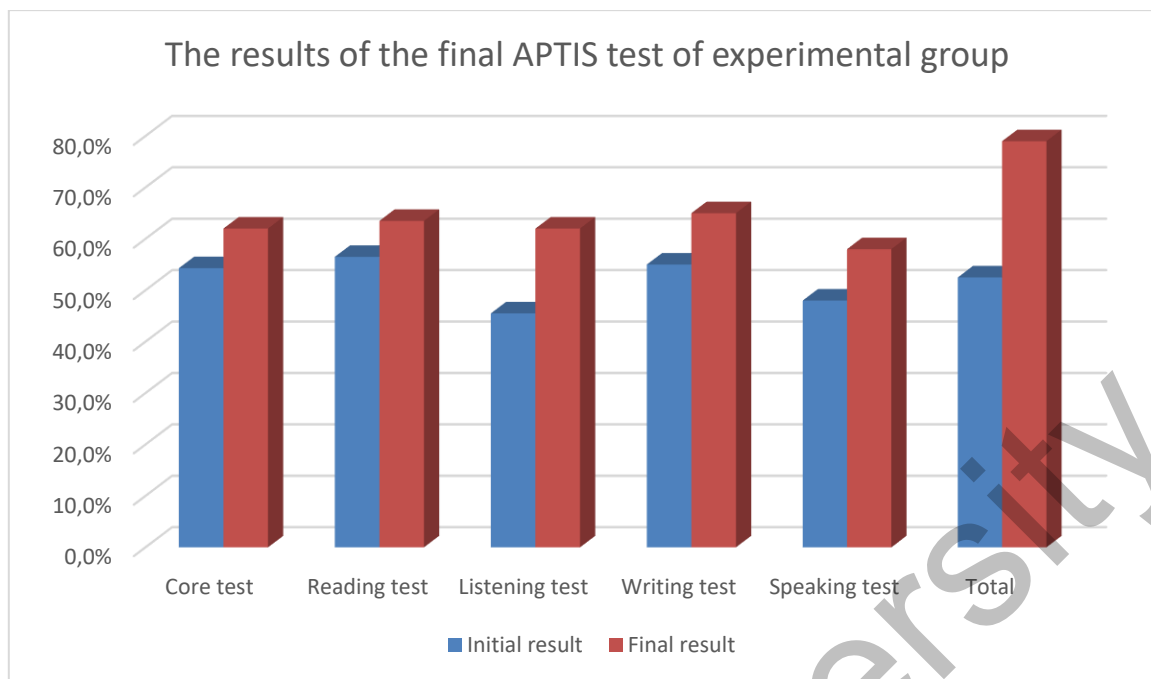


Figure 3. The results of the final APTIS test of experimental group

As shown in the diagrams (Fig. 2, 3), we compared the results of the initial and final APTIS tests of the two groups. As a result, there is an increase in the quality of knowledge in English language in both groups. However, in the experimental group, the result is more pronounced than in the control group. We found an increase of about 10 percent in all sections of the test.

Discussion

Teachers of foreign languages should try to make the most of various methods in language learning, create conditions for the development of the abilities of each child. When planning lessons, it is necessary to think not only about students memorizing new words or structures, but also to try to support children's interest in the subject, to realize what methods of work can attract children. Foreign language teachers regularly look for reserves to improve the quality and effectiveness of teaching a foreign style. The main goal is to ensure that interest in learning a foreign language does not disappear. Didactic materials provide significant support in solving these issues. Their use gives good results and increases the interest of children in the lesson.

Students actively participate in the proposed activities, enthusiastically solve tasks on the proposed topic. The apps have a wide selection of entertaining tasks that the teacher can easily adapt to a specific class or student. Additional education creates conditions for the development of intellectual and creative abilities of students.

The main purpose of using didactic materials is to form information and communication competencies.

The main tasks are:

- To improve the efficiency and quality of the educational process;
- To increase cognitive activity;
- Formation of Information Culture;
- To improve information processing skills,
- Development of aesthetic education with the help of computer graphics and Multimedia.

Interactive tasks can be used at various stages of the lesson: not only to test students' knowledge, but also at the stage of updating knowledge, when studying and fixing new material, as homework assignments. The service can be useful for participants in the educational process and when organizing distance learning [9, 142]:

- for people with disabilities;
- for students of educational institutions during quarantine days;
- for students with poor health who are forced to skip classes more often;
- for gifted children in preparation for intellectual competitions and Olympiads;

- for students with low academic performance in order to improve the level of subject knowledge.
- for a teacher, this is a means of controlling knowledge. When checking independent work, along with oral control, it provides visual control of the results;
- as an additional material for the lesson to deepen knowledge;
- for organizing project work.

Thus, in English Lessons and extracurricular activities the use of didactic materials develops students' cognitive activity and thus allows them to increase the level of knowledge, one of the most important tasks of learning.

Conclusion

Using didactic materials during the English lessons:

- forms independent assimilation of the studied material and work with various areas of information;
- activates students' cognitive abilities;
- learns to understand new material, self-controls and self-corrects;
- increases motivation and interest in learning;
- develops specific types of thinking (visual, theoretical, logical);
- forms a reading culture;
- develops intelligence;
- develops reading, speaking, writing and listening skills.

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А.А. Бижанова, Ж.С. Нуржанова, Осман Кабадайы, З.М. Мезгильбаева

Шет тілін оқытуда бағдарламалық технологияларды қолдану

Білім беру саласындағы басты міндет — ғылыми білім алудың жаңа технологияларын, оқытудың жаңа педагогикалық тәсілдерін, жаңа оқу курстары мен оқыту әдістерін қолдану. Мұның бәрі білім

алушылардың интеллектінің жандануын, олардың шығармашылық және ақыл-ой қабілеттерін қалыптастыруды, жеке тұлғаның тұтас дүниетанымын — ақпараттық қоғамның толыққанды мүшесін дамытуды реттейді. Оқытудың барлық алуан түрлі технологияларымен: дидактикалық, компьютерлік, проблемалық, модульдік және т.б. жетекші педагогикалық процестерді жүзеге асыру оқытушылардың еншісінде. Оқу процесіне заманауи технологияларды енгізу кезінде оқытушы ақпаратты таратушы (дәстүрлі қабылданғандай) емес, жетекші, кеңесші, кейде тіпті студенттің әріптесі ретінде әрекет етеді. Бұл кейбір жағымды аспектілерді береді: студенттер оқу үдерісіне белсенді қатысады, өз бетінше ойлауға үйренеді, өз көзқарастарын ортаға салады, нақты жағдаяттарды имитациялайды. Жаңа мультимедиялық білім беру ортасы білім алушылардың шығармашылығын дамытуға қосымша мүмкіндіктер туғызады, олардың ізденімпаздығын және ғылыми іс-әрекетке деген қызығушылығын оятады. Осылайша мультимедиа — интерактивтіліктің, икемділіктің және мультимедиялық білім беру ақпаратының әртүрлі түрлерін біріктірудің өзіне тән қасиеттерімен, сондай-ақ оқушылардың жеке ерекшеліктерін ескеру және олардың мотивациясын арттыруға ықпал ету мүмкіндігінің арқасында өте пайдалы және жемісті білім беру технологиясы болып табылады. Мақаланың мақсаты — дидактикалық материалдарды пайдалана отырып, оқыту жүйесінің дұрыстығын қадағалау және оның тиімділігін дәлелдеу. Осы мақсатқа жету үшін эксперимент жүргізілді. Экспериментте Kahoot және Learnings.app сияқты платформалар, сондай-ақ көрнекі құралдар пайдаланылды. Нәтижесінде білім алушылардың ағылшын тілін меңгеру сапасы жақсарды, сабаққа деген қызығушылықтары оянды.

Кілт сөздер: оқыту технологиялары, таратушы, дидактикалық материалдар, көрнекілік, теориялық, логикалық ойлау, интерактивтілік, ақпараттық-коммуникациялық технологиялар, Kahoot, Learnings.app, Artis емтиханы.

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Использование программных технологий в обучении иностранному языку

Основной задачей в сфере образования является использование новых технологий получения научных знаний, новых педагогических подходов к обучению, новых курсов обучения и методов обучения. Все это регулирует активизацию интеллекта обучаемых, формирование их творческих и умственных способностей, развитие целостного мировоззрения личности — полноправного члена информационного общества. При всем многообразии технологий обучения — дидактических, компьютерных, проблемных, модульных и других — реализация ведущих педагогических процессов остается за преподавателями. С внедрением в учебный процесс современных технологий преподаватель все более выступает не в роли распространителя информации (как это традиционно принято), а в роли консультанта, советника, иногда даже коллеги обучаемого. Это дает некоторые положительные моменты: студенты активно участвуют в процессе обучения, приучаются мыслить самостоятельно, выдвигать свою точку зрения, моделировать реальные ситуации. Новая учебная мультимедийная среда создает дополнительные возможности для развития креативности обучаемых, стимулирует их любознательность, прививает интерес к научной деятельности. Таким образом, мультимедиа является исключительно полезной и плодотворной образовательной технологией благодаря присущим ей качествам интерактивности, гибкости и интеграции различных видов мультимедийной учебной информации, а также благодаря возможности учитывать индивидуальные особенности учащихся и способствовать повышению их мотивации. Цель статьи — проследить правильность системы обучения с использованием дидактических материалов и доказать ее эффективность. Для достижения этой цели был проведен эксперимент. В ходе эксперимента использовались такие платформы, как Kahoot и Learnings.app, а также наглядные пособия. В результате повысилось качество знаний учащихся по английскому языку, усилился интерес к уроку.

Ключевые слова: обучающие технологии, распространитель, дидактические материалы, наглядное, теоретическое, логическое мышление, интерактивность, информационно-коммуникационные технологии, Kahoot, Learnings.app, экзамен Artis.

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