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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.,

Kalinin E.E., Sysoeva D.A., Murzagulova I. Sh. "Modern methods and technologies for teaching foreign languages" (2019) appeared, in which all authors agree that "information technologies make it possible to raise the process of learning a foreign language to a new level, make it simpler, more comfortable and accessible." [3] Some researchers paid special attention to the use of social networks in training. For example, Bukaeva Anar Aitkaliyevna and Magzumova Alma Tauzhanovna in their work "Using Social Networks in the Educational Process" (2015) are writing that the use of innovative technologies makes "the learning process interactive, entertaining and creative, while helping to take into account the pace of work of each student." [4] Today, everyone can find a program to study in any language of the world. During the pandemic, Kazakhstan needed information technology for online learning. Many scientists have encountered this problem in practice. Nyshanova Saltanat Tynybekovna, candidate of pedagogical sciences and associate professor, in her article "Modern approaches to the use of information technologies in teaching foreign languages" (2012) writes about the advantages of technologies in the teaching process: "Information technology offers its users a variety of information and resources. Computers offer the following methodological advantages: individualization of training, operation with large amounts of information, unlimited number of calls to tasks, immediate provision of feedback." [5] An example is numerous sites for learning with native speakers. More than 100 thousand people from 56 countries of the world communicate with each other on the Easy Language Exchange language platform. In addition to the opportunity to study with a teacher, you can take self-study courses.



In addition to specialized platforms, you can use sites, chats, and social networks, where users actively share their experience in learning foreign languages. They help improve pronunciation, find answers to their questions, and provide an opportunity to share their knowledge. The article by the foreign researchers Golonka E. M., Bowles A. R., Frank V. M., Richardson D. L., and Freynik S "Technologies for Foreign Language Learning: A Review of Technology Types and Their Effectiveness" (2014) presents evidence of the effectiveness of the use of technologies in the study and teaching of foreign

languages. The authors claim that "everyone can choose the level of complexity of the program, from basics to the study of professional terms. " [6] They cover information technologies such as YouTube channels, which can provide significant assistance in preparing for the language exam. Fasttrack IELTS is a specialized channel for preparing for the exam.



In conclusion, information technology has completely changed the approach to learning foreign languages. There are many opportunities for independent training, an Internet platform for searching for like-minded people. Today, it is easier for a

student to find motivation to continue to study further, since you can make a schedule convenient for yourself and train at any time. In the era of globalization, the importance of having knowledge of several languages has become a huge advantage, and in some cases even a necessity. Competitiveness has increased and now, in order to get the desired position, it is necessary to know a foreign language. Therefore, information technologies have become so relevant and attractive, as they significantly reduce the period of study, creating comfortable conditions for study.

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ГЕЙМИФИКАЦИЯ КАК СПОСОБ ПОВЫШЕНИЯ МОТИВАЦИИ И УРОВНЯ ВЛАДЕНИЯ РЕЧЕВЫМИ НАВЫКАМИ И УМЕНИЯМИ В АНГЛИЙСКОМ ЯЗЫКЕ У СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

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Аннотация: В данной статье представлен способ повышения мотивации и развития речевых навыков и умений в английском языке у студентов неязыковых вузов. Даются определения термину «геймификация» и «мотивация». Автор делится опытом своей работы со студентами, обучающимися в неязыковых вузах. Рассматриваются и обосновываются способы использования геймификации в речевых упражнениях.

Ключевые слова: геймификация, речевые навыки, мотивация, студенты неязыковых вузов.

В настоящее время свободное владение английским языком стало одним из самых важных условий при устройстве на работу, а также для достижения профессионального успеха в глобализированной культуре труда.

Кроме этого, учебное поведение и предпочтения нового поколения демонстрируют сдвиг парадигмы по сравнению с таковыми, характерными для поколения X. Следовательно, необходимо внедрение и использование новых подходов для мотивации студентов, изучающих английский язык в определенных профессиональных целях. Геймификация - одна из наиболее эффективных техник, которые могут быть использованы для достижения этих целей на занятиях по английскому языку.

В педагогике термин «геймификация» впервые получил свое распространение после того, как американские педагоги Поренски М. (2008) и Каппа К. (2012) опубликовали свои монографии. К. Каппа писал, что «геймификация - это внедрение игровых технологий в неигровые процессы, в том числе в образование», а также «использование игровой механики, эстетики и игрового мышления для вовлечения людей в обучение и решения различных задач и для повышения их мотивации» [1, 10].