

critical thinking a teacher asks them to cluster a theme and motivate their plan of retelling and sort out the gathered ideas for further creating on the theme. The most rational activities of developing of skills are: suggesting ideas, then sharing, processing, defending, contrasting, contradicting, finding advantages and disadvantages of the suggested ideas.

Development of learners critical thinking makes a teacher organize learner centered teaching, it is the most difficult part for our teachers who work in teacher centered format. Results of developed critical thinking skills give learners self-monitoring, self-regulating, self-reliance and self-confidence, to understand the power of reasoning and think in rational way, transfer knowledge to new contexts, overcome contradictions.

Development of learners critical thinking makes a teacher organize learner centered teaching, it is the most difficult part for our teachers who work in teacher centered format. If in teacher centred teaching a teacher is knowledge giver, in learner centred teaching a teacher is an instructor or organizer of problem solving or decision making activities. It needs special types of sceneries of organization of critical thinking. It is more difficult than to give only information.

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THE USE OF INFORMATION TRAINING TECHNOLOGIES AND THEIR EDUCATIONAL FUNCTIONS IN FOREIGN LANGUAGE TEACHING

Abstract

The article reveals the main stages of implementing information training technologies into foreign language teaching and describes their main functions, peculiarities and advantages of usage in educational process.

Key words: information technologies, educational institutions, training programs, hypertext, hypermedia.

Ключевые слова: информационные технологии, образовательные учреждения, обучающие программы, гипертекст, гипермедия.

Computer and other information technologies today belong to the facilities comparable in importance with the introduction of writing and printing, applying for a radical transformation of ideas about the functions of all participants in the educational process. The computer environment is an important part of the information space of educational institutions. The process of initiation to modern information technology has a significant impact on the overall level of professional competence of both students and teachers to discover new means of intellectual activity [1].

In 1940-s of XX century there were first electronic computers (computers), but the high cost and bulkiness limited the scope of their use, mainly for military purposes and areas of complex calculations.

Further, with the development of technology, multiple computer complex, allowing organizing the first computer networks was designed. They worked with the program implemented through a

dedicated user terminal, which reduced the computer operation. Electronic computers began to be used in training. Scientists from all over the world developed the first hygienic norms and the first training programs such as PLATO-IV, SPOC, Mentor, Sadko (D. Bitzer, P. Braunfeld, N.P. Brusentsov, D. Islay, I.V. Liman, V. Litchenberger, M. E. Mogilev) [2].

Over time, computers have acquired properties that address the learning objectives (S.G. Mayorkin, V.P. Panov, L.Y. Tereshchenko). They have memory, enough for storing and automatic implementation of algorithms for monitoring and assessment, statistical processing of the results of this monitoring, development of operating influences. They provide the ability to hot swap these procedures, the ease and convenience of entering information available for educational institutions of any type and subordination. Information output device for computers in the form of documents were designed (printers, plotters, others).

In 1970-s of XX century appeared the first training systems based on computer systems of SCHOLAR (D.R. Carbonell), SOPHIE (D. Brown, R. Berton, F. Bell), IDEBUG (D. Brown, R. Burton).

In 1980-s of XX century, a new step in the development of computer technology has been the emergence of personal computers. The abbreviation PC (personal computer) began to be used instead of ECM (electronic calculating machine).

In 1990-is of XX century, there appeared personal computers with graphic display and the ability to work with high-quality sound. Due to this fact, the possibility of organizing training impact has increased significantly. This applies to the submission of the information. In addition to text, graphics, sound, hypertext, multimedia and hypermedia were beginning to be widely used.

Hypertext is a text with a specific set of links presented in a structured form, where keywords are highlighted. When you choose them there is a transition to the new block of data. Due to the increasing power of processors it is possible to combine the audio and video that opened the way for the use of the media - the combined effects of sound, text and graphics.

Hypermedia is a technology of computer documents organizing and programs that can establish links not only between text documents, but also between different objects - text, image, sound, video, cartoon.

Thanks to decreasing of computers prices worldwide their popularity increases. The number of personal computers in 2013 has exceeded 35 million. The number of global networks of users is also increasing. New opportunities to use a computer as a learning tool are opened. Availability of long-term memory, graphic display, high-speed, audio options, the development of the world's information resources at a sufficiently low cost makes the computer a promising means of obtaining knowledge. Work on the creation of training programs with the help of modern technology is available to everyone. This, of course, is reflected in a large number of emerging software products, the quality of which is not always fits the rich capabilities of the computer.

A computer combines all the possibilities of modern technologies (video recorders, overhead projectors, tape recorders, etc.). Organization of control over the actions of the students and modern communications networks greatly distinguish it from other means of training. Using a computer, you can create online resources on the subject studied, exchange e-mails with their peers from other countries on foreign language lessons, participate in video and crypto - conferences on various issues (G.M. Kodzhastov, K.V. Petrov, A.V. Chutorskoy, D.Konacher, F. Royal, V.Gauteyr, S. Cocoon, S. Mann, K. Schveynhorst) [3].

The computer as other technical means enhances the motivation of students. In connection with extensive output media it is often used for demonstration purposes. Already conducted studies on the use of multimedia in teaching, showing the efficiency of the computer were performed by M.D. Goryachev, Yu. Egorov, G.A. Kruchinina, N. Martynov, S.N. Medvedev [4].

Pedagogical aspects of the use of media in the learning process tend to improve the perception and memorization of the material; providing new opportunities for the realization of a didactic principle of presentation; orientation to learning individualization (learning is student-oriented); the formation of the students' cognitive motives; reducing time searching for information; increase students' interest in learning. Media means provide new opportunities for teaching, as in the classroom, you can use previously unreachable learning resources [2].

For this use of the computer and of media in education, there are many demo programs (Microsoft PowerPoint, ToolBook, Macromedia Flash, and others.). For this use of the computer and of media in education, there are many demo programs (Microsoft PowerPoint, ToolBook, Macromedia

Flash, and others.). They allow the teacher to organize the presentation of the material more effectively through the use of auxiliary audio, video materials, charts, graphs, contribute to attracting, retaining and accentuation of attention of students on the most important blocks of information. One example is a program for single use, intended to illustrate the teacher's utterances.

New educational technologies, already proven and those being under development, are inconceivable without the widespread use of new information technologies, primarily computer. Those new information technologies make it possible to fully realize the pedagogical, didactic methods and functions to realize the inherent potential in them [2].

A retrospective analysis of the implementation and use of computer and information technologies in educational foreign language process allowed to identify three stages of informatization of education, conventionally called electronization, computerization and informatization.

The stage of computerization of education (mid 1970-ies of the XX century) began thanks to the emergence of more powerful computers; the software had a friendly interface and is characterized, first, by the use of human interaction with the dialogue computer. Students being the subjects of the educational process for the first time got the opportunity to work on the computer to interact with the models - "substituents" of real objects and, most importantly, manage the objects of study. Computer technology enabled learning through simulation to explore different processes and phenomena (chemical, physical, social, educational, etc.). Computers began to act as a powerful learning tool as part of the automated systems of varying intelligence. In education, they have been increasingly used as a tool for learning, knowledge, control and management of the educational process.

Interactive method of human communication with the computer has opened up completely new possibilities in various spheres of human activity, including education. At this stage of informatization of education the problem of increasing the quality of education, to develop software and methodological support of the educational process began to be solved. The advent of personal computers, relatively inexpensive and reliable in the work, also helped to increase the pace of computerization of human activities, including education [5].

The third, modern, stage of informatization of education is characterized by the use of powerful personal computers, high-speed high-capacity drives, the new information, telecommunication, multimedia technology and virtual reality, and philosophical understanding of the ongoing process of information and its social consequences that adequately and convincingly presented in the works of O. A. Ashhotova, B.S Gershunskogo, A.I. Rakitova, I.V. Robert and others. Analysis of research data shows that information technology is the basis of information of education and involve: improving the quality of learning of students by making fuller use of available information; improvement of the educational process at the faculty of foreign languages on the basis of its individualization and intensification; development of advanced tools, methods and technologies of training of students of foreign languages faculty with a focus on developing, advancing, and personalized education; to achieve the required level of professionalism in the mastery of the means of information and computer engineering; integration of different types; activities (educational, research, methodical, scientific, organizational) within a unified methodology based on the use of new information technologies; prepare students for life in the information society; improving professional competence and competitiveness of students as future specialists in different fields; overcoming the crisis in higher education.

The analysis of scientific sources for the study allowed to identify issues of education informatization following major tasks at the current stage in high school: improving the quality of students through the use of modern information technologies; the use of active learning methods, enhancing the creative and intellectual components of educational activity of the university; integration of different types of educational activities (training, education, research, etc.); adaptation of information technology training to the individual needs of the learner; development of new information technologies that contribute to enhance the cognitive activity of students and increased motivation on the basis of the development of tools and techniques available for effective use in their future careers; ensuring continuity and consistency in training; development of information technologies for distance learning; improvement, software and methodological support of educational process in high school; the introduction of information technologies in vocational training of students.

A variety of information technologies of training have the following didactic possibilities: a source of information; streamline form of presenting educational information; they improve the visibility, concretize the concept, phenomena, events; organize and direct perception; enrich the range of ideas of

students and satisfy their curiosity; best meet the scientific and cultural interests of students and the needs, create emotional attitude to educational information; enhance interest in learning, make available to students the material that without information technologies would be not available, activate the cognitive activity of students, promote the conscious assimilation of the material, the development of thinking, spatial imagination, observation, they are a means of repetition, generalization, ordering and control of knowledge; illustrate the relationship between theory and practice; create conditions for the use of the most effective forms and methods of training, the implementation of the basic principles of a holistic pedagogical process and rules of training (from simple to complex, from near to far, from the concrete to the abstract); they save the training time, the energy of the teacher and students due to compaction of the educational information and speed up the pace.

Therefore, we have come to conclusion that the purpose of the application of information technologies into foreign language teaching is – reducing the complexity of the use of information resources – data files: documents, text, graphics, knowledge, audio and video, allowing to represent on the PC screen real-world objects.

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MULTILINGUISM – THE BASIS OF MULTICULTURAL IDENTITY FORMATION

Abstract

The main idea of the article - the development of a multicultural identity, capable of social and professional self-determination, knowing the history and traditions of its people, multilingual, able to carry out communicative activity-related operations in the three languages in all situations, striving for self-development and self-improvement.

Key words: multilinguism, assimilation, identity, multicultural, trilingual, polylingual, technology, harmonious.

Ключевые слова: полиязычие, ассимиляция, личность, многонациональный, трехязычие, технология, гармоничный.

It is known that only the state can successfully develop and fit harmoniously in a number of leading countries of the world, which is able to create for their citizens decent living conditions for the acquisition of high-quality and modern education. Today, in the age of globalization and technology observed intensification of the search for effective conditions, education of youth mechanisms, capable of dialogue with other cultures. The history of the company shows that the prosperity of society depends not only on the economy and technology, and not even by a common culture, and the culture of the word. Indeed, the preparation of a versatile professional with a high level of culture (including the culture of the