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**INFORMATION AND COMMUNICATION TECHNOLOGIES AT FOREIGN
LANGUAGE LESSONS AS A QUALITY FACTOR**

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Key words: information and communication technologies, information and communication literacy, computer-assisted learning, reflexive competence.

Abstract. Today in Kazakhstan at the state level there is a lot of research and practical work on the implementation and development of information and communication technologies. Such changes affect all economic sectors, mainly education. The article is devoted to the different methods of ICT use during English language lessons. The authors attempt to define main objectives of using ICT during the English class and suggest the application of ICT in teaching habits in Phonetics, Spelling, Grammar, Vocabulary, and communicative skills in Listening, Reading, Writing, and Speaking. Some exercises are given as examples.

The current active process of Educational Informatization involves intensive integration and application of new information technologies and means of communication, which can be useful in the formation of intellectually developed personality, well-versed in the information space. This requires conditions for revealing learner's creative potential, developing his/her abilities, and educational needs of self-improvement and responsibility.

Nowadays, the Foreign Language Education system focuses on the formation of intellectual skills, skills of independent cognitive-linguacultural activity. The use of modern information technologies in various spheres of human activity, including education, is becoming increasingly important. Under the state program "Informational Kazakhstan - 2020" the future of education is blended education, that is a symbiosis of face-to-face and online forms of education with different degrees of inclusion in the educational process. Currently practiced in the world is blended learning (traditional and e-learning). According to international studies (Watson, John, 2008) in future mixed learning mode will become dominant in secondary education. Consideration of all new trends in the development of ICT in education and their application in the educational process, will help to bring the education of the country to a new level. [1]

In national and international journals computerization of educational process is considered as one of the important factors of training. The role of Information and Communication Technologies in education is emphasized by such scholars as S.S. Kunanbayeva, A.T. Chaklikova, D.M. Dzhusubaliyeva, A.A. Verbitsky, A.I. Archipova and others. According to S.S. Kunanbayeva, technologies of formation of professional readiness of students include information technology, which all optimise the formation of student's self-educational experience, variety of educational directions. [2] D.M. Dzhusubaliyeva studied the theoretical basics of formation of informational culture in Distance learning. E.V. Melnik interprets the concept of "ICT competency" as "a complex ability to independently search for information, to select the necessary information, analyze, organize, represent, transmit; to model and design objects and processes, implement projects, including in the sphere of human individual and group activities using ICT tools" [3].

Information and Communication Technology in education is an umbrella term for any electronic device for perceiving, saving, processing and transmitting information used for educational purpose. The knowledge and skills in ICT is called literacy as the ability to appropriately use digital technology, communication tools, and/or networks to solve information problems in order to function in the information society. This suggests the ability to use technology as a tool to research, organize, and communicate information and having a fundamental understanding of the ethical / legal issues for accessing and using information. [4]

Obtaining ICT by students during professional training at university stimulates the integration of fundamental knowledge, education and innovation. Thus, it can further provide the active ICT application in the foreign language teaching process at schools by those ready specialists which will be implementing

successful educational experience in the professional sphere and transforming knowledge in appropriate way for the learners.

Today is more important for a teacher not just to prepare the lesson using information technologies, but to make the learners acquire the knowledge by means of ICT to solve educational tasks. The main objectives of ICT at the English language lessons are:

- to increase motivation to learn the language;
- to develop informational-communicative competence;
- to develop communicative and sociolinguistic competence: ability to understand authentic foreign language texts of different genres, norms of communication, as well as the ability to convey information in a coherent statements; to increase linguistic knowledge;
- to develop sociocultural competence (expansion of knowledge about socio-cultural specificity of the country of the studied language);
- to develop reflexive competence and ability and readiness for independent studying of English language.

English language teachers can use ICT for different purposes: enhancement of professional skills, linguistic and speech skills, information retrieval, correspondence with friends and colleagues, creation of didactic material for lessons, checking homework, and working on projects of different levels.

Only the textbook and the teacher is not enough to form the reflexive competence of learners (meditation, introspection, self-esteem). A broad range of information reflecting different points of view on the same issue is required to provide students with thought-provoking activity, critical analysis, generalization, independent conclusions and decisions. According to the list of educational trends of 2015, such trends as Online Corporate Learning, Alternative Learning Styles, Online Competency-based Training and Flipped-learning Technology are realised with the help of ICT. The experts predict 2016 and beyond top technological trends in education such as coding and programming robotics, 3D Printing, BYOD ("Bring Your Own Device") and Wearable Technology which all require special skills that make it possible to complete many educational tasks in new, exciting and, moreover, adaptive and personalised way. [5][6] Following these trends obviously creates a demand to use ICT in almost every lesson to make sure our schoolchildren will be ready to apply their skills successfully in continuing education and further professional career. The modern teacher's skills to permanently use elements of ICT in educational process, to organise a lesson in the way computer, electronic books, training tools, Internet, and scanner become to the learner a recognisable and comfortable method of getting, transformation and presenting information help to give the modern learner those learning and cultural skills, which will give him an opportunity to be a skilful and literal student, specialist, professional. [7] That is why, the ICT should be involved in teaching process as assistance and means for both teacher and the student in every aspect of language teaching.

Describing the possibilities of producing electronic supplements for language and speech lessons in the primary school scientists and teachers chiefly point to the standard set of Microsoft Office programmes with the Word plug-in, WordPad, Excel, Paint, especially PowerPoint. In the list of programmes and educational courses the resource centre "Information technologies in the language teaching" SpellMaster Word-Based Games, HotPotatoes, Filamentality and others are pointed out [8].

Consider the main types of lingua-didactic problems that can be solved through ICT, that is, lingua-methodical possibilities of application of computer-assisted learning in mastering the language aspects, developing skills and abilities in different types of speech activity.

When teaching phonetics: ICT is often used as a visual aid for teaching pronunciation. Multimedia features allow listening to the speech in the target language, adapting it in accordance with its level of perception, and regulation of speed of sound allows splitting the phrase into separate words, simultaneously matching the pronunciation and spelling of words. The use of microphone and automatic control of pronunciation allows correcting the phonetic skills. The computer suggests the list of words for translation and phonetic testing. The teacher can record spoken words or phrases of a pupil for the purpose of control, self-control and adjustments.

When teaching writing: To record their statements and other statements, putting down extracts from read texts, transforming the material, writing a letter, postcard, essay, filling in the form, etc. The Use of computer in teaching writing makes this process more dynamic. Students tape texts of their works, learn to work with text editors, improving the skills of work on the computer, mastering the use of electronic versions of dictionaries. Students have the practical ability to use knowledge and skills gained in subject of computer science. They communicate with their peers from other countries, send the teacher to check their essays and creative works, participate in school and district projects.

When teaching grammar: the use of ICT in grammar class is possible when studying nearly any topic. With proper layout, good colour scheme, use of charts and tables, accompanied by voice (pronunciation of the examples in a foreign language) the material will be perceived by students easier and faster, as more receptors

will be activated. It has also time-saving advantage during class – there is no need of writing material on the board. And using ICT makes interesting checking the level of formation of grammatical skills based on the test programmes and programmes providing informational support (automated grammar reference books or sites, a system for detecting grammatical errors on the morphological and syntactic levels).

When teaching vocabulary: based on the test and gaming computer programs using visual aids; enriching passive and potential vocabularies of learners; provision of informational support (automatic dictionaries, selection of synonyms and antonyms).

Exercises for mastering the vocabulary, grammar and syntax. Following types of work are possible, as: a) exercises on filling the gaps. In case of a wrong response the following scenarios: 1) banning the learner move to the next task or sentence; 2) the transition of the student to the next task or sentence with further correction, namely the allocation of the correct answer with a different colour or putting the mark “x” means a wrong answer; b) exercises in the form of crossword puzzles, where if the spelling of a word is not correct a wrong letter is displayed in gray instead of black colour; exercises on composing sentences in the form of game while which learner directs the cursor to necessary word, which is then moved to draw up a sentence and becomes displaced in the last word; c) exercises in the form of the game “the Hunter”, which can be in these ways: shot is made after listening to the words according to the definition (or picture); the shot is made after writing the word; d) the student is asked to compare two lists of foreign words and set pairs of synonyms or antonyms; the student is given a list of foreign words and a list of definitions of these words; e) the learner is required to connect each word with its corresponding definition (picture); the exercise “Find the error”, which asks to correct a particular word in accordance with the situation.

When teaching reading: ICT enables improvement of the technical skills of reading by applying such techniques as the variation of the perception field and presentation tempo, changing the layout of the text and etc.; consolidation of receptive lexical and grammatical skills of reading; mastering the skills of extracting from the text semantic information of different types (primary, secondary, clarifying, etc.); training various types of text analysis; formation of skills of overcoming language difficulties; reference and information support through the provision of linguistic or extra-linguistic information (through the use of automatic dictionaries, electronic encyclopaedias); monitoring the accuracy and depth of the text comprehension.

When teaching listening: The formation of phonetic skills of listening; control of correctness of listening comprehension of a text; the ability to understand authentic speech. In teaching there appears an opportunity to solve complex tasks with the help of ICT, so to train the skills of listening are used multimedia lessons and assignments. Sources for such tasks can be multimedia lessons and the Internet. The Internet is a rich source of authentic and educational audio recordings. It is also possible to find out songs with lyrics or transcripts of interviews to use in teaching all the linguistic skills (listening, reading, speaking, writing).

When teaching speaking: The formation of phonetic aspect of speaking skills; organization of communication in pairs and small groups using role-playing games based on simulation and modeling programs. The ability to communicate, to explain, to approve, to convince, to congratulate, to give a description, etc., Students are offered the sites on specific topics related to the curriculum of the subject. For example, when studying the topic “London” students can make a virtual trip around the city and talk about what they see. The work can be paired, where students act out a dialogue between a resident of London or a tour guide and visitors.

Considering the use of computer technology in English class, we suggest a lesson - project. At the preparatory stage, the Internet is used to gather information. The Next stage: performing the presentation in Power Point. Performance: using presentations, computer-based training programs, tables, and diagrams. It is very interesting to observe the development of students in their presentations. Each child is given an opportunity to express and show themselves, their interests, and acquired skills. The students make presentations about themselves on themes learned before, in the slides they post their photos, images, keywords, phrases that help them to make a presentation on the topic. Such performances are of great interest to classmates and a lot of questions, which is a good stimulus for language conversation. Presentations on the following topics are possible: “My family”, “My Hobbies”, “My apartment”, “My school”, “My birthday”, “My day.” The presentation of the students includes not only stories about the facts of their lives and their environment, but also an attempt to comment on them and to express their opinion, (and if it's not in answering - to respond to classmates’ questions). This interest corresponds to the age peculiarities. Along with the traditional technology of learning opportunities ICT can assist teachers in selecting a variety of more interesting material.

Final lesson:

ICT enables the use of in class tests more efficiently and save the time of the lesson. Students can view their results immediately after testing. The use of ICT makes it possible to avoid subjectivity.

The use of computer technology in FL education, in particular, significantly changed approaches to the development of learning materials in the English language. ICTs allows more fully to realise the whole

complex of methodological, didactic, pedagogical and psychological principles, make the learning process more interesting and creative, take into account individual pace of each student. The practical use of ICT involves a new kind of cognitive activity of the learner, resulting in the discovery of new knowledge, development of cognitive independence of students, formation of abilities to learn independently, to search and navigate the flow of information, to reflect on and assess his/her activity already visually presented in workshops, not abstractly.

The use of information and communication technologies at the English lessons helps to improve students' motivation and enhance their rehabilitative activity, effective mastering of a teaching material, creating an integral system of knowledge, allows to increase the pace of work in the classroom without compromising learning students. These technologies offer great opportunities to teachers who are looking for these technologies, additional resources to solve their professional problems. The latest information technologies in education enable greater use of scientific and educational potential of the leading universities and institutes to attract the best teachers to create distance learning courses, to expand the audience of trainees.

Having analyzed the experience of using ICT in foreign language lessons and in out-of-class activities, we can conclude: multimedia technology accelerate the learning process: contribute to a sharp increase of pupils' interest to subjects; improve the quality of learning material; allow a teacher to personalize the learning process; provide an opportunity to avoid subjectivity.

Thus, the adoption of computer technology creates prerequisites for intensification of educational process. They provide psychological and pedagogical development, resulting in the transition from mechanical learning to master the ability to independently acquire new knowledge. Computer technologies facilitate the development of personal qualities of students. In conclusion we would like once again to note that ICT in English lessons (and in extracurricular activities in preparation for the lessons and self-education) is a teacher's excellent assistant, which should not be underestimated, but used not just as a tool for the sake of novelty. Improper use of this tool may lead to demotivation of a teacher and his students.

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АҚПАРАТТЫҚ-КОММУНИКАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР ШЕТЕЛ ТІЛІ САБАҒЫНДА САПА ФАКТОРЫ РЕТІНДЕ

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Түйін сөздер: ақпараттық-қатысымдық сауаттылығы – құзыреттілігі, ақпараттық-қатысымдық технологиялар, компьютердегі біліктілігі, рефлексивтік құзыреттілік.

Аннотация. Мақаланың авторлары ақпараттық-қатысымдық технологияларын ағылшын тілі сабағында пайдалану ерекшеліктері туралы және шет тілі грамматика, фонетика, лексика, емле ережелерін үйрету және тыңдау, оқу, жазу, сөйлеу қабілеттіліктерін АҚТ арқылы арттыру мәселелер талқыланады. Шетел тілі педагогтарын дайындауды жетілдіруге арналған негізгі бағыттардың бірі ретінде, ақпараттық-қатысымдық құзыреттілікті қалыптастыру мақсаттары қарастырылады.

ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА КАК ФАКТОР КАЧЕСТВА

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Ключевые слова: информационно-коммуникативные технологии, информационно-коммуникативная грамотность, обучение с использованием компьютерных технологий, рефлексивно-развивающая компетенция.

Аннотация. В настоящее время в Казахстане на уровне государства проводится большая исследовательская и практическая работа по внедрению и развитию информационно-коммуникационных технологий. Такие преобразования касаются всех отраслей экономики, а главным образом – образования. Данная статья посвящена вопросам использования ИКТ на уроках английского языка. Авторы пытаются определить главные задачи, которые должны выполняться при помощи ИКТ во время урока и привести примеры успешного использования ИКТ в формировании умений в грамматике, фонетике, правописании, лексике и при выполнении упражнений во время аудирования, чтения, письма и говорения.

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