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ICT IN EDUCATION OF ENGLISH IN THE REPUBLIC OF KAZAKHSTAN

Abstract. *This article discusses the use of information and communication technologies (ICT) in education. The use of information and communication technologies in the educational process contributes to the optimization of the educational process, makes it possible to make the activity as interesting for the students as possible, to increase the professional competence of the teacher and to expand the range of the subjects taught.*
Keyword: information and communication technologies, language policy, computer programs, multimedia.

From the first days of independence of the RK, the language problem is one of the most urgent. In this regard, the country conducts a harmonious policy that takes into account the interests of the entire nation of Kazakhstan, which ensures the observance of the linguistic rights of all ethnic groups of the country, free choice of the language of communication, upbringing, education and creativity. Speaking at the XX session of the Assembly of the People of Kazakhstan on April 24, 2013, its Chairman, President of Kazakhstan N. Nazarbayev said: "Over the years of Independence, the ethnic polyphony of the languages, cultures and traditions of Kazakhstan has acquired a confident sound, a wealth of unique shades and beauty. In Kazakhstan, during the years of independence, not one ethnic group lost its language. We carefully preserve and create all opportunities for the development of the culture of even the smallest ethnic groups - Assyrians, Rutul, Laks and many others. The Kazakh land united more than 100 ethnic groups. Of course, that all this ethnic diversity became a single nation, good cement is needed. And today the main factor cementing the nation is the Kazakh language - the language of the state." [1]

New socio-political realities of Kazakhstan as a sovereign state require a language policy that meets the needs of the country's multiethnic population and takes into account the specific features of the language, demographic and political situation. The President of the Republic of Kazakhstan attaches great importance to the problems of language and language policy in the country. In his work "To preserve memory and strengthen consent," he points out that "... everything must be done to ensure that the language, as is sometimes said, of the titular nation was in demand in life: both in public service, in production, and in science, and in education as well as Russian, should become for all of us a guide to action. The desire to respect other languages without showing concern for their native language means lack of respect for the honor and dignity of their people. The independence of language also means the independence of each person's thinking and is a fundamental condition of state sovereignty."

The use of information and communication technologies (ICT) in education - that is, a set of methods, devices and processes for the collection, processing and dissemination of information, as well as their application in the educational process contributes to the optimization of the educational process, makes it possible to make the activity as interesting to learners as possible, to increase professional competence teacher and expand the range of taught disciplines. [2]

In the process of studying at a university, a student must master the skills of using information and telecommunication technologies in his teaching, research and practical activities. Using the appropriate technology and software, it is necessary to provide technical support for these processes.

The tasks of the university teacher are to: 1) create the conditions for the practical mastering of the language for each student, choose methods of instructional activity of students in the process of teaching foreign language; 2) increase cognitive and informational activity of students in the process of teaching foreign languages. Modern pedagogical technologies, such as training in cooperation, project methodology, the use of

new information technologies, Internet resources, help to realize a person-oriented approach in teaching individualization and differentiation of teaching. The hardware includes a computer, a printer, a peripheral telecommunications unit, a device for inputting textual information and manipulating screen objects, a device for recording visual and audio information (scanner, camera, video camera, audio and video recorder), a device for recording (sensors with interfaces), audio, video.

The software includes information sources, test environments, integrated training packages (textbooks).

The breakthrough in the field of ICT, which is currently taking place in our country, makes us re-examine issues of organizing information support for research activities. One can single out the possibilities of using information technologies for:

- 1) search of literature in the electronic catalog of the library of the educational institution; on the Internet with the application of browser type, Mozilla Firefox; Google Chrome
- 2) work with literature in the course of abstracting, summarizing, annotating, citing;
- 3) automatic translation of texts with the help of translator programs (PROMT XT), using electronic dictionaries (Abbyy Lingvo x3);
- 4) storage and accumulation of information (DVDs, external magnetic disk drives, Flash disks);
- 5) planning the research process (Microsoft Outlook management system);
- 6) communication with leading foreign scientists (Internet, e-mail, chats);
- 7) processing and playback of graphics (players Microsoft Media Player, WinAmp, WinDVD, programs for viewing ACD See images, PhotoShop, CorelDraw, programs for creating schemes, diagrams, graphs Visio);
- 8) introduction of research results (speeches in video forums, teleconferences, publications in the Internet).

Modern multimedia computer programs and telecommunication technologies provide students with access to non-traditional sources of information - electronic hypertext textbooks, educational sites, distance learning systems, etc., which is designed to improve the development of independent cognitive activities of students and provide new opportunities for creative growth of students.

Also in the teaching of English, you can actively use telecommunication technologies. Telecommunication technologies should be understood as network technologies that use local networks and the global Internet in synchronous and asynchronous time modes for various educational purposes [3].

B. Berenfeld identifies 5 functional possibilities of using telecommunications in education:

1. Tele-access. Access to databases, various libraries and directories.
2. Electronic publications.
3. Telepresence.
4. Teacher, virtual teacher.
5. Collaboration, work on projects [6].

Thus, tele-cooperation or work on projects is one of the possible forms of using telecommunication technologies in the teaching process in foreign languages.

Students are invited to divide telecommunications projects into WWW-projects and E-mail-projects. WWW-projects are designed to ensure that students receive a task, for which they need to find information on the Internet and then submit their search results. The topic of the project may correspond to the theme or be completely independent of the textbook. In any case, it should be interesting for students in the general context of teaching the language.

E-mail-projects, such projects, which are conducted with the participation of two or more groups of students from different countries, for which the language used is foreign, not native.

In the process of teaching, social interaction plays an important role. Publication of works in the Internet for obtaining information makes it possible to analyze the learning experience, to understand the relationship between knowledge, to receive feedback. To understand the material studied and to present its understanding, by publishing it. The blog is a tool for personal and intellectual mastering of new concepts in the process of social interaction, where it is necessary to get acquainted with a huge amount of information on the topic and to publish it. The possibility of individualizing the content of training increases the interest in the entire learning process. Publishing the information found, students get the opportunity to communicate with a real audience. The opportunity to take part in the discussion is not limited to the time frame of the classes, but extends to the entire year. Publications are prepared at the final stage of studying the oral theme [2].

E-mail greatly helps to meet the need for communication, increases motivation for the subject, facilitates communication with representatives of different cultures, expands knowledge about people and culture of another country, improves knowledge of a foreign language [2].

Students devote a lot of time to the Internet, the teacher's task is to teach them to use his resources to learn a foreign language. [2] Students have the opportunity to take part in testing, quizzes, competitions, olympiads, videoconferences conducted on the Internet, which allows intensifying the learning process, motivating cognitive activity of students, giving each student the opportunity to show their activity, their creativity.

The success of the implementation of the project method largely depends on the properly organized work and joint efforts of the project participants at all stages and stages, from the preparation of the project task teacher, on the degree of students' knowledge of the intellectual, creative, communicative, social and general educational skills necessary for the project activity. Some of the skills and abilities necessary for the project activity can be owned by the students even before the work on the projects is started, others are formed and improved in the course of this work. And the task of the teacher is to determine in advance what skills and skills from the previously learned ones will be required for students when working on a particular project, and which ones will have to be re-created.

Work on the project is based on interaction, consultation, mutual assistance and mutual responsibility of the entire training group. To identify interpersonal relationships and preferences, you can use techniques such as questionnaires, interviews, conversations.

When choosing a topic, it is necessary to proceed not only from the interests of students (cognitive, creative or applied), but also the practical, theoretical, social, cognitive and other significance of the results of the project activity both for the students themselves and for the school. Such an approach will allow creating a single program consisting of a series of interrelated projects.

It is also necessary, according to Pakhomova N.Yu. organize the following types of support: material, information, organizational and educational-methodical. All types of collateral required must be available before work on the project begins. In addition, it is necessary to ensure the interest of children in the work on the project, motivation, which will become an inexhaustible source of energy for independent activity and creative activity [5].

Proceeding from the foregoing, telecommunication projects allow solving the most complicated methodological task - the creation of a language environment and on its basis the creation of students' need for the use of a foreign language in practice.

The project was implemented in six phases. At the first stage, the project coordinator searched for relevant information on the Internet.

In the second stage (the first lesson), the students received recommendations for the project, worked out lexical material that could cause difficulties when working on the project, got the task to familiarize themselves with the site materials independently and choose those questions that are most interesting for them.

The third stage was conducted in the class of open access to the Internet. The students collected the necessary information and processed it.

In the fourth stage (srpp), the students, with the help of the project coordinator, wrote a role-playing scenario using information received from the Internet, as well as the topics covered under the "Family Issues" topic, independently distributed the roles and learned the words.

At the fifth stage, the students presented the results of their search activity in the form of a role-playing game - the talk show "Is It Easy To Be Young?". The results of the students' project activity were not accidentally presented in the form of a role-playing game, role play contributes to the formation of educational cooperation and partnership, involves the coverage of a group of students, is built not only on the basis of dialogue, but also the polylogue, and students have to interact well, accurately taking into account each other's reactions, helping each other, and this is the best way to improve skills dialogical speech and, consequently, corresponds to the principle of communicative orientation of teaching English.

At the sixth, final stage, the teachers coordinator of the project evaluated the project.

If we talk about the problems that have arisen in the process of work, then, first of all, these are problems related to the authenticity of the material. Students met many unfamiliar words and language structures, far from the "Global" textbook used in the textbook, which teaches. But the students coped with this problem with the help of modern on-line dictionaries).

As a result of this project, students achieved the following:

1. learned a new common vocabulary;

2. They learned how to work with foreign-language Internet resources online, learned about the existence of on-line dictionaries and translators, learned how to use them, which contributed to the development of the skill of working with the Internet as a whole;

3. learned how to use information obtained from various sources to write a scenario of role-playing game;

4. We learned to speak in front of the audience in English.

Thus, we see that the use of telecommunication projects allows students to feel themselves as active participants in the learning process, to receive new knowledge, skills and skills, while having the opportunity to show their individuality. The organization of telecommunication projects stimulates the development of students' personal qualities such as creativity, flexibility of thought, the development of ideas and intellectual independence, and also contributes to broadening the horizon and revealing the creative potential of students.

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ИСПОЛЬЗОВАНИЕ ЭЛЕКТРОННЫХ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ КАК ОСНОВЫ ДИСТАНЦИОННОЙ ПОДГОТОВКИ МАГИСТРАНТОВ В ПЕДАГОГИЧЕСКИХ ВУЗ

Abstract. This article discusses the use of electronic educational resources as the basis for preparation of undergraduates in the teacher training Universities. The described models of distance education in computer science in the university, as well as the algorithms for organizing such training corresponding retraining of teachers testify to the significant role that electronic resources play in the development and development of such training systems. In the conditions of mandatory quality control of used electronic resources (in accordance with previously described requirements and verification technology) distance learning of computer science in a university, having a number of the above mentioned advantages, can be quite effective.

Key words: magisters, electronic educational resources, distance education.

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