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THE USE OF DIGITAL EDUCATIONAL RESOURCES (DER) AS A MEANS OF INCREASING MOTIVATION TO LEARN A FOREIGN LANGUAGE

Abstract. The article is devoted to the use of Digital Educational Resources (DER) in modern realities as an effective teaching tool that activates the students' mental activity, makes the learning process attractive and interesting. This is a powerful incentive to increase motivation to master a foreign language. The article is based on the idea of using modern technologies and digital educational resources in teaching a foreign language. The aim of the study is to develop teaching methods for future teachers of foreign languages based on the use of digital educational resources and to analyze the evolution of the digital technologies in different periods.

An analysis was made of the state and prospects of development of modern Kazakhstan's education in the aspect of the use of digital educational resources, the scientific and methodical foundations of the use of digital educational resources were studied, which lead to an increase in the quality of the educational process, make it both more intense and closer to the individual characteristics of the student. 294 students of the pedagogical specialty 5B011900-foreign language: two foreign languages took part in the experiment. The survey was conducted on the basis of Kazakh University of International Relations and World Languages. A survey of students found that 39% of lecturers-linguists sometimes use DER, 53% – rarely. 70% of lecturers use DER up to 10 minutes in the classroom, 22% – up to 20 minutes, 3% – up to 30 minutes. One of the main tasks of a university teacher is the correct use of various types of technologies, types of activities necessary for high-quality preparation of students for future professional activities.

Key words: Computer, Digital Resources in Education, ICT, Foreign language, Cognitive Process, Communication, Information Technology, Internet, Educational Services, Pedagogical Programs.

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Сандық білім беру ресурстарын (СББР) шетел тілін үйренуге деген ынтаны арттыру құралы ретінде пайдалану

Аңдатпа. Зерттеудің мақсаты – цифрлық технологиялар эволюциясын талдау негізінде болашақ шет тілдері мұғалімдерін цифрлық білім беру ресурстарын қолдана отырып оқыту әдістерін әзірлеу. Мақалада цифрлық білім беру ресурстарын пайдалану бойынша қазіргі заманғы қазақстандық білім берудің жай-күйі мен даму болашағы қарастырылған, білім сапасының артуына мүмкіндік тудыратын сандық білім беру ресурстарын қолданудың ғылыми-әдістемелік негіздері зерттелген.

Тәжірибелік-педагогикалық зерттеуге 5B011900 – шет тілі: екі шет тілі педагогикалық мамандығының 294 студенті қатысты. Сауалнама Қазақ халықаралық қатынастар базасында және әлем тілдері университетінде жүргізілді. Студенттердің сауалнамасы нәтижесінде ЦОР-ын лингвист оқытушылардың 39% кейде, ал 53% сирек қолданады. Оқытушылардың 70% ЦОР ды сабақта 10 минутқа дейін, 25% – 20 минутқа дейін, ал 3% – 30 минутқа дейін қолданады. Университет оқытушысының негізгі міндеттерінің бірі – студенттерді болашақ кәсіби қызметке сапалы даярлауға қажетті әр түрлі технологиялар мен іс-әрекет түрлерін дұрыс қолдану.

Түйін сөздер: компьютер, білім саласындағы сандық ресурстар, танымдық процесс, байланыс, ақпараттық технология, интернет, білім беру қызметі, педагогикалық бағдарламалар.

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Использование Цифровых образовательных ресурсов (ЦОР) как средства повышения мотивации к изучению иностранного языка

Аннотация. Статья посвящена использованию Цифровых образовательных ресурсов (ЦОР) в современных реалиях как действенного инструмента преподавания, который активизирует мыслительную деятельность учащихся, позволяет сделать учебный процесс привлекательным и интересным. Использование ЦОР становится мощным стимулом повышения мотивации к овладению иностранным языком. Цель исследования – на основе анализа эволюции цифровых технологий разработка методов обучения будущих учителей иностранных языков с использованием цифровых образовательных ресурсов. В статье проведен анализ состояния и перспектив развития современного казахстанского образования по использованию цифровых образовательных ресурсов, изучены научно-методические основы использования цифровых образовательных ресурсов, которые могут привести к повышению качества обучения.

В опытно-педагогическом исследовании приняли участие 294 студента педагогической специальности “5В011900 – Иностранный язык”: два иностранных языка. Анкетирование проводилось на базе Казахского университета международных отношений и мировых языков. В результате анкетирования студентов установлено, что 39% преподавателей-лингвистов иногда используют ЦОР, 53% – редко, 70% преподавателей используют в аудитории ЦОР до 10 минут, 22% – до 20 минут, 3% – до 30 минут. Одной из основных задач преподавателя вуза является правильное использование различных видов технологий и видов деятельности, необходимых для качественной подготовки студентов к будущей профессиональной деятельности.

Ключевые слова: компьютер, цифровые ресурсы в образовании, когнитивный процесс, коммуникация, информационные технологии, интернет, образовательные услуги, педагогические программы.

Introduction

Kazakhstan seeks to become one of the 30 most developed countries, as well as integrate into the world community and the global educational space. In the period of digitalization of all spheres of public life, the problem of studying foreign languages becomes the most urgent. Today digital technology plays a great part in our life. And the usage of digital technology in teaching process is no exception. N.A. Nazarbayev (2012) “The nineteenth direction” address to the people of Kazakhstan is very important. It states: “We have the task of creating education oriented orientation on new forms of information dissemination”. The aim of the study is to develop teaching methods for future teachers of foreign languages based on the use of digital educational resources and to analyze the evolution of the digital technologies in different periods. So, According to I.P. Klementyev (2016) – digitalization in education is a work platform on the Internet, or rather on a remote server. F.K. Atabayeva (2010) believes that modern Internet and Digital technologies are designed to make the educational interaction between a teacher and a student convenient. According to V.A. Slastenin

(2012) “Digital skills are beginning to gradually relegate traditional labor skills to the background, which, in turn, requires orientation skills in the new information environment from the very beginning of training a future teacher”. From the point of view of M.G. Sokolova (2004) the teacher should introduce the logic of the work of the information medium and the logic of the activity of the teaching into a reasonable didactic correspondence. In the studies of L.V. Nefedova (2001) the mass of teachers is not psychologically ready, first of all, for the use of modern information technologies of training as a mastered model of activity.

According to our research, the situation in Kazakhstan can be said that development is at an average stage, but a lot is being done in this direction. For example, the installation of digital educational technologies in educational institutions is being done successfully. In Kazakhstan’s educational institutions the use of DER is not only expedient, but also inevitable. The introduction of digital technologies in the educational process, the connection of resources and the use of opportunities provided by the Internet environment will allow actively involving all its participants in the educational process, increasing the motivation of

training and, accordingly, the quality of education. Current trends in the digitalization of foreign language education in the aggregate reflect the prospect of research, the relevance of the tasks raised, the solution of which will contribute to the development of science.

But in Kazakhstan's educational institutions it causes difficulties such as: between the social order of the society for teachers of the "new formation" who are capable and ready to carry out adequate professional intercultural communication in the context of the future profession through digital educational resources and insufficient teacher knowledge of advanced innovations in the field of higher pedagogical education; between the increasing demands of students who are ready to assimilate educational material through digital educational resources and the lack of methodological developments corresponding to the student's specifics that meet the student's requirements in the field of innovation; between practice requests that cannot be realized due to insufficient scientific and theoretical development in the field of education regarding digital educational resources.

The problem: which is looked upon in our work deals with the fact that in the process of learning a foreign language not all the teachers know how effectively use digital educational resources in their classroom. In connection with the above, the relevance of the problem of studying foreign language communication with the introduction of digital educational subjects is not in doubt, since this area has not been studied enough. The relevance of the problem under consideration, its insufficient theoretical and practical development in pedagogy were the reason for determining the research topic.

This article aimed to analyze the evolution of the digital technologies in different periods: past, present & future and to develop teaching methods for future teachers of foreign languages based on the use of digital educational resources

Literature review

At the same time, the key issue we consider in our study is the inclusion of digital educational resources in the learning process. Educational centers, ie secondary schools, specialized vocational training centers, universities, and various research institutes are offering their proposals according to the social order. S.S. Kunanbayeva (2017) believes: "In the end of the 20th century, finding a rational method to meet the social requirements for the quality of language acquisition does not necessarily mean that we can not go to sleep. It demonstrates

the progressive development of foreign language teaching methods based on today's socio-historical context". In the scientific schools of Nurgaliyeva (2015) conducted extensive research in the field of education and the methods of informatization of education, revealed four stages of informatization of education in Kazakhstan, given pedagogical concepts with such terms as digital educational content, electronic students and digital educational resources. In the works of (Sevindik, 2012;2011; Dzhusubaliyeva, 2016; Artykbayeva, 2017) studies are conducted on effective ways of organizing distance learning, as the highest level of informatization of education. The ways of introducing pedagogical and informational activities on the basis of digital educational resources are presented in the works of a number of scientists (Bermus, 2010), using of digital educational resources in managing the development of the regional education system (Sevindik, 2011), evaluating the quality of education using of digital educational resources (Sevindik & Demirkaser, 2010). D. F. Armstrong (2005) provides two clarifications on the concept of digital resources in the field of education: Digital Resources in Education – a computer with the necessary technical and software capabilities; Digital Resources in Education – is a collection of techniques and techniques that are implemented through the development of information.

So, methodical bases of research work: In Kazakhstan's methodical science, the concept of "digitalization of foreign language education" is interpreted quite broadly as: digital educational resources (E.V. Artykbayeva, 2009; N.U. Nurgaliyev, 2017; Dzhusubaliyeva, 2019); Information and communication technologies (G.K. Nurgaliyeva, 2017; D.M. Dzhusubaliyeva, 2019; A.T. Chaklikova, 2008); New directions in the field of modern foreign languages (Kunanbayeva, 2010), the theory of periodic formation of mental activity (Galperin, 2007); In the field of linguodidactical bases of teaching foreign languages on the basis of digital resources in the field of education, works of other country scientists (Heppell, 2012; Sevindik, 2010; Sysoyev, 2009; Sevindik & Demirkaser, 2010) and native scientists (Chaklikova, 2008; Nurgaliyeva, 2002;2015); Principles of psycholinguistics and communication psychology (Zimnaya, 2006); Linguodidactic cereal (Galskova & Ges, 2006) is the methodological basis of this work.

We were really immersed in the evolution of technology in teaching process. In this article we try to understand its stages in the past and its current state in education. And we tried to foresee

its future as well. Firstly, let's find out what digital technology means. The term digital technology appeared relatively recently. In the English-language pedagogical literature, it is used as an umbrella term that includes a variety of recent (cloud, mobile, smart technologies, etc.) and already traditional information and communication technologies (Dudeny, Hockley, Pegrum, 2013). Digital technology: 1) New technology: Cloud, mobile, smart technologies; 2) Traditional technology: Traditional information and communication technologies. The use of computer technology in the teaching of foreign languages began more than 70 years ago. Until recent days, this topic was the subject of a rather narrow circle of specialists, but with the advent of the information age in the development of society, the rapid development of Internet, mobile and cloud technologies, more and more foreign language teachers in our country and abroad realize the necessity to integrate the latest technologies into the educational process. Mark Warschauer in his article "The use of computers in the teaching of foreign languages" outlined three main stages of using computer technologies in the teaching of foreign languages: behavioral, communicative and integration (Warschauer, 2007). This direction is called Computer Assisted Language Learning, which means the study of foreign languages using computer technology. Each stage is characterized by a certain level of technology development, as well as the corresponding pedagogical method.

The digital technology: past, present & future

The first stage in the development of training with the support of computer technology began in the late 50s and continuing until the 60-70s. It was based on the popular behavioral theory of teaching. Computer exercises created during this period, trained the skills of students (grammar, writing) by repeating. The main principle of building computer programs was "drill and practice". The computer only partially served as a teacher, it was perceived as a device that provides only educational material to students. The established model of training computer exercises acted according to the principle: presentation – training – control. Proponents of the behavioral theory of learning argued for the defense of this method: Periodic repetition of the material is necessary in the learning process; The computer is ideal for exercises based on repetition, as it is not "tired" and gives an objective assessment; A computer program allows each student to work at their own pace. However, in the late 70s and early 80s the behavioral approach has lost its popularity for many reasons. First, this approach was refuted on a theo-

retical and practical level. Secondly, the emergence of personal computers has opened a number of new opportunities. The second stage was the beginning of a new communicative period based on the communicative theory that was popular in teaching in the 80s. Proponents of the new method believed that the exercise and training did not allow communication in the target language. The basic principles of a communicative approach to the use of computer technology were: Emphasis on the use of language forms in speech; Implicit grammar teaching; Emphasis on the creation by students of their own sentences and texts, and not on the use of ready-made; Lack of a traditional assessment system (right / wrong), the possibility of multiple answers; Maximum use of the target language in the teaching process; Interaction: student – computer, student – student.

A whole generation of new computer programs, created according to the principles of the communicative approach, has appeared. First, the skills based training programs have changed. As before, the computer contained the correct answer, but finding the answer now required selfsearching, self-monitoring, and student interaction. Secondly, special programs were developed aimed at a written discussion of controversial topics, communication between students and the development of critical thinking. Thirdly, new programs have appeared that do not contain specific language material, but give students the opportunity to use the already acquired skills in communication, as well as understand the speech in the language being studied. Despite the significant progress that occurred at the second stage of the development of CALL, it was clear that the potential of computer programs in the teaching of foreign languages is only half used, so the further development of information technologies led to the beginning of a new stage. In the 90s of the twentieth century there was a rapid leap in the development of computer technology associated with the advent of the Internet, the invention of multimedia and hypertext technologies, and the further improvement of communication technologies. There is a need for a different approach to the study of foreign languages, which would use the results of technical progress. The integration period is characterized by the emergence of new approaches to the teaching of foreign languages, which imply the use of language in a real context, the training of four types of speech activity, as well as the harmonious integration of ICT into the learning process. Through communication technologies (forum, chat, subscription lists), students were able to communicate directly and practically free of charge with other students or with native speakers 24

hours a day from school, university, at home or from work. Students have access to various databases and e-learning resources, work in small research teams, share results with other researchers, and receive advice from specialists in a particular area. The use of well-structured information stored in databases or information environments of universities serves as a learning tool for testing one's own hypotheses, helps to remember information, contributes to the formation of skills of logical and creative thinking. Teachers, in turn, thanks to access to networks can improve their professional level, getting a unique opportunity to communicate with their colleagues almost all over the world. Video conferencing technologies create ideal conditions for conducting joint scientific, scientific and methodological work, the exchange of educational developments and educational computer programs. Thus, the integration stage of teaching foreign languages is characterized by a wider use of ICT capabilities by teachers, the need to solve psychological and pedagogical tasks of using computer tools in the educational process based on a balance between the best traditional teaching methods and information technologies in order to create a successive and didactically expedient information educational environment (Titova, 2017).

Today, as already noted, it is possible to talk about the emergence and establishment of a completely new stage in the application of digital media in education in general and in the teaching of foreign languages in particular, namely the socially interactive stage. This stage is characterized by active social interaction of users due to the rapid development of social services Web 2.0 and their mobile applications, content aggregation, rapid development of user content, online collaboration systems, instant access to educational material, etc. At this stage, digital technologies become an integral attribute not only the learning process, but also the daily life of a person due to the wide distribution of smart phones, tablet computers and other personal mobile devices. The socially interactive period in education is based on the influence of technologies, conventionally called Web 2.0 or the second generation Internet. The creation of the term Web 2.0 is traditionally attributed to the American author Tim O'Reilly, who published an article in 2005 (O'Reilly, 2005). The origin of the idea of mobile learning is associated with the advent of the first laptop computer, invented by A. Kay and Xerox Parc in 1972. The first laptop computer became the prototype of modern laptops and tablet computers (devices that are most convenient for educational purposes). A.

Kay positioned the idea of the first laptop as a concept for a learning device: a personal computer for children of all ages. This concept of A. Kay underlies the creation of modern tablet computers such as the iPad. Thus, A. Key is not only the founder of the first portable device, but also the author of the idea of mobile learning. Moreover, his concept proves that initially portable computers were created specifically for educational purposes. This basic principle expands the possibilities of distance and mixed education; on the other hand, it transforms traditional education, giving students' unlimited additional materials of any level of difficulty on the topic. It took almost three decades to fully implement the principles of accessibility, multimedia, interactivity, orientation to the student, individualization and personalization of learning through mobile (or portable) devices. So achieving effective learning via digital technology, digital media to be exactly is a major concern in contemporary education. "Digital media are any media that are encoded in machine-readable formats" Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices. Examples of digital media include software, digital images, digital video, video game, web pages and websites, including social media, data and databases, digital audio, such as MP3 and electronic books. Digital media often contrasts with print media, such as printed books, newspapers and magazines, and other traditional or analog media, such as images, movies or audio tapes. In combination with the Internet and personal computing, digital media has caused a break in publishing, journalism, entertainment, education, commerce and politics. So, if we illustrate it graphically digital media might be shown in the following way. Digital media: Software, Digital images, Digital video, Video game, Social media, Digital audio, Data and databases, Web pages & Websites. Studies have shown that using digital media change and improve education. If you put the radio on the internet and put a newspaper in a tablet, then you certainly have digital media (Christian, 2015). It means we all use digital media. But which of them are frequently used by us? We mean by teachers? In this part of our article we will review a few significant ways of using some digital media: online learning tools, to be exactly. We hope that they will be useful in guiding educators regarding how to think about which digital media best support their classroom goals.

What about the future of digital technology? It is very complicated task to foresee it because today's new gadget might be obsolete in a month. But let's

try to analyze it. Carike Loretz (2017) in his blog showed the different stages and the basic differences

of web (from web 1 till web 4). So analyzing this table we decided to add Web 5.

Table 1 – The different stages and the basic differences of web

The basic differences of web	The different stages	Features
Web 1: Information Web, Web learning/reading.	1994-2000.	Mostly read web; The Number of authors are limited; The Number of users are million; Static info and home pages; Owning content; Html forms.
Web 2: Social web, Collaborative web learning.	2000-2010	Mostly read and write communicative web; The Number of authors are million; The Number of users are billion; Great interact ivity (blogs, wikis); Sharing content XML, RSS; Tagging.
Web 3: Semantic Web, Personalized web learning.	2010-2020	Mostly mobile and personal web; Focus on individual user; Integrated on demand; Semantic and web content objects; Widgets, mashups; Active user engagement.
Web 4: Intelligent web, Intelligent web learning.	2020-2030	Mostly self learning, self organized web; Focus on individual user + Subject domain + Level of knowledge; Internet as universal; World computer; Knowledge base.
Web 5: “The Telepathic Web” or “The Symbionet Web”.	2030-2040	Mostly complex future web generation: the concept of emotional education; Brain implants will be very popular; Computers that interact with human beings. (Communicate with the internet through thought); To think of a question and open up a web page; Payments, will be paid for with a microchip in the brain or the hand and all devices will be connected to the internet.

So as you see from the table above we tried to show the similarities and differences of these five webs. The main features of these five web generations are introduced and compared. We hope this table could help you define each web generations.

Materials and methods

Research methods: analysis of scientific and methodical, psycholinguistic and linguistic and didactic literature; questionnaire; get acquainted with the experience of using digital resources in the field of FLT. Here the most popular is the Internet, which helps successfully to arrange training in listening and speaking, reading and writing, the online study of the cross-cultural themes. Moreover, students can be creators or co-authors of information using modern social services and services of the Internet Web 2.0, which includes Blog, Twitter, YouTube, Wiki, podcast etc. Computer training programs on a CD-ROM from “Intermediate” to “Advanced”, such as “Living English” (Living English. M.: “Repetitor Multimedia”, 2006), “Frankly Speaking” (Frankly Speaking. M.: “Repetitor Multimedia”, 2004); “Discovering the World” (Discovering the World. M.: Repetitor Multimedia, 2004); British English course – REWARDI, etc. are a valuable tool. Each program separately is an interactive method in the form of a coherent system of modules, each of which is grouped around one

theme and includes variousmultimedia exercises (with automatic error correction). Programs also assume the inclusion of exercises performed in such sections as, “vocabulary”, “writing” and “speaking” in order to contribute to the development of skills in understanding of oral and written speech, as well as to the correct use of grammatical forms. The exercises themselves can be associated with the following tasks: complete the phrases with appropriate lexical units; compose thematic phrases according to the proposed model; match phrases with relevant pictures; make a route around your city and accompany it with appropriate phrases; place the events in a logical order in the anticipated plot; find the right answers to the questions you heard; after viewing the video answer the questions; compose a small dialogue; restore a dialog.

In our research study for the increasing motivation of future teachers of FLT, the following digital educational resources are used: Internet resources (World Wide Web site); Hot Potatoes, Audacity, Nice.net, Camtasio Studio, Actice inspire, Quizilet, Kahoot; Electronic textbooks composed of authentic texts and discourses; Web resources such as Web 2.0, Blog, Twitter, You Tube, Wiki, Voki, Webquest, Preszi, Podcasting, Microblogging, Lingua Leo, Duolingo, Eliademy platforms, MOOC, Moodle, Mobile learning, Vialogue, Voxopop, Blendspace, Lesson-writer, Scoop.it; Electronic synchronous

communication facilities (chat, messenger, video conferencing, flipchart); Asynchronous communication facilities (e-mail, forums, study groups in social networks); Internet resources for learning (hot topic, multimedia scrubbing, treasure hunt, classic sampling, webcams).

Participants

A study was carried out in KazUIRandWL named after Ablaihan, Department of Foreign Language Education Methods, Bachelor of education of 5B011900, Speciality: Foreign language: Two Foreign languages, Kazakhstan, Almaty. At the 3rd course of the students questionnaire were conducted. Involving 294 higher education students aged between 18 and 21 ($M = 13.61$, $SD = 0.68$), including 200 females (68% of the respondents) and 94 males (32% of the respondents). Totally, 294 students took part in the questionnaire.

Online learning tools

“Online learning tools refer to any program, app, or technology that can be accessed via an Internet connection and enhance a teacher’s ability to present information and a student’s ability to access that information (Study.com)”. There are three major types of online learning tools: online classrooms, assistive technology, and apps. In 2015 Noodle Staff published the 32 most innovative online educational tools to use. There were such online tools like Skype, prezzi, duo lingo and etc. These tools had to be designed for high school or college students, user-friendly, in a strong design language, easy to use, and available for free. Their selections were based on how these online tools are making a difference in students’ education. The categories were: classroom connectors, interactive information providers, language learning tools, online courses, presentation makers, productivity boosters, and reading enhancers (Noodle, 2015). We think this list was really useful for all people who were looking for it. But today we could add another online education tool for teachers which we use in teaching EFL.

Classtool.net

ClassTools.net is a web-based educational productivity tool. Timelines, quizzes, and games are just a few of the products offered free of charge. Here users are presented with a number of tools offered. There are also some video tutorials available at the bottom of the home page. Depending on what the user needs, there are a variety of template available (Lilibeth, 2011).

How do we use this web-based educational tool in FLT lessons?

The lesson was conducted on the theme “Human rights”. The aim of the lesson was the development of increasing motivation to learn a foreign language based on the web-based educational tool on the level B2 (to develop the students’ critical thinking and communicative skills on the theme and logical speech with the help of language activities and patterns). The content of professional foreign language education is defined as new cognitive linguocultural complexes (CLC), reflecting the result of interrelated implementation of the methodological principles of cognitive social, linguo-cultural, socio-cultural, conceptual, personality-centered aspects of the structure of the new cognitive consciousness and provides cognitive linguocultural reconceptualization of the world as a person and serving as a content base for subject of intercultural communication (Kunanbayeva, 2015). The organizational basis of the substantive aspect of content aimed at mastering new cognitive-linguocultural complexes (CLC) which are allocated within the framework of the generally accepted communicative spheres or spheres of communication (industrial, social, socio-cultural, educational-professional) integrated unit content, acting at the same time as a learning unit that provides subject content for the formation of conceptual, pragmatic, socio and linguo-cultural and other aspects of the subject of intercultural communication.

Lesson objectives were: a) to enhance the knowledge on the theme “Human rights”; b) to understand the concept of human rights and know what rights and responsibilities they have as a citizen of KZ; c) to allow students to practice speaking spontaneously and fluently about their feelings that may provoke the use of words and phrases they have learnt recently; d) to conclude the theme by analyzing the causes and effects of violation of human rights and trying to find the solution to the problem;

Procedure of the lesson: I. Preparatory stage: 1. Organization moment: a) Greeting T-SS; b) Checking up the absentees; c) Warm-up: 1). What are human rights? Possible answers: Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted, for example if a person breaks the law, or in the interests of national security. 2) Do you know your rights? Possible answers: Political rights? (Right to vote); Civil rights (Right to freedom

of opinion); Equality rights (Right to be free from racism); Economic rights (Right to be paid fairly for work); Social rights (right to an education); Cultural rights (right to speak one's own language); What about the responsibilities? As a citizen of KZ you have the responsibilities in front of our society and government. What are they? What are the Universal Declaration of Human rights? Possible answers: The Universal Declaration of Human Rights (UDHR) is a historic document that was adopted by the United Nations General Assembly at its third session on 10 December 1948 in Paris, France.

II. Main stage: A) Speaking: Pair works. SS will discuss the UDHR that were given to learn by heart. Task: Discuss the UDHR with your partner. Ask the following questions: What articles do you remember? What are they about? SS will be checked with the help of game. Teacher: I hope you have discussed it. Now we'll play the game! I will check your knowledge about the UDHR with the help of the game which is called Random Name Picker! (Teacher uses the https://www.classtools.net/randomname-picker/46_fghBPF). B) Listening. (Video: Maria's story.) Retrieved from: <https://www.youtube.com/watch?>. Before watching: Task 1: SS answer the questions: 1) How human rights are violated? 2) What forms of slavery are there in the world today? Task 2: SS study the vocabulary. T-SS. 1) Injustice noun a situation or action in which people are treated unfairly E.g.: the fight against racial injustice; 2) Trap verb trick or deceive (someone) into doing something contrary to their interests or intentions. Trapped adjective unable to escape, as from a situation. 3) Primary adjective basic. Syn. main, first, key, dominant. 4) Abolish verb formally put an end to (a system, practice, or institution). E.g.: "the tax was abolished in 1977" 5) Consider verb think carefully about (something), typically before making a decision. 6) Restore verb to bring back to or put back into a former or original state. While watching: Task 1: SS watch the video and answer the questions below in written form: a) What human rights issues are illustrated in the video? b) What challenges did Maria face? c) Why is it important to notice these issues and to raise awareness about such issues? After watching: Task 1: SS analyze the video answering the questions above and go into detail to remember some data and statistics. Problem solving: Group work: Group A. And Group B. The problem: Human trafficking is a grave violation of human rights. Task 1: SS will be given the fishbone diagram and they have to discuss: What are the causes and effects of human trafficking? What should we do to solve it? SS map

their ideas using the following diagram (SS main task to use fish bone and find out the causes and effects of human trafficking and find the solution). Before working in the group they will watch a video which will give them some idea of solving this problem. (The information that is taken from the video they'll use in the solution part. Then they present their idea to the whole class).

In this lesson a game "Name Picker" and diagram "Fishbone" were used. A game "Name Picker" gave a great opportunity to recall all the articles that were in the UDHR. Although students know their rights like a right to marriage, a right to move this game helped them remember which article it was. Using this game helped my students learn without feeling that they're working hard or that the task was too difficult. They were so immersed in what they were doing. What about fishbone diagram? It helped to build a sense of community. The "Fishbone diagram" identifies many possible causes for an effect or problem. It was used to structure a brainstorming session. It helped us to sort ideas into useful categories. Students brainstormed the major categories of causes of the problem using headings: causes, sub causes and wrote the categories of causes as branches from the main arrow. Although there are four factors in the given diagram, our students organized it in their own way. For instance, the first category was headed as the causes and second one was the effects and the third and fourth was headed as the solutions to the problem. As a result of this study, we have found there are indeed many benefits for using this diagram in finding the solution to the problem. Moreover, in finding the solution students underwent a thorough process of creating well-researched, rich, sophisticated, thoughtful and creative digital works.

Questionnaire

To determine the formation of the motivational value component at the initial stage of the study a survey (questionnaire) was conducted. Analysis of the results of the survey showed that the largest number of students like to learn English through listening to authentic material (video / audio / Internet materials, webinars, webquests) – 95%, as well as watching authentic TV shows (CNN, BBC) – 90%. The questionnaire also showed that students are practically not familiar with the tools and technologies of web 2.0 and digital educational resources, but expressed a desire and a keen interest in the didactic potential of tools and technologies of web 2.0. Thus, a questionnaire of 4th year students of pedagogical specialties showed that:

1) Students know some of the web 2.0 technologies and digital educational resources by ear, but cannot give each of them an exact definition, while the web 2.0 tools are little familiar to students, many have read the names of the tools in the questionnaire for the first time;

2) Students used some technologies in English classes, but this was rather random in nature, based on statistics. For example, students learned about web 2.0 technology "Podcast" from the Internet and used only 20%, "Blog" – 18%, "Webquest" – 15%, "Prezi" – 5%, and web 2.0 tools were used even less Padlet – 0%, Vialogue – 0%, Voxopop – 2%, Blendspace – 3%, Lessonwriter – 0%, Scoop.it – 0%;

3) The overwhelming majority of foreign language teachers do not often use DER, but most likely sometimes – 39%, rarely – 53%. There are teachers who do not use DER at all – 5%. At that time, technical savvy teachers of a foreign language were in the minority – 3%;

4) Provides data on the time that foreign language teachers usually devote to DER. In the majority of 70% of foreign language teachers spend 5-10 minutes on DER in the classroom, only 22% of foreign language teachers spend 15-20 minutes in the classroom, while 3% of foreign language teachers spend 25-30 minutes, there are even such foreign language teachers who have never applied DER in the classroom – 5%;

5) 57% of students believe that DER, unlike traditional technologies, open up unlimited opportunities for education not only in the audience, but also outside it, and 31% of students said that DER are intercultural, mediated in character with different representatives. ethnic cultures and 12% of students are confident that DER provides authentic daily instructional material quickly and easily;

6) Students experience positive feelings when using DER in the classroom. Associative analysis showed that students experience feelings: joy – 28%, confidence – 30%, collectivism – 21%, excellence – 8% and delight – 7%, and only 2% of students experience a sense of fear;

7) Students want the teacher to devote the following percentage of time to the DER in the lesson: 60% of the students expressed a desire to use 70% – 80% of the technology in the lesson, 27% of the students would like to use 50% – 60% of the DER in the lesson, 11% students do not mind the use of DER 30% – 40%, there are even 2% students who believe that 90% – 100% DER in each lesson are ideal for them;

The analysis of personal data of 4th course

students of pedagogical specialties (Ablaikhan KazUIRandWL, Speciality: Foreign language: Two Foreign languages) confirmed the author's assumption that it is necessary to introduce innovative web 2.0 tools and technologies into the educational process of a language university, since the respondents to the questionnaire are practically not familiar with the web 2.0 tools and technologies presented in the questionnaire, but expressed a strong desire in the study of web 2.0 tools and technologies proposed by the author for further use in the profession.

Results and discussion

This article aimed to analyze the evolution of the digital technologies in different periods: past, present & future and to develop teaching methods for future teachers of foreign languages based on the use of digital educational resources. Authors tried to go into detail showing the purpose of using digital technologies in education process in certain time. Also it was demonstrated to the reader how to use the potential tools for the teaching of FLT, specifically, digital interactive games that can be used in teaching activity. Analysis of past, present and future digital technologies and teaching methods for future teachers of foreign languages based on the use of digital educational resources were given in this article as well. In conclusion we can say that digital tools should be included as another option to boost classes and it can be inserted to make more pleasant teaching-learning process. And we really hope that the options that were offered by us will be useful for you in teaching FLT. A.M. Rakhimzhanov (2001) gave an analysis of the tendencies of reforming and improving the national education model, on the basis of which the role and importance of new information and educational technologies in the formation of the national model of the education system are determined. G.K. Nurgaliyeva (2001) identified ways to solve the development problems of distance education in Kazakhstan as an integral part of the State program for the digitalization of education. This is the basis for the development of online learning, the transition to the widespread use of social networks in professional education of the university. The possibilities of integrating digital educational resources into the process of teaching foreign languages are described in detail by Y.S. Yatsenko (2007).

The issues of theoretical justification and practical development of methods for the increasing motivation to learn a foreign language of students based on digital educational resources for teaching

foreign languages were discussed. Digital resources in the field of education not only allow us to perform tasks in the context of teaching a foreign language, but also bring together the content of education and its components and create new opportunities for the professional activity of a future teacher. Thus, in our study, digital technologies have a wide range of tools and resources for storing information in various formats based on computer and mobile technologies. Under the term “digital technology” we represent computer, information, information and telecommunication technologies. Today, many researchers (Sysoev & Evstigneyev, 2010; N. Christian (2015)) have great didactic and methodical potential. In the context of today’s approach to dominant competitiveness, the goal of learning a foreign language is to develop increasing motivation to learn a foreign language. Accessibility mode can be divided into digital resources available on a computer (offline resources), a local network or on the Internet (online resource). It is noteworthy that innovative technologies, including the contribution of quantitative resources in the field of education, to the improvement of the teaching of foreign languages. It has a large number of educational institutions with extensive experience in the field of education (Turkey, Germany, USA, France, Switzerland, etc.) and many eastern countries (Korea, China, Malaysia, etc.) which may turn out to be long-term use of resources. This phenomenon is due to the fact that technology is developing rapidly and almost all aspects of the world are moving to a quantitative level. Currently, the number of programs and systems used with digital technology in education continues to grow. One of the mobile applications used in learning foreign languages was Lingua Leo and the Duolingo Mobile program, which included websites, podcasting, microblogging, and other didactic features.

Summing up the study, it can be noted that digital educational resources, compared with the forms, methods and means of educational and methodical support, can significantly increase the technological effectiveness of teaching and mastering knowledge, and over time, their functions will specialize in connection with the development of methods of distance education itself, which will lead to mastering new technologies in the process of their creation. The scientific and pedagogical foundations proposed in the work of using the capabilities of digital educational resources in teaching foreign language communication allowed us to develop a set of tasks for first and second year students of a language university. In the presented study, the

goal was set and realized, which was to develop a methodology for the increasing motivation to learn a foreign language in future teachers of foreign language education based on digital educational resources. An analysis was made of the state and prospects of development of modern Kazakhstan’s education in the aspect of the use of digital educational resources, the scientific and methodical foundations of the use of digital educational resources were studied, which lead to an increase in the quality of the educational process, make it both more intense and closer to the individual characteristics of the student. The conducted experimental test, during which an assessment was made of the quality of teaching a foreign language using digital educational resources, convincingly showed a positive impact on the effectiveness of the use of electronic learning tools in the educational process.

Conclusion

Thus, summarizing the aforesaid, we will outline the main points that should be taken into account when developing a system of activities in order to increase motivation to learn a foreign language of the future teachers FLT. One of the main tasks of a university teacher is the correct use of various types of technologies, types of activities necessary for high-quality preparation of students for future professional activities. In the framework of our study, increasing motivation to learn a foreign language formed in the context of digitalization, sets a new round in the development of vocational education in a language university. Evidence of this is an incredible incentive and motivation for students to study at the university through DER. A study on the increasing motivation to learn a foreign language of a future teacher of foreign languages allows us to draw the following conclusions: through a critical study of native and foreign works before the problem of creating to increase motivation to learn a foreign language, it was established that the increasing motivation to learn a foreign language is one of the most important components for achieving the main goal of a foreign language education – the increasing motivation to learn a foreign language; increasing motivation to learn a foreign language, being one of the main components of feature FLT, determines the level of knowledge and use of a foreign language as a means of increasing motivation to learn a foreign language at the FLT level; determined the composition of skills; a set of exercises on the increasing motivation to learn a foreign language; the results of the research study

indicates that the proposed method for the increasing motivation to learn a foreign language on the basis of digital educational resources. Digital educational resources are an important practical resource, the use of which should be an essential condition for reparation of FLT.

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6-бөлім
ПӘНДЕРДІ
ОҚЫТУ ӘДІСТЕМЕСІ

Section 6
TEACHING METHODOLOGY
OF DISCIPLINES

Раздел 6
МЕТОДИКА ПРЕПОДАВАНИЯ
ДИСЦИПЛИН