

АБЫЛАЙ ХАН АТЫНДАҒЫ ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ЖӘНЕ  
ӘЛЕМ ТІЛДЕРІ УНИВЕРСИТЕТІ

КАЗАХСКИЙ УНИВЕРСИТЕТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ И  
МИРОВЫХ ЯЗЫКОВ ИМЕНИ АБЫЛАЙ ХАНА

KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS  
AND WORLD LANGUAGES

---

**3 (62) 2021**

ISSN 2411-8745 (Print)

ISSN 2709-9245 (Online)

Абылай хан атындағы ҚазХҚ және ӘТУ

# ХАБАРШЫСЫ

“ФИЛОЛОГИЯ ҒЫЛЫМДАРЫ” сериясы

# ИЗВЕСТИЯ

КазУМОиМЯ имени Абылай хана  
серия “ФИЛОЛОГИЧЕСКИЕ НАУКИ”

# BULLETIN

of Ablai Khan KazUIRandWL  
Series “PHILOLOGICAL SCIENCES”

Алматы  
«Полилингва» баспасы  
2021

© “Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті” Акционерлік қоғамының “Абылай хан атындағы ҚазХҚжӘТУ Хабаршысы-Известия” ғылыми журналының “Филология ғылымдары” сериясы таралымы, Қазақстан Республикасының Инвестициялар мен даму жөніндегі министрліктің Байланыс, ақпараттандыру және ақпарат комитетінде тіркелген. Алғашқы есепке қою кезіндегі нөмірі мен мерзімі № 674, 18.05.1999 ж. Тіркелу куәлігі 10.04.2015 жылғы № 15194-Ж

### **Бас редактор**

**Құнанбаева С.С.**, филология ғылымдарының докторы, профессор,  
ҚР ҰҒА-ның академигі, Алматы, Қазақстан

### **Жауапты редактор**

**Исмагулова Б.Х.**, филология ғылымдарының докторы, профессор,  
Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан

### **Редакция алқасының мүшелері**

**Акишина Т.**, профессор, Оңтүстік Калифорния Университеті,  
Лос-Анджелес, АҚШ

**Рысалды Қ.Т.**, филология ғылымдарының докторы, профессор,  
Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан

**Бердичевский А.Л.**, педагогика ғылымдарының докторы,  
Айзенштадта халықаралық экономикалық қатынастар институты,  
Айзенштадт, Австрия

**Солдатенкова Т.**, профессор, Лёвен католикалық университеті,  
Лёвен, Бельгия

**Суна Тимур Агильдере**, филология ғылымдарының докторы,  
профессор, Хаджи Байрам Вели ат. Анкара Университеті, Түркия

**Красных В.В.**, филология ғылымдарының докторы, профессор,  
М.В.Ломоносов атындағы ММУ, Мәскеу, Ресей

**Карасик В.И.**, филология ғылымдарының докторы, профессор,  
Волгоград мемлекеттік техникалық университеті, Ресей

**Ахатова Б.А.**, филология ғылымдарының докторы, профессор,  
Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан

**Мизамхан Б.С.**, филология ғылымдарының кандидаты, доцент,  
Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан

### **Шығарушы редактор**

**Аубакир Н.А.**, аударма ісі магистрі, аға оқытушы, Абылай хан  
атындағы ҚазХҚжӘТУ, Алматы, Қазақстан

© Научный журнал “Хабаршысы-Известия” КазУМОиМЯ имени Абылай хана серия “Филологические науки” Акционерного общества “Казахский университет международных отношений и мировых языков имени Абылай хана” зарегистрирован в Комитете связи, информатизации и информации Министерства по инвестициям и развитию Республики Казахстан. Номер и дата первичной постановки на учет № 674, 18.05.1999 г. Регистрационное свидетельство № 15194-Ж от 10.04.2015 г.

### **Главный редактор**

**Кунанбаева С.С.**, доктор филологических наук, профессор,  
академик НАН РК, Алматы, Казахстан

### **Ответственный редактор**

**Исмагулова Б.Х.**, доктор филологических наук, профессор  
КазУМОиМЯ имени Абылай хана, Алматы, Казахстан

### **Члены редакционной коллегии**

**Акишина Т.**, профессор, Университет Южной Калифорнии, Лос-Анджелес, США

**Рысалды К.Т.**, доктор филологических наук, профессор  
КазУМОиМЯ имени Абылай хана, Алматы, Казахстан

**Бердичевский А.Л.**, доктор пед. наук, Институт международных экономических связей Айзенштадта, Айзенштадт, Австрия

**Солдатенкова Т.**, профессор, Лёвенский католический университет, Лёвен, Бельгия

**Суна Тимур Агильдере**, доктор филологических наук, профессор,  
Анкарский Университет им.Хаджи Байрама Вели, Турция

**Красных В.В.**, доктор филологических наук, профессор МГУ им.  
М.В.Ломоносова, Москва, Россия

**Карасик В.И.**, доктор филологических наук, профессор  
Волгоградского государственного социально-педагогического университета, Волгоград, Россия

**Ахатова Б.А.**, доктор филологических наук, профессор  
КазУМОиМЯ имени Абылай хана, Алматы, Казахстан

**Мизамхан Б.**, кандидат филологических наук, доцент КазУМОиМЯ  
имени Абылай хана, Алматы, Казахстан

### **Выпускающий редактор**

**Аубакир Н.А.**, магистр переводческого дела, ст.преподаватель  
КазУМОиМЯ имени Абылай хана, Алматы, Казахстан

© Scientific Journal “Bulletin of Kazakh Ablai Khan University of International Relations and World Languages”. Series “Philological sciences” of JSC “Kazakh Ablai Khan University of International Relations and World Languages” is registered in Communication, Informatization and Information Committee of the Ministry on Investment and Development, Republic of Kazakhstan. Number and date of first registration №674, from 18.05.1999. Certificate N 15194 – G, 10.04.2015.

---

### **Editor in chief**

**Kunanbayeva S.S.**, doctor of philological sciences, professor,  
associate member of National Academy of Sciences of the RK,  
Almaty, Kazakhstan

### **Executive Editor**

**Ismagulova B.H.**, doctor of philological sciences, professor,  
Ablai Khan KazUILandWL, Almaty, Kazakhstan

### **Editorial team members**

**Akishina T.**, professor, University of Southern California, Los Angeles,  
USA

**Rysaldy K.T.**, doctor of philological sciences, professor, Ablai Khan  
KazUILandWL, Almaty, Kazakhstan

**Berdichevskiy A.L.**, doctor of pedagogical sciences, Institute of  
International Economic Relations of Aizenshtadt, Aizenshtadt, Austria

**Soldatenkova T.**, professor, Leuven Catholic University, Leuven,  
Belgium

**Suna Timur Agildere**, doctor of philological sciences, professor,  
Ankara University named after Haji Bayram Veli, Turkey

**Krasnykh V.V.**, doctor of philological sciences, professor, Moscow  
State University named after M.V. Lomonosov, Moscow, Russia

**Karasik V.I.**, doctor of philological sciences, professor of Volgograd  
State Technical University, Russia

**Akhatova B.A.**, doctor of philological sciences, professor, Ablai Khan  
KazUILandWL, Almaty, Kazakhstan

**Mizamkhan B.**, candidate of philological sciences, Ablai Khan  
KazUILandWL, Almaty, Kazakhstan

### **Publishing editor**

**Aubakir N.A.**, MA in translation studies, senior teacher, Ablai Khan  
KazUIRandWL, Almaty, Kazakhstan

# МАЗМУНЫ. СОДЕРЖАНИЕ. CONTENTS.

## 1 Бөлім. ЛИНГВИСТИКАЛЫҚ ЗЕРТТЕУЛЕРДІҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ

### Раздел 1. АКТУАЛЬНЫЕ ПРОБЛЕМЫ ЛИНГВИСТИЧЕСКИХ ИССЛЕДОВАНИЙ

#### Part 1. CURRENT ISSUES OF LINGUISTIC RESEARCH

|  |       |
|--|-------|
| <b>Демеубекова К.К.</b> Фразеологизмы как средство познания культуры народов .....   | 7-15  |
| <b>Демеубекова К.К.</b> Фразеологизмдер халықтардың мәдениетін түсіну құралы ретінде .....   | 7-15  |
| <b>Demeubekova K.K.</b> Phraseologisms as a means of understanding the culture of peoples .....  | 7-15  |
| <b>Жақупов Г.А.</b> Роль древнерусского языка в реконструкции морфонологии словообразования праславянского языка .....                                   | 15-23 |
| <b>Жақупов Г.А.</b> Праславян тілінің сөзжасамының морфонологиясын қалпына келтіруде ескі орыс тілінің рөлі .....  | 15-23 |
| <b>Zhakupov G.A.</b> The role of the Old Russian language in the reconstruction of the morphonology of word formation of the Proto-Slavic language ..... | 15-23 |
| <b>Загидуллина А.А.</b> Текст и дискурс как основные формы коммуникации .....  | 24-34 |
| <b>Загидуллина А.А.</b> Мәтін және дискурс коммуникацияның негізгі формасы ретінде .....   | 24-34 |
| <b>Zagidullina A.A.</b> Text and discourse as the main forms of communication .....  | 24-34 |
| <b>Мурзагалиева М.К.</b> Особенности американской политкорректной лексики .....  | 35-42 |
| <b>Мурзагалиева М.К.</b> Американдық саяси тұрғыдан дұрыс лексиканың ерекшеліктері .....   | 35-42 |
| <b>Murzagalieva M.K.</b> Features of American Politically Correct Vocabulary .....   | 35-42 |
| <b>Смакова Г.Ж., Пак Н.С.</b> Функции обращения в современном английском языке .....   | 43-50 |
| <b>Смакова Г.Ж., Пак Н.С.</b> Қазіргі ағылшын тіліндегі қаратпа сөздердің қызметі .....  | 43-50 |
| <b>Smakova G.Zh., Pak N.S.</b> Functions of appeal in modern english .....   | 43-50 |
| <b>Текжанов К.М.</b> Взаимодействие казахского и других языков в Павлодарском Прииртышье .....   | 50-61 |
| <b>Текжанов Қ.М.</b> Павлодар Ертіс аймағындағы қазақ және басқа тілдердің өзара қарым-қатынасы .....  | 50-61 |
| <b>Tekzhanov K.M.</b> Interaction of Kazakh and other languages in Pavlodar Priirtyshye .....  | 50-61 |
| <b>Шаяхметова А.А.</b> Психолингвистические аспекты исследования общественного сознания .....  | 61-74 |
| <b>Шаяхметова А.А.</b> Қоғамдық сананы зерттеудің психолингвистикалық аспектілері .....  | 61-74 |
| <b>Shayakhmetova A.A.</b> Psycholinguistic aspects of the study of public conscience .....   | 61-74 |

**2 Бөлім. АУДАРМАНЫҢ ТЕОРИЯ ЖӘНЕ ПРАКТИКА АЯСЫНДАҒЫ  
ЗЕРТТЕУЛЕРІ**

**Раздел 2. ИССЛЕДОВАНИЯ В ОБЛАСТИ ТЕОРИИ И ПРАКТИКИ ПЕРЕВОДА  
Part 2. RESEARCHES IN THEORY AND PRACTICE OF TRANSLATION**

- Амирова Ж.Г.** Дейктические функции местоимений в художественном тексте и проблемы перевода .....75-85  
**Амирова Ж.Г.** Көркем мәтіндегі есімдіктердің дейктикалық қызметі және аударма мәселелері .....75-85  
**Amirova J.G.** The deictic functions of personal pronouns in the literary and the problems of translation .....75-85

**3 бөлім. ШЕТ ТІЛДЕРДІ ОҚЫТУДАҒЫ ҒЫЛЫМИ-ПЕДАГОГИКАЛЫҚ  
ЗЕРТТЕУЛЕР**

**Раздел 3. НАУЧНО-ПЕДАГОГИЧЕСКИЕ РАЗРАБОТКИ В ОБУЧЕНИИ  
ИНОСТРАННЫМ ЯЗЫКАМ**

**Part 3. SCIENTIFIC AND PEDAGOGICAL DEVELOPMENS IN FOREIGN  
LANGUAGE TEACING**

- Ибадильдина З.Х.** Развитие навыков аннотирования текстов на занятиях по русскому языку .....86-96  
**Ибадильдина З.Х.** Орыс тілі сабақтарында мәтіндерді түйшіндеу дағдыларын дамыту .....86-96  
**Ibadildina Z.Kh.** Training of students to the basis of creation of secondary texts in the lessons in Russian .....86-96  
**Рыспаева Д.С., Тусупова Г.Д.** Особенности внедрения системы дистанционного образования .....96-105  
**Рыспаева Д.С., Тусупова Г.Д.** Қашықтықтан білім беру жүйесін енгізу ерекшеліктері .....96-105  
**Ryspaeva D.S., Tusupova G.D.** Features of the implementation of the distance education system .....96-105  
**Сапарбаева А.М.** Проблемы межъязыковой интерференции в процессе обучения неродному языку .....105-112  
**Сапарбаева А.М.** Тілді оқыту кезінде кездесетін тіларалық кедергі мәселелері .....105-112  
**Saparbayeva A.M.** Problems of interlingual interference in the process of teaching a foreign language .....105-112  
**Смагулова А.С., Рахимбаева Р.М., Омарова М.С.** Использование современных средств обучения и интернет технологии в обучении иностранным языкам .....113-125  
**A.S. Smagulova, R.M. Rakhimbayeva, M.S. Omarova** The application of modern teaching tools and internet technologies in the teaching of foreign languages .....113-125  
**Смагулова А.С., Рахимбаева Р.М., Омарова М.С.** Шет тілдерін оқытуда заманауи оқыту құралдары мен интернет технологияларын пайдалану .....113-125

УДК 372.881.111.1

IRSTI 14.35.09

DOI [10.48371/PHILS.2021.62.3.012](https://doi.org/10.48371/PHILS.2021.62.3.012)

## THE APPLICATION OF MODERN TEACHING TOOLS AND INTERNET TECHNOLOGIES IN THE TEACHING OF FOREIGN LANGUAGES

\*Smagulova A.S.<sup>1</sup>, Rakhimbayeva R.M.<sup>2</sup>, Omarova M.S.<sup>3</sup>

<sup>1</sup>candidate of pedagogical sciences, professor of diplomatic translations chair, faculty of international relations, al-Farabi Kazakh National University, Almaty, Kazakhstan e-mail: \*aigerim\_0715@mail.ru

<sup>2</sup>PhD, senior teacher of diplomatic translations department, faculty of international relations, al-Farabi Kazakh National University, Almaty, Kazakhstan.

<sup>3</sup>Kazakh National Women's Pedagogical University, Almaty, Kazakhstan masters of pedagogical sciences. Almaty, Kazakhstan

**Abstract.** Information technologies in education provide the learning process by means of electronic devices and resources. The main trend in the development of electronic technologies in teaching foreign languages is the integration of a computer, mobile phone and the Internet into a single information and communication environment. It is advisable to characterize the era of development of Internet use opportunities at the beginning of the XXI century as "active implementation and use of various social services: network communities, blogs, wiki-encyclopedias, podcasts". This article studies key questions of distant education as a part of an integrated whole with the traditional education. The results of a questionnaire for students are depicted. We also analyze the possibilities of the Internet technologies as a means for improvement of the education quality and an individual path for developing the foreign language communicative competence of students. In the age of computer technology and the heyday of the global Internet, it is very important to find the right and optimal combination, ratio, the golden mean between social services of the Internet and traditional methods of teaching foreign languages, in order to create favorable conditions for students that affect the formation and maintenance of their motivation to learn a foreign language, and to open and expand their opportunities for working with information, which contributes to the development of their innovative thinking, strengthens the desire for collective learning in cooperation, forms language and communicative competence.

**Keywords:** Web 2.0, distant education, teaching foreign languages to university students, education Internet- techniques.

## **Introduction**

Communication in a foreign language is impossible without mastering the skills of intercultural communication – communication with representatives of different cultural groups, regardless of the language used (Apalkov V. G. 2008:21)

Information technologies in education provide the learning process by means of electronic devices and resources. The main trend in the development of electronic technologies in teaching foreign languages is the integration of a computer, mobile phone and the Internet into a single information and communication environment.

P.V. Sysoev identifies various informational (text, graphic, audiovisual) materials (and of various styles), online encyclopedias, electronic libraries, virtual tours of famous museums and galleries, Internet media, Internet catalogs on the Internet, online stores, etc. (Sysoev P. V. 2012:24) In his opinion, “the use of Internet resources of various functional types in the educational process will allow students to form the skills to work with various types of Internet sources in order to extract the necessary information and significantly enrich their linguistic and cultural practice” (Sysoev P. V. 2015:85).

It is advisable to characterize the era of development of Internet use opportunities at the beginning of the XXI century as “active implementation and use of various social services: network communities, blogs, wiki-encyclopedias, podcasts” (Khromov S. S. 2012:75).

The above-mentioned social services in combination with information and educational resources, online translators, computer tests make the Internet an indispensable educational resource. Inter-net becomes an important part of learning in the classroom (contact teaching) and distance learning in English (teaching by distance).

The purpose of the article is to analyze the possibilities of the Internet technologies as a means for improvement of the education quality and an individual path for developing the foreign language communicative competence of students.

## **Description of materials and methods**

The article is of an overview nature, methods of analysis of psychological and pedagogical literature, services in combination with information and educational resources, online translators, computer tests make the Internet an indispensable educational resource are used.

## **Discussion**

Distance education, also called distance learning, is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via mail. Today, it usually involves online education. A distance learning program can be completely distance learning, or a



combination of distance learning and traditional classroom instruction (called hybrid or **blended**). **Massive open online courses** (MOOCs), offering large-scale interactive participation and open access through the **World Wide Web** or other network technologies, are recent educational modes in distance education. A number of other terms (distributed learning, **e-learning**, **m-learning**, online learning, virtual classroom etc.) are used roughly synonymously with distance education. [[4https://en.wikipedia.org/wiki/Distance\\_education](https://en.wikipedia.org/wiki/Distance_education)].

Let's focus on distance learning in more detail. According to V. A. Monakhov, distance education should be understood as "a form of education, along with full - time and part-time, in which the best traditional and innovative methods, means and forms of training based on computer and telecommunications technologies are used in the educational process" (Monakhov V. A.2009:20).

According to R. P. Milrud, we can distinguish three main stages in the development of distance learning:

- **distance learning** (with two or three sessions per year and the completion of a specified number of control tasks sent by mail)
- interactive learning** (with the completion of tasks by students training modules and communication with the teacher by e-mail);
- **training in a virtual co-society** (with participation in group video conferences, chats, blogs and Internet projects) (Milrud R. P.2012:65)

At the present stage, distance learning in English complements classroom learning, and is also aimed at achieving special goals in accordance with the diverse needs of students. This system is continuously developing. In distance education, it is especially clear that the goals and objectives of education do not come from an educational institution and a teacher, but from students as consumers of educational services. These goals and objectives are determined by students depending on the social environment in which they live and act, as well as depending on the information flows that form the attitudes of students in the virtual society (community) (Evstigneev, M. N.2012) At the present stage, when organizing the process of distance learning, as a rule, the following forms of organizing educational activities are used:

- *presentation of educational ( text) material;*
- *organization of training tasks (exercises);*
- *the use of " electronic simulators "(exercises with "building" on the level of knowledge of the user, hints and repetitions);*
  - o *group work in a virtual learning environment (teleconferences) –*
- *individual work under the guidance of a tutor via e-mail or in real time;*
- *implementation of individual learning projects;*
- *measurement of the success of training on the basis of objectively observed indicators (training indicators).*

## **Results and discussion**

In this article, we would like to pay attention to the consideration of the issue of the features of the combination of full-time and distance learning through various social services.

At the very beginning of our work, we conducted a survey of students, which was attended by 25 students of linguistics. The survey was aimed at identifying the self - assessment of the level of knowledge of Internet technologies, the goals that students pursue when using the Internet, and their interest in using the network. (Evstigneev, M. N.2012)

The results of the survey showed that absolutely all students are familiar with the peculiarities of working on the Internet, which indicates the possibility of using its resources during classes. As for the level of knowledge of Internet technologies, we can note the following: 10 people out of 25 respondents answered that they are perfectly proficient in Internet technologies. 12 students answered that they know Internet technologies at an average level, 3 students-that they know how to use the network, but not fully, which suggests that students need more practice using the Internet and learning some navigation skills.

The frequency of Internet use, according to the survey results, is quite high. The goals of using the Internet, which are guided by students, are the search for information, images, computer games and communication on forms, in chat rooms, social networks, watching movies, listening to songs, etc. From this it can be seen that the range of needs that the use of the Internet helps to satisfy is quite wide, which allows us to conclude that students have the skills of using the Internet to a sufficient extent to use it in the classroom without any special difficulties. Moreover, based on the fact that they are able to use the most common social services, it will be quite easy for us to determine our activities and the activities of students.

As for the question about the frequency of using English-language websites, only 4 students out of 25 answered in the affirmative to this question. Other students do not they turn to English-language sites or use them very rarely. To the last question of the questionnaire:

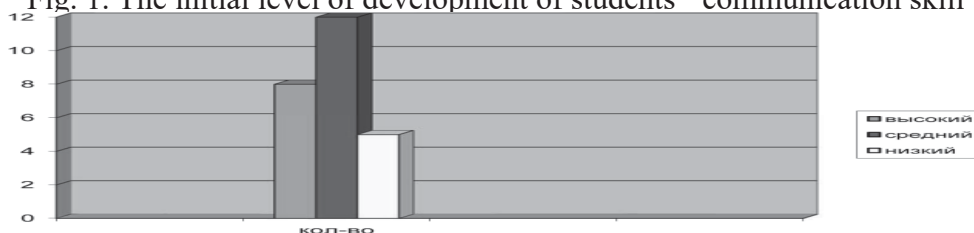
“Do you find the process of using various social services in foreign language lessons interesting and useful?” 8 students out of 25 answered in the affirmative, 7 students found it difficult to answer this question and 10 students answered in the negative.

According to the results of the survey, we noted the expediency of using social services in foreign language classes with students of this group, since almost everyone has good skills in working with the Internet. We also decided to try to arouse students ‘ interest in the English - language resources of the network through the use of social services, as well as to develop interest in the subject being studied through the use of information technologies, etc.

Since the use of social services in the process of teaching a foreign language involves the formation of students ‘ communicative skills, we

decided to study the initial level of development of these skills. According to the results of the study, we recorded the average level of development of communication skills in this group of students. The obtained data can be presented in the form of a diagram (Fig. 1).

Fig. 1. The initial level of development of students ' communication skill



Next, we will present the didactic and methodological possibilities of using some social- services in the organization of the process of teaching English to students

One of the most effective means of teaching English is Skype. In our opinion, interactive communication in Skype creates favorable conditions for enriching the vocabulary of students and awakens a keen interest in language facts, develops the ability to see and hear keenly, etc.

The Skype program allows students to communicate with native speakers – their peers, as well as take part in group classes that are conducted directly by a native speaker, thereby ensuring the “immersion” of students in a kind of language environment. In addition, students have the opportunity to follow the gestures, facial expressions, intonation of the interlocutor, as well as observe the articulator movements and catch the correct intonation, pay attention to the phrasal accents in the interlocutor’s speech (Polat E. S:325)

These positive Skype qualities are transformed into negative ones if English is not the native language of the interlocutor. In this case, the student can remember the pronunciation, articulation. Therefore, the teacher should very carefully select the interlocutor via Skype. Through this program, students develop listening skills, conversational skills, and increase their vocabulary, grammatical and lexical skills are formed, reading and writing training is carried out (chat). It should also be noted that Skype helps to organize the students ‘ independent work and strengthen their motivation.

Topics for conversation via Skype can be very different: political, social, philosophical, youth, interests, etc.

With the help of Skype, you can organize chat rooms – synchronous, in most cases text-based communication capabilities that offer a special Internet environment where users arrange meetings to discuss a particular topic at an appointed time (Traynev V. A. :45)

In our pedagogical activity, the following software was used to create a chat room:

- Skype;
- MSN;

- **Net meeting;**
- **Groupboard;**
- **Breeze;**
- **Illuminate.**

The chat room is organized for the implementation of communication, it provides a natural communicative situation. When working in a chat, students practice either reading and writing skills (text chat), or speaking and listening skills (voice chat). Also, the chat room allows you to implement the following tasks in practice:

- to organize communication with people around the world, native speakers of different cultures and languages. This possibility is important for motivating students. The development of intercultural competence is ensured. With such interactive communication, students have the opportunity to encounter the most new, therefore interesting information about the culture of the people with whom they communicate, and about themselves, which they are unlikely to find in textbooks, where the information is often either outdated or distorted;

- develop students' navigation skills when using chat, which is very important in

- to provide direct interaction with other students not only of their group, but also of any faculty of the university. Usually, the most effective work in English lessons is considered to be in pairs or in groups. The chat also offers the opportunity for effective communication by the whole class, where the feelings and participation of students are visible to everyone;

- the ability to track the entire lesson and the direction of discussions (if the chat is text), which is important for monitoring the course using the chat room;

- the chat room allows you to diversify the lesson, make it more interesting, relevant, mobile, etc.

It should be noted that when organizing a chat room, certain problems may arise. Since the use of chats is communication, sometimes purposeful communication can be interrupted, i.e. it can contradict the set goals of the lesson, since it can take the character of a frivolous discussion about nothing that contradicts the tasks set by the teacher and subsequent exercises during the lesson. Therefore, a clear control over the ongoing communication is necessary. To maintain the focus of communication, you can write out the topic and goals of communication on the board. It is also necessary for the teacher to participate in the communication itself in order to correctly direct the direction of the current discussion.

A very effective medium for learning English is a blog. We believe that a blog is a fairly convenient tool to use, since it does not require any special skills to use it. The blog helps to organize the communication process of students, since a person reading a blog post can immediately respond (give

his opinion, comment, etc.) to a message left by a blog user.

Based on the results of observations of the educational process, we came to the conclusion that the most interesting a form of working with blogs for students is the so-called independent blog created by the student himself or a group of students. The creation of such a blog encourages students to search for additional material, sites to create links, thereby the blog is a mini-project, contributing to self-learning, the development of independence and responsibility among students. The student blog is interactive, as they can discuss the read material through the blog, leave their comments, suggestions, comments, etc. A blog can also be used to practice writing when creating it. Each web blog reflects the interests of students, their opinions on the read text, understanding, which helps the teacher to plan his activities in the future (Perez M.M. :48)

An interesting form of organizing distance learning is a wiki, which is a set of web pages edited by one or a group of persons. An example of such a set of web pages is the well - known Wikipedia, the principle of which is based on the introduction of new material by someone on certain articles. Thus, a Wiki is a set of joint articles that are updated with the help of new or improved information submitted for consideration and published by the audience, but not by the authors of the article.

Note that working with this service is very simple, i.e. it does not require special knowledge on using the program. To edit a page on a web page, there is a link that switches to the editing mode of the selected article, formatted as a button or link. Wiki is not only an opportunity to work with joint projects, but also a means of joint activity, which is important for teams. In addition, the use of Wiki allows students to work independently, as well as to organize a self-study process.

Another effective form of organizing distance learning is the so-called mail list, which also represents a discussion club. As you know, any discussion club has a certain thematic vector. Participants send a request for free membership in the club and receive mail messages sent to the list in one day. Participants can raise new problems, ask questions to the members of the leaflet, respond to sent messages and answers. The mailing list is a forum for the international exchange of ideas, questions and experience. Students can use such a club to find the information they need and participate in discussions on education and culture.

After conducting classes with the use of various network services, we carried out a repeated questionnaire and a study of the level of development of students ' communication skills.

Based on the results of the survey, the following conclusions can be drawn. Three students who initially did not know enough how to work with the Internet, increased their level from low to medium. If before the beginning of our work, only four people constantly accessed English-language sites, then at the end of our study, all 25 people began to use English - language sites.

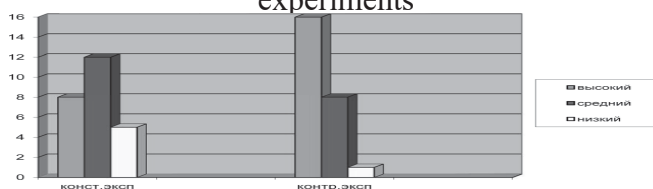
Also, 23 students decided for themselves that the use of social services in the classroom can be useful and interesting.

According to the results of the survey, it is clear that students are very interested in using the Internet in the classroom, which, in turn, contributes to increasing the level of motivation of students to study the language. Moreover, it follows from the above that the students also realized the main significance and value of the Internet as a huge resource of useful information that can be used for self - development and self-improvement. The use of various social services in foreign language classes.

So, we can conclude that in the age of computer technologies and the heyday of the global Internet, it is very important to find the right and optimal combination, correlation, a golden mean between the social services of the Internet and traditional methods of teaching foreign languages in order to create favorable conditions for students that affect the formation and maintenance of their motivation to learn a foreign language, and to open, expand their opportunities for working with information, which contributes to the development of

As for the development of the level of communicative skills among students, we can also note a positive dynamics. Comparative data can be presented in Fig. 2.

Fig. 2. Comparative data on the results of the ascertaining and control experiments



As can be seen from the diagram, students significantly increased the level of development of communication skills. The results obtained confirm the feasibility of the use of various social services in foreign language classes.

## Conclusion

By analyzing the weakness and the strength of computer assisted language learning, some practical and effective teaching ways, as proposed by professional educators and qualified teachers, are discussed on how to effectively use multimedia in the classroom. Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video.

Typical set-ups include sound equipment, and special hardware, which allow the display of sophisticated graphics. With the rapid development of the internet, which has become a powerful medium for it provides a number of services including “e-mail, the World Wide Web, newsgroups, voice and

video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs".

In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet pupils' requirement. Smith and Woody defined multimedia as "the use of both visual aids and verbal descriptions to illustrate concepts". So, we can conclude that in the age of computer technology and the heyday of the global Internet, it is very important to find the right and optimal combination, ratio, the golden mean between social services of the Internet and traditional methods of teaching foreign languages, in order to create favorable conditions for students that affect the formation and maintenance of their motivation to learn a foreign language, and to open and expand their opportunities for working with information, which contributes to the development of their innovative thinking, strengthens the desire for collective learning in cooperation, forms language and communicative competence.

#### ЛИТЕРАТУРА

[1] Апальков В.Г. Методика формирования межкультурной компетенции средствами электронно-почтовой группы: автореф. дис канд. пед. наук. – Тамбов, 2008. – 21 с.

[2] Сысоев П.В. Современные информационные и коммуникационные технологии: дидактические свойства и функции // Язык и культура. – 2012. – № 1. – С. 124.

[3] Хромов С.С. Русский язык как неродной в информационном пространстве современной России // Филология и культура. – 2012. – № 2. – С.149.

[4] [[4https://en.wikipedia.org/wiki/Distance\\_education](https://en.wikipedia.org/wiki/Distance_education)].

[5] Монахов В.А. Проектирование современной модели дистанционного образования // Инновации в образовании. – 2009. – № 4. – С. 26.

[6] Мильруд Р.П. Применение информационных технологий в обучении иностранным языкам и культуре // Вестник ТГУ. – 2012. – Вып. 5 (109).

[7] Евстигнеев М.Н. Методика формирования компетентности учителя иностранного языка в области использования информационных и коммуникационных технологий: автореф. дисканд. пед. наук. – М.: Моск. пед. гос. ун-т, 2012.

[8] Евстигнеев М.Н. Компетентность учителя иностранного языка в области использования информационно- коммуникационных технологий // Иностранные языки в школе. – 2011. – № 9. – С. 2–9.

[9] Полат Е.С., Бухаркина М.Ю., Моисеева М.В. Теория и практика

дистанционного обучения / под ред. Е.С. Полат. – М.: Изд. центр «Академия», 2004. – 416 с.

[10] Сысоев П.В. Информатизация языкового образования: основные направления и перспективы // Иностран- ные языки в школе. – 2012. – № 2. – С. 2–9.

[11] Сысоев П.В., Евстигнеев М.Н. Современные учебные Интернет-ресурсы в обучении иностранному языку // Иностранные языки в школе. – 2008. – № 6. – С. 1–10.

[12] Трайнев В.А., Гуркин В.Ф., Трайнев О.В. Дистанционное обучение и его развитие. – М.: Издат.-торг. корп. «Дашков и К», 2007. – 294 с.

[13] Perez M.M. The ITESM Virtual University: Towards a Transformation of Higher education. Amsterdam, the United Nations Institute of Advanced Studies, 2001. – P. 337–369.

[14] Milton, J. Measuring the contribution of vocabulary knowledge to proficiency in the four skills. In C. Bardel, C. Lindqvist, & B. Laufer (Ed.) – L2 Vocabulary Acquisition, Knowledge and Use: New Perspectives on Assessment and orpus Analysis, 2013. – pp.57-78.

[15] Nemati, A. Memory vocabulary learning strategies and long-term retention. – International journal of vocational and technical education, 1(2), 2009. – pp. 14-24.

[16] Staehr, L.S. Vocabulary knowledge and advanced listening comprehension in English as a foreign language. – Studies in Second Language Acquisition, 31, 2009. – pp. 577-607.

## REFERENCES

[1] Apal'kov V.G. Metodika formirovanija mezhhul'turnoj kompetencii sredstvami jelektronno-pochtovoj gruppy: avtoref. dis kand. ped. nauk. – Tambov, 2008. – 21 p. [In Rus.]

[2] Sysoev P.V. Sovremennye informacionnye i kommunikacionnye tehnologii: didakticheskie svojstva i funkcii Jazyk i kul'tura. – 2012. – № 1. – P. 124. [In Rus.]

[3] Hromov S.S. Russkij jazyk kak nerodnoj v informacionnom prostranstve sovremennoj Rossii Filolo- gija i kul'tura. – 2012. – № 2. – P.149. [In Rus.]

[4] [[4https://en.wikipedia.org/wiki/Distance\\_education](https://en.wikipedia.org/wiki/Distance_education)].

[5] Monahov V.A. Proektirovanie sovremennoj modeli distancionnogo obrazovanija // Innovacii v obrazova- nii. – 2009. – № 4. – P. 26. [In Rus.]

[6] Mil'rud R.P. Primenenie informacionnyh tehnologij v obuchenii inostrannym jazykam i kul'ture Vestnik TGU. – 2012. – Vyp. 5 (109). [In Rus.]

[7] Evstigneev M.N. Metodika formirovanija kompetentnosti uchitelja inostrannogo jazyka v oblasti ispol'- zovanija informacionnyh i kommunikacionnyh tehnologij: avtoref. diskand. ped. nauk. – М.: Mosk. ped.



gos. un-t, 2012. [In Rus.]

[8] Evstigneev M.N. Kompetentnost' uchitelja inostrannogo jazyka v oblasti ispol'zovaniya informacionno- kommunikacionnyh tehnologij Inostrannye jazyki v shkole. – 2011. – № 9. – P. 2–9. [In Rus.]

[9] Polat E.S., Buharkina M.Ju., Moiseeva M.V. Teorija i praktika distancionnogo obuchenija / pod red. E.S. Polat. – M.: Izd. centr «Akademija», 2004. – 416 p. [In Rus.]

[10] Sysoev P.V. Informatizacija jazykovogo obrazovaniya: osnovnye napravlenija i perspektivy Inostrannye jazyki v shkole. – 2012. – № 2. – P. 2–9. [In Rus.]

[11] Sysoev P.V., Evstigneev M.N. Sovremennye uchebnye Internet-resursy v obuchenii inostrannomu jazyku Inostrannye jazyki v shkole. – 2008. – № 6. – P. 1–10. [In Rus.]

[12] Trajneva V.A., Gurkin V.F., Trajneva O.V. Distancionnoe obuchenie i ego razvitie. – M.: Izdat.-torg. korp. «Dashkov i K», 2007. – 294 p. [In Rus.]

[13] Peres M. M. Virtual'nyj universitet ITESM: na puti k transformacii vysshego obrazovaniya. Amsterdam, Institut perspektivnyh issledovanij Organizacii Ob#edinennyh Nacij, 2001. – P. 337-369. [In Rus.]

[14] Milton, Dzh. Izmerenie vklada slovarnyh znanij v ovladenie chetyr'mja navykami. V S. Bardel', K. Lindkvist i B. Laufer (red.) – Priobrenenie, znanie i ispol'zovanie slovarja L2: Novye perspektivy ocenki i analiza orpus, 2013. – p. 57-78. [In Rus.]

[15] Nemati, A. Strategii zapominaniya slovarnogo zapasa i ego dolgovremennoe sohranenie. – Mezhdunarodnyj zhurnal professional'no-tehnicheskogo obrazovaniya, 1(2), 2009. – p. 14-24. [In Rus.]

[16] Shtar, L. S. Znanie leksiki i uglublennoe ponimanie na sluh anglijskogo jazyka kak inostrannogo. – Ucheba po ovladeniju vtorym jazykom, 31, 2009. – p. 577-607 [In Rus.]

## **ШЕТ ТІЛДЕРІН ОҚЫТУДА ЗАМАНАУИ ОҚЫТУ ҚҰРАЛДАРЫ МЕН ИНТЕРНЕТ ТЕХНОЛОГИЯЛАРЫН ПАЙДАЛАНУ**

\*Смагулова А.С.<sup>1</sup>, Рахимбаева Р.М.<sup>2</sup>, Омарова М.С.<sup>3</sup>

<sup>1</sup> әл-Фараби атындағы Қазақ ұлттық университетінің халықаралық қатынастар факультеті дипломатиялық аударма кафедрасының филология ғылымдарының кандидаты и.о.доценті, Алматы қ.,  
Қазақстан e-mail: aigerim\_0715@mail.ru

<sup>2</sup> әл-Фараби атындағы Қазақ ұлттық университетінің халықаралық қатынастар факультеті дипломатиялық аударма кафедрасының PhD аға оқытушысы,

<sup>3</sup> Қазақ ұлттық қыздар педагогикалық университетінің педагогика ғылымдарының магистірі Алматы, Қазақстан

**Андатпа.** Білім берудегі ақпараттық технологиялар оқу процесін электронды құрылғылар мен ресурстар арқылы қамтамасыз етеді. Шет

тілдерін оқытуда электрондық технологияларды дамытудың негізгі бағыты-компьютерді, ұялы телефонды және Интернетті бірыңғай ақпараттық-коммуникациялық ортаға біріктіру. ХХІ ғасырдың басында интернетті пайдалану мүмкіндіктерінің даму дәуірін «әртүрлі әлеуметтік қызметтерді: желілік қауымдастықтарды, блогтарды, вики-энциклопедияларды, подкасттарды белсенді енгізу және пайдалану» деп сипаттаған жөн. Бұл мақалада дәстүрлі білімі бар біртұтас бөліктің бөлігі ретінде қашықтықтан білім берудің негізгі мәселелері қарастырылады. Студенттердің сауалнамасының нәтижелері ұсынылған. Сондай-ақ, біз интернет-технологиялардың мүмкіндіктерін білім беру сапасын арттыру құралы және студенттердің шет тіліндегі коммуникативтік құзыреттілігін дамытудың жеке жолы ретінде талдаймыз. компьютерлік технологиялар мен ғаламдық Интернеттің өркендеуі дәуірінде студенттерге шет тілін үйренуге деген ынтасын қалыптастыруға және қолдауға әсер ететін қолайлы жағдай жасау үшін интернеттің әлеуметтік қызметтері мен шет тілдерін оқытудың дәстүрлі әдістері арасындағы дұрыс және оңтайлы үйлесімділікті, арақатынасты, алтын ортаны табу өте маңызды. олардың инновациялық ойлауын дамытуға ықпал ететін ақпаратпен жұмыс істеу мүмкіндіктерін ашыңыз және кеңейтіңіз, бірлесіп ұжымдық оқуға деген ұмтылысты күшейтеді., тілдік және коммуникативтік құзыреттілікті қалыптастырады.

**Тірек сөздер:** Web 2.0, қашықтықтан білім беру, ЖОО студенттерін шет тілдеріне оқыту, білім беру интернет-технологиялары

## ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ СРЕДСТВ ОБУЧЕНИЯ И ИНТЕРНЕТ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

\*Смагулова А.С.<sup>1</sup>, Рахимбаева Р.М.<sup>2</sup>, Омарова М.С.<sup>3</sup>

<sup>1</sup>кандидат филологических наук, доцент кафедры Дипломатического Перевода, факультет Международных отношений  
Казахский национальный университет имени аль-Фараби, г. Алматы, Казахстан, e-mail: aigerim\_0715@mail.rutel.:

<sup>2</sup>PhD, ст. преподаватель кафедры дипломатического перевода факультета международных отношений, Казахский национальный университет имени аль-Фараби, г. Алматы, Казахстан

<sup>2</sup>магистр педагогических наук Казахский национальный женский педагогический университет, г. Алматы, Қазақстан

**Аннотация.** Информационные технологии в образовании обеспечивают учебный процесс с помощью электронных устройств и ресурсов. Основной тенденцией развития электронных технологий в обучении иностранным языкам является интеграция компьютера, мобильного телефона и Интернета в единую информационно-

коммуникационную среду. Эпоху развития возможностей использования Интернета в начале XXI века целесообразно охарактеризовать как «активное внедрение и использование различных социальных сервисов: сетевых сообществ, блогов, вики-энциклопедий, подкастов». В данной статье рассматриваются ключевые вопросы дистанционного образования, как части единого целого с традиционным образованием. Представлены результаты анкетирования студентов. Мы также анализируем возможности интернет-технологий как средства повышения качества образования и индивидуального пути развития иноязычной коммуникативной компетенции студентов. В век компьютерных технологий и расцвета глобального Интернета очень важно найти правильное и оптимальное сочетание, соотношение, золотую середину между социальными услугами Интернета и традиционными методами обучения иностранным языкам, чтобы создать благоприятные условия для студентов, влияющие на формирование и поддержание их мотивации к изучению иностранного языка, а также открыть и расширить их возможности для работы с информацией, что способствует развитию их инновационного мышления, усиливает стремление к коллективному обучению в сотрудничестве, формирует языковую и коммуникативную компетентность.

**Ключевые слова:** Web 2.0, дистанционное образование, обучение иностранным языкам студентов вузов, образовательные интернет - технологии

*Статья поступила 20.06.2021*