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Казахский национальный педагогический университет имени Абая
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ВЕСТНИК

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**МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT**

**ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS**

2. Рафиқа Нұртазина. Бірінші кітап. / Құраст.: О.Б. Алтынбекова, Д.Х. Ақанова. Жауапты ред.: Э.Д. Сулейменова. – Нұр-Султан: «Арман-ПВ» баспасы, 2021.

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EMPOWERING LANGUAGE LEARNERS WITH EFFECTIVE DIGITAL RESOURCES

Abstract

One of the most pressing problems in the methodology of teaching a foreign language is the search for effective teaching tools. Changing reality, the development of technology, access to new sources of information are changing the educational process, filling it with new elements that can be used to develop students' individual abilities, unlock their potential, increase the level of language training and develop skills.

The use of ICT is one of the effective means of teaching. Computer programs help train various forms of speech activity and combine them in different modules. The use of ICT tools also contributes to the formation of lexical abilities, to understand linguistic phenomena, automate language and speech actions, create communicative tasks, and also ensure the implementation of a personal approach and the introduction of independent work of students.

The purpose of the study is to substantiate and test the effectiveness of using ICT in the development of lexical skills in practice. Despite this, there are a number of problems: not all universities have the necessary technical equipment; in many universities the number of computers does not correspond to the number of students; inadequate level of ICT and teacher competence; their lack of professionalism and sometimes reluctance to use modern ICT technologies. The solution to these problems explains the relevance of the problem under consideration.

Keywords: education, foreign language, digital resources, vocabulary skills, ICT.

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ТІЛ ҮЙРЕНУШІЛЕРДІҢ МҮМКІНДІКТЕРІН ТИІМДІ ЦИФРЛЫҚ РЕСУРСТАРМЕН КЕҢЕЙТУ

Аңдатпа

Шетел тілін оқыту әдістемесінің өзекті мәселелерінің бірі – оқытудың тиімді құралдарын іздеу. Технологияның дамуы, жаңа ақпарат көздеріне қолжетімділік білім беру үдерісін өзгертуде, оны оқушылардың жеке қабілеттерін дамыту, олардың әлеуетін ашу, тілдік дайындық деңгейін арттыру және дағдыларды дамыту үшін пайдалануға болатын жаңа элементтермен толықтыруда.

АКТ қолдану – оқытудың тиімді құралдарының бірі. Компьютерлік бағдарламалар сөйлеу әрекетінің әртүрлі формаларын жаттықтыруға көмектеседі және оларды әртүрлі модульдерде біріктіреді. АКТ құралдарын пайдалану сонымен қатар лексикалық қабілеттерді қалыптастыруға, тілдік құбылыстарды түсінуге, тілдік және сөйлеу әрекеттерін автоматтандыруға, коммуникативті тапсырмаларды құруға, сонымен қатар жеке көзқарасты жүзеге асыруды және студенттердің өзіндік жұмысын енгізуді қамтамасыз етеді.

Зерттеудің мақсаты – тәжірибеде лексикалық дағдыларды дамытуда АКТ-ны қолданудың тиімділігін негіздеу және тексеру. Осыған қарамастан, бірқатар проблемалар бар: барлық университеттерде қажетті техникалық құрал-жабдықтар жоқ; көптеген университеттерде компьютерлер саны студенттер санына сәйкес келмейді; АКТ және мұғалім құзыреттілігінің жеткіліксіз деңгейі; олардың кәсіпқойлығының жоқтығы, кейде заманауи АКТ технологияларын пайдалануға құлықсыздығы. Бұл мәселелердің шешімі қарастырылатын мәселенің өзектілігін түсіндіреді.

Түйін сөздер: білім, шет тілі, цифрлық ресурстар, сөздік дағдылары, АКТ.

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РАСШИРЕНИЕ ВОЗМОЖНОСТЕЙ ИЗУЧАЮЩИХ ЯЗЫК С ПОМОЩЬЮ ЭФФЕКТИВНЫХ ЦИФРОВЫХ РЕСУРСОВ

Аннотация

Одной из наиболее актуальных проблем методики преподавания иностранного языка является поиск эффективных средств обучения. Меняющаяся реальность, развитие технологий, доступ к новым источникам информации меняют образовательный процесс, наполняя его новыми элементами, которые можно использовать для развития индивидуальных способностей учащихся, раскрытия их потенциала, повышения уровня языковой подготовки и развития навыков.

Использование ИКТ является одним из эффективных средств обучения. Компьютерные программы помогают тренировать различные формы речевой деятельности и объединять их в разные модули. Использование средств ИКТ также способствует формированию лексических способностей, пониманию языковых явлений, автоматизации языковых и речевых действий, созданию коммуникативных задач, а также обеспечивает реализацию личностного подхода и внедрение самостоятельной работы учащихся.

Цель исследования – обосновать и проверить на практике эффективность использования ИКТ в развитии лексических навыков. Несмотря на это, существует ряд проблем: не все вузы

имеют необходимое техническое оборудование; во многих университетах количество компьютеров не соответствует количеству студентов; недостаточный уровень ИКТ и компетентности учителей; их непрофессионализм, а иногда и нежелание использовать современные ИКТ-технологии. Решение этих задач объясняет актуальность рассматриваемой проблемы.

Ключевые слова: образование, иностранный язык, цифровые ресурсы, словарный запас, ИКТ.

Introduction. Many scientists have studied problems associated with the peculiarities of the formation of lexical skills, including J. O'Malley, A. Chamot, G. Palmer, C. Freese, I.L. Beam, V.A. Buchbinder, Galskova, I.A. Gruzinskaya, G.V. Goldeshtein, A.A. Lyubarskaya, S.V. Kalinina, N.V. Nikolaev, E.I. Passov and others [1].

A significant contribution to the study of Digital resources and their effectiveness in relation to the development of lexical skills was made by O.V. Amelina, Z.R. Devterova, O.A. Obdalova, N.V. Sharypova [2].

In terms of researching Digital Resources, it is necessary to note the works of O.V. Amelina. It has proven the particularly effective use of electronic resources in the educational process [3]. Z.R. Devterova and O.A. Obdalov studied the influence of Digital resources on the formation of lexical skills and the student's personality. They were able to prove that Digital resources make it possible to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students [5].

The purpose of the study is to consider the possibilities of using Digital resources when teaching vocabulary in English lessons.

This goal, in turn, requires solving the following tasks:

1. Study the content of teaching the lexical side of speech in an English lesson.
2. Consider the features of using Digital resources in the educational process.
3. Highlight the key characteristics of Digital Resources and the features of their use in teaching a foreign language.

Currently, modern digital tools are becoming increasingly relevant. These are not only new technical means, but also new forms and methods of teaching, as well as a new approach to the learning process. The main goal that we set for ourselves, using modern digital tools when teaching a foreign language, is to show how these technologies can be useful for improving the quality of teaching foreign languages, creating and developing their communicative culture, teaching practical skills.

Research methods

Research methods: theoretical analysis of pedagogical, study of language manuals, methodological and psychological literature.

Literature review

O.V. Amelina conducted a study of the effectiveness of using electronic resources in the educational process, proving that Digital Resources:

1. Increases students' cognitive activity.
2. Provide positive motivation for learning.
3. They develop the skills of independent work and research [4].

Thus, we see that the use of Digital resources in the learning process becomes a requirement of reality caused by the information and technological literacy of students. The ability to select Digital resources, use them in accordance with the capabilities of students, and also work with the proposed arsenal of tools allows the teacher to significantly increase the effectiveness of teaching [5].

Let us turn to the features of using some Digital resources in teaching a foreign language based on the key features of using each:

1. Age group.
2. Level of language training.
3. Necessary preparation for use when working with LE.

4. Possibility of use (including independent use by students).
5. Vocabulary learning stage.
6. Advantages.
7. Flaws.

Case study

Quizlet is an American online language learning application that was released in 2007. Quizlet is currently one of the most popular digital resources for learning English through various learning tools, games and tests. The Quizlet website allows you to create flashcards for learning words in different modes.

Language level

Since the Internet resource is suitable for all age groups of students, the level of language training can also vary from beginner to advanced. Cards are created in accordance with the topic being studied, which means that the words can be of varying difficulty.

Necessary preparation for use when working with LE

An important aspect when working with an Internet resource is preparation for its use. When creating a card with a word, you need to enter the word, select a picture (either from those available in the application library, or upload your own), and also select a translation option.

The teacher can create his own cards, or find the developments of other teachers on the desired topic. The Quizlet library stores flashcards for different teaching materials.

Possibility of use (including independent use by students)

The application offers a number of modes for memorizing vocabulary:

- Cards (Flashcards).
- Memorization (Learn).
- Letter (Speller).
- Spelling.
- Test.

All of the above modes are suitable for both independent student work and classroom work. However, when working individually, the effectiveness of learning vocabulary using this application is somewhat higher.

In the "Test" mode, students are offered different types of tasks (multiple choice, true/false, matching and translation), which can also be used as ongoing control in a foreign language lesson. At the same time, students can work with this mode independently to test their knowledge.

There is also the opportunity to study and reinforce words through games. The site offers three modes:

- Selection
- Gravity.
- Live.

An important difference between the "Live" mode and others is that it is a collective educational game. Students can play in a team or on their own, however, the game involves the use of different accounts, which cannot always be implemented in a lesson during face-to-face teaching, but with distance learning, the game can become an important tool for repeating words at different stages of the lesson.

Vocabulary learning stage

The resource can be used both at the stage of NLE training and at the stage of testing acquired knowledge. It is worth noting that in some cases the "Cards" mode can also be used for the presentation of NLEs.

Advantages

The main advantage of the Quizlet Internet resource is the variety of modes for learning vocabulary, as well as the ease of their use. The tasks are universal and suitable for students of all ages and different skill levels. Does not require student registration; assignments are available via this link.

Flaws

The application does not have any serious flaws. The only thing that can be noted is that memorizing vocabulary is more effective when working independently with the application, which means that when studying face-to-face, it means working with the resource at home.

Baamboozle https://www.baamboozle.com/

The American educational platform Baamboozle is a constructor for creating various educational games that are in many ways similar to quizzes.

Age group

The Baamboozle Internet resource can be used when teaching a foreign language to students of different age groups, from primary schoolchildren to university students.

Language level

The online resource is suitable for all students, regardless of language background. Tasks can be created for both beginner and advanced levels. Since the cards can be created by the teacher, the difficulty level is determined by the teacher.

Necessary preparation for use when working with LE

The functionality of the application allows you to create cards yourself, while a large library of quizzes allows you to select suitable tasks from those already available. It does not take much time to prepare assignments. To create a quiz, you need to enter a question in a special field and indicate the correct one. For clarity, you can use pictures.

Possibility of use (including independent use by students)

The resource is suitable for group work among students. As a LE training, you can divide the class students into several groups, thus organizing a quiz using the "Play" mode. The resource can also be used for front-end work. In "Study" mode, students can learn words, independently controlling the degree of memorization of words.

Vocabulary learning stage

The platform can be used as a warm-up activity, for repeating vocabulary or for training it.

Advantages

Baamboozle does not require student registration; to work independently, students only need to have a link to pre-prepared assignments. The "Play" mode allows you to organize an exciting game for students in teams. Another advantage is that one set of cards allows you to play a large number of times, and the games will differ from each other.

Flaws

Work with the material can be carried out only in two modes.

Educandy https://www.educandy.com/

The Educandy Internet platform has appeared recently, but many already agree that using this site makes it easier to study LC. Educandy offers various tools for working with vocabulary material.

Age group

The resource is suitable for students of different age groups; the tasks will be of interest to both primary and secondary school students. The use of this Internet resource when teaching high school students may have a number of features and depend on the interests of the students, since the design may seem inappropriate to teenagers.

Language level

The format of the online resource assignments is suitable for students with different levels of language proficiency. The proposed tasks are universal when teaching vocabulary.

Necessary preparation for use when working with LE

Preparation does not require much time, since the teacher compiles a list of words in one of the modes with translation or explanation, and the resource offers tools for learning vocabulary. For example, in "Words" mode you can use tools such as WordSearch, Hangman, Anagrams.

The "Matching pairs" mode allows you to learn words through the following games: Noughts&Crosses, Crossword, Match-up, Memory, Multiple choice.

Possibility of use (including independent use by students)

The resource is effective for LE training and is suitable for both independent work by students and for working remotely. At the same time, the use of games in the classroom when working in a full-time format allows you to check the success of mastering new knowledge.

Vocabulary learning stage

Resource games can be used as warm-upactivity, for training and consolidation of NLE.

Advantages

The bright design of the games and the variety of operating modes make the Educandy resource stand out among others. To use the resource, no lengthy preparation is required. It is possible to work with the material via the link; student registration is not required. Educandy offers effective exercises for working with LE.

Flaws

No shortcomings were found while using the application.

Nearpod https://nearpod.com/

Age group

The resource can be used to teach students of different age groups, but you need to be more careful in the design of presentations and the selection of tasks if we are talking about younger schoolchildren.

Language level

The resource can be used when working with students with different levels of language proficiency. Nearpod is a modern teaching tool that allows the teacher to include in the lesson those tasks that can be successfully completed by students with varying levels of language proficiency.

Necessary preparation for use when working with LE

Creating an interactive presentation on the Nearpod platform requires a lot of time, since it is necessary to think through in detail each of the stages of working with it. The presentation of NLE involves the design of slides with the selection of appropriate illustrations. At the training stage, it is necessary to create exercises of different difficulty levels.

Possibility of use (including independent use by students)

The resource is suitable for both classroom work and distance learning. A distinctive feature is also that each student can work with the presentation independently, at his own pace, while the teacher monitors the success of completing tasks.

Vocabulary learning stage

Nearpod can be used both at the stage of NLE presentation and for their training. In addition, various tasks can serve as a form of monitoring the mastery of LE. The "TimetoClimb" quiz is an interactive way to test students' current level of knowledge in the form of a computer game.

Advantages

The main advantage of Nearpod is the variety of tools for studying LE. The resource allows you to include in the presentation not only pictures, but also audio and video files, and different types of exercises. When working independently, the teacher can monitor the success of each student's work with the resource.

Flaws

Preparing for a class using Nearpod takes some time.

Learnis https://www.learnis.ru/

This site allows you to create various kinds of intellectual games, quests and online games that can be used in learning vocabulary - only 4 types of different templates.

Age group

The online resource is suitable for middle and high school students.

Language level

The format of the tasks is somewhat more complicated than the previous ones, so the resource is not suitable for younger students. However, it all depends on the specific group of students. It is assumed that the platform can be used for students with a language level of at least pre-intermediate.

Necessary preparation for use when working with LE

Similar to the previous tasks, the teacher needs to fill out ready-made game templates in order to subsequently use the Internet resource for teaching vocabulary.

Possibility of use (including independent use by students)

The resource can be used in various modes. Students can work with web tools individually. Working with the "Interactive Video" section allows you to include questions throughout the entire video. Thus, the student listens to the material, after which the understanding of what he heard is checked. The teacher is given the opportunity to see the number of correct answers after watching the video. The "Get Out of the Room" webquest includes tasks that require not only knowledge of LE, but also logic to successfully complete.

Intellectual and terminological games are suitable for group or collective work in the classroom, both face-to-face and remotely.

Vocabulary learning stage

Learnis is suitable for LE training, allowing you to add variety to the learning process, since the format of the tasks is not traditional.

Advantages

An interesting form of tasks can involve students in learning LE and increase learning motivation. The tools are effective in learning vocabulary.

Flaws

The resource is more suitable for working with middle and high school students, and requires clear and precise instructions from the teacher.

Edpuzzle https://edpuzzle.com/

Edpuzzle is a popular Internet resource designed for working with video files.

Age group

The platform can be used to teach students of different ages. In this case, it is possible to use the program for training adults, if necessary.

Language level

The resource is suitable for teaching students with different levels of language proficiency. Since the teacher independently selects the video and tasks for it, it becomes possible to independently choose the difficulty level.

Necessary preparation for use when working with LE

The teacher needs to select an educational video that will be useful in teaching vocabulary, highlight key points in it, dividing it into semantic parts. In accordance with the chosen division, the teacher includes exercises and tasks in the video that allow you to determine how successfully the student has learned the new material.

Possibility of use (including independent use by students)

The Edpuzzle online resource can be used both by students independently at home and during face-to-face and remote work with a teacher.

Vocabulary learning stage

The resource is suitable for presenting LEs, training and consolidating them. You can use Edpuzzle as a warm - upactivity.

Advantages

The online resource not only plays videos, but also allows you to include in it the number of tasks and exercises that will contribute to the effective acquisition of new knowledge, while the teacher has full control over students' understanding of what they heard and saw. An interesting assignment format can have a positive effect on learning motivation.

The online resource is suitable for working with both schoolchildren and university students.

Language level

The resource is a fairly universal arsenal of tools that can be used when teaching students with different language backgrounds.

Necessary preparation for use when working with LE

Each game has a kind of "blank" to which any changes can be made. Creating a game does not require additional resources or a lot of time.

Possibility of use (including independent use by students)

The completed tasks can be used in a foreign language lesson using technical means. This format is suitable for teamwork. The created games can be printed and used both for individual work and for group or pair work.

Vocabulary learning stage

The resource is provided for LE training.

Advantages

The key advantage of the resource is the variety of templates, each of which is a language exercise. The Internet resource is effective for training LEs and promotes their successful memorization.

Flaws

A significant drawback is that the site does not allow you to enter answers to some games online. It is assumed that the created games are printed or shown on the screen.

Word Wall is an online resource that is a repository of tools for working in a lesson or individually.

Age group

The Word Wall online resource is suitable for teaching vocabulary to students of different ages, both primary schoolchildren and middle and high school students.

Language level

The platform is universal, since the exercise templates do not impose any restrictions on the language background of students. The tasks can be used to work with both students at the beginner level and with students with more advanced language skills.

Necessary preparation for use when working with LE

To create a game, you must enter the necessary LE with their translation or definition. The game is created automatically based on the entered data.

Possibility of use (including independent use by students)

A variety of tools can be used for individual, collective or group work in the classroom, as well as in distance learning. The assignments are also suitable for students to work independently at home.

The resource is widely used at the stage of training previously studied LE.

Advantages

A variety of exercises makes the process of learning vocabulary interesting and productive for students.

Flaws

At work With Internet resource shortcomings not found was. The resource meets all stated requirements.

Learning Apps.org https://learningapps.org/createApp.php

The Internet resource LearningApps.org is an effective tool for teaching vocabulary because it offers a wide variety of templates for working in the classroom and individually.

The site is designed to work not only in foreign language lessons, but also in any other subjects.

Age group

The Internet resource can be used in teaching both junior and senior schoolchildren. It is universal and suitable for students of different ages.

Language level

A student with any level of language training can complete tasks compiled using the above Internet resource, since all tasks are compiled by the teacher, and he can vary the level of difficulty.

Necessary preparation for use when working with LE

To create tasks on the Learning Apps.org platform, you need to enter language units into ready-made templates, after which an exercise is created.

Possibility of use (including independent use by students)

The resource can be used for individual, group and collective work in a foreign language lesson, both in the classroom and during distance work. Students can do the exercises on their own at home.

Vocabulary learning stage

The Internet resource Learning Apps.org is an effective tool for NLE training.

Advantages

A large number of templates allow you to diversify vocabulary learning, while making it effective. The teacher independently fills out the templates, thereby adapting the exercises to the topic and the level of language proficiency of the students. The platform's library stores ready-made exercises on topics that can also be used in the classroom.

Flaws

At work   With   Internet resource   shortcomings   not found   was. The resource meets all stated requirements.

Research results

Some of the findings that were observed are given below:
- Development of students' spontaneity in speaking and writing in English.
- Improving students' concentration.
- Developed thinking of students.
- Enriching students' observation ability.
- Taught students to speak and write English effectively.
- Develops students' confidence in speaking and writing English.
- Helped students interact with their classmates.
- Improving students' vocabulary.
- Raising awareness of the importance of productive skills.
- Students used language freely.
- Students understood the quality of their language.
- Developed students' creative abilities.
- Forced students to think differently.
- Helped students get rid of fear when speaking and writing in English.

In other words, the teacher should encourage students to generate ideas for ICT. Learners are encouraged to engage in discussion through active questioning and are allowed to interact collaboratively until they develop their own knowledge and share their ideas with others. During this process, the instructor will be a facilitator who motivates students to think, reflect, express ideas, and discover knowledge independently.

The introduction of modern educational technologies into the process of teaching a foreign language is accessible to everyone. Using various ICTs in foreign language classes, you can interest children, make them think that they need a foreign language either in a future profession, or in order to feel like an educated person who can easily communicate with a foreigner, understand foreign language speech, read an advertisement in a foreign language, etc.

Information and communication technologies undoubtedly contribute to increasing motivation among young people to learn a foreign language and the formation of individual, creative, and cognitive abilities. It is ICT that can make the learning process meaningful, in where he will be able to fully unleash his creative potential, demonstrate his research abilities, imagination, creativity, activity and independence.

The use of ICT also contributes to solving such a problem as the introduction of ICT into the modern educational process to modernize education and create a new learning model, built on the basis of modern information technologies, implementing the principles of student-centered education.

Teaching vocabulary is one of the most important issues in the methodology of teaching a foreign language. Since the end of the 19th century to the present day, methodologists, both in our country and

abroad, have been researching this issue in order to find effective methods, techniques, and teaching aids that will allow one to successfully master the lexical side of speech in foreign language lessons.

Sometime later, scientists agreed that mastering vocabulary is an integral and important part of the formation of foreign language communicative competence. Methodists began to deeply explore lexical skills, methods of their formation, as well as the content of vocabulary teaching. Isolating the linguistic, psychological and methodological components of the teaching content made it possible to study the lexical aspect and highlight the key points in teaching vocabulary.

Since the beginning of the 20th century, new directions of general didactics and private methods have appeared, and new teaching tools gradually begin to enter the educational process. Achievements of technological progress have had a serious impact on teaching a foreign language; ways of creating a foreign language environment and new tools for developing skills have appeared.

The role of the teacher in the 21st century has changed; from a carrier and transmitter of knowledge, the teacher has turned into an organizer of the educational process, who helps students develop new skills and abilities, depending on the individual characteristics of each.

Information content, mobility, variety are the main requirements for modern tools. Digital resources (educational sites) meet these requirements, which is why in recent years their use has become increasingly widespread and popular.

There are several definitions of the term "Internet resource". The most general and frequently encountered is the following definition of an Internet resource as a set of integrated software, hardware and technical means, as well as information intended for publication on the Internet and displayed in certain text, graphic and audio forms [6].

Internet resources also mean the entire set of information technologies and databases available using these technologies and existing in a constant updating mode [7].

Since we are talking about the effectiveness of using Digital resources when teaching university students, it is advisable to explore the features of educational Digital resources.

According to N.V. Sharypova educational Digital resources are resources that were created specifically for use in the learning process at a certain level of education and for a certain subject area, as well as intended for information support of the education system, the activities of educational institutions or educational authorities [8]. As we see, educational Digital resources are distinguished by the fact that they are specifically created for use in the educational process.

It is generally accepted that the use of digital resources becomes especially relevant at the senior stage of education, since it is at this age that students can show greater independence when learning a foreign language. However, modern Digital Resources are designed in such a way as to be accessible to every student, regardless of age and level of language proficiency. They act as a means of obtaining information, expanding vocabulary and knowledge, as well as a means of developing cognitive and communication skills.

As a means of interactive learning, Internet technologies develop the psychological and social qualities of students. Creating a favorable learning atmosphere motivates students to learn a foreign language, and a positive emotional response to the actions taken increases the efficiency of performing certain tasks.

An important advantage of using Digital Resources is that they act as a tool that can optimize the individualization of learning. Independent selection of Digital resources allows the teacher to take into account the characteristics of students' mental processes, perception, thinking and memory.

Another important advantage of Digital Resources for teachers is the testing system, which significantly reduces the time and effort required to check completed assignments. Simplification of the control and self-control system has a positive effect on the process of teaching a foreign language, since the work evaluation system is also automated, which eliminates all misunderstandings and errors.

Digital resources are reusable, which means a student can always return to a task they didn't understand or did poorly and read the information to remind themselves of key points. All information is

stored online in the public domain, so the student can independently and more effectively deal with their difficulties.

Conclusion

The use of Digital resources allows you to solve a number of important didactic tasks: increasing the efficiency of the learning process, increasing student motivation, individualizing learning, and intensifying cognitive activity. In addition, Digital Resources provide the teacher with the opportunity to use a wide range of visuals. Digital resources help implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account students' abilities, their level of learning, aptitudes and creativity. It is the individualization and differentiated approach to learning that has become increasingly popular in recent years, somewhat displacing traditional forms of education. Through computer technology, the teacher creates conditions for the widespread use of students' interests and inclinations in the educational process. Also, the use of Internet technologies in teaching a foreign language contributes to the development of skills that are associated not only with communication in a foreign language, but rather go beyond it. As a result of the use of Internet services, the following mental operations develop: synthesis, analysis, comparison, etc.

Features of using Digital Resources must be taken into account by the teacher when organizing a lesson. Using only technical means for teaching in a lesson can not only interfere with the proper perception of information, but also have a negative nature - harm to health associated with fatigue, absent-mindedness, and others. However, most teachers still agree that digital resources when teaching vocabulary increase the cognitive activity of students, and, as a result, form motivation for learning a foreign language, develop lexical skills, as well as mental operations such as synthesis, analysis, etc. The above features of working with an Internet resource are not a reason to exclude them from the educational process. Rather, on the contrary, having an idea of possible shortcomings.

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ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В ПРАКТИКЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В ТВОРЧЕСКОМ ВУЗЕ

Аннотация

В статье авторы рассказывают об истории становления обучения на расстоянии в Казахстане. Рассматривают различные виды (формы) дистанционного обучения и особенности его внедрения в разных странах и Казахстане. Авторы делятся опытом внедрения дистанционного обучения в своем вузе. В статье рассмотрены особенности методики преподавания русского языка в вузе искусства в условиях дистанционного обучения. Авторы приводят примеры реализации дистанционных образовательных технологий на примере самостоятельной работы обучающихся, задания для предтекстовой, притекстовой и послетекстовой работы на уроках русского языка в условиях кредитной технологии обучения. Авторы приходят к выводу, что дистанционные образовательные технологии не должны исключать непосредственного контакта студента с преподавателем. Они являются только одним из способов ведения образовательной деятельности в вузе. Наиболее эффективным в процессе обучения языкам в вузе будет интеграция дистанционной образовательной технологии с очной формой обучения.

Ключевые слова: русский язык, технология, дистанционное обучение, ДОТ, методика преподавания языка, вуз искусства.

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