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THE IMPACT OF GLOBALIZATION ON THE STUDY OF FOREIGN LANGUAGES IN THE REPUBLIC OF KAZAKHSTAN

Abstract

This article is devoted to the processes of intercultural integration leading to modernization of the content of modern language education in Kazakhstan. Expanding the range of international cooperation of Kazakhstan, increasing the social importance of foreign language and the desire of citizens for lifelong education stimulate the intensification of the development of foreign language education in our country. Therefore, an important aspect of the study is the research for the study and synthesis of the best pedagogical experience of teaching a foreign language, as a result of foreign language education in the context of informatization of education.

Modernization of education implies changing the goals and planned result of education, reducing the volume of compulsory content, changing the methods and technologies of content mastering at all levels of education, individualization of the learning process, and the possibility of variable education systems.

In this direction, it is necessary to take into account the psychological and pedagogical conditions of teaching a foreign language, which could contribute to stimulate communication, cognitive, game and other

activities of the student; provide free communication in the group, and an opportunity to choose educational programs and training technologies.

Keywords: Knowledge of a foreign language, globalization, professional activity, improvement, recommendations, to increase the motivation

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДАҒЫ ШЕТ ТІЛДЕРДІ ОҚЫТУДЫҢ ГЛОБАЛИЗАЦИЯСЫ

Аңдатпа

Бұл мақалада Қазақстандағы заманауи тілдік білім беру мазмұнын модернизациялауды анықтайтын мәдениаралық интеграция процестері қарастырылады. Қазақстанның халықаралық ынтымақтастығының аясын кеңейту, шет тілінің әлеуметтік маңыздылығын күшейту және азаматтардың өмір бойы білім алуға деген ұмтылысы біздің елімізде шет тілдік білім беруді дамытуды күшейтеді. Осыған байланысты зерттеудің маңызды аспектісі білім беруді акпараттандыру жағдайында шет тілін оқытудың нәтижесі ретінде шет тілін оқытудың алдыңғы қатарлы педагогикалық тәжірибесін зерттеу және жинақтау мәселесін зерттеу болып табылады.

Білім беруді модернизациялау білім берудің мақсаттары мен жоспарланған нәтижелерінің өзгеруін, міндетті мазмұн көлемінің азаюын, оқытудың барлық деңгейлерінде мазмұнды игерудің әдістері мен технологияларының өзгеруін, оқу процесін дараландыруды және әр түрлі білім беру жүйелерінің мүмкіндіктерін білдіреді.

Бұл бағытта коммуникативті, танымдық, ойын және басқа да қызмет түрлерін ынталандыруға көмектесетін шет тілін оқытудың психологиялық-педагогикалық жағдайларын ескеру қажет; топта еркін сөйлесуді қамтамасыз етеді; білім беру бағдарламалары мен оқыту технологияларын таңдауға мүмкіндік береді.

Түйін сөздер: Шет тілін білу, жаһандану, кәсіби қызмет, жетілдіру, ұсыныстар, ынтаны арттыру

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ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ НА ИЗУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ В РЕСПУБЛИКЕ КАЗАХСТАН

Аннотация

В данной статье рассмотрены процессы межкультурной интеграции, обуславливающие модернизацию содержания современного языкового образования в Казахстане. Расширение диапазона международного сотрудничества Казахстана, усиление социальной значимости иностранного языка и стремление граждан к непрерывному образованию стимулирующие интенсификацию развития иноязычного образования в нашей стране. В связи с чем, важным аспектом исследования являются исследовательские поиски к проблеме изучения и обобщения передового педагогического опыта обучения иностранному языку, как результата иноязычного образования в условиях информатизации образования.

Модернизация образования подразумевает изменение целей и планируемого результата образования, сокращение объема обязательного содержания, изменение методов и технологий освоения содержания на всех ступенях обучения, индивидуализацию процесса обучения, возможность вариативных систем образования.

В этом направлении необходимо учитывать психолого-педагогические условия обучения иностранному языку, которые могли бы способствовать стимулированию коммуникативной, познавательной, игровой и других видов деятельности обучающегося; обеспечивать свободное

общение в группе; предоставить возможность выбора образовательных программ и технологий обучения.

Ключевые слова: Знание иностранного языка, глобализация, профессиональная деятельность, совершенствование, рекомендации, повышение мотивации

Introduction. Knowledge of a foreign language in modern society became a necessary part of a person's professional and personal life. All this in general leads to the need for more citizens who are practically proficient in one or more foreign languages and who have a real chance of taking a more prestigious position in society, both socially and financially. Knowledge of a foreign language gives the opportunity to receive new information and to exchange information in the sphere of their professional activity, contacts with the foreign partners, familiarization with the world experience and achievements in the sphere of their professional activities. The social order of society in relation to a different language due to the existence of a real access to a different culture and its representatives is expressed not only in practical knowledge of the language in real communication [1].

Today the higher school foresees the improvement of the methods, forms and means of education, open the reserve opportunities of the educational system with the wide use of best practices in the field of teaching foreign languages in classes, refusal to fulfil the single-valued (unambiguous) methodic recommendations, implementation of the effective forms of closing of higher education with practice, strengthening of pragmatic orientation of training and the increase of motivation of educational activities [2, p.11].

The higher school today provides for the improvement of methods, forms and means of education, the disclosure of reserve opportunities of the educational system with the wide use of best practices in the field of teaching foreign languages in classes, the refusal to implement unambiguous methodological recommendations, the introduction of effective forms of convergence of higher education with practice, the strengthening of pragmatic orientation of training and the increase of motivation of educational activities.

Nowadays the audience became more interested. The reason for free choice of a foreign language becomes something different than a simple abstract interest to some foreign language, not to mention such an imaginary reason as the compulsion. Studying of a foreign language acquires the definite, exactly directed purposes – occupation in the joint ventures, participation in the international exchanges.

The growing interest in learning a foreign language is due to the fact that there is a lot of relevant information on it, which leads to the desire to monitor foreign languages of social and political publications, scientific information, and diplomacy [3, p.31]. The status of the foreign language is changed in the public opinion as well as the possibilities of its use abroad. Before the persons, who studied the foreign language, had no opportunity to talk to the language native speaker, today language contacts are sufficient.

In Kazakhstan, as well as in other CIS countries, there was an objective social need for foreign languages which in large quantities turns into personal need of certain people, into a necessary condition of their participation in scientific and technical development, professional and cultural growth in their own life and in the world life in general. In the modern era, when the curtains and barriers between states were breaking down for decades, language barriers should not become an obstacle to mutual understanding between nations, because for ideally the unity of nations presupposes linguistic unity [4, p.51].

Method. Recently, much has been said about the use of the newest technologies. These include training methods and techniques such as design, engineering, computer technology, etc. All "innovations" have one goal - activation of interactive and cognitive activities of trainees, their personal abilities during the educational process.

In modern conditions of rapid development of science and technology, rapid accumulation and renewal of a large flow of information it is impossible to train a person for life, it is important to give birth in him interest in accumulation of knowledge, to teach him to learn.

Under the new conditions exactly the teacher should select from numerous methodic systems the only system, which more corresponds to the modern pedagogic realities and exact conditions of teaching foreign language. The teaching foreign language, according to the determination of I.Rakhmanov, is the "process of systematic and consistent presentation of knowledge and cultivation of abilities and skills by the teacher in the foreign language' sphere, the process of their active and conscious learning by the students, the process of creation and consolidation in the students such qualities, which we are aimed to educate them".

Creation of the new information technologies of the foreign languages' teaching gives the possibility to solve successfully the most difficult and actual problems. "Teaching in cooperation" and "Project method" appeared to be the most appropriate (adequate) training technologies.

In the sphere of education the information technologies are considered as an instrument, which adds the traditional methods of teaching and which makes it possible to adapt the teaching systems to different needs of the society in education and the staff' training. Computer modelling (simulation) gives the more effective and attractive, stimulating character to education. Growing diversity of the information instruments gives the possibility to make the continuous education real for everybody, whose access to the books is limited in time, space, social-cultural environment, age. New information technologies provide access to knowledge accumulated in different spheres of knowledge and, at that, provide a dialog – the main factor of effective education. The e-publications provide fast and cheap access to the scientific literature and make the archiving easier between the students and the sources of knowledge.

Understanding the new information technologies (NIT) in education as the "package of electronic instruments and ways of their functioning used for realization of the education activity", we ascribed to the information technologies the following: intellectual education (training simulator for individual work of a student), demonstrations (instruments for demonstration of information for the groups of students), e-mail (instrument for delivery of messages for inter-group education), Internet (instrument for delivery of educational information), expert systems (consulting instrument), imitation education (instrument for imitation of the foreign language communication)[5, p.13].

In developed countries of the Western Europe, the USA, Japan the main trends in the information technologies are characterized by such peculiarities as: availability of large number of the databases, which contain information on all types of human activities; functioning of some technologies, which provide access of the information with the help of different communication tools; widening of functional capacities of the information systems based on the multi-media (storage and transfer of sound, video-image, etc.)[6, p.51].

Changes occurring under the impact of information technologies have the global character, cover all spheres of the public life, the main direction of which is – growth of role of information as a resource for public development, increase of information opportunities of the society and individual.

Computer does not define the methods and content of education – it is only the effective instrument of training, which is included into the training process. Therefore, the development of methodological bases for teaching foreign languages through the computer should be based on the analysis of didactic and methodological possibilities that contribute to the realization of the main goal in the teaching of foreign language - the formation of communicative skills.

The computer allows achieving the simulation of conditions of communication activity; mastering lexical-grammatical skills; developing of training; increasing the motivation; increasing the volume of language training; transition of the language material in the other types of speaking activity.

The special interest of the foreign languages' teachers in the innovation technologies is stipulated by solving of a set of problems, such as: increase of contact with a language understudy; organization of self-dependent work (trainings); creation and processing of the texts in the language under study; release of a teacher from the routine work; simulation of the foreign language' communication environment, etc.

The Republic of Kazakhstan goes the way of information of the education system creating the uniform information education space, based on the uniform informational – educational network. Acceleration of development and use of the innovation technologies, observed during the last few years, serves as the start of the global transition from the "industrial" to the "information society".

The special interest of teachers of foreign languages in innovative technologies is due to the solution of a number of problems, such as:

- Increasing contact with the language being studied;
- Organization of self-dependent work (training);
- Creation and processing of texts in the language studied; exemption of teacher from routine work;
- Modeling the foreign language communication environment.

The Republic of Kazakhstan has embarked on the path of informatization of the education system, creating a single information educational space based on a single information and educational network. The rapid acceleration of the development and use of innovative technologies over the past few years has served as the beginning of a worldwide transition from the industrial to the information Society [6, p 6].

Reforms of the education system in the Republic of Kazakhstan over the past decade have been implemented with the aim of integrating it into the global educational space and moving closer to international educational standards.

The political and economic processes taking place in Kazakhstan and the integration into the world community require the training of more citizens who are fluent in one or more foreign languages, which

therefore makes it possible to occupy more prestigious positions in society, both socially and materially. As a result of this requirement, the problem of teaching a foreign language is becoming increasingly urgent. The solution to this problem requires that all factors affecting foreign language instruction be taken into account. In teaching a foreign language, it is necessary to realize that "it can no longer be a language of secular communication and reasoning, but become a tool for solving professional problems and achieving specific goals"[8].

A foreign language has ceased to be a discipline of a purely academic plan. His knowledge has become one of the conditions necessary for work and career.

Foreign language has ceased to be a discipline of a purely academic plan. The knowledge of foreign language became one of the conditions necessary for work and career. Proficiency in a foreign language has become that quality that can be converted into certain material values.

In fact, globalization is a process of reducing paths and distances. The increasing entanglement in different spheres of life makes it possible to make decisions faster and decentralized and, as a result, to keep abreast of all developments in the face of increasing competition.

As you know, the processes of globalization set in motion not only capital and goods, but also labor resources. Thus, the globalization of international business and the appearance on the territory of Kazakhstan of many large foreign companies necessitates free fluency in a foreign language.

The membership of the Republic of Kazakhstan with various international and regional organizations encourages domestic enterprises to compete with foreign companies in quality and other indicators, improving the production process for the introduction of higher technology. Competitive domestic enterprises will be able to sell their products on the world market in the future, overcoming some barriers, one of which is the requirement of a certain level of competence in the field of foreign languages and to gain their place at a higher level.

At present, a certain level of knowledge of a foreign language is often a prerequisite for traveling abroad to work. A foreign language has become a serious enough barrier that a graduate of a higher educational institution must overcome in order to get a certain level of work in Kazakhstani companies and various organizations. The question of knowledge of foreign languages is present in almost all profiles of many firms and organizations. Today, there are not rare cases when the requirements for foreign language proficiency for applicants for vacant jobs are put forward not so much for reasons of real necessity as for reasons of prestige; here we can conclude that the sphere of real use of a foreign language in the professional sphere is growing.

Results. According to students for whom a foreign language is not a core subject, despite the fact that their future work is not directly related to the language, they consider knowledge of a foreign language a necessity for their future career.

We are living in an age of new technologies where information is being updated at an accelerated pace. Our students are constantly faced with new information, including foreign-language information [9, p.27].

Every third person tries to get information from foreign television channels, to understand foreign speech by ear when watching movies, and also to listen to songs in a foreign language. Currently, more and more often the object of applying knowledge in the field of a foreign language is a computer. To raise the level of language competence, you can use the foreign language Internet, sports and music sites, the Internet to communicate with foreign peers, and many others. As a result, all this has a positive impact on students emotionally, a respectful attitude to the partner, tolerance in intercultural relations as well as contributes to mainstreaming skills and increasing motivation. At present, the theory and methodology of teaching foreign languages are undergoing dramatic changes: many scientists have experimentally confirmed the idea of shifting the start of language learning to an earlier date (preschool age). The question of the language teaching methodology is also rather debatable: the advantages of various methods, learning objectives (final result), the volume and content of knowledge, and ability as a minimum standard (the level of language and communication competence in preschool age). Also, in discussions about the need and the very possibility of early learning a foreign language, researchers put forward as a condition for development and record as a result some personal characteristics: motivation, consciousness, interest, a positive attitude towards the language being studied, hard work, will, determination and activity. Knowledge of a foreign language, as recognized at the state level, has become a factor in the economic, social, scientific, technical and cultural development of the country. Knowledge of a foreign language in modern society is becoming a necessary part of a person's professional personal life. All this as a whole raises the need for more citizens who practically speak one or several foreign languages and, in connection with this, have real chances to occupy more prestigious positions in society, both socially and materially. Knowledge of a foreign language makes it

possible to obtain new information and exchange information in the field of their professional activities, to gain the opportunity to communicate with foreign partners, to familiarize themselves with world experience and achievements in the field of their professional activities. From this it is clear that the social order of society in relation to a foreign language in connection with the presence of a real exit to another culture and its representatives is expressed not only in practical knowledge of the language, but also in the ability to use this language in real communication.

Discussion. Recently, the pages of methodological literature have said a lot about the use of the latest technologies. These include training methods and techniques such as design, gaming, computer-based technology, etc. All "innovations" have one goal - activation of interactive and cognitive activities of trainees, as well as activation of their personal abilities during the educational process. In modern conditions of rapid development of science and technology, rapid accumulation and renewal of a large flow of information it is impossible to train a person for life, it is important to give birth in him interest in accumulation of knowledge, to teach him to learn [10, p.7].

Teacher under the new conditions must choose from the set of methodological systems the one that more closely matches the modern pedagogical realities and the specific conditions for teaching a foreign language. Teaching of foreign language according to the definition of I.V.Rakhmanov, there is a process of systematic and consistent communication by the teacher of knowledge and education of skills and skills in the field of foreign language, a process of active and conscious learning of their students, a process of creation and consolidation in students of the qualities that we seek to educate them.

The creation of new information technologies for teaching foreign languages allows us to brilliantly solve the most complicated and urgent problems. The most appropriate learning technologies are "learning in collaboration" and "project method". Health is given great importance to saving technologies, especially at the initial stage, in particular due to a change in the types of activity: educational speech to play, intellectual and motor, requiring physical activity, or a change in the types of educational speech activity in order to prevent student fatigue (speaking is replaced reading or writing and vice versa).

Significant changes are taking place in the educational process, namely:

- communication style between teacher and students - authoritarian style is replaced by educational cooperation / partnership;
- paired and group forms of work dominate the frontal forms of work;
- student and teacher in the learning process, are always put in a situation of choice (texts, exercises, work sequence, etc.), showing independence in choosing one or another additional material in accordance with the needs and interests of students, which gives the learning process to foreign languages, personal meaning;
- students consistently develop reflexive skills. Skills to see themselves "from the outside" to independently assess their capabilities and needs[11].

In the context of the formation of a single European and world space, which is combined with the desire of nations to preserve their linguistic and cultural identity, the achievement of the requirements of the state educational standard is really possible only with the full support of multilingual school education. School education system should provide students with a wide selection of foreign languages, support and provide, subject to conditions (provision with teaching staff, textbooks), the study of second foreign languages at the expense of the regional and school component. This expands the possibilities of interdisciplinary and interpersonal communication of Kazakhstan citizens in the modern world. In the teaching of languages and cultures, special attention should be paid to the authenticity and value of foreign-language materials used in foreign language lessons in order to develop the understanding of today's multicultural and multilingual world, of universal and national values, and of the cultural heritage of home and foreign countries. It is unacceptable to use foreign language materials in the educational process, which may form distorted ideas among students about the history and culture of the countries of the languages studied and Kazakhstan. Foreign language cultural material used in the educational process must meet the age characteristics, cognitive and communicative abilities of students at each level of teaching foreign languages. In elementary school, conditions are created for the early communicative and psychological adaptation of students to the new language world and for overcoming further psychological barriers in the use of a foreign language as a means of communication; for the development of motivation for further mastery of a foreign language, thereby forming communicative competence (speech and language) and, accordingly, developing communicative skills in the main types of speech activity (speaking, listening, reading, writing).

By the time of graduation, students gain some experience in performing foreign-language projects, as well as other types of works of a creative nature, which allows us to carry out foreign-language projects of an interdisciplinary orientation at the highest level and stimulates them to intensively use foreign-language Internet resources for socio-cultural development of modern peace and social adaptation in it. In high school, further development and improvement of communicative foreign language skills is carried out in all types of speech activity, including bilingual types of speech activity (translation) at a profile level. The degree of formation of speech, educational, cognitive and general cultural skills among high school students creates real prerequisites for taking into account the specific needs of students in using a foreign language when studying other school subjects, as well as for self-educational purposes in the fields of knowledge and areas of human activity that interest them (including their professional orientations and intentions)[12, p.33].

An important factor in optimizing the educational process in any subject of the school curriculum, but especially in a foreign language, where each student must master the skills in various types of speech activity in accordance with program requirements, is the individualization and differentiation of the educational process. Recently, much has been said about the use of the newest technologies. These include training methods and techniques such as design, engineering, computer technology, etc. All "innovations" have one goal - activation of interactive and cognitive activities of trainees, their personal abilities during the educational process.

In modern conditions of rapid development of science and technology, rapid accumulation and renewal of a large flow of information it is impossible to train a person for life, it is important to give birth in him interest in accumulation of knowledge, to teach him to learn. Under the new conditions exactly the teacher should select from numerous methodic systems the only system, which more corresponds to the modern pedagogic realities and exact conditions of teaching foreign language. The teaching foreign language, according to the determination of I.Rakhmanov, is the "process of systematic and consistent presentation of knowledge and cultivation of abilities and skills by the teacher in the foreign language" sphere, the process of their active and conscious learning by the students, the process of creation and consolidation in the students such qualities, which we are aimed to educate them". Creation of the new information technologies of the foreign languages' teaching gives the possibility to solve successfully the most difficult and actual problems. "Teaching in cooperation" and "Project method" appeared to be the most appropriate (adequate) training technologies. In the sphere of education the information technologies are considered as an instrument, which adds the traditional methods of teaching and which makes it possible to adapt the teaching systems to different needs of the society in education and the staff' training. Computer modelling (simulation) gives the more effective and attractive, stimulating character to education. Growing diversity of the information instruments gives the possibility to make the continuous education real for everybody, whose access to the books is limited in time, space, social-cultural environment, age. New information technologies provide access to knowledge accumulated in different spheres of knowledge and, at that, provide a dialog – the main factor of effective education. The e-publications provide fast and cheap access to the scientific literature and make the archiving easier between the students and the sources of knowledge.

Understanding the new information technologies (NIT) in education as the "package of electronic instruments and ways of their functioning used for realization of the education activity", we ascribed to the information technologies the following: intellectual education (training simulator for individual work of a student), demonstrations (instruments for demonstration of information for the groups of students), e-mail (instrument for delivery of messages for inter-group education), Internet (instrument for delivery of educational information), expert systems (consulting instrument), imitation education (instrument for imitation of the foreign language communication).

In developed countries of the Western Europe, the USA, Japan the main trends in the information technologies are characterized by such peculiarities as: availability of large number of the databases, which contain information on all types of human activities; functioning of some technologies, which provide access of the information with the help of different communication tools; widening of functional capacities of the information systems based on the multi-media (storage and transfer of sound, video-image, etc.).

Changes occurring under the impact of information technologies have the global character, cover all spheres of the public life, the main direction of which is – growth of role of information as a resource for public development, increase of information opportunities of the society and individual[13, p.9].

Computer does not define the methods and content of education – it is only the effective instrument of training, which is included into the training process. Therefore, the development of methodological bases for teaching foreign languages through the computer should be based on the analysis of didactic and

methodological possibilities that contribute to the realization of the main goal in the teaching of foreign language - the formation of communicative skills.

The computer allows achieving the simulation of conditions of communication activity; mastering lexical-grammatical skills; developing of training; increasing the motivation; increasing the volume of language training; transition of the language material in the other types of speaking activity.

The special interest of the foreign languages' teachers in the innovation technologies is stipulated by solving of a set of problems, such as: increase of contact with a language understudy; organization of self-dependent work (trainings); creation and processing of the texts in the language under study; release of a teacher from the routine work; simulation of the foreign language' communication environment, etc.

The Republic of Kazakhstan goes the way of information of the education system creating the uniform information education space, based on the uniform informational – educational network. Acceleration of development and use of the innovation technologies, observed during the last few years, serves as the start of the global transition from the "industrial" to the "information society".

The special interest of teachers of foreign languages in innovative technologies is due to the solution of a number of problems, such as:

- Increasing contact with the language being studied;
- Organization of self-dependent work (training);
- Creation and processing of texts in the language studied; exemption of teacher from routine work;
- Modeling the foreign language communication environment.

Conclusion. The Republic of Kazakhstan has embarked on the path of informatization of the education system, creating a single information educational space based on a single information and educational network. The rapid acceleration of the development and use of innovative technologies over the past few years has served as the beginning of a worldwide transition from the industrial to the information Society.

The purpose of teaching a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. Summing up the above, it can be stated that to intensify the activities of students in a foreign language lesson, to optimize the educational process in a foreign language, it is necessary, in addition to streamlining the content and teaching methods, as mentioned above, based on widespread implementation teaching aids in the educational process:

- increase the time of oral practice for each student in the group;
- increase the effectiveness of the management of the educational process;
- create conditions for individualization and differentiation of student learning;
- provide a high motivation for learning (overcoming the personality-psychological barrier of communication, establishing a favorable psychological climate in the lesson).

The use of modern tools such as computer programs and Internet technologies, as well as training in cooperation and a design methodology allow us to solve many problems.

The main goal of teaching students a foreign language is to educate a person who is willing and able to communicate. Participation in various international programs, the opportunity to study abroad implies not only a high level of proficiency in a foreign language, but also certain personality traits: sociability, lack of language barrier, knowledge of international etiquette, a broad outlook, and the ability to "give" oneself. As a rule, when performing various tests when entering a higher educational institution or participating in competitions or Olympiads, a strict time limit is set for each task, which also requires a special type of training.

To achieve all these goals, of course, the use of Internet resources in teaching foreign languages, especially English, provides effective assistance to the teacher. If in large cities students have the opportunity to communicate with native speakers, watch films in the language, participate in international projects, then in small towns one of the most serious problems of teaching a foreign language is the problem of motivation, since there is no "live" communication out of the question. So easily this problem can be solved with the help of the Internet, everyone understands: this is also e-mail correspondence with students from other countries; creation and implementation of joint telecommunication projects; participation in various competitions and contests, test and voice chats; publication of creative works on educational and art sites and receiving feedback on them from all over the world. At the same time, it is not imitation of communication that is created, but an interesting, exciting dialogue of two or several cultures is taking place, and if the projects capture the regional geographic aspect, then general knowledge is expanded, interest is increased not only in language learning, but also in other subjects. All students, regardless of age and level of preparation, take part in any kind of language learning activities related to the use of the Internet with true excitement,

while the interest does not fade for several years. Linguistic and cultural barriers disappear, academic performance improves, and students become more confident in their abilities.

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ОСОБЕННОСТИ ОБУЧЕНИЯ ПИСЬМУ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ В ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ

Аннотация

Актуальность данной статьи обоснована рассмотрением некоторых особенностей письменной речи на начальном этапе обучения иностранному/английскому языку. Цель данной работы заключается в функциональных аспектах содержания видов речевой деятельности, где важным и ключевым фактором является письменная речь и уровень формирования коммуникативной компетенции обучаемых, обеспечивающих более эффективное использование письма как средства и возможности для совершенствования графического оформления текста, а также создания базы для обучения орфографии через письменный тренинг, определяющий уровень владения языком. Результатом изучения вопроса данной статьи является постановка проблемы, которая связана с процессом организации обучения письму, и основывается на методических рекомендациях по созданию базы репродуктивно-продуктивных навыков иноязычной письменной речи.