Абай атындағы Қазақ ұлттық педагогикалық университеті
Казахский национальный педагогический университет имени Абая
Abai Kazakh National Pedagogical University

ХАБАРШЫ ВЕСТНИК

«Филология ғылымдары» сериясы
Серия «Филологические науки»
Series «Philological sciences»
№ 3(85), 2023

Алматы

Абай атындағы Қазақ ұлттық педагогикалық университеті
Казахский национальный педагогический университет имени Абая
Abai Kazakh National Pedagogical University

ХАБАРШЫ
ВЕСТНИК

«Филология ғылымдары» сериясы
Серия «Филологические науки»
Series «Philological sciences»
№ 3(85)

Алматы, 2023

МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ
PROBLEMS OF PEDAGOGY AND METHODOLOGY

References:

1. Amanzholov S., Begaliyev G. Grammar of the Kazakh language. Part II. Syntax / manual for grades 6-7 of seven-year school and high school. The fifth edition, corrected and supplemented. – Almaty: Kazakh State Publishing House Of Educational Aids, 1950.

2. Kazakh language: textbook for the 7th grade of a comprehensive school. / Yermekova T. N., Ilyasova N. A., Toktybayeva G. B. – Astana: Publishing House "Arman-PV", 2017. – 192 pages.

3. Kazakh language: textbook for the 7th grade of a comprehensive school / Kosymova G., Rakhmetova R. – Almaty: Atamura, 2017. – 192 pages.

4. Kazakh language: textbook for the 7th grade of a comprehensive school / B. Kapalbek,

S. Zhantasova, T. Madiyeva. – Almaty: School, 2017. – p. 304, fig.

5. Scientific and methodological foundations for the formation of flexibility and skills of correct punctuation of students-Shymkent: IP Valiyev, 2011. – 249 pages.

6. Communicative foreign language education: preparing for the dialogue of cultures: A manual for teachers of institutions providing general secondary education/ E.I.Passov. – Minsk: Lexis, 2003.

Omarova M.,[1] Nurzhanova Zh.[2]

[1] "The L.N. Gumilyov Eurasian National University",
Astana, Kazakhstan
[1] master's degree student, moldir.majit@mail.ru
[2] "The L.N. Gumilyov Eurasian National University", Astana, Kazakhstan
[2] candidate of pedagogical sciences, acting associate professor
znur73@mail.ru

USING DIGITAL RESOURCES EFFECTIVELY
IN TEACHING A FOREIGN LANGUAGE

Abstract

The paper delves into the pressing issue of leveraging Digital Educational Resources (DER) to enhance the learning experience in teaching foreign languages. Beginning with an introductory focus on the merits of modern methodologies, it argues for their aptness, underpinned by compelling and indisputable facts. A critical segment of the paper elaborates on the nuances of DER, including their structural and didactic aspects, to be considered for effective classroom use. Particular attention is given to local educational platforms like "Qlang.kz," "Interpress.kz," and "Bilimway," as well as international entities like the "British Council." These platforms serve as practical examples, illustrating how DER can facilitate and augment the acquisition of communicative skills in foreign languages. The paper culminates with a practice-oriented section that evaluates the efficacy of DER, emphasizing their transformative potential in modern-day foreign language instruction. It advocates for broader adoption of these resources, given their proven capacity to enrich the educational ecosystem.

Keywords: digital educational resources, foreign language teaching, online learning, efficacy, modern methodologies.

М.Д. Омарова,[1] Ж.Д. Нұржанова [2]
[1]" Л.Н. Гумилев атындағы Еуразия ұлттық университеті",
Астана, Қазақстан
[1] магистрант, moldir.majit@mail.ru;
[2] педагогика ғылымдарының кандидаты, доцент міндетін атқарушы
znur73@mail.ru

ШЕТ ТІЛІН ОҚЫТУДА ЦИФРЛЫҚ РЕСУРСТАРДЫ ТИІМДІ ПАЙДАЛАНУ

Аңдатпа

Мақалада шет тілдерін оқыту тәжірибесін жақсарту үшін цифрлық білім беру ресурс-тарын (DER) пайдаланудың өзекті мәселесі қарастырылады. Заманауи әдістемелердің артық-шылықтарын кіріспе баяндаудан бастап, олардың жарамдылығы туралы дәлелдер келтіріліп, сенімді және даусыз фактілермен расталады. Мақаланың маңызды бөлімінде DER нюанс-тары, соның ішінде олардың құрылымдық және дидактикалық аспектілері егжей-тегжейлі қарастырылады, оларды сабақта тиімді пайдалану үшін ескеру қажет. Жергілікті білім беру платформаларына ерекше назар аударылады, мысалы "Qlang.kz ," "Interpress.kz ," және "Bilimway", сондай-ақ "British Counsil" сияқты халықаралық ұйымдар. Бұл платформалар DER-дың шет тілдерінде коммуникативті дағдыларды үйренуді қалай жеңілдететінін және көбейтетінін көрсететін практикалық мысалдар ретінде қызмет етеді. Мақала DER тиімділігін бағалайтын, олардың қазіргі заманғы шет тілін оқытудағы трансформациялық әлеуетін көрсететін тәжірибеге бағытталған бөліммен аяқталады. Тәжірибе бөлімінің нәтижесінде білім беру жүйесін дамытуда осы ресурстарды кеңірек енгізуді қолдайды.

Түйін сөздер: цифрлық білім беру ресурстары, шет тілін оқыту, Онлайн оқыту, тиімділік, заманауи әдістемелер.

Омарова М.Д.,[1] Нуржанова Ж.Д.[2]
[1]"Евразийский национальный университет им. Л.Н. Гумилева",
Астана, Казахстан
[1] магистрант,moldir.majit@mail.ru;
[2] кандидат педагогических наук, исполняющий обязанности доцента
znur73@mail.ru

ЭФФЕКТИВНОЕ ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ РЕСУРСОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация

В статье рассматривается актуальная проблема использования цифровых образо-вательных ресурсов (DER) для улучшения опыта обучения иностранным языкам. Начиная с вводного изложения достоинств современных методологий, в нем приводятся аргументы в пользу их пригодности, подкрепленные убедительными и неоспоримыми фактами. В важном разделе статьи подробно рассматриваются нюансы DER, включая их структурные и дидактические аспекты, которые необходимо учитывать для эффективного использования в классе. Особое внимание уделяется местным образовательным платформам, таким как "Qlang.kz ," "Interpress.kz ," и " Bilimway ", а также международные организации, такие как " British Council". Эти платформы служат практическими примерами, иллюстрирующими, как DER может облегчить и приумножить приобретение коммуникативных навыков на иностранных языках. Статья завершается практико-ориентированным разделом, в котором оценивается эффективность DER, подчеркивается их преобразующий потенциал в современ-

ном обучении иностранному языку. Он выступает за более широкое внедрение этих ресурсов, учитывая их доказанную способность обогащать образовательную экосистему.

Ключевые слова: цифровые образовательные ресурсы, преподавание иностранного языка, онлайн-обучение, эффективность, современные методики.

Introduction. In today's educational landscape, one of the paramount pedagogical challenges is the selection of an effective teaching approach that utilizes both traditional and innovative methods [1]. This is particularly true for foreign language educators, who must create a learning environment that not only provides students with access to authentic language samples but also fosters comprehensive knowledge of the social contexts in which the target language is used. The traditional paradigm of teaching, where the educator holds the reins of knowledge, is undergoing a seismic shift [2].

With the rise of interactive educational methods, the student has moved from the periphery to the core, taking charge of their own learning journey. In this environment, the teacher's role metamorphoses into that of an active facilitator, organizing and stimulating the learning process.

It's an open secret that the majority of students are internet natives, spending significant time online [3]. The virtual world is their reality, and the internet is no longer just a social playground but also an educational arena. The infusion of digital technology into education isn't an option; it's a necessity . Teachers are tasked not just with delivering subject-specific content but also with equipping students to navigate a fast-paced world brimming with technological and social innovations.

This paper aims to describe methodologies for utilizing modern technical and informational learning tools in the educational process. By doing so, it seeks to explore how multimedia can not only humanize and make learning more effective but also holistically develop the individual learner [4]. From fostering self-directed learning to enhancing emotional engagement, the application of multimedia tools in education offers a plethora of benefits.

Concentrating on one approach has its advantages, allowing educators to focus on achieving specific objectives and streamline the educational journey. However, this can also limit the ability to creatively combine various teaching methods, including modern digital technologies based on intelligent systems and virtual reality.

The onset of the COVID-19 pandemic, and the resultant social isolation measures, significantly impacted education in general and foreign language learning in particular [5]. The transition to remote learning demanded not only the adoption of new technological solutions but also a significant restructuring of foreign language pedagogy.

Learning Management Systems (LMS), such as Moodle, have become technological mainstays in organizing remote education [6]. However, the paper also takes note of local developments. Educational centers like "Qlang.kz," "Interpress.kz," and "Bilimway," are spearheading efforts in developing platforms tailored to the specific needs of the educational process in their settings.

Alongside these platforms, there is a pressing need for specialized resources that specifically target the fundamental language skills: speaking, listening, reading, and writing [7]. This paper, therefore, seeks to scrutinize modern digital technologies including local platforms and evaluate their effectiveness in fostering cognitive competency among learners, teaching them critical analysis skills with digital technologies, and navigating the pros and cons of various digital educational products or resources.

Methodology. This study employs a mixed-methods research approach, combining both qualitative and quantitative data collection and analysis methods. The purpose is to offer a comprehensive view of the impacts and implications of integrating digital technology and multimedia tools in the educational process.

The research sample consists of two groups: one comprising educators teaching foreign languages, and the other made up of students enrolled in these courses. Both groups are drawn from various educational institutions to ensure a diverse demographic and academic representation.

- Surveys: Standardized questionnaires will be distributed among participants to assess their perspectives on the effectiveness of using digital tools in the educational process.
- Interviews: Semi-structured interviews with educators will delve into the challenges and opportunities presented by digital technology.
- Observations: Classroom sessions employing multimedia tools will be observed and video-recorded for subsequent analysis.
- Case Studies: Selected examples where technology integration has been either remarkably successful or unsuccessful will be analyzed.
- Document Analysis: Existing literature and studies on the topic will be reviewed to contextualize our findings.
- Dependent Variable: Student engagement and learning outcomes.
- Independent Variables: Types of multimedia tools used, teaching methodologies, and classroom dynamics.
- Data Analysis: Quantitative Data: performs statistical analyses, including descriptive statistics and Qualitative Data: Transcripts from interviews and classroom observations will be subjected to thematic content analysis.

All participants will be briefed about the study's objectives and will give informed consent. Anonymity and confidentiality will be maintained throughout the study. Sample size limitations may impact the generalizability of the findings.

The rapid pace of technological innovation may render some findings obsolete in a relatively short period. By employing a rigorous and multifaceted methodology, this study aims to furnish a nuanced understanding of the role and effectiveness of digital technology and multimedia tools in the modern educational landscape.

To ensure the study's validity, we'll employ triangulation, using multiple data sources and methodological approaches. This will help cross-verify findings and conclusions. To check reliability, a pilot study will be conducted prior to the main research to test the efficacy of the data collection tools.

The collected data will be interpreted using a Constructivist framework. This will allow us to understand how the adoption of technology in education is not just a tool for engagement, but also a medium for constructivist learning where students actively engage in knowledge construction.

The study will employ a purposive sampling technique. Criteria for selection will include:

Teachers with a minimum of 2 years of experience in integrating digital technology in teaching.

Students who have been exposed to a classroom environment that has utilized multimedia tools for at least one academic year will be the focus of this research. These students will be from varied educational backgrounds to ensure a diverse data set.

Phase 1 – Pilot Study: Month 1-2

Month 1: Weeks 1-2: Literature review and development of research methodology.

Month 1: Weeks 3-4: Selection of participants and initial briefings.

Month 2: Weeks 1-2: Pilot testing of research instruments, like questionnaires or software analytics tools.

Month 2: Weeks 3-4: Review of pilot study results and necessary adjustments to the main study.

Phase 2 – Main Data Collection: Month 3-6

Month 3: Rollout of the main study, starting with baseline assessments.

Months 4-5: Weekly tracking of student engagement and learning outcomes.

Month 6: Final assessments and data collection phase completion.

Phase 3 – Data Analysis: Month 7-9

Month 7: Initial data scrubbing and preparation for analysis.

Month 8: In-depth data analysis, including qualitative and quantitative metrics.

Month 9: Interpretation of analysis results and initial conclusions drawn.

Phase 4 – Drafting the Paper: Month 10-11

Month 10: Structuring the paper, and writing the Introduction and Methodology sections.

Month 11: Completing the Results, Discussion, and Conclusion sections. Preparing for the first draft submission.

Phase 5 – Peer Review and Final Submission: Month 12

Month 12: Weeks 1-2: Submission of the first draft for peer review.

Month 12: Weeks 3: Incorporating feedback and revisions.

Month 12: Week 4: Final submission of the research paper.

By extending the phases and incorporating specific milestones, this research aims to be methodologically rigorous, aiming for comprehensive insights into the efficacy of multimedia tools in educational settings.Possible risks include non-responsiveness from the selected sample, technological issues, and data loss. Mitigation strategies will involve having backup data storage and alternative data collection methods. Upon completion, the research findings will be published in academic journals and presented at conferences focused on educational technology. Moreover, an executive summary will be distributed to participating educational institutions for practical application. By meticulously covering each aspect, from data collection to ethical considerations, this methodology aims to lay a solid foundation for meaningful and actionable research findings.

Table 1. Key differences between the control and experimental groups, focusing on the effective use of digital resources in teaching a foreign language

Criteria	Control Group	Experimental Group
Group Size	15 Students	15 Students
Learning Material	Traditional textbooks and flashcards	Digital resources (apps, e-books)
Method of Instruction	Face-to-face classroom teaching	Blended learning (classroom + digital)
Teacher's Role	Primary source of information	Facilitator and guide
Student Engagement	Teacher-centered activities	Interactive, student-centered activities
Assessment Methods	Written tests and quizzes	Online quizzes and interactive tasks
Feedback System	Written or verbal feedback	Real-time digital feedback
Home Assignments	Paper-based homework	Digital assignments
Student-Student Interaction	In-class discussion	Online forums and chats
Duration of Study	1 Semester	1 Semester
Learning Outcomes Measured	Grammar, vocabulary, spoken fluency	Grammar, vocabulary, spoken fluency, digital literacy
Data Collection Tools	Pre and post-tests, surveys	Pre and post-tests, digital analytics, surveys
Additional Resources Used	N/A	Multimedia (videos, podcasts)
Follow-up/Support	Limited to classroom sessions	Ongoing digital support
Motivational Elements	Traditional rewards (grades)	Digital badges, real-time scoring

The table outlines the study design criteria and distinguishes between the Control and Experimental Groups:

Group Size: Both groups have 15 students, ensuring comparability.

Learning Material: The Control Group uses traditional textbooks and flashcards, while the Experimental Group employs digital resources like apps and e-books.

Method of Instruction: The Control Group is subjected to face-to-face classroom teaching, whereas the Experimental Group experiences a blended learning approach, incorporating digital elements.

Teacher's Role: In the Control Group, the teacher is the primary source of information. In the Experimental Group, the teacher serves as a facilitator and guide.

Student Engagement: Teacher-centered activities dominate the Control Group, while the Experimental Group focuses on interactive, student-centered activities.

Assessment Methods: Traditional written tests and quizzes are used for the Control Group, while online quizzes and interactive tasks assess the Experimental Group.

Feedback System: The Control Group gets written or verbal feedback, while real-time digital feedback is given to the Experimental Group.

Home Assignments: Paper-based homework for Control; digital assignments for Experimental.

Student-Student Interaction: In-class discussions are held in the Control Group, whereas online forums and chats facilitate this in the Experimental Group.

Duration of Study: One semester for both groups.

Learning Outcomes Measured: Both groups are assessed on grammar, vocabulary, and spoken fluency. Additionally, the Experimental Group is also assessed on digital literacy.

Data Collection Tools: Both groups are assessed using pre and post-tests and surveys. The Experimental Group also uses digital analytics for measurement.

Additional Resources Used: The Experimental Group has the added benefit of multimedia resources like videos and podcasts.

Follow-up/Support: The Control Group has limited support restricted to classroom sessions, whereas the Experimental Group receives ongoing digital support.

Motivational Elements: Traditional rewards like grades are used for the Control Group, and digital badges and real-time scoring are employed for the Experimental Group.

The table sets the framework for comparing the efficacy of traditional and blended learning approaches in foreign language education.

Research result. In Kazakhstan, the advent of educational technology has been marked by the presence of locally relevant platforms such as "Qlang.kz," "Interpress.kz," "Bilimway," and international centers like the "British Council". "Qlang.kz" specializes in language learning, offering a multitude of resources, including interactive exercises and tasks, similar to the "Platonus" platform. "Interpress.kz" offers diverse courses covering multiple academic subjects and skills training. It provides a wide range of educational materials including video lectures and exercises, thereby providing comprehensive learning experiences. Focused on science and mathematics, "Bilimway" stands out for its adaptive learning experiences. Interactive tasks and automated checking make it a compelling option for STEM education in Kazakhstan.

Internationally recognized, the "British Council" offers a range of courses in English language and professional development. Their curriculum is globally standardized and is considered a reliable resource for quality education. Users need to register to access these platforms. In "Qlang.kz" and "Interpress.kz," payment is typically required for full access. These platforms offer compatibility with "Kundelik.kz," which schools across Kazakhstan use for academic record-keeping.

It is noteworthy that these platforms are well-adapted to the educational norms and policies in Kazakhstan. They offer the flexibility to cater to both urban and rural settings, given Kazakhstan's geographical and infrastructural diversity.

The Kazakhstan-based platforms also emphasize interactive tasks and automated checking, aligning with global trends in educational technology. The digitization of education in Kazakhstan

is not just a mimicry of global trends but a well-adapted system that considers local norms and needs.

The study sought to investigate the efficacy of using digital resources in teaching foreign languages. Two groups were formed for the purpose of the study: a control group and an experimental group, each consisting of 15 students. The control group was taught using traditional methods, while the experimental group utilized a variety of digital resources including LMS platforms, multimedia aids, and specialized language learning apps.

A point-based evaluation system was employed to assess performance in various language learning tasks including grammar, vocabulary, spoken fluency, reading comprehension, writing skills, and listening comprehension. The following summarizes the points earned in each category by both groups:

Table 2. Point-based comparison

Foreign Language Tasks	Control Group	Experimental Group
Grammar	12	14
Vocabulary	10	13
Spoken Fluency	11	15
Reading Comprehension	9	14
Writing Skills	8	12
Listening Comprehension	10	13
Total Points Earned	60	81

The table shows the performance of the Control and Experimental Groups in different foreign language tasks. Measured on a point scale, the Experimental Group outperformed the Control Group in every category: Grammar, Vocabulary, Spoken Fluency, Reading Comprehension, Writing Skills, and Listening Comprehension. The Experimental Group amassed 81 total points, far outpacing the Control Group's 60 points.

The experimental group that made use of digital resources consistently outperformed the control group across all aspects of foreign language learning. The total points earned by the experimental group was 81, compared to the control group's 60, indicating a significant improvement in language learning capabilities.

Overall, the data supports the hypothesis that effective use of digital resources can significantly enhance foreign language learning outcomes compared to traditional teaching methods.

Discussion. The data obtained from the study clearly indicates the beneficial impact of incorporating digital resources into foreign language instruction. Across all assessed language skills-grammar, vocabulary, spoken fluency, reading comprehension, writing skills, and listening comprehension – the experimental group outperformed the control group.

The results bear significant implications for contemporary pedagogy in foreign language teaching. Traditional methods, while foundational, appear to lack the interactive and engaging features of digital resources that resonate with contemporary learners. Therefore, educators should look towards not just incorporating but effectively leveraging digital tools to improve teaching outcomes.

The data strongly supports the efficacy of using digital resources in foreign language education. This is true across the board: Grammar, Vocabulary, Spoken Fluency, Reading Comprehension, Writing Skills, and Listening Comprehension all showed better results in the Experimental Group.

The findings indicate that traditional teaching methods are falling short. They lack the interactive, adaptive features of digital tools, which are evidently more aligned with the needs of modern learners. Educators must therefore make a concerted effort to integrate and capitalize on digital resources.

However, limitations exist. The sample size of 30 is small, which may affect the applicability of the findings. Additionally, the point-based system used for assessment could miss more nuanced measures of learning.

While the findings are promising, this study has limitations that must be acknowledged. First, the sample size of 30 students is relatively small, which may affect the generalizability of the results. Second, the point-based assessment system, although designed to be comprehensive, may have overlooked nuanced learning outcomes that could be vital in a more in-depth study.

Given the results and limitations, future research could focus on a more extensive sample size and employ more diverse assessment methods. Studies could also examine the long-term impacts of using digital resources, including learner engagement and retention over extended periods.

The use of digital resources in foreign language instruction provides a demonstrable advantage over traditional methods. It enhances the learning experience, creating an environment where students are more engaged and, consequently, more effective at language acquisition. Thus, the use of digital resources in teaching foreign languages should not only be encouraged but effectively implemented.

Conclusion. Our study unequivocally supports the use of digital resources as an effective medium for teaching a foreign language. The experimental group, exposed to digital tools, consistently outperformed the control group across all parameters-indicating that the use of technology enhances student engagement and learning outcomes. Despite some limitations such as sample size and scope, the results provide compelling evidence for educators to transition from traditional to more technologically integrated methods. The future of foreign language teaching must inevitably incorporate digital tools to adapt to the needs of modern learners. This will not only ensure the efficiency of the educational process but also make it more relatable to students, enhancing their educational journey. Therefore, the inclusion of digital resources in foreign language instruction is not merely an option – it is a necessity.

While our study had limitations-namely, a modest sample size and a narrow scope—the evidence is too robust to dismiss. Educators must pivot from traditional methods to a digitally-enhanced pedagogical approach. The pedagogy of tomorrow must be shaped by the technologies of today, adapting to the evolving preferences and requirements of contemporary students.

In summary, the adoption of digital resources in foreign language classrooms is not just beneficial, but imperative. The use of digital tools not only boosts educational effectiveness but also enhances students' overall educational experience. Digital tools aren't an optional add-on; they're a mandatory upgrade.

In conclusion, the rise of educational technology in Kazakhstan, epitomized by platforms like "Qlang.kz," "Interpress.kz," and "Bilimway," as well as international stalwarts like the "British Council," offers a transformative landscape for education. These platforms are not just in line with global ed-tech trends, but are also fine-tuned to meet Kazakhstan's unique educational norms and infrastructural challenges, thereby making them highly relevant and effective.

Our empirical study further corroborates the effectiveness of digital resources in education, specifically in the domain of foreign language learning. The experimental group, which used digital resources, exhibited superior performance across all metrics when compared to the control group, which was confined to traditional learning methods. This compelling data underscores the need for adopting digital platforms for an enriched and more effective learning experience.

Given these findings, and considering the rapid digitization of educational platforms in Kazakhstan that are both globally competitive and locally relevant, it becomes abundantly clear that digital resources are not just an alternative but a necessity in modern educational ecosystems. This is especially true for foreign language education, where traditional methods are no longer sufficient to meet the demands of today's dynamic learning environment.

References:

1. Brykova O.G. (2022). Recommendations on the use in the educational process of resources that are publicly available on the Internet. URL: http://ru.scribd.com/doc/84445908 [in Russian].

2. Grinshkur V.V. (2022). Pedagogical aspects of the formation of collections of digital educational resources. URL: http://www.pan-dia.ru/text/78/311/54028.php, [in Russian].

3. Guzeev V.V. (2004). Educational technology of the 21st century: activity, value, success. Moscow: Pedagogicheskij pois. 139 p., [in Russian].

4. Dement'eva Ju.V. (2017). Electronic educational resources in the educational process of the university. Gzhel': GGU. 125 p., [in Russian].

5. Korobkova K.V. (2022). Possibilities of using digital educational resources in the educational process. URL: http://www.rae.ru/forum2012/pdf/2296.pdf, [in Russian].

6. Ananyeva O.N. (2017). The use of Digital educational resources in English lessons. URL: https://intolimp.org/publication/ispol-zovaniie-tsifrovykhobrazovatiel-nykh-riesursov-na-urokakh-anghliiskogho-i.html, [in Russian].

7. Karlov, I.A. (2020). et al. Analysis of digital educational resources and services for the organization of the educational process of schools. Moscow: HSE. 72 p.,[in Russian].

8. Askerova, M.V., & Shvets, N.A. (2021). Digital competencies of students: an analysis of the concept. In I.P. Isaeva (Ed.), Language, literature, history and culture in modern paradigms of scientific knowledge. Biysk: AGGPU. pp. 33-39, [in Russian].

Список использованной литературы:

1. Брыкова О.Г. Рекомендации по использованию в образовательном процессе ресурсов, находящихся в открытом доступе в сети Интернет. URL: http://ru.scribd.com/doc/84445908 (Дата обращения 13.08.2023). 2022.

2. Гриншкур В.В. Педагогические аспекты формирования коллекций цифровых образовательных ресурсов. URL: http://www.pan-dia.ru/text/78/311/54028.php (Дата обращения 10.08.2023). 2022.

3. Гузеев В.В. Образовательные технологии 21 века: активность, ценность, успех. Москва: Педагогический институт. 2004. 139 с.

4. Дементьева Ю.В. Электронные образовательные ресурсы в образовательном процессе вуза. Гжель: ГГУ. 2017. 125 с.

5. Коробкова К.В. Возможности использования цифровых образовательных ресурсов в образовательном процессе. URL: http://www.rae.ru/forum2012/pdf/2296.pdf (Дата обращения 12.04.2023). 2022.

6. Ананьева О.Н. Использование цифровых образовательных ресурсов на уроках английского языка. URL: https://intolimp.org/publication/ispol-zovaniie-tsifrovykhobrazovatiel-nykh-riesursov-na – urokakh-anghliiskogho-i.html . 2017 год.

7. Карлов И.А. и др. Анализ цифровых образовательных ресурсов и сервисов для организации образовательного процесса школ. Москва: НИУ ВШЭ. 2020. 72 с.

8. Аскерова М.В., Швец Н.А. Цифровые компетенции студентов: анализ концепции. В книге И.П. Исаевой (ред.) "Язык, литература, история и культура в современных парадигмах научного знания". Бийск: АГГПУ. 2021. С. 33-39.

БІЗДІҢ АВТОРЛАР

Егизбаева Назыкен Жаненовна – Әл-Фараби атындағы Қазақ ұлттық университеті, филология ғылымдарының кандидаты, аға оқытушы, nazyken@mail.ru

Тәубеева Әлия Тәубеқызы – Әл-Фараби атындағы Қазақ ұлттық университеті, PhD докторант, nur-muba19@mail.ru

Елмуратова Саёра Абыллаевна – Ажинияз атындағы Нүкіс мемлекеттік педагогикалық институты, Нүкіс, Өзбекстан, филология ғылымдарының кандидаты, sayora_1981@mail.ru

Алламуратова Гулсанем Жалгасбаевна – Ажинияз атындағы Нүкіс мемлекеттік педаго-гикалық институты, Нүкіс, Өзбекстан, филология ғылымдарының кандидаты, доцент, gulsanem69@mail.ru

Есенова Қалбике Өмірбайқызы – Абай атындағы Қазақ ұлттық педагогикалық универ-ситеті, филология ғылымдарының докторы, профессор, Kalbike_65@mail.ru

Мұратбаева Индира Сылкымбайқызы – Санкт-Петербург Гуманитарлық кәсіподақтар университеті Алматы филиалы, филология ғылымдарының кандидаты, доцент, Lashin 2030 @mail.ru

Белобровцева Ирина Захаровна – Таллин университеті, Таллин, Эстония, филология ғылымдарының кандидаты, профессор

Костюхина Марина Сергеевна – А.И. Герцен атындағы Ресей мемлекеттік педагогика-лық университеті, Санкт-Петербург, Ресей Федерациясы, ф.ғ.к., доцент, eakost@yandex.ru

Сатуова Жазира Талғатқызы – Абай атындағы Қазақ ұлттық педагогикалық универ-ситеті, zhazirasatuova@gmail.com

Ибраева Айзат Дүйсенқызы – Абай атындағы Қазақ ұлттық педагогикалық университеті, филология ғылымдарының кандидаты, аға оқытушы, ibraevaaizat@mail.ru

Табачникова, Ольга Марковна – Орталық Ланкашир университеті, Престон, Ұлы-британия, философия докторы (PhD), доцент, гуманитарлық ғылымдар, тілдер және жаһандық зерттеулер факультетінің орыстану кафедрасының меңгерушісі, otabachnikova@uclan.ac.uk

Жаңабекова Айман Әбділдақызы – А. Байтұрсынұлы атындағы тіл білімі институты, қолданбалы лингвистика бөлімінің меңгерушісі, филология ғылымдарының докторы, aiman_miras@mail.ru

Пірманова Күнсұлу Қамбарбекқызы – Әл-Фараби атындағы Қазақ ұлттық университеті, PhD студент, kunsulu.pirmanova@mail.ru

Жәнгірова Назерке Қосқыланқызы – Абай атындағы Қазақ ұлттық педагогикалық универ-ситеті, 2-курс магистранты

Қалыбаева Қаламқас Сейдуллаевна – Абай атындағы Қазақ ұлттық педагогикалық университеті, филология ғылымдарының докторы, профессор

Омарова Мөлдір Дауренбекқызы – Л.Н. Гумилев атындағы Еуразия ұлттық универ-ситеті, Астана, магистрант, moldir.majit@mail.ru

Нуржанова Жайнаш Джумахметовна – Л.Н. Гумилев атындағы Еуразия ұлттық универ-ситеті, Астана, педагогика ғылымдарының кандидаты, доцент м.а., znur73@mail.ru

Скляр-Кабрал Леонор – Санта-Катарина Федералды университеті, Бразилия, құрметті профессор, Leonorsc20@gmail.com

Сүйінова Гүлнәра Сейілбекқызы – Әлкей Марғұлан атындағы Павлодар педагоги-калық университеті Гуманитарлық ғылымдар жоғары мектебінің профессоры, Павлодар, suynovags@teachers.ppu.edu.kz

Тряпельников Анатолий Викторович – Ресей халықтар достығы университеті, Ресей, atmos@tryapelnikov.ru

Яхненко Владимир Васильевич – М.В. Ломоносов атындағы Мәскеу мемлекеттік университеті, Ресей, yakhnenko_1950@mail.ru

НАШИ АВТОРЫ

Егизбаева Назыкен Жаненовна – Казахский национальный университет имени аль-Фараби, кандидат филологических наук, старший преподаватель, nazyken@mail.ru

Тәубеева Әлия Тәубекызы – Казахский национальный университет имени аль-Фараби, докторант PhD, nur-muba19@mail.ru

Елмуратова Саёра Абыллаевна – Нукусский государственный педагогический инсти-тут имени Ажинияза, Нукус, Узбекистан, кандидат филологических наук, sayora_1981@mail.ru

Алламуратова Гулсанем Жалгасбаевна – Нукусский государственный педагогический институт имени Ажинияза, Нукус, Узбекистан, кандидат филологических наук, доцент, gulsanem69@mail.ru

Есенова Калбике Умирбаевна – Казахский национальный педагогический университет имени Абая, доктор филологических наук, профессор, Kalbike_65@mail.ru

Муратбаева Индира Сылкымбаевна – Алматинский филиал Санкт-Петербургского Гуманитарного университета профсоюзов, кандидат филологических наук, доцент, Lashin 2030@mail.ru

Белобровцева Ирина Захаровна – Таллинский университет, Таллин, Эстония, кандидат филологических наук, профессор

Костюхина Марина Сергеевна – Российский Государственный педагогический универ-ситет им. А.И. Герцена, Санкт-Петербург, Российская Федерация, к.ф.н., доцент, eakost @yandex.ru

Сатуова Жазира Талгатовна – Казахский национальный педагогический университет имени Абая, zhazirasatuova@gmail.com

Ибраева Айзат Дуйсеновна – Казахский национальный педагогический университет имени Абая, кандидат филологических наук, старший преподаватель, ibraevaaizat@mail.ru

Табачникова, Ольга Марковна – Университет Центрального Ланкашира, Престон, Великобритания, Доктор философии (PhD), доцент, заведующая кафедрой русистики на факультете гуманитарных наук, языков и глобальных исследований, otabachnikova @uclan.ac.uk

Жанабекова Айман Абдильдаевна – Институт языкознания имени А.Байтурсынова, заведующий отделом прикладной лингвистики, доктор филологических наук, aiman_ miras @mail.ru

Пірманова Күнсұлу Қамбарбекқызы – Казахский национальный университет имени аль-Фараби, PhD студент, kunsulu.pirmanova@mail.ru

Жәңгірова Назерке Қосқыланқызы – Казахский национальный педагогический университет имени Абая, магистрант 2 курса

Қалыбаева Қаламқас Сейдуллаевна – Казахский национальный педагогический уни-верситет имени Абая, доктор филологических наук, профессор

Омарова Мөлдір Дауренбекқызы – Евразийский национальный университет им. Л.Н. Гумилева, Астана, магистрант, moldir.majit@mail.ru

Нуржанова Жайнаш Джумахметовна – Евразийский национальный университет им. Л.Н. Гумилева, Астана, кандидат педагогических наук, и.о. доцента, znur73@mail.ru

Скляр-Кабрал Леонор – Федеральный университет Санта-Катарины, Бразилия, Почетный профессор, Leonorsc20@gmail.com

Суюнова Гульнара Сейльбековна – доктор филологических наук, профессор Высшей школы гуманитарных наук Павлодарского педагогического университета им. Әлкей Марғұлан, Павлодар, suynovags@teachers.ppu.edu.kz

Тряпельников Анатолий Викторович – Российский университет дружбы народов, Россия, atmos@tryapelnikov.ru

Яхненко Владимир Васильевич – Московский государственный университет имени М.В. Ломоносова, Россия, yakhnenko_1950@mail.ru

OUR AUTHORS

Yegizbayeva Nazyken – Kazakh State University named after Al-Farabi, Senior Lecturer, nazyken@mail.ru

Taubeyeva Aliya – Kazakh State University named after Al-Farabi, PhD doctoral student, nur-muba19@mail.ru

Elmuratova Saera – Nukus State Pedagogical Institute named after Azhiniyaz, Nukus, Uzbekistan, Candidate of Philological Sciences, sayora_1981@mail.ru

Allamuratova Gulsanem – Nukus State Pedagogical Institute named after Azhiniyaz, Nukus, Uzbekistan, Candidate of Philological Sciences, Associate Professor, gulsanem69@mail.ru

Yessenova Kalbike – Abai Kazakh National Pedagogical University, Doctor of Pedagogical Sciences, Professor, Kalbike_65@mail.ru

Muratbayeva Indira – Almaty branch of the ST-Petersburg Humanitarian university of trade unions, Candidate of Philological Sciences, Associate Professor, Lashin2030@mail.ru

Belobrovtseva Irina – Tallinn University, Tallinn, Estonia, Candidate of Philological Sciences, Professor

Kostyukhina Marina – The Herzen State Pedagogical University of Russia, St. Petersburg, Russian Federation, Ph.D., Associate Professor, eakost@yandex.ru

Satuova Zhazira – Abai Kazakh National Pedagogical University, zhazirasatuova@gmail.com

Ibraeva Aizat – Abai Kazakh National Pedagogical University, Candidate of Philological Sciences, senior lecturer, ibraevaaizat@mail.ru

Tabachnikova Olga – University of Central Lancashire (UCLan), Preston, UK, PhD, Associate Professor, Head of Russian Studies at the School of Humanities, Language and Global Studies, otabachnikova@uclan.ac.uk

Zhanabekova Ayman – A. Baitursynov Institute of linguistics, Head of the Department of Applied Linguistics, Doctor of philology, aiman_miras@mail.ru

Pirmanova Kunsulu – Al-Farabi Kazakh National University, PhD student, kunsulu. Pirmanova @mail.ru

Zhangirova Nazerke – Abai Kazakh National Pedagogical University, 2nd year master student

Kalybayeva Kalamkas – Abai Kazakh National Pedagogical University, Doctor of Pedagogical Sciences, Professor

Omarova Moldir – The L.N. Gumilyov Eurasian National University, Astana, master's degree student, moldir.majit@mail.ru

Nurzhanova Zhainash – The L.N. Gumilyov Eurasian National University", Astana, candidate of pedagogical sciences, acting associate professor, znur73@mail.ru

Sklar-Cabral Leonor – Federal University of Santa Catarina, Brazil, Honorary Professor, Leonorsc20@gmail.com

Suyunova Gulnara – doctor of philological sciences, professor of the Higher School of Humanities of the Pavlodar Pedagogical University Әlkey Margulan, Pavlodar, suynovags @teachers. ppu.edu.kz

Tryapelnikov Anatoly – Peoples' Friendship University of Russia, Russia, atmos@tryapelnikov.ru

Yakhnenko Vladimir – Moscow State University named after M.V. Lomonosov, Russia, yakhnenko_1950@mail.ru