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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

specific information. Since, the students have small attention span and their cognitive thinking skills are yet in process of development, they tend to struggle with finding information from the bigger texts. This experience has drawn the inference that the reading skills are better to be developed from the young age in order to help the cognitive and critical thinking skills evolve.

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DEVELOPMENT OF SPEAKING SKILLS BY USING ONLINE PLATFORMS

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Introduction
Modern education has a high priority on ensuring that undergraduate students develop effective communication skills. Future specialists are required to have communicative competency in a foreign language within current university criteria. It is described as having a particular level of language, speech, and sociocultural knowledge, skills, and talents that enables students to allow and quickly alter their communicative behavior in a communicative way. This article is aimed to outline the most effective of online platforms and share the results of implementing them to develop speaking skills.

MAIN PART
Speaking is currently regarded as one of the most crucial language acquisition skills. The acquisition of speaking abilities enables the student to interact both verbally and nonverbally, to express their own ideas in various situations, to transmit information, and to bargain. Most often, the ability to successfully communicate in the target language is considered a sign of a learner's success.

Speaking, in the opinion of Hadfield & Hadfield, acts as a sort of bridge between the classroom and the outside world for learners [1]. In order to build the bridge with speaking activities, the instructor must give students plenty of chances to practice purposeful communication in meaningful situations. This suggests that speaking to communicate aids in second language acquisition. To improve this talent, a wide range of approaches, strategies, and resources are utilized. Therefore, one of the latest approach is implementing online platforms and applications during the studying.

Currently, modern technology is extremely important to our daily routines. Particularly, the use of technologies in classrooms has grown in popularity. Hence, language learning requires greater technological use than other social science topics. The use of technology in a foreign language classroom has many advantages. It can foster more student-centered activities, boost motivation, lessen anxiety, and give students access to real-world audio and visual resources. We might say that the use of educational technology enhances learning. [2]

As a result, higher education is always evolving. Modern higher education institutions are becoming the subject of public debate in the light of globalization and the expanding role of

education in society. The government, educators, students, parents, employers, and society at large are among the higher education stakeholders who have various perceptions of universities. These stakeholders wish to dispel the myth that universities are "ivory towers". The new generation of universities strives to develop into active institutional structures that engage with modern technologies. [3]

An online platform is an entity that engages in two or multi-sided markets and uses the Internet to facilitate interactions between two or more different but interdependent groups of users in order to create value for at least one of the groups, according to the Commission to the European Parliament. [4]

An online learning platform is a collection of interactive online services that together offer information, tools, and resources to trainers, students, and other education-related parties in order to support and improve the management and delivery of education. An online learning platform is a location or portal that offers educational materials and/or real-time training on a single topic or a variety of topics. These platforms are also known as "e-learning" tools.

Online platforms were defined by Rodrigues, H. and his colleagues as a cutting-edge web-based system built on digital technology and other types of instructional materials. Their main objective is to give students a tailored, open, fun, interactive, and learner-centered learning environment that supports and enhances the learning processes. [5]

It should be emphasized that distance learning via online platforms existed in Kazakhstan's educational system prior to the outbreak of the pandemic.

Extracurricular activities have been suspended at universities in Kazakhstan as of January 1, 2019. Universities have shifted to part-time systems that are constructed on a pretty flexible schedule and will use distance learning technology based on full-time education. That is, the training is remote, with consultation available via Skype or email, and the student allocates his free time for study, typically in the evenings or on weekends. [6]

Online platforms could be used with different models of distance learning, specific methods, means of training. Here's the list of domestic and foreign platforms for educational process.

"Bilimland.kz" is a learning platform built on the modern innovations of the world's top e-learning experts. For instructors, students, and parents, it is the largest collection of cutting-edge educational resources created by international developers. [7]

A comprehensive primary school curriculum called "IMektep.kz" was created by eminent methodologists and educators in Kazakhstan. Each lesson includes a brief animated film, interactive gaming challenges, and assessments. [8]

"Zhastar.org" is an online resource for parents, educators, and kids that aims to promote pupils' social, emotional, and life skills. The website has multimedia resources that instruct psychologists, teachers, and parents on pertinent advice for children and parents. [9]

For every potential learning management requirement, Moodle provides a solution. It is possible to increase the platform system's capability in the event that a ready-made solution is not currently available or is insufficient. [10]

Users are able to create more than a dozen different assignments, collaborate on course design, and use videos, texts, and documents in their teaching on the "Google website" platform for developing and launching online courses. [11] The practical part was created by utilizing this platform along with many different e-tools.

Practical part

At Eurasian National University the usage of online platforms was conducted among students of the third course of Bachelor degrees, specialty: 'Foreign language: two foreign languages'. Discipline is 'Country studies' for 15 weeks. Before conducing the experiment, a short survey was done to check the frequency of using online platforms during the educational process. Most of the students are using the e-tools 56,3% and seldom usage is 43,8% (see **Graph 1**).
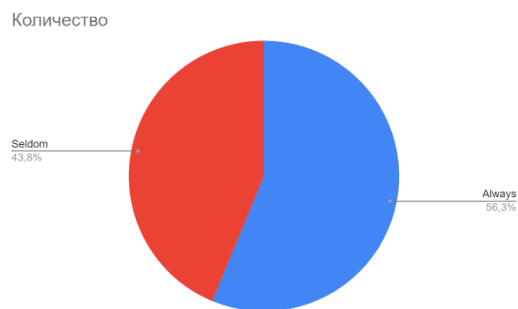
Graph 1. The usage of online platforms of university students

Along with that students passed the placement test to confirm their level of English language. Most of the student were of Intermediate level during the experiment (see **Graph 2**).
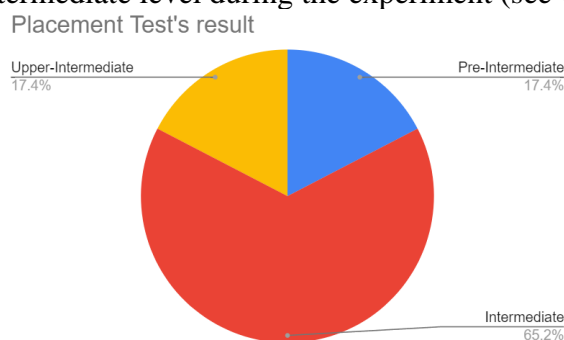
Graph 2. The result of English level of university students

During the experiment students were divided into two groups of traditional and experimental. Traditional students were taught by curriculum, whereas students of experimental group were using online platforms along with the standard program. Different types of e-tools were used depending on the aim of the lesson, such as Miro.com, Canva, Flipggrid.

After reading the material on the Google website platform student discussed in small groups. The infographics tasks were followed after discussions, where students were using Miro or Canva. Mind maps or presentations allowed participants to broaden their knowledge into particular topics, visualize and remember information more effectively and become more confident while sharing their reports or oral presentations.

One of the most difficult part of developing speaking skills is fear of making mistakes, so students are facing with language barriers. To work on becoming students more confident were used one of the most powerful approach - Flipped-classroom. Students by flipped classroom method were asked to prepare the material about the cultural aspects of one English speaking country and record their answers. For recording were used such applications like Canva, Prezi, and Flipgrid. Then students uploaded their video presentations into Google website and during the lessons shared their opinions and gave each other feedback.

Additionally, for students of experimental group were used some online application to boost their vocabulary range. After learning the material of the course students could highlight some new words and phrases, collect them and create their own lists. Then the list was placed in one of the digital tools, such as Quizlet, Spellingcity, Vocabulary.com. So, students were able to learn the vocabulary by some simple trainings on these online platforms and then use them more frequently during their oral activities.

Results

At the end of the project students of experimental group showed better result of speaking skills as they were engaged with supplementary applications (**Table 1**). As it can be seen students of experimental group were able to improve speaking skills almost half than it was at the beginning the course. During the study students were more engaged and created mind maps, presentations,

reports, infographics at different e-tools. This approach helped them to increase their motivation as well as knowledge and study more efficiently.

Groups	Traditional group	Experimental group
At the beginning of the study	17,3%	18,9%
At the end of the study	21,7%	27,4%

Table 1. Development of speaking skills of university students.

Conclusion

Many foreign language teachers today believe that the traditional method of teaching English is tedious, unproductive, and insufficient for applying the knowledge learned in practice. The younger generation is also known as the networked generation. Learners readily learn computer skills and get knowledge of the world using the newest technological computer devices.

The use of the Internet in the practice of teaching foreign languages is inevitable due to the important function it plays in modern life for every person. Generally speaking, using online resources for teaching foreign languages has benefits for both educators and students. The utilization of cutting-edge technologies, such the Internet and network resources, is also a trigger for students' intellectual growth in the context of education.

In conclusion, it is crucial to emphasize the importance of remembering the teacher's role in incorporating the Internet platform into education. Educator is responsible for identifying the student's unique needs, modifying his work on the platform, and guiding the student in the appropriate way. When using online resources, the instructor must do extensive research on the platform's selection, verification, and selection of materials.

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