

4. Ability for a learner to choose the time and pace of learning. The organization of learning by distance electronic courses has a very valuable quality: the student can get knowledge at a convenient time for him and choose the most convenient pace of studying the material and doing practical assignments. In the modern form of full-time education with its rigid curriculum and class schedules, this is an almost insurmountable problem.

Thus, competently organized distance learning can be quite effective, and its development looks promising and quite realistic. Distance learning is a motivating factor in learning foreign languages, contributes to the achievement of personal, meta-disciplinary, subject-specific learning outcomes and, ultimately, to achieving the goal of foreign language learning: the formation of foreign language communicative competence. In addition, distance learning contributes to the implementation of modern educational paradigms such as individualization and differentiation of learning activities, self-education, and self-development of students. Distance learning is a specially designed system of learning in the Internet environment. The selection and structuring of foreign language learning content in a distance learning course depends on the learning objective, the choice of distance learning model, software capabilities, the competence of teaching staff and the readiness of all participants in the educational process to network interaction.

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UDC 372.881.111.1

THE IMPORTANCE OF INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

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At the current stage of faculty education reforms, serious changes are related to the introduction of knowledge and communication technologies within the educational process. In recent years, the problems of using new information technologies became more and more urgent. The utilization of recent information technologies in teaching foreign languages means not only the employment of recent technical means and technologies but also the utilization of recent forms and methods of teaching an overseas language and a replacement approach to the training process generally.

More recently, teaching a remote language was supported the normal approach, which consists of communicating the number of theoretical knowledge by the teacher and developing students' abilities and skills within the discipline being studied. Within the conditions of the classroom type of training, the teacher doesn't always have the chance to pay due attention to every student. Therefore, many of them lose motivation to be told, which ends up in a big decrease within the level of their knowledge, skills, and talents. Supported this, one amongst the most tasks of the teacher is to activate the activity of

every student within the learning process, to form a situation for his or her creation. During this regard, the employment of a computer and multimedia helps to implement a personality-oriented approach to learning, provides individualization and differentiation, taking into consideration the characteristics of scholars, their level of information.

The software existing today, which has such components as an electronic textbook, a simulator, an electronic testing program, computer models for analyzing and assessing knowledge, allows information to be displayed on a monitor within the sort of text, sound, video, and games. Computer-assisted training makes it possible to arrange the independent work of every student. The choice of coaching programs depends, first of all, on the present training material, the amount of coaching of the trainees and their abilities.

The use of knowledge technologies makes it possible to resolve the most contradiction of trendy education system – the contradiction between the rapid rate of increase in knowledge within the present and also the limited possibilities for his or her assimilation by the individual. Recently, more and more practicing teachers understand that the utilization of data technology within the educational process significantly increases the effectiveness of the assimilation of fabric by students.

The use of data and communication technologies within the classroom makes it possible at any time to extract from memory and use the language material associated with different sections of the foreign language being studied, to hold out in-depth structuring of this material, to rearrange it in a suitable form (linear-block form, within the form three-dimensional space), use color, animation, graphic and sound capabilities, adjust the dynamic sequence of their presentation [1]. A more adequate sort of presentation of linguistic knowledge gives a positive psychological effect, as a result, a higher understanding of linguistic material is provided.

The process of teaching English may be a complex, constantly evolving system. Computerization of teaching a far off language helps to facilitate access to information and reduce the time for learning a language.

Today, all educational institutions of the Republic of Kazakhstan: universities, lyceums, colleges, and schools have gained access to information resources of the planet Wide Web. And researchers, teachers, and methodologists are paying more and more attention to the effectiveness of using new information and computer technologies within the educational process.

A modern computer, in our opinion, is a good means of optimizing the teaching of foreign languages, specifically, English. This determines the substantive basis of mass computerization, its ability to form conditions for the mental work of a student.

The informatization of society currently provides:

- a high level of knowledge services, accessibility for college students and teachers to reliable information;
 - active use of the intellectual potential of the printed fund all told spheres of human action, including scientific, pedagogical, methodological, etc;
 - integration of knowledge technologies, intellectualization of the tutorial process.
- The use of open information systems within the educational process contributes to the belief of the capabilities of educational software as an efficient visual teaching tool, communication tool, and knowledge processing tool [2].

The implementation of the capabilities of educational software in English lessons is currently being successfully and actively dole out in many educational institutions of the Republic of Kazakhstan.

English teachers use various varieties of working with computer-based teaching programs, which include:

- a) study of vocabulary;
- b) practicing pronunciation;

- c) teaching dialogical and monologic speech;
- d) teaching writing;
- e) understanding grammatical phenomena.

In English lessons, with the assistance of a computer, you'll solve variety of didactic tasks: to create skills and reading skills using materials from the world network; improve students' writing skills; replenish the vocabulary of students; to create students' steady motivation to be told English. At present, a computer may be considered as a particular style of technical teaching aids, which, because of its technical capabilities, determines new prospects for improving the academic process. this kind of technical teaching aids makes it possible to adapt the academic material counting on the individual characteristics of scholars, to supply multi-terminality, that is, the simultaneous work of a gaggle of users, to hold out interactivity, and also to regulate the individual work of scholars outside the classroom. The introduction of a computer into the academic process gives it a brand new character: being individual and independent in form, it becomes essentially controllable and manageable. the pc also contributes to the buildup of statistical information during the tutorial process [3]. Analyzing statistical data (the number of errors, correct/incorrect answers, requests for help, time spent on completing individual tasks, etc.), the teacher judges the degree and quality of information formation among students of a specific stage of education for a specific period of your time. With the assistance of special programs or databases, teachers within the process of organizing a lesson can check with almost any original text within the target language.

Valuable and seems to use the teachings of a people language the Flash – animations. Very often, teachers within the classroom resort to memorizing the lyrics of a song with flash animation, to karaoke technology, that is, the flexibility to repeat the song line by line after native speakers, and also use texts among animation. A recording made by native speakers, a user-friendly interface, and a game form allow the scholar to have an interest and achieve certain results at the foremost significant stage of a people learning lesson – listening – during which the understanding of a remote speech is disbursed by ear. additionally, similar flash animations with voiced text is used during the reason of certain topics as examples [4].

The emergence of interactive whiteboards in educational institutions has brought the teaching of English to a replacement stage. All interactive whiteboards, irrespective of the model and manufacturer, differ within the following features of their use:

- 1) active commenting on the material: highlighting, clarifying, adding additional information through electronic markers with the power to alter the colour and thickness of the line;
- 2) full-fledged work on the interpretation of the text and individual sentences, indicating the connections and relationships between words;
- 3) typing any task text in any application using the virtual keyboard and demonstrating it in real-time;
- 4) not only acquaintance with the test tasks within the viewing mode, but also demonstrative testing of a private student or a gaggle of scholars for the whole audience, if there's no computer class or it can't be provided to the teacher at the moment;
- 5) saving the leads to a separate file as pictures or in HTML and PDF format.

Thus, using an interactive whiteboard, we will organize the student's permanent add electronic form. This significantly saves time, stimulates the event of the mental and artistic activity, and includes all students within the classroom within the work.

The capabilities of the interactive whiteboard make it possible to successfully use video and game programs for teaching, contributing to the event of students' creation, enthusiasm for the topic, creating the simplest conditions for them to master the abilities of speaking before of an audience and speaking, which ultimately ensures the effectiveness of mastering the fabric in foreign language lessons.

Probably one among the largest challenges in learning with modern technology is maintaining dynamic interactions with students, each of whom is sitting at their own computer. Electronic interactive whiteboards help overcome this challenge and enrich the facility of technology by providing an oversized screen for manual multimedia content. Visible to everyone within the classroom, this screen takes student-teacher interaction to the subsequent level. One person stands before of the audience, working with the board, and because of its size, everyone appears like participants within the unfolding process.

The interactive nature of the electronic board and therefore the capabilities of the supplied software make it possible to prepare events within the classroom, within which all those present participate. Using an interactive whiteboard in an exceedingly lesson encompasses a positive effect on improving motivating students to be told English. While students also equally intending to accomplish a task, the sources of their motivation vary. Some have internal motivation, through reflection and active participation in lessons. For others, it's external – a desire to receive encouragement or be the primary to resolve an issue posed by an instructor.

The use of knowledge and communication technologies provides a chance to allocate time beyond regulation for weak students for practice, comprehending the academic material and eliminate problem areas, and for strong students – to accelerate the progress in learning, to complicate the fabric the maximum amount as possible, to introduce elements of creativity into the training process in accordance with the goals and objectives of learning, and also taking under consideration the peculiarities of cognitive activity [5]. The impact of data and communication technologies on the content of teaching English has three aspects:

- allows you to expand the content of coaching, make it more capacious;
- creates conditions for adjusting the content, revising its structure and components;
- provides a chance to complement the methodology of learning foreign languages generally with new forms and examples, to form it simpler by solving new problems with the assistance of a computer.

It should be emphasized that the introduction of computer technologies into the academic process doesn't in any respect exclude the utilization of traditional teaching methods, but is harmoniously combined with them in any respect stages of training: familiarization, training, application, control. However, the employment of recent computer technologies allows not only it to greatly increase the effectiveness of teaching but also stimulates students' desire for further independent study of English language.

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UDC 372.881.111.1

MOTIVATIONAL STRATEGIES TO OVERCOME GLOSSOPHOBIA OF STUDENTS IN AN ONLINE LEARNING ENVIRONMENT

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