

Table 2. Conceptual table

Countries	Geographical position	Capital	Population	Main towns	Industries	languages	Sports
England							
Scotland							
Wales							
Northern Ireland							

Thus, when teaching a foreign language, we can solve the problem of not only the formation of communicative competence, but also develop critical thinking of students through a foreign language. The considered techniques for the development of critical thinking in English lessons help to make the work in the lessons more effective, creative, and most importantly – successful, and contributes to the formation of students’ thinking and language skills, the development of their creative abilities, the ability to operate with language categories, clearly and logically build oral and written statements according to the purpose and specific situation of communication.

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THE ROLE OF INFORMATION TECHNOLOGIES IN THE INDEPENDENT STUDY OF THE FOREIGN LANGUAGE.

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The change of the association from the industrial to the informational stage of the event leads to a qualitative change in learning, which within the filled meaning becomes a "fulcrum" for changing the world. Learning as a process and personality as a branch of learning are additional created, in its structure there is an additional intensive and broad self-education. At the same time, self-education is

becoming one of the most promising types of personal activity in the context of dynamic financial, social and national transformations of society. Modern information and communication innovations open up new opportunities for people to enter the information society and impose special requirements on the process of learning and self-learning, forcing them to look for new solutions in the field of education, information and tool base and methodological support for the scheme of continuing education and self-education.

Systematic independent study is one of the fundamental conditions for the effective study of any subject, including a foreign one. "...Development and education cannot be given or communicated to any person. Everyone who wants to join them must achieve this by their own activities, by their own efforts, by their own efforts..." [1, p. 16].

The main features of independent work of students include the following:

1. The external signs of students' independence in completing tasks are the ability to plan their work, perform tasks without the direct help of a teacher and evaluate the result of their work.
2. Systematic implementation of students' self-control over the results of their work, adjustment and improvement of the methods of its implementation.
3. The presence of a cognitive task, a problem situation that encourages students to independent intellectual activity.
4. The manifestation of independence and creative activity of students in solving the cognitive tasks assigned to them.
5. Inclusion in the tasks for independent study of the material, the assimilation of which would be a factor in the integral development of the student's personality, his self-education and creativity [2, p. 31].

Analyzing all possible approaches of researchers, we can accept the following definition as a prerequisite: "Independent learning is a variety of learning activities in which students with a certain degree of independence, and if necessary, with partial guidance of the teacher, perform various tasks, creating the necessary mental effort and showing skills of self-control and self-correction."

It's hard to imagine a new planet without information technology. A computer has become as much a necessity as a calculator, a laptop, a music center, a device for accessing and storing information.

Over the years, the issue of using new information technologies in the study of foreign languages by students was gradually removed. These are not just new technological tools, but in addition to new forms and strategies of learning, a new approach to the learning process. The main idea of teaching foreign languages is the creation and development of a communicative civilization of schoolchildren, teaching practical mastery of a foreign language.

Thus, the use of information and computer technologies opens up new opportunities for me in teaching my subject, because using ICT in English courses, I am faced with new forms and strategies of learning, looking for new approaches and styles in the learning process. Therefore, students, using ICT for self-study of a foreign language, find new sources and materials with which they can work productively and learn new materials or add to the existing knowledge base.

Therefore, we will name the most frequently used elements of ICT in the educational process:

- computer
- multimedia projector
- electronic manuals and manuals displayed with
- computer and multimedia projector
- interactive whiteboards
- electronic encyclopedias and reference books,
- simulators and test programs,
- educational resources from the internet,

- DVD and CD with paintings and illustrations
- video and audio equipment,
- interactive maps and atlas
- interactive conferences and competitions,
- distance learning,
- materials for distance learning,
- research papers and projects. [3, 77]

I would like to focus on most of the ICTs that are often used by students when learning English on their own:

Internet resources.

The potential for using Internet resources is huge. The global Internet network creates conditions for obtaining fundamental information for students and teachers located anywhere in the world: news, country studies, foreign literature, etc. When learning English, the Internet helps me to solve a number of cognitive tasks:

- develop reading skills and abilities using the materials of the global network;
- improve your writing skills; expand your vocabulary;
- to form a constant motivation to learn English.

In addition, self-employment aims to explore the possibilities of Internet technologies to broaden students' horizons, identify and maintain business and peer connections in English-speaking countries.

Electronic textbooks

The advantages of electronic textbooks, in my opinion, are: firstly, their mobility, secondly, the availability of communication with the event of computer networks, and thirdly, the adequacy of the level of development of modern scientific knowledge. On the other hand, the creation of electronic manuals also helps to solve problems such as the constant updating of information materials. They can also contain a large number of exercises and illustrations, as well as illustrate many types of information in dynamics. In addition, with the help of electronic textbooks, knowledge testing is carried out-computer testing.

Electronic dictionaries

The electronic dictionary combines the functions of searching for information of interest, demonstrating language models, and allows you to master the educational material using a special system of exercises. All modern electronic dictionaries use the audio means of multimedia personal computers to reproduce pronunciation.

Most often we use the following dictionaries:

1. Abbyy Lingvo (provides Russian-English and English-Russian translation, the latest online resource where the student can also communicate with Russians and foreigners)
2. Prompt (translation of sentences from Russian to English and from English to Russian)
3. The Muller Dictionary (new edition of the English-Russian dictionary, contains about 160,000 words)
4. Alternative English Dictionary (constantly updated English Slang dictionary)
5. New words in English (dictionary of neologisms of the English language).

To translate using one of the listed dictionaries, you must enter the translated word (phrase, phrase, etc.) in the dialog box of the selected glossary and follow the further instructions of this electronic dictionary. The use of electronic online dictionaries is especially convenient when you need to translate not one unit of the dictionary, but several of them at once, for example, when working with the "keywords" of the text, dialog box, etc. And, of course, the power of using almost any dictionary through the era and efforts to save the Internet, contributes to the original work of the student.

Other common ICT devices can be accessed via the Internet, including various platforms and self-help programs. Here is a list of programs that will be useful when students learn a foreign language on their own:

1. “Tutor English” is a program designed for users with a basic level of language skills and aimed at developing the skills of speech, listening, reading, speaking and translation. It contains a complete grammar course supported by a system of exercises and tests.

2. “Learn to speak English (Deluxe 10)” – a program with more than 50 lessons designed in the form of games, collecting mosaics and other options for a relaxed and easy perception of the material.

3. “Irregular Verbs” is an effective program for learning and repeating irregular verbs.

4. “Idioms, quotes, phrases” – an entertaining program with the meanings of well-known phrases, idioms, cliches and quotes.

Learning English using ICT gives students the opportunity to participate in tests, quizzes, contests, Olympiads, presumably on the Internet, communicate with people from other countries, participate in discussions, video conferences, etc. Students can get all the information about the difficulties they are working on, namely: linguistic and regional studies, news from the lives of famous people, articles from newspapers and magazines, necessary literature, etc.

The use of modern technologies in education creates favorable conditions for creating the individuality of students and meets the needs of modern society.

Using the information resources of the Internet, it is possible, by including them in the educational process, to really highlight a number of didactic tasks in the independent study of the English language:

a) expanding the skills and reading skills, directly using the materials of the system of varying degrees of complexity;

b) improve listening skills based on authentic audio texts on the Internet;

c) improving the skills of monological and dialogical utterance on the basis of a difficult discussion presented by the teacher or one of the students, the materials of the system;

d) improve writing skills, individually or in writing, give answers to partners, participate in the preparation of essays, essays and other epistolary products of joint activities of partners [4, p. 232].

Therefore, on a modern planet, it is impossible to do without a computer. The Internet replaces television, phone conversations, personal communication with friends and relatives, trips to the cinema, library, shopping in the store, letters and much more. But there is also an optimistic side to this fact: the ability to communicate with people with disabilities, information retrieval, distance learning, etc. Since we live in the here and now, we should be able to use the optimistic capabilities of the computing age.

In conclusion, I would like to note that the use of such modern tools as computer programs and Internet technologies, as well as training in cooperation and project methodology, allow us to highlight the problem of independent learning of a foreign language by students. With the help of the Internet, you can successfully teach various types of actions in a foreign language-read, write, speak, listen.

In general, knowledge via the internet is an original process that allows you to expand and expand new methods. In addition, the use of information technologies creates students’ original abilities, their ability to independently acquire new skills and create conditions for their self-realization as subjects of educational activity.

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PECULIARITIES OF TEACHING A FOREIGN LANGUAGE TO BLIND AND VISUALLY IMPAIRED LEARNERS

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In the context of the development of inclusive education and the appearance of relevant state documents regulating this type of education, arises the problem of developing effective methods of teaching learners with disabilities, in particular the blind and visually impaired ones [1; 2]. The growing interest in the problem of inclusive education is historically and socially determined, reflecting both the history of the development of a special educational system and the modern requirements of society. The main features that characterize the educational system at the present time are the creation of a unified educational space and the development of inclusion as a process and a leading direction in the education and upbringing of learners with visual impairments [3]. Analysis of literary sources shows that L. S. Vygotsky was one of the first to try to scientifically substantiate the idea of inclusive education and pointed out the need to create such a system in which it would be possible to combine special pedagogy and normal childhood pedagogy. He stressed the importance of developing the learner’s social activity, regardless of the level of his talents. Therefore L. S. Vygotsky defined the inclusion of the learner in the social environment as the main task and considered the compensation of the defect mainly through the social factor. Meanwhile, teachers take visually impaired learners to their study group without special professional education in the field of typhlopedagogy, and do not always fully understand the features of teaching this category of learners. In particular, they do not know what aspect of teaching needs special attention, and how to adapt the entire educational process. The blind and visually impaired learners do not belong to the world of ordinary people, but they belong to a special “zone of normality”, in which there are no responsibilities, rights and social relations. Meanwhile, with good training, the blind and visually impaired can lead the same full life as other people. They are much more independent and self-sufficient than others imagine. Many of them view blindness simply as a physical handicap, and not as a disability [4]. Defining educational strategies for the visually impaired, teachers should expect them to achieve the same results as other learners, without reducing the overall requirements for them. A blind learner is, first of all, a learner, and secondly, he is visually impaired. General approaches of teaching blind learners a foreign language does not differ from teaching ones with normal vision. When a blind student learns side by side with their normal peers, they are usually able to adapt to their surroundings [5].

A teacher who accepts a visually impaired learner in his class must firstly understand the nature of the visual impairment. At the same time, there is no need to know the medical details of this disorder, it is enough to find out the degree of residual vision of the student in order to use it as much as possible, for example, with the help of texts with a large font. The next step is to find out the history of low vision, i.e., information about when and how the student lost his sight. If this happened, for example, at the age of 7-9 years, then the "visual memory" remains. Such a learner perceives representations and images differently than a blind person from birth. [6] Fully blind students are