

9] Learners with visual impairments usually do the same as their classmates, but sometimes use other methods. It is not advisable to release the visually impaired it may be necessary to adapt them to the student's abilities. For example, a learner should learn to use a dictionary, even if he can't read the fine print. He can ask someone to read a dictionary entry for him. But to do this, he must know what information is contained in the dictionary and how it is organized. A blind learner requires individual copies of the materials presented on the blackboard or on the projector. He needs to devote more time to reading and writing.

When taking a visually impaired learner into a class, it is important to remember that expectations matter. Although blind or visually impaired ones may perform actions differently, they are as capable of learning activities as their classmates. If teachers expect them to do the job, and provide them with the necessary resources, they will do their job without losing out to other students. A variety of phonetic, lexical, grammatical, role-playing games-all this allows you to make the process of learning and education interesting and memorable, removes some of the difficulties, including psychological ones, increases the motivation to learn in general and to learn a foreign language in particular.

Perhaps, for some blind and visually impaired students, a foreign language will become a profession, and, therefore, a foreign language teacher should make an effort and use all the methods and techniques available to him in his arsenal to achieve the maximum possible positive results.

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THE ROLE OF INFORMATION TECHNOLOGIES IN TEACHING WRITTEN SPEECH IN THE STUDY OF A FOREIGN LANGUAGE

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Information and communication technologies have become an integral part of reality, serving the needs of modern society in a variety of areas: from the smooth operation of vital institutions and business structures (security, banking, finance, etc.) to numerous social networks and entertainment. New technologies are rapidly developing and allow us to perform tasks that could not be solved several decades ago [1]. New technologies also have a great influence on the education system.

In the setting of progressing the strategies of teaching English on the Web – technologies create the appropriate technological, information and practical prerequisites and opportunities, since they represent a global complex set of modern, unified worldwide, telecommunications tools, universal software and methodological support, and most importantly, a multi-genre comprehensive information environment that includes huge global arrays of information, which allows you to fill the learning process with an unprecedented amount of information, both in terms of quantity and mobility of searching and using [2].

It should be noted that when using the Internet, the teacher has the prerogative to combine them in the educational process and at the same time most effectively solve a whole range of tasks in the classroom:

- develop writing skills and abilities using the materials of Internet sites of various complexity;
- improve your writing skills based on authentic audio texts on the internet;
- improve the ability to express your thoughts in writing by discussing topics of interest that are presented by the teacher;
- improve your writing skills by using all your resources to write essays or essays;
- supplement the existing vocabulary of the English language that was acquired in the lesson and with the help of this stock, recreate the necessary minimum in special written tasks;
- be able to choose the utilize of the essential grammatical and lexical structures that are reflected in the languages of other people;
- be able to maintain the attention and motivate the student to learn the language through the use of "live" magazines, forums, etc., in the classroom, through which the student has the occasion to correspond with another user.

Therefore, we can note that with the help of Internet technologies, students have the opportunity to fully use this Resource and make full use of it, apply the ability of written speech in practice, for example, participate in debates, also send written works to competitions in different cities and countries. To effectively develop the skills of productive writing, it is advisable to use the following system of using Internet technologies:

1. Gradual introduction of information technologies that correspond to the level of language and information competence of students, when teaching all types of speech activity and aspects of the English language, starting from primary school.

2. The use of information technologies with using multimedia technology (electronic presentations, dictionaries, etc.) in the classroom when introducing new material and updating students' knowledge and skills.

3. Systematic use of Internet technologies by students in teaching productive writing skills as part of independent learning activities at home (writing the first draft of a personal letter, essay and other written products, followed by marking typical mistakes by the teacher, self-correction of the first

draft and its self-editing by students).

4. Organization of collective and group activities of students using Internet technologies during regular and extracurricular educational activities (creation of presentations, participation in projects, search and selection of information for research activities, etc.).

5. Creating a personal electronic portfolio for students.

The main directions of using a computer in teaching English are the use of electronic textbooks and Internet resources.

In the middle stage of training, various activities can be involved to improve the effectiveness of teaching writing:

- before the lesson, the teacher can choose certain authentic materials for writing a report or essay on the topic being studied;
- conduct an oral discussion of the project partners' emails received by email and write a response letter;
- conduct a discussion in the cooperation groups, a discussion on a particular problem information obtained from Internet resources, and then organize a general discussion of the entire class, followed by writing a review on this problem;
- conduct a linguistic analysis of certain messages, oral or written statements of native speakers containing phraseological units, realities, idioms, proverbs, sayings, neologisms that reflect the specifics of the functioning of the language being studied in the culture of the people;
- use the materials of electronic grammatical reference books, exercises offered in them, as well as lexical reference books, dictionaries, reference books of a country-specific nature, materials of distance courses available in the public domain to include them in the lesson.

It is especially interesting to use the materials of the internet to work on a project. This makes it possible to create in the teaching of foreign languages a creative research atmosphere in which each student participates in an active cognitive process based on the method of cooperation.

The Internet is also used in the process of learning languages not only as an information medium, but also for the Organization of communication (real – time conversation, correspondence – e-Mail), which creates a natural language environment. Students have the opportunity to develop their written skills themselves through live communication. Virtual communication is also done by E-Mail, social networks, which can be used for mastering intercultural competence as follows-the creation of friendly correspondence.

International exchange of letters can be carried out in any class and at any level of language proficiency. In addition to the purposeful use of the language being studied, the establishment of friendly contacts and the study of culture in this way. Analyzing the experience of using e-mail in the process of teaching foreign languages, we can conclude that it is more effective to work in small groups, without strict control on the part of the teacher. The best results are achieved by allowing students to choose a topic for discussion themselves, rather than unquestioningly following the instructions of the teacher and the majority of the group – in this case, a new group is simply formed. Electronic communication is an excellent practice of language, where the transition from form to content is carried out-in the direction of real communication and free flight of thoughts. The presence of a real audience provides an increase in the quality of writing – the speech of schoolchildren becomes more expressive, and argumentation is added to the usual narrative and descriptive genres [3].

The writing process is changing – more attention is paid to editing works and correcting errors, and even for composing monologues, students often turn to their partners for opinion or advice – such work is the embodiment of the principle of interactivity.

The use of e-mail increases the interest in the process of learning the language itself. In addition

to the formal language experience gained through telecommunications, there is also the development of cross-cultural competence.

Moreover, it can safely say that today the use of Internet resources, including e-mail, is the most effective and affordable way to master cross-cultural literacy in real communication.

When working with computer technologies, the role of the teacher is also changing, whose main task is to support and guide the development of students' personality, their creative search. Relationships with students are based on the principles of cooperation and joint creativity. In these conditions, the review of the existing organizational forms of educational work suggests itself: an increase in independent individual and group work of students, a departure from the traditional lesson with the predominance of the explanatory and illustrative method of teaching, an increase in the volume of practical and creative works of a search and research nature [4].

The process of learning English is a complex, constantly evolving system. Computerization of foreign language teaching helps to facilitate access to information and reduce the time of language learning. Now there is a huge selection of multimedia products, Internet pages containing information necessary for learning a foreign language, electronic textbooks, databases with thematic texts and exercises. Such a large number of sources makes it difficult to find the necessary information. At the moment, not every teacher will understand the existing multimedia programs and include them in the learning process. If the teacher is interested in using interactive technologies in the educational process, another question is raised – where and at what time to conduct classes on computers. Many schools today have computer classes, but they have a huge burden, the development of multimedia tools today attracts teachers of all disciplines, from physics to singing. A foreign language teacher may find a way to study on computers for one hour a week, although this is not enough, but it is possible to use an hour a week completely and with the benefit of knowledge.

One of the current problems of the modern methodology of learning foreign languages – The orientation of the entire educational process on the active independent work of students, the creation of conditions for their expression and personal development. The development of the methodological bases for learning foreign languages with the help of the computer should be based on a thorough analysis of didactic and methodological possibilities that help in the achievement of the main goal in foreign languages – the formation of skills and communicative skills.

The computer helps to model the conditions of communicative activity; to master lexical and grammatical skills; to individualize and differentiate learning; to increase motivation; to increase the volume of language training; to develop students' self-esteem; to ensure the transfer of language material to other types of speech activity.

The use of information and communication technologies in teaching a foreign language requires not only methodological recommendations for teachers, but also certain instructions for students who are accustomed to traditional personal communication with the teacher in the classroom. In addition, despite an increase in the number of students who have access to Internet technologies and use them for personal communication, a number of students may experience various kinds of difficulties in using ICTs in an educational context. After all, the formation of special skills in teachers and students and the solution of emerging technical problems are tasks that cannot be ignored. By helping students gain knowledge through the implementation of various strategies and alternative forms of learning, the teacher will thereby help to increase their level of motivation.

Summarizing the above, we can note that the use of ICT cannot solve all the problems that arise in modern education, but it can significantly improve its quality. The modern technological world needs to integrate ICT into education. That is why one of the main tasks of the teacher is the need to make new technologies and the Internet an integral part of the educational process.

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“SERIOUS GAMES”: WHAT IT IS AND HOW THEY ARE CHANGING EDUCATION

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The USA hosted one of the largest exhibitions in the world in the field of education – the International Society for Technology in Education (ISTE). More than 24 thousand people come to the event every year to understand how technologies in education will develop. One of the main trends of recent years, which was also discussed at the last ISTE, is the increasing penetration of games into education. But is it realistic to put really useful and effective educational content into smartphones and still make everything look as cool as WOW or Fortnite?

Serious games are born from the combination of pedagogy with the three main elements of computer games – plot, imagery, and software. The term "serious games" itself was introduced over forty years ago to characterize military simulations and computer games that were used in education. “They have elaborate and articulated teaching goals. The main goal is not entertainment, although this does not mean that games should not be entertaining” – this statement is the subject of discussions that continue to this day.

Can games really be useful?

In recent years, the number of adherents to the use of games in education has been growing. In open sources, you can find quite a lot of studies, the authors of which are trying to analyze the influence of games on the learning process, and a number of them are to prove the benefits of introducing certain game mechanics or finished products. However, in order to assess the results obtained most adequately, it is necessary to take into account a number of factors.

Like any other learning format, games are good in some ways and not so good in others, says Eric Klopfer, professor and director of MIT's Scheler Teacher Education and Educational Games Program. The outcome is influenced by game design, how the game is introduced into the educational process, the overall context, and what metrics are used to measure progress. In addition, a large role in this process is assigned to the teacher, who is responsible for choosing from the available games that are most suitable for students, as well as for specific educational purposes.

At the same time, he adds that it is necessary to clearly separate the gamification of education and educational games. Gamification is often understood as a way to take game mechanics and apply it to any educational activity. That is why in one case it can be useful, and in another it is not. Learning games are complete games with mechanics deeply integrated with learning objectives. For more