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USING MODERN DIGITAL TECHNOLOGIES IN TEACHING ENGLISH TO MULTILINGUAL STUDENTS

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Nowadays, digital technology is very much part of language learning throughout the world at all different levels. We are as likely to find it in the primary sector as much as in adult education. We no longer need to make the case for computers to be provided in education, because computers are there in abundance in all their modern forms. We may see traditional computers in labs, teachers and students walking around with laptops or tablet PCs, and many people will have a mobile phone in their pocket that is capable of doing rather more than the mainframe computers that started computer-assisted language learning in the 1960s. We do recognize that there are many kinds of the digital divide and that this is not true everywhere. What is still sometimes an issue is the reliability of these technologies for classroom use. This can discourage teachers from making use of technology as often as they would want to. It is compounded by the fact that, if these teachers are working in schools, they are faced with classes of learners who may, on the surface at least, appear to be more digitally competent than their teachers are. When preparing for multilingual lessons, it is can feel overwhelming having to choose the best tech tools. Yet tech is a valuable way to boost engagement in the classroom. We have compiled a list of the best technical tools to support multilingual lessons in your class. We want to focus your attention on planning English lessons with the helping of modern digital technologies for use in multilingual classrooms.

Digital technologies as **Google Classroom**, **Padlet**, **Kahoot** and **Videoconferencing** provide us with a full-fledged effective approach to teach students the English language, as well as help to conduct lessons in multilingual classrooms. As an experiment to improve writing and listening skills with your multilingual students, you can use the option for effectively planning your educational process. Planning of the lessons should take at least 10 hours of communication with students from multilingual classrooms. Also, consist of at least five consecutive lessons, each lasting 40–120 minutes with the same group of students, at least six students in a group including digital technologies, which support the educational process. The implications of experiments using digital technologies in multilingual classes will provide us with a number of positive opportunities for teachers. Teachers will have the opportunity to have close contact with their multilingual students and enjoy their successful learning.

The approach of **Google Classroom** was announced on May 6, 2014. A preview is available for some members of the Google G Suite for Education program. It was published on August 12, 2014. [1] On June 29, 2015, Google announced the Classroom API and a sharing button for websites, which allowed school administrators and developers to continue interacting with Google Classroom. On August 24, Google integrated the Google Calendar into the Classroom for assignment deadlines, field trips and classroom speakers. In March 2017, **Google** opened Classroom to allow any personal Google users to join classes without having to have a **G Suite for Education** account, and in April, any personal **Google** user had the opportunity to create and conduct classes.

On August 7, 2018, Google announced a class update, adding a class section, improving the evaluation interface, allowing reuse of classes from other classes, and adding features for teachers to organize content by topic.

On January 9, 2019, Google introduced 78 new illustrated topics and the ability to drag and drop topics and tasks in the classroom section. Features of the **Google Classroom** approach link **Google Drive, Google Docs, Sheets** and **Slides,** and **Gmail** to help educational institutions switch to a paperless system. Later, **Google Calendar** was integrated to help with task dates, tours and presenters. Students can be invited to classes through the institution's database, through a personal code, which can then be added to the student's user interface or automatically imported from the school domain. Each class created using **Google Classroom** creates a separate folder on **Google Drive** for the corresponding user, to which the student can send work for evaluation to the teacher. **Google Classroom** is a free web service developed by **Google** for schools that aim to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of **Google Classroom** is to streamline the process of sharing files between teachers and students. **Google Classroom** combines **Google Drive** for assignment creation and distribution, **Google Docs, Sheets** and **Slides** for writing, **Gmail** for communication, and **Google Calendar** for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective **user's Drive,** where the student can submit work to be graded by a teacher [2]. Using this approach with Mobile apps, available for **iOS** and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments.

The second approach of **Padlet** is a great platform for bookmarking and sharing digital content. Since in its launch a few years ago, **Padlet** (formerly Wall wisher) has undergone several great updates that make it an ideal tool to use with students in class. The approach Padlet is used to collaborate in collecting ideas, brainstorming, and more. Besides that, Padlet allows to collect web quest links and information by leaving the wall open to comments, solicit input, discussions, or viewpoints from students. In case when a project is assigned, students choose their theme and design a wall around it themselves, that evidently awakes a flare of students' creativity and enthusiasm. Moreover, this application provides opportunities to save and store brainstorming and discussion sessions online for later review and assessment for teachers. Padlet can be used in real time in class with all students entering the board at the same time, or be implemented as means for self-study assignments and projects [3]. The features of Padlet approach it allows you to easily add

notes, text, images, videos, and drawings to your wall. Padlet works across multiple devices including mobile phones. Any Padlet wall you create can be embedded into your blog or website. It enhances collaborative work. Multiple people can post to the same wall at the same time. Any Padlet wall can be exported in a variety of formats including, PDF, image, CSV, or Excel. Classroom Padlet wall can be used as an open space where students engage in group discussions and interactive exchange of ideas. Students can use Padlet for sharing their reflections on what they have learned and what they need help with. A useful way to assess students' use of this tool is through a peer assessment sheet where they can assess each other's work on the Padlet wall. It is also a good way to analyze and evaluate methods and theories the students have learnt in the classroom and then applied in a creative way using the tool. Padlet is like paper for your screen. The approach Used by teachers, students, professionals, and individuals of all ages, all around the world, the Padlet app is the easiest way to create and collaborate wherever you are. Padlet supports any file type you can imagine, from Spotify Playlists to Excel Spreadsheets. Upload a link and watch a detailed preview appear. Organize the content in any format you like - whether you prefer a grid of images or a chronological scroll. The Padlet app makes it easy to collaborate in any setting.

The application of **Kahoot** is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, **"Kahoots"**, are multiple-choice quizzes that allow user generated and can be accessed via a web browser. Kahoot can be used to review students' knowledge, for formative assessment or as a break from traditional classroom activities. Kahoot also includes trivia quizzes [4]. The game was founded by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with the Norwegian University of Technology and Science. They teamed up with Professor Alf Inge Wang and were later joined by Norwegian entrepreneur Asmund Furuseth. Kahoot! was launched in private beta at SXSWedu in March 2013 and the beta was released to the public in September 2013. In March 2017, **Kahoot** reached one billion cumulative participating players and in the month of May, the company was reported to have 50 million monthly active unique users. [5] Kahoot is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. That technology approach helps to create the quiz, survey or discussion item. After you have created an account, you will see a screen with three icons for a quiz, discussion item or survey. Make your selection and build your game. Questions have a 95-character limit and have up to four answer options. Select the correct answer by pressing the red **"Incorrect"** button. It will turn green and say **"Correct"**. Choose a time limit between 5 and 120seconds. You may embed an image or a YouTube video. Continue to add and edit questions using the toolbar on the bottom of the screen. To complete the quiz, select **"Next"** and follow the instructions. You may add a cover image and you select whether you want to make your game public or private. You are now ready to launch your game. **Your Kahoot** games are saved in **My Kahoots**. You then select the game you want to launch and press the Play button. Students log in to the game using their smartphone or computer. **Kahoot** displays a game pin to join the quiz. Students enter the game pin on their device and create a user name that will display as the game progresses. The games bring a lot of interaction to the classroom. You are in control of advancing the questions allowing you the opportunity to build discussion time between questions. The majority of students enjoys the competitive nature of the game and comment that it helps them retain concepts. In the digital age, geographic distances, which were once barriers for face-to-face foreign language classes, can be bridged through online and distance learning. Teachers, students, and technology support staff can attend the same class without being at the same geographic location. Given that "in front of your teacher" can be interpreted as "in front of your computer screen," technology changes people's sense of distance and draws one another virtually closer. Prior definitions of classroom, whiteboard, and vocabulary may be interpreted differently by newer and younger DL learners in the digital age as a transition from the physical to virtual.

Videoconferencing software (Adobe Connect, Zoom, Skype) have revolutionized foreign language teaching and learning. Videoconferencing provides virtual platforms that can be utilized to

practice and reinforce what is learned collaboratively in the classroom. It permits authentic tandem language learning with peers and overcomes the limitation of the traditional foreign language classroom–the ability to invite learners unable to attend face-to-face learning class. The application of Skype is a software program that uses the Internet to make telephone calls (using a technology called Voice over Internet Protocol (VoIP). It was created in 2003 by the Swedish and Danish Niklas Zennström and Janus Friis and is currently run by a company in Luxembourg called Skype Technologies S.A.R.L, which since 2011 is part of Microsoft. (From 2005 to 2011, Skype was owned by eBay.) Whether an online course is delivered via content management systems or through synchronous videoconferencing, distance learning technology breaks down physical walls that separate local as well as global learners. Learners outside of formal learning channels (e.g., schools) can increase their social language learning through chat as well. Thus, videoconferencing expands the scope of cross-language communication and human interaction as well as increases the speed of language transfer (e.g. novel word and expression development, language borrowing, and gesture cognizance). These immediate technological connections promote classroom diversity and offer new approaches for working with diverse global learners.

Summing up, we could say that there are serious arguments for using new technologies for improving the educational process in Kazakhstani schools. We believe that using digital technologies to improve the effective teaching of English language in multilingual classrooms.

So we can conclude that the educational process in our Kazakhstani schools is not sufficiently equipped with digital technologies. During complicated a list of the most effective digital technologies for using in multilingual classrooms, we hope that modern technologies will become the key to the knowledge of the language at the international level.

Literature
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