

As mentioned above, video is frequently used as e-learning content. We can list the common video usage patterns in e-Learning processes as follows:

Registration and publication of lectures in the classroom

- Lecture videos
- Recording and broadcasting the screen
- Interviews with subject matter experts or subject area experts recording and publishing the presentations made by
- Case study videos
- How to videos
- On-site shooting of real events

Registration and broadcasting of the lessons, to be recorded and shared electronically. The advantage is that the cost is as well as being low in terms of time. The disadvantage is that the course times are long and This is because the course designed for face-to-face expression does not appeal to distance education learners.

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LISTENING AS ONE OF THE MAIN TYPES OF SPEECH ACTIVITY IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Learning a foreign language is an integral part of the general education program. In general, the educational process is aimed at the implementation of educational goals and objectives set by society, the state, and the individual. So, in accordance with the standards of education in our country, for the educational area “Foreign Language” defined the following goal: “the formation and development of students’ abilities for intercultural communication with native speakers of a foreign language” [1, p. 12].

Thus, a foreign language must be mastered as a means of communication. One of the most important components of teaching a foreign language is the development of students' various speech skills. Teaching process can be considered to be the most successful if as a result of it students master communication skills in a foreign language and the ability to communicate freely with native speakers, confidently expressing themselves and perceiving the reciprocal speech of the interlocutor.

In the process of communication one particular individual either creates speech, or perceives the speech of other participants. Speech is a special type of human activity aimed at communication between people. Researchers consider communication both as a condition for the existence of society and as its result. There are three sides of the communication process: communicative, the exchange of information between communicants and joint activities, during which a unified interaction strategy is developed, and the third side is the perception of another person and his understanding. The communicative aspect is considered fundamental and covers other aspects [2].

In our research we adhere to the opinion of E.G. Azimova and A.N. Shchukin, who define verbal communication as interaction of two or more individuals with the help of speech (language), aimed at achieving the goal of communication, which means the exchange of information either cognitive or emotional by its nature [3].

In general, it can be stated that it is the ability to communicate in and freely express one's thoughts both orally and in writing that is the goal that students of foreign languages strive to achieve.

Communication in a foreign language requires the student to have various skills and abilities that are formed in the course of the pedagogical process.

The educational standards and laws of the Republic of Kazakhstan clearly indicate the components that make up the ability to communicate in a foreign language: firstly, the student must have a lexical and grammatical minimum sufficient for the free expression of his thoughts and needs, and secondly, in the process of learning the language he should master language and speech skills, which include reading, listening, writing and speaking skills [1]. A student studying a foreign language is considered ready for interaction and communication with representatives of another language culture when he acquires a readiness for all types of speech activity and is capable to communicate with native speakers at the level of his speech abilities in different forms: oral (speaking and listening) and writing (reading and writing) [1, p. 106].

The development of oral and written speech as a means of interaction with others is necessary for the formation of communication skills, understanding and the ability to adequately express individual's own thoughts, perception of communicative messages received from other participants in the process. Through developing student's speech, the teacher trains, him to adequately use the language in certain social situations, and allows him, thereby, to effectively interact with others.

Thus, the cultivation of each language aspect is of equal importance; and teaching a foreign language being complicated multi-aspect and multicomponent process, includes acquiring and working with great number of skills.

Researchers divide speech activity into types:

If during the process of communication an individual creates and reproduces speech, then such types of speech activity is called productive, on the other hand, when an individual perceives speech – then this is called a receptive activity.

There are four types of speech activity in total:

- oral productive speech activity, that is creation of oral speech – speaking,
- oral receptive speech activity (perception of oral speech) – listening,
- written productive speech activity – writing,
- written receptive speech activity – reading.

So, speaking, listening, reading and writing form the basis of language proficiency – no matter native or foreign.

From one of the main linguistics principles it follows that in view of the fact that language is most fully revealed in oral speech (since, unlike in written speech, pronunciation is represented there – its components such as pronunciation, stress, rhythm and intonation), and therefore oral communication skills – listening and speaking – are to be taught primary [4]. This means that a student who has not mastered the basic models of oral speech cannot fully decipher written materials, for example, that is simply impossible to master reading skills separately from other aspects. The audio-lingual approach is based on this linguistic principle. In addition, the main perception skill that allows you to interact in the communicative process with others is listening, without which it is not possible for a student to receive an information message in order to react and adequately respond to it. Listening is an integral part of oral communication in a foreign language, ensuring the adequacy of speech in various situations of intercultural communication on a daily and professional level.

Listening is also a powerful tool for teaching a foreign language. It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation; rhythm, stress, melody. Through listening is the assimilation of the lexical composition of the language and its grammatical structure. At the same time, listening makes it easier to master speaking, reading and writing. If a student understands spoken speech, it is easier for him to understand graphic speech, i.e. change what he sees to how it should sound.

So, it is evident that apparently the demand for the ability to perceive a foreign language by ear – listening skills – is of high level.

In addition, it is important to mention the fundamental difference between the terms “listening” and “hearing”, since the former means only acoustic reception of the scale, and listening, as research shows, is a process of perception of sounding speech, in addition to listening, it also presupposes understanding and interpretation of information perceived by ear [5].

Many researchers emphasize that the main feature of the listening comprehension of a foreign language is precisely its focus on information processing – that is, being not only a speech but also a thought process, listening is not only perception, but also the interpretation of a communicative message.

For example, the Russian researcher N.D. Galskova, includes in the definition of the term listening such components as the perception and understanding of audio texts [6, p. 175]. And the author of "Methods of teaching the English language" G.V. Rogova defined listening activity as a receptive type of speech activity, which simultaneously includes such aspects as the perception and understanding of speech by ear, which makes it possible to productively communicate in a foreign language [7].

I.A. Zimnyaya and N.I. Gez emphasize that this is a complex receptive mental activity [8] associated with the perception, understanding and active processing of information contained in oral speech communication [9].

During listening, the listener performs complex perceptual-mnemonic actions and mental operations of synthesis and analysis, comparison and opposition, deduction and induction, concretization and abstraction. So, despite the fact that the process of listening can take place without external manifestations, it requires a lot of intellectual effort.

The following listening learning objectives can be identified as the main ones:

- teaching the ability to communicate;
- formation of certain skills;
- cultivation of certain speech skills;
- development of the necessary abilities and mental functions;
- memorizing speech material;
- development of auditory response and memory;
- to teach students to understand the meaning of the statement;

- to form the ability of students to highlight the main thing in the flow of information.

In the process of teaching a foreign language, listening can act as an independent type of speech activity or enter into dialogical communication as its receptive component, i.e. to be one of the sides of speaking [10].

As with an independent type of speech activity, students encounter in various situations of real communication, when they listen:

- educational lectures;
- various announcements and information messages;
- radio and television news;
- stories of interlocutors and monologues;
- various instructions and orders;
- audiobooks,
- public performance,
- etc.

In addition, viewing video clips, films, talk shows, serials – in general, all video content, also includes, in addition to visual perception and listening. In the course of a conversation, listening also acts in conjunction with another type of activity – speaking.

In general, many research authors and practicing educators emphasize interaction between listening and other types of speech activity. Both Russian and foreign methods of teaching a foreign language are aimed at the development of all types of speech activity, since the study of a language as a complex and extensive system is possible only in the aggregate of all its components. I.A. Dehert [11] and I.A. Zimnyaya [8] stated that development of language competences should take place in a complex, with such ultimate goal in perspective as fluent communication using a foreign language. Harmer J., who compiled a methodological guide for teachers of English, pays special attention in his methodology to the fact that from the very first lessons the study of a foreign language should take place in an integrated manner – with the development of all types of speech activity [12].

The development of listening skills entails the general development of all speech skills. Thanks to listening lessons, students develop not only the ability to perceive information, but also due to the abundant perception of authentic texts, ideas about the culture and structure of the language are developed, they learn to adequately use communication tools in accordance with communicative tasks and speech etiquette; in the future, this will help them to conduct a dialogue, discussion, give the necessary arguments, describe, characterize, compare, analyze, draw conclusions and generalizations in a foreign language.

In addition, it can be concluded that listening is one of the main types of speech activity in the process of mastering a foreign language, in many respects listening is the primary one and, as the researchers conclude, the educational process should be built on it.

The problem of teaching the perception of authentic speech by ear is one of the most important aspects of teaching foreign language communication. Listening comprehension of a foreign language during its passage means understanding the speaker's accent, grammatical structures and vocabulary that the speaker owns. However, many researchers note that this type of speech activity remains a weak link among university graduates. That is why the development and development of technologies for teaching listening that meet the needs of the time is extremely important.

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MODERN CONDITIONS OF USING THE LEARNING PLATFORMS IN HIGHER EDUCATION

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The modern world requires not to increase the amount of knowledge, but the quality of their assimilation and the ability to apply it in practice, as well as create something new on the basis of the information received. These goals are almost impossible to achieve without the use of teaching methods that would make students not passive listeners, but active participants in the learning process. It is this opportunity that has appeared with the use of modern interactive learning technologies, the scope of which is very wide. Interactive technologies are techniques and methods of teaching, in which it is possible to react differently to any actions of the participants during their interaction [1, p.369–380]. The main goal is the purposeful involvement of each of the students in the processes of education and research, which has a positive effect on the motivation of students and the overall effectiveness of the cognitive process. And also to be able to act in a team, to express tolerance to a different point of