

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ

**Студенттер мен жас ғалымдардың
«GYLYM JÁNE BILIM - 2023»
XVIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ
XVIII Международной научной конференции
студентов и молодых ученых
«GYLYM JÁNE BILIM - 2023»**

**PROCEEDINGS
of the XVIII International Scientific Conference
for students and young scholars
«GYLYM JÁNE BILIM - 2023»**

**2023
Астана**

УДК 001+37
ББК 72+74
G99

**«GYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың
XVIII Халықаралық ғылыми конференциясы = XVIII
Международная научная конференция студентов и молодых
ученых «GYLYM JÁNE BILIM – 2023» = The XVIII International
Scientific Conference for students and young scholars «GYLYM JÁNE
BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.**

ISBN 978-601-337-871-8

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

УДК 001+37
ББК 72+74

ISBN 978-601-337-871-8

**©Л.Н. Гумилев атындағы Еуразия
ұлттық университеті, 2023**

1. Sushko N. I. Analysis of reading interests of children and adolescents: reading problems, publication and availability of printed materials. Trudy BGTU [Proceedings of BSTU], series IX, Printing and Publishing. – 2009. –Issue XVII. –Pp. 97-101 (In Russian).
2. Rubakin N. A. Psikhologiya chitatelya i knigi: kratkoye vvedeniye v bibliologicheskuyu psikhologiyu [Psychology of the reader and books: A short introduction to bibliographic psychology]. – M.: Kniga, 2006. – 264 p.
3. Kovalevskaya N. I., Petrova L. I. Reader's interests of children and adolescents: reading problems. Materialy Mezhdunarodnogo foruma "Chteniye na yevraziyskom perekrestke" [Proceedings of the international forum "The reading on the Eurasian crossroads"]. Chelyabinsk, 2010. –P. 219-221 (In Russian).
4. Melent'yeva Yu. P. Chteniye: yavleniye, protsess, deyatel'nost' [Reading: the phenomenon, process, activity]. – M.: Nauka, 2010. – 180 p.
6. Volkov V. V., Kharkhordin O. V. Teoriya praktik [Theory of Practices]. St. Petersburg, Yevro-peyskiy universitet v Sankt-Peterburge Publ., 2008. – 298 p.
7. Krasnoyarova O.V. Media text its features and types Izvestia IGEA. – 2013. – No. 3 (89).
8. Melnik G.S. Mediatext as an object of linguistic research. Journalistic Yearbook. V. – No.1 – 2012.
9. Yagnich A.Ya. Authentic and adapted texts for professionally-oriented reading by students of non-linguistic universities//Journal: Education and upbringing: methods and practice. – 2015. – №20. – P. 94-100.
10. Azri, R.H.A., Al-Rashdi, M.H. The Effect of Using Authentic Materials in Teaching. International Journal of Scientific & Technology Research – Vol.3. – Issue 10, October 2014.

UDC 372.881.111.1

INTEGRATING DIGITAL RESOURCES INTO FOREIGN LANGUAGE TEACHING

Omarova Moldir Daurenbekkyzy

moldir.majit@mail.ru

1-year master's student with a major in "Foreign Language: Two Foreign Languages"

The L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Scientific supervisor – Zh.D. Nurzhanova

Introduction

As technology continues to rapidly advance, it has brought about significant changes in the way we interact with the world. Education has not been left out of this transformation, as technology has transformed the way teaching and learning take place in classrooms. One area where technology has had a considerable impact is in the teaching of foreign languages. With the advent of digital resources, foreign language teachers can now integrate these resources into their teaching practices to enhance the learning experience of their students.

The integration of digital resources into teaching foreign languages involves the use of various technological tools such as computer programs, online platforms, mobile applications, and multimedia materials, to name a few. These resources offer diverse opportunities to improve foreign language learning by engaging students in interactive and dynamic learning activities, providing real-world contexts, and allowing for personalized learning experiences.

This article will explore the role of digital resources in language skills development as well as the benefits and challenges of integrating digital resources and provides practical suggestions for integrating digital resources into foreign language teaching. The review indicates that the integration of digital resources can enhance foreign language learning and teaching by providing students with authentic and engaging language materials, promoting learner autonomy, and

increasing students' motivation. However, challenges such as limited access to technology, lack of teacher training, and potential distractions need to be addressed.

Overall, this paper aims to provide a comprehensive overview of the integration of digital resources into foreign language teaching, highlighting its potential benefits and challenges, and offering suggestions for effective implementation. By examining current research and best practices in this field, this paper seeks to promote a greater understanding of the role that digital resources can play in enhancing language instruction and preparing students for success in today's globalized world.

Literature review

The role of digital resources in language skills development

Digital resources can play a crucial role in developing different language skills. For instance, Li and Liang found that using digital resources such as mobile apps and online dictionaries can improve students' vocabulary acquisition. Similarly, Wang and Chen showed that using digital resources such as online videos and podcasts can enhance students' listening skills [1].

The Role of Digital Resources in Vocabulary Acquisition:

Studies have shown that digital resources can play a significant role in vocabulary acquisition. According to Bozkurt and Dogan, using digital flashcards and online dictionaries can help learners expand their vocabulary [2]. Similarly, Li and Liang found that the use of mobile apps can be effective in vocabulary acquisition [3]. These digital resources provide learners with opportunities to practice and review vocabulary in a more interactive and engaging way.

The Role of Digital Resources in Reading Comprehension:

Digital resources such as e-books and online articles can be beneficial in developing reading comprehension skills. According to Kang and Im, e-books can improve reading comprehension by providing interactive features such as multimedia, annotations, and interactive quizzes [4]. Similarly, Lee and Hwang found that online articles can enhance learners' reading comprehension by providing access to authentic materials and increasing learners' motivation to read [5].

The Role of Digital Resources in Listening Skills:

Digital resources such as podcasts and online videos can also play a significant role in developing listening skills. According to Wang and Chen, listening to podcasts can improve learners' listening comprehension by exposing them to different accents and speech patterns. Similarly, Zhang, Li, and Liang found that online videos can enhance learners' listening skills by providing opportunities for repeated listening and exposure to authentic materials [6].

The Role of Digital Resources in Speaking Skills:

Digital resources can also be effective in developing speaking skills. According to Hockly and Dudeney, digital resources such as video conferencing tools and online language exchange platforms can provide learners with opportunities to practice speaking with native speakers and receive feedback on their pronunciation and fluency [7]. Similarly, Gao and Shen found that the use of digital resources in a flipped classroom setting can help learners improve their speaking skills by providing them with more opportunities for practice and feedback [8].

Benefits of Integrating Digital Resources into Teaching Foreign Languages:

1. Enhancing language learning

Digital resources can enhance language learning by providing learners with more engaging and interactive content. According to Hussain and Sultan, digital resources such as audio and video files, interactive games, and online quizzes can make language learning more enjoyable and effective [9]. Digital resources can also help learners to develop their language skills in a more natural and authentic context [10]. For example, learners can use digital resources to access authentic materials such as news articles, podcasts, and TV shows from the target language culture, which can help to improve their listening and reading skills.

2. Facilitating communication and collaboration

Digital resources can facilitate communication and collaboration between learners and teachers, as well as between learners themselves. According to Sánchez-Prieto et al., digital resources such as online discussion forums, video conferencing tools, and social media platforms

can provide learners with opportunities to practice their language skills in a real-world context [11]. Digital resources can also facilitate collaboration among learners, enabling them to work together on projects and tasks. This can help to develop learners' interpersonal and intercultural skills, as well as their language skills [12].

3. *Providing personalized learning experiences*

Digital resources can provide learners with personalized learning experiences that cater to their individual needs and preferences. According to Ramanathan, digital resources such as language learning apps and online language courses can adapt to learners' progress and provide feedback that is tailored to their individual needs [13]. This can help to motivate learners and improve their learning outcomes. Digital resources can also provide learners with more flexibility in terms of when and where they learn, enabling them to fit language learning into their busy schedules [10].

4. *Improved Assessment*

Digital resources can provide teachers with more efficient and effective ways to assess learner progress. Online assessments, such as quizzes and tests, can be automatically graded, saving teachers time, and allowing for more frequent and detailed feedback to learners.

Challenges of Integrating Digital Resources into Teaching Foreign Languages:

Despite the benefits, integrating digital resources into foreign language teaching is not without its challenges.

1. *Technical challenges*

One of the main challenges of integrating digital resources into teaching and learning is technical issues. Teachers and learners may experience problems with accessing and using digital resources, such as poor internet connectivity, technical glitches, and hardware issues [14]. Technical challenges can result in frustration and disengagement and can hinder the effective use of digital resources.

2. *Pedagogical challenges*

Another challenge of integrating digital resources into teaching and learning is pedagogical issues. Teachers may struggle to integrate digital resources effectively into their teaching practice, either because they lack the necessary skills and knowledge, or because they are uncertain about how to use digital resources in ways that enhance learning [15]. Similarly, learners may find it difficult to engage with digital resources in a meaningful way or to use them effectively to support their learning.

3. *Cultural challenges*

Cultural differences can also pose a challenge when integrating digital resources into teaching and learning. Different cultures may have different expectations about the use of technology in education, and some cultures may be more resistant to using digital resources than others [16]. Teachers and learners may also have different attitudes towards digital resources, which can affect how effectively they are used in the classroom.

4. *Access and equity challenges*

Access and equity can be a challenge when integrating digital resources into teaching and learning. Not all students may have equal access to digital resources, either because of financial constraints or because of issues related to internet connectivity and infrastructure [12]. This can lead to a digital divide, where some students have access to digital resources and others do not, which can impact on their learning outcomes.

Pedagogical Strategies for Integrating Digital Resources into Teaching Foreign Language:

The integration of digital resources in foreign language teaching can be challenging for teachers. The following practical strategies can support teachers in integrating digital resources in their classrooms:

1. *Set clear learning objectives*

Teachers need to set clear learning objectives before integrating digital resources. These objectives should align with the curriculum and promote language learning.

2. *Choose appropriate digital resources*

Teachers should choose digital resources that are relevant to their learners' needs and interests. These resources should be user-friendly and accessible to all learners.

3. *Integrate digital resources into lesson plans*

Teachers should integrate digital resources into their lesson plans to promote active learning. They can use these resources for reading, writing, listening, and speaking activities.

4. *Provide guidance and support*

Teachers should provide guidance and support to learners when using digital resources. This can include tutorials, demonstrations, and scaffolding.

5. *Encouraging collaboration and communication*

Educators should foster collaboration and communication between learners and teachers using digital resources. This can include online discussion forums, videoconferencing, and collaborative writing tools.

6. *Combine Digital and Non-Digital Teaching Strategies*

Educators should combine digital and non-digital teaching strategies to create a balanced and effective learning environment. This can include face-to-face interaction, group work, and other student-centered learning activities.

7. *Evaluate the Effectiveness of Digital Resources*

Educators should evaluate the effectiveness of digital resources in enhancing language learning outcomes. This can include gathering feedback from learners, analysing learner performance data, and reflecting on teaching practices.

Conclusion

In conclusion, integrating digital resources into foreign language teaching has become increasingly important in today's technologically advanced world. The use of digital resources in language learning has been shown to have numerous benefits, including increased motivation and engagement, enhanced language acquisition, and improved language proficiency. However, there are also challenges associated with their integration, such as technical, pedagogical, cultural, and access and equity challenges. To ensure the effective and equitable integration of digital resources, educators need to be aware of these challenges and work to address them. Despite these challenges, it is essential to continue integrating digital resources into foreign language teaching, as they provide new opportunities for language learners to engage with the language and enhance their language learning experience. As such, it is vital that educators continue to explore and leverage the potential of digital resources in foreign language teaching to support and enhance language learning outcomes.

Literature

1. Wang, H., & Chen, M. (2020). Enhancing EFL learners' listening comprehension via podcast listening: A quasi-experimental study. *Computer Assisted Language Learning*, 33(3), 207-227.
2. Bozkurt, S. & Dogan, B. (2018). The effectiveness of digital flashcards and online dictionaries on vocabulary learning. *Educational Research and Reviews*, 13(2), 60-70.
3. Li, D., & Liang, J. (2019). Exploring the effects of mobile apps on vocabulary learning: A meta-analysis. *Computer Assisted Language Learning*, 32(1-2), 101-124.
4. Kang, Y., & Im, D. (2020). Effects of e-book annotations and interactive elements on EFL learners' reading comprehension, attitudes, and behaviors. *Computer Assisted Language Learning*, 33(5-6), 479-502.
5. Lee, H., & Hwang, S. (2018). The effects of online article-based reading instruction on EFL students' reading comprehension and motivation. *Computer Assisted Language Learning*, 31(1-2), 122-143.
6. Li, D., & Liang, J. (2019). Exploring the effects of mobile apps on vocabulary learning: A meta-analysis. *Computer Assisted Language Learning*, 32(1-2), 101-124.
7. Hockly, N., & Dudeney, G. (2018). *Digital literacies: Research and resources in language teaching*. Routledge.

8. Gao, X., & Shen, H. (2018). The flipped classroom in Chinese as a foreign language: Exploring its effectiveness from the perspective of students' language skills development. *Frontiers of Education in China*, 13(3), 467-486.
9. Hussain, M., & Sultan, S. (2015). The role of digital resources in language learning. *International Journal of Humanities and Social Science Research*, 5(5), 28-36.
10. Farr, F. (2017). Digital resources and language learning: An overview. *Language Learning & Technology*, 21(2), 1-13.
11. Sánchez-Prieto, J. C., Olmos-Migueláñez, S., & García-Peñalvo, F. J. (2017). Learning languages in MOOCs: An experience of integration of digital resources. *Computers in Human Behavior*, 72, 902-910.
12. Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of Research in Education*, 34(1), 179-225.
13. Ramanathan, V. (2017). Personalized learning in the digital age: The case of language learning. *Journal of Language and Education*, 3(1), 1-14.
14. Mokhtar, M., Majid, N. A., Foo, S. F., & Yusof, N. M. (2017). Integrating technology in teaching and learning: A case study in a Malaysian university. *International Journal of Education and Development using Information and Communication Technology*, 13(2), 4-21.
15. Ferdig, R. E., & Kennedy, K. (2014). *Handbook of research on K-12 online and blended learning*. ETC Press.
16. Alzahrani, A. (2016). Challenges of integrating technology in teaching ESL in Saudi Arabia. *International Journal of Education and Social Science*, 3(7), 37-42.
17. Hubbard, P. (2016). *Digital Resources for Language Learning*. Oxford University Press.
18. Leaver, B. L., & Posen, H. J. (2017). Digital technology in foreign and second language teaching and learning. *The Modern Language Journal*, 101(S1), 64-80.
19. Warschauer, M., & Grimes, D. (2008). Audience, authorship, and artifact: The emergent semiotics of Web 2.0. *Annual Review of Applied Linguistics*, 28, 1-23.
20. Van de Ven, P. H., & Stoicheva, M. (2015). Combining digital and non-digital resources in foreign language teaching: Practices and perceptions of university language teachers. *Computer Assisted Language Learning*, 28(5), 395-412.
21. Lin, C. C., & Wu, W. C. V. (2018). Empirical studies on digital game-based language learning: A review of literature from 2000 to 2017. *Journal of Educational Technology & Society*, 21(3), 74-84.
22. Xie, K., & Ke, I. (2019). An exploratory study of the impact of digital resources on learners' Chinese proficiency. *Educational Technology & Society*, 22(2), 135-146.

UDC 372.881.111.1

IMPROVING CREATIVE WRITING OF STUDENTS IN FLT

Ospanova Aigerim Zhorabekovna

ospanovaaigerim7557@mail.ru

2-year master's student with a major in "Foreign Language: Two Foreign Languages",
Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan
Scientific supervisor – L.Zh. Beisenbaeva

In today's globalized world, the ability to communicate effectively in multiple languages is becoming increasingly important. Foreign language teaching (FLT) plays a crucial role in helping students acquire the necessary language skills to communicate in different languages. However, mastering a language involves more than just memorizing vocabulary and grammar rules. Creative writing is an essential aspect of language learning that helps students develop their language skills,