

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**

4. Shukin A.N. Teaching Foreign Languages. Theory and Practice: Learning complex for teachers and students. – 2nd ed. – M.: Filomatis, 2006. – 480 p.

УДК 372.881.111.1

PROBLEMS OF USING WEB TECHNOLOGIES IN TEACHING ENGLISH TO STUDENTS WITH SPECIAL NEEDS

Pridatchenko Veronika Vladimirovna

veronika_prid@mail.ru

4-year student with a major in “Foreign Language: Two Foreign Languages”,

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

Scientific supervisor – G.M. Gauriyeva

Introduction

The use of web technologies in teaching English to students with special needs is an increasingly popular and useful way of providing quality instruction to students with disabilities. Web technologies encompass a broad range of tools and resources, such as online educational programs, interactive multimedia tools, and virtual learning environments. This type of technology is being used in classrooms around the world to help students with special needs learn English more effectively.

The use of web technologies for teaching English to students with special needs has many advantages. It allows teachers to provide individualized instruction, tailor content to the individual student, and create an interactive learning environment. It also allows the teacher to easily adjust the learning materials to meet the student’s needs, such as providing extra support for students who struggle with reading or writing. Additionally, online resources can be used to provide a more engaging and interactive learning experience for students with special needs.

However, there are a few challenges associated with using web technologies for teaching English to students with special needs. For example, it is important to ensure that students have access to the necessary equipment and resources. Additionally, there can be a learning curve associated with using web technologies, and it is important to ensure that teachers are adequately trained in how to use the technology.

In spite of these challenges, the use of web technologies to teach English to students with special needs is an effective way to provide quality instruction. By using web technologies, teachers can create engaging and interactive learning environments, tailor content to individual students, and provide extra support to students who need it. With the right training and resources, teachers can use web technologies to effectively teach English to students with special needs.

Main part

Learning English is a significant challenge for all students, but for those with special needs, this challenge can be even greater. Students with special needs may face a variety of difficulties in learning English due to their learning disabilities and other factors.

Firstly, students with special needs may have difficulty in understanding the English language and its structure. Difficulties with grammar, syntax, and pronunciation can interfere with the ability to form sentences and effectively communicate. Additionally, these students may have difficulty understanding the nuances of the language, such as the use of idioms and metaphors.

Secondly, students with special needs may have difficulty comprehending the written or spoken language. For example, some students may be unable to comprehend long, complex texts or may struggle with understanding the meaning of unfamiliar words. Difficulty with reading can lead to problems with comprehension and understanding of the material being taught [1].

Thirdly, students with special needs may have difficulty in expressing themselves in English. They may struggle to find the right words to express their ideas, or may be limited in the way they

can construct sentences. As a result, these students may become frustrated and discouraged if they are unable to communicate their ideas effectively.

Finally, students with special needs may experience anxiety or other emotional difficulties related to learning English. These feelings may stem from feeling overwhelmed by the language, or from feeling inadequate compared to their peers. Additionally, some students may be embarrassed or ashamed of their language abilities, leading to feelings of isolation and low self-esteem.

In order to help students with special needs learn English effectively, teachers should combine teaching methods using internet technologies. Learning through the use of web-based technologies offers a wide range of advantages for special needs students, including increased access to educational materials, improved communication between teachers and students, and the ability to customize instruction to the individual needs of the student. Despite these advantages, there are also a number of challenges associated with using web technologies in teaching English to students with special needs. This literature review will explore the problems and solutions associated with using web technologies in teaching English to students with special needs.

A number of studies have explored the challenges associated with using web technologies in teaching English to students with special needs. Chiang investigated the usability of web-based learning systems in English language learning for students with special needs. They found that although web-based learning systems provided a greater level of interactivity than traditional teaching methods, the lack of visual and auditory feedback could lead to difficulty in comprehension and understanding of the material. In addition, they found that the amount of time required to create and maintain web-based learning systems could be a barrier to their use in classrooms [2].

Kersten and Pouget examined the potential benefits and drawbacks of using web-based technologies in teaching English to students with learning disabilities. They found that the use of web-based technologies had the potential to improve outcomes for these students, but also noted that there were several potential drawbacks. These included the potential for distraction, difficulties in designing course material to meet the needs of the student, and the lack of face-to-face interaction between teacher and student [3].

Santos examined the use of web-based technologies for teaching English to students with autism. They found that web-based technologies had the potential to improve communication and understanding between teacher and student, as well as providing a more tailored approach to instruction. However, they also noted that these technologies could lead to difficulties in managing student behavior and ensuring that the material is appropriate for the student's level of understanding [4].

A number of solutions to the problems associated with using web technologies in teaching English to students with special needs have been suggested in the literature. Chiang suggested a number of strategies to improve the usability of web-based learning systems, including the use of more visual and auditory feedback and the incorporation of interactive elements into the learning material. In addition, they suggested that teachers should create a supportive learning environment to ensure that students are able to engage with the material.

Kersten and Pouget suggested that web-based technologies should be used in conjunction with traditional teaching methods to ensure that students are able to receive the necessary feedback and guidance. In addition, they suggested that course material should be designed to meet the needs of the student, and that teachers should provide support and guidance to ensure that the student is able to engage with the material.

Santos suggested that teachers should use web-based technologies in combination with traditional teaching methods, and should provide clear instructions about expectations and consequences for inappropriate behavior. In addition, they suggested that the material should be tailored to the student's level of understanding and that teachers should provide support and feedback to the student.

Web technologies have revolutionized the way English is taught to students with special needs. This technology allows students with special needs to learn English in an engaging and

interactive way, while also allowing teachers to tailor the instruction to meet the individual needs of each student. However, there are several problems and challenges associated with using web technologies in teaching English to students with special needs [5].

One of the main problems associated with using web technologies in teaching English to students with special needs is accessibility. Many websites are not designed with accessibility in mind, meaning that students with certain disabilities may not be able to access the information and resources they need. Moreover, there is a lack of resources specifically designed for students with special needs, and many websites are not optimized for use with assistive technologies, such as screen readers or speech recognition programs [6].

Another problem is the lack of personalized instruction. Web technologies can provide a great deal of information, but they cannot provide students with the same level of personalized instruction as an in-person teacher. This can be especially problematic for students with special needs, as they may need more individualized instruction to fully understand the material.

Web technologies can cause students to become over-stimulated and overwhelmed. As the amount of information and resources available online can be overwhelming, students with special needs may struggle to focus and understand the material. This can lead to frustration and difficulty in learning [7].

Fortunately, there are several solutions to these problems. First, educators can ensure that websites are accessible to all students. This can be done by using web accessibility tools, such as WAVE, which can be used to check for any accessibility issues. Additionally, educators can create personalized learning plans for each student, as well as provide resources specifically designed for students with special needs. Furthermore, educators can use a variety of web technologies to supplement in-person instruction. For example, videos and interactive activities can be used to provide students with additional support and practice. Educators can also use web technologies to provide students with a safe space to practice their English skills, as well as to offer personalized feedback and support.

Finally, educators can take steps to ensure that students do not become overwhelmed or over-stimulated by the amount of information available online. This can be done by providing students with structured activities and assignments that are tailored to their individual needs [8]. Additionally, educators can limit screen time and provide students with breaks to help them remain focused. Overall, web technologies can be an invaluable resource for teaching English to students with special needs. However, it is important for educators to be aware of the potential problems and challenges associated with using web technologies, and to take the necessary steps to ensure that all students have access to the resources and instruction they need.

Conclusion

In conclusion, the use of web technologies in the teaching of English to students with special needs can be a valuable resource for educators. It can provide a range of different learning activities and resources for students with special needs to access and engage with, as well as the opportunity for students to work independently with the support of their teachers. However, there are a number of challenges that need to be addressed in order to ensure the successful implementation of web technologies in this context. These include issues such as access to technology, technical support, and training of teachers in the use of web technologies. Furthermore, there needs to be an understanding of the different needs of each student and how web technologies can be tailored to meet these individual needs. Finally, there needs to be an understanding of the potential ethical and legal implications of using web technologies in the teaching of English to students with special needs. It is only through addressing these challenges and understanding the potential of web technologies that educators can ensure that the use of web technologies in the teaching of English to students with special needs is effective and beneficial for all students.

Literature

1. Llewellyn, S., & Hill, M. Teaching English to students with special needs. – Oxford: Oxford University Press, 2005.

2. Chiang, Y. C., Hsu, H. C., & Tsai, Y. J. Usability of web-based learning systems for English language learning of students with special needs. // *International Journal of Information and Education Technology*, 2018, 8(7), pp. 447-452.
3. Kersten, P., & Pouget, A. The use of web-based technologies in teaching English to students with learning disabilities. – *Computers in Human Behavior*, 2012, 28(2), pp. 467-475.
4. Santos, M., Moreira, A., & Machado-Pinheiro, R. Web-based technologies for teaching English to students with autism: A systematic review. – *Education and Information Technologies*, 2016, 21(1), pp. 37-54.
5. Dierkes, M., & Janssen, J. (2019). Web-based Learning for Students With Special Needs. In *International Handbook of Research in Special Education*. - Springer, Cham, 2019, pp. 477-503.
6. Van Valen, J., & Liu, S. Challenges and Opportunities of Using Technology in Special Education. - *Journal of Special Education Technology*, 2013, 28(2), pp. 33-42.
7. Haigh, M., & Whitbread, J. *Computers and Special Educational Needs*. – London: Continuum, 2005.
8. Ritter, S., & Corkill, A. Technology in Special Education: What Are the Benefits and Challenges? // *Journal of Special Education Technology*, 2019, 34(1), 20-33.

UDC 372.881.111.1

REFLECTIVE JOURNAL AS AN EFFECTIVE TOOL IN ENGLISH LEARNING PROCESS

Rudanova Olga

olgarud3012@mail.ru

1-year master's student with a major in "Foreign Language: Two Foreign Languages",
"Astana International University", Astana, Kazakhstan
Scientific supervisor – L.Zh. Beisenbayeva

Reflective journal writing has an extensive history in sciences, art, as well as in literacy development. It is not coincidentally, artists, writers, language teachers, linguists, musicians, physicians, poets, architects, scientists, therapists, and educators used journal writing in every field of their practice, one can find exemplars in those fields kept detailed and lengthy journals regarding their everyday life work. In the current work reflective journal writing represents itself as a powerful instrument and classroom research technique. Keeping a reflective journal in the classroom may report on a proficiency level and refine thinking skills at all levels. Additionally, a reflective journal may be viewed as an interactive tool of communication between a tutor and students.

The concept of "reflection" (in Latin "reflexio" means to look backwards) was originally mentioned in Aristotle's works. He defined reflection as "thinking about thinking". Afterwards, the definition of reflection as "internal experience" was considered by the New time educators John Lock and Gottfried Wilhelm Leibniz [1; 28].

The current research of reflection as well as modern techniques based on it are conducted by anthropologists, psychologists, human sciences and language educators.

A Reflective journal or a reflective diary, as it is commonly determined, is a document, which contain description of positive or negative events that have ever been experienced by its author. It implies the reflection not only the fact of his experience, but his attitude towards the situation. A reflective journal is able to be beneficial not only for keeping details fresh in mind, but to be transformed into an indispensable tool for language skills improvement. It applies not only to the native language, but furthermore, for foreign one as well.