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«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
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«НАУКА И ОБРАЗОВАНИЕ - 2018»

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for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»

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Астана

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.

USE OF NEW INFORMATION TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING AND LEARNING

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English is an international language and its popularity is increasing day after day. It has become the necessity as everything is done with the help of this language. At the same time information technology (IT) continues developing and introduces new approaches of learning and inquiring the language.

The President of the Republic of Kazakhstan Nursultan Nazarbayev in his annual message addressing the nation made a special emphasis that in modernization of education system it is important to introduce modern techniques and technologies and expand availability of education to youth in training process [1].

New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the process of education and upbringing. Modern pedagogical technologies, such as project methodology, the use of information technologies, Internet resources, allow to implement a personality - oriented approach to teaching, provide individualization and differentiation of education, taking into account the abilities of students, their level of training, interests, etc.

Rapid introduction of information processes into various spheres of life requires the development of a new model of the education system based on modern information technologies. It is about creating the conditions for disclosing the creative potential of a person, developing abilities, educating the need for self-improvement and responsibility.

The use of computer technology in teaching, in particular foreign languages, has significantly changed the approaches to the development of training materials on this discipline. Interactive training on the basis of computer training programs allows more complete implementation of a number of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative, allows to take into account the individual rates of work of each trainee.

The practical use of ICT and Internet resources presupposes a new type of cognitive activity of the trainee, which results in the discovery of new knowledge, the development of cognitive independence of students, the formation of skills of independent replenishment of knowledge, search and movement in the flow of information.

Thus, the introduction of ICT contributes to the main goal of modernizing education - improving the quality of education, improving the accessibility of education, ensuring a harmonious development of the individual, oriented in the information space, timed to the information and communication capabilities of modern technologies and possessing an information culture.

Nowadays using of information technology at the English lessons is also very important. Information technology provides teachers an endless choice of multimedia, software, applications and devices with which to create more exciting, interactive lessons. The traditional English lecture-based lesson, while effective to a point, does not stimulate every type of learner. By adding a dimension to their lessons, English teachers have the opportunity to engage more students and lead a more involved, energetic class [2].

With advancements in information technology like multimedia applications and interactive software, teachers can increase literacy and understanding in any subject. Lessons with audio and video components that directly engage students reach more types of learners in comparison with traditional lecture methods of teaching, encouraging more students to participate in class and raising their level of understanding. New technology also helps disabled or disadvantaged students

participate in subjects they were once unable to join, thanks to assistive programs and devices [2].

The role of innovation in education is great. Effective use of innovative technologies, such as computers, the Internet, multimedia resources in the educational process, is the only way to show the quality of education. One of the innovative technologies for improving the communicative abilities of students is the use of multimedia in the process of teaching and learning in the classroom. Proper use of multimedia in the classroom will enable you to interact with a variety of texts that give students a solid foundation in the tasks and content of the main courses.

In addition, because it is expected that educational technology will become an integral part of the curriculum, students should become specialists in the field of access to and use of electronic resources.

As for the provision of multimedia products to educational institutions, there are still some problems that need to be addressed: - actual absence of domestic electronic textbooks (ETs) in the state language in educational institutions; - inefficient use of existing electronic textbooks; - poor quality of teacher training in the use of electronic textbooks; - insufficient introduction of new educational technologies into the educational process; - low efficiency of the automated evaluation system in training.

The using of multimedia in classroom cannot be denied anymore. That will make possible for teachers giving more opportunity to students being happier and more enjoy during the learning course. Through their interactions with multimedia texts, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Learners obtain most of the information from electronic devices, which has made such tools, a very essential component of their daily life [3].

The introduction of new state educational standards, the computerization of the educational sphere and the increase in the autonomy of education and responsibility for the results of education - these events underscore the need to change the training of future specialists. With the decrease in the number of hours devoted to the discipline (foreign language) and the increasing share of students' responsibility, the introduction of new educational technologies, the use of the Internet, e-learning, educational computer programs become one of the solutions to educational problems. In addition, mixed methods of teaching and various tools and services of Google can be used to solve these problems.

In these conditions, mixed education can be considered as one of the forms of organization of the educational process. For the Kazakhstani education system, this is a relatively new approach to learning, which is designed to combine the advantages of classroom instruction (face-to-face learning) and interactive (online learning) or distance learning aspects. The use of computer tools Google allows you to fully use the allocated time, contributes to the formation of skills for independent study of the student and prepares him for offline learning

Thus, education becomes more personalized, which meets the needs for student learning and adapts to the preferences and interests of students. Goals, content, pace and method of teaching can vary from student to student, and the focus is on helping students succeed.

As technology began to change the way English is taught in the classroom, even big changes seem to happen outside of it. In fact, the digital revolution in teaching now threatens to completely destroy the classroom as a learning place. Learning English with mobile devices every day increases the credibility of it, and the growing popularity and rapidly declining cost of tablet devices reinforce this by providing a format that is really capable of providing training programs. The growing interest factor in the mass open online courses (MOOCs) providing large-scale (and free) training activities, and it is clear that technologies can still offer ELT [4].

Today, new methods using Internet resources are contrary to the traditional teaching of a foreign language. To teach communication in a foreign language, you need to create real life situations that will stimulate the study of the material and develop adequate behavior. Now everyone understands that the Internet has huge information capabilities and no less impressive

services. Many students have long appreciated all the advantages of the Internet and actively use its services in their educational activities, while for teachers the space of this world network remains largely unexplored, unfamiliar and somewhat frightening. Working with websites, students are organized into appropriate working pairs so that they can conduct a conversation together, study and reason.

For example, Padlet is a free application for creating an online bulletin board, which we use to display information on any topic. Easily create an account and create a new bulletin board. We can add images, links, videos and much more. Padlet is a very useful tool that helps brainstorm class ideas from the class, compare research on the topic, assess understanding on the topic, check the knowledge of students, check links to websites and share information with the audience.

In fact, we can call this a "wall" open to students, to answer questions, leave comments, draft their own projects and participate in discussions. In fact, the possibilities are endless and very convenient, since the link can be shared with students who can easily access the wall electronically at any time convenient for them.

The teacher can upload and display videos, photos or documents so that students can see and respond to them. Thus, all students participate in the educational process and can comment on the same photos, videos or make other relevant sources that they find, and everyone can see the answers of associates (each comment starts with the name of the student so that everyone knows who is the author of comment).Therefore Padlet is used to work together to collect ideas, brainstorm, etc.

In addition, Padlet allows you to collect links and information about web quests, leaving the wall open for comments, requesting input data, discussions or points of view of students. In the case of a project, students choose their own theme and create a wall around themselves, which, obviously, evokes a burst of creativity and enthusiasm of students. A padlet can be used in real time in a classroom where all students enter the board at the same time or can be implemented as tools for independent assignments and projects [5].

"Padlet" is a virtual virtual "bulletin" in which students and teachers can work together, exchange links and photos in a safe place. The padlet allows users to create a hidden wall with a custom URL. Creators of padlocks can also moderate messages, delete messages and manage their boards 24/7.

A padlet can be used for large or small classes in real time or as part of online strategies or mixed strategies.

Advantages of using padlet: 1. Simplicity and ease of use 2. Provides a free response 3. Communication, cooperation, creativity and technological skills 4. Free 5. Sign in with Google. Log in to any browser 6. There are no restrictions on the wall space 7. Easily build other platforms

Disadvantages: 1.Messages can contain no more than 150 symbols 2. Images may become blurry 3. Does not react from time to time 4. The walls are semi-private (but can be changed with an additional step) 5. Walls created without logging in can be blocked 6. Incorrect information can still appear.

When we create opportunities in our learning sessions for the library for collaborative learning through active learning methods based on cooperation and mutual learning, we do this because we believe in some things about creating the best learning environment. Raymond Jones, a teacher and researcher of education, formulates four basic beliefs that teachers consider important for the participation of students in the classroom. These basic principles are:

Students should share their knowledge, and not lose it... Students should show evidence of their active and contextual thinking... Students should study their beliefs and subject them to critical analysis by others... Students should find and use their voice as new professionals [6].

Many of us determine success in the class in terms of the quality and quantity of students, but despite our efforts, there are significant obstacles that prevent students outside the vocal minority from taking a more active part in our classes.

As the training moved from the teaching staff to the student-centered, the importance of class participation increased. Now it is clear that the student's experience in the classroom should include asking questions, participating in discussions and events, and expressing opinions. Students who do

not demonstrate this behavior can be perceived as unprepared, disinterested, hostile, lazy or bored. However, the main reasons for not wanting to contribute to class activities are often much more difficult.

Students may have various conflicting feelings and beliefs that may interfere with their participation in the class. Students may be afraid of making mistakes, fearing that they will not be understood, or afraid of how an instructor or classmates can respond to an opinion that is not widespread. They may feel that their thoughts and opinions are not yet formed and therefore are unworthy to be made public. Students may even feel that speaking in class, especially when their thoughts are contrary to the interests of the instructor, will disrespect the figure of the class's authority. Some may learn to discuss the problem as a group in an official setting and may not be sure of the unwritten rules of academic discussions.

Students may also be embarrassed or afraid to speak publicly. In the case of an information literacy session, once and for all, students become acquainted with a new class facilitator, who probably has a completely different style and approach to participating in the class than a normal instructor. Students evaluate us to determine what kind of participation we are looking for and how different it is from the usual flow in the classroom. It is risky to interact with a class facilitator, and it may be inconvenient for students to deviate too much from the norms of behavior in the class established by the staff instructor.

In short, the obstacles that prevent students from attending classes are high, and the incentives for student participation are low. Although we cannot eliminate all barriers, we can continue to seek ways to support an inclusive classroom environment that welcomes and encourages the participation of all. And I will describe my efforts to do this using the Padlet walls.

Padlet (www.padlet.com) is a free, multimedia wall that can be used to encourage participation and evaluation in real time, the entire class. If you have ever conducted classes in a class where students were asked to write ideas on sticky notes and then put their sticky notes on a large piece of paper or a wall to collect ideas from the entire class, Padlet provides a similar online experience.

Padlet is a useful tool in the class of information literacy, because it works on a variety of different devices, does not require participants to create accounts for its use and does not require special technical know-how.

To use the Padlet, go to the padlet.com site and click Create Something. Your wall is now ready for use, but you can make some changes to it, for example, name it, change the background image, give the web a unique web address, change the display of messages, or select the level of the Confidentiality wall. Students can contribute to your wall by going to the web address of the wall, and then double-clicking the mouse or, when using a mobile device, touch the wall to open the box. In this field, students can enter, insert links, add audio or video clips, drag documents and take pictures from the built-in cameras of their devices. Contributions to the wall occur in real time, so anyone can see when someone else is adding something to the wall.

Use the "Padlet" to collect links and information Web links for sharing with students. Leaving the wall open for comment, ask for input, discussion or views from the students. They can even contribute to other sources that they find. Assign a student project in which students will choose their topic and design a wall around it. For example, ask students to create a wall about an environmental issue. They can include images, audio or video, links and other information to display.

When using technology as a means to encourage the participation of the entire class in class, there are advantages and risks to consider. First of all, among the advantages is the idea of technology as a great equalizer, especially when the participant has the opportunity to be anonymous. If pupils are not sure of their ideas or are not sure that they have the right answer, any chance of failure is minimized when no one knows what response they have scored. This awareness can allow more freedom and experimentation in the learning process. In addition, students turn to the novelty of technology and seem to want to participate only to be able to use it [7].

The ultimate benefit of the technology of real time participation is that it can give the teacher

a more complete picture of the learning from all students, rather than from a handful of the most vocal or most self-confident. Then the teacher can use this information to inform about the development of the lesson, creating a more focused and reliable interaction between the teacher and the students.

Despite the fact that the benefits of technology participation in the classroom in real time are great, its risks are also significant. First, the technology is unstable and unpredictable, as any librarian of instructions can already confirm. Access to the Internet comes and goes, and sites go for maintenance without warning. When you use technology in the classroom, you are at your mercy, and this one fact alone can be enough to alienate people from using it. With so many unknowns already existing in the classroom, it may seem to someone like an act of insane mind to knowingly introduce one more. Another risk is that in real time means in real time. Students can use the ability to instantly see the answers of other students as an opportunity to use technology as a personal stage for stupidity. Aspiring to be a willful, purposeful teacher, I consider it important to explain the educational value associated with the activity, so I also put it to the point to explain the rationale for using this technology in class with students.

The task of class participation and participation will remain, so continuing to search for new ways to encourage participation of all students will be necessary. The use of the Padlet in training provided an unprotected space for collecting and processing collaborative work in the classroom. All students have the opportunity to contribute and learn from each other. All voices can be heard on the wall of graffiti, which is an idea that rushes into the center of our profession.

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THE CONCEPT OF MOBILE LEARNING

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Introduction
No one could deny the fact that the whole world is going mobile. The widespread ownership of mobile phones and other portable and wireless devices has been dramatically changing our learning, communicating, and even life styles. Use of these mobile technologies turns out to be well