

theoretical research of the English language. For example, for university teachers and students, Internet resources may be interesting, because they specialize in electronic libraries, search engines, providing search capabilities for a subject area (projects, lesson plans, systematic links, interactive exercises) and professional characteristics of students; portals that allow you to take part in discussions, are acquainted with advanced methodological and pedagogical practices [8, p. 46].

In conclusion, it can be argued that the above teaching methods reflect the nature of the educational process in which teachers and students interact. These methods are used in teaching a foreign language at school and are aimed at clarifying specific details and at achieving practical, educational and developmental goals.

Using an innovative form of teaching foreign languages can be very effective and increase the level of knowledge of the material and the motivation of students.

Lessons taught using innovative forms of education:

- allow you to acquire new language experience;
- create a relaxed atmosphere in the classroom improve contact between learners;
- make it easier to memorize new information and teach literate speech design;
- create a language environment in which learners can apply acquired skills;
- provide an opportunity to implement educational goals of education;
- develop interests and motivate students to further training;
- develops attention, memory, thinking, the mental abilities of the student.

It can be concluded that the choice of the form of education largely depends on the teacher, as well as on his existing relationships with students. The correctness of the teacher's choice of the form of education determines the effectiveness of the educational process. The introduction of innovative forms of education increases interest in learning, stimulates motivation, and develops volitional qualities.

The use of only non-traditional forms of training is inappropriate, due to the fact that this leads to a decrease in the effectiveness of training, violates its structure and functions. Ultimately, this can cause a sharp decline in interest in the subject being studied.

### **Literature**

1. Abasov Z.A. Non-traditional lessons as pedagogical innovation // Innovations in education. 2004. – No. 3. – P. 118-130
2. <https://moluch.ru/conf/ped/archive/274/13502/>
3. Bovtenko M.A. Computer linguodidactics. – Moscow: Flint Publishing House, 2005. – 150 p.
4. <https://psyforums.ru/en/devizy-i-nazvaniya/metody-obucheniya-inostrannym-yazykam-v-sovremennoi-shkole.html>
5. Fedorov A.V. Tver: Media education and media literacy. 2004. – 340 p.
6. <https://algoritm-centr.ru/en/historians/sovremennye-metody-prepodavaniya-inostrannyh-yazykov-sovremennye.html>
7. <https://www.bibliofond.ru/view.aspx?id=807660>
8. Shaidarova O. G. Using interactive methods and techniques in teaching in English // Foreign languages: linguistic and methodological aspects: interuniversity. Sat. scientific. works. – Tver: 2015. – 46 p.

UDC 372.881.111.1

**FEATURES OF DISTANCE LEARNING A FOREIGN LANGUAGE IN SENIOR CLASSES**

**Argynbayeva Aigerim Malikkyzy**

[argynbaevaa76@gmail.com](mailto:argynbaevaa76@gmail.com)

a 4-year student with a major in «Foreign Languages: Two Foreign Languages»  
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan  
Scientific supervisor – A.E. Darmenova

Modern educational paradigms are based on scientific-theoretical concepts that reflect the main features of reality. They include personality-centered learning, individualization and differentiation of learning activities, formation of learning motivation, self-development of students, etc. These conceptual ideas of education are successfully implemented in the modern information and educational environment, which provides the organization of educational process with the help of information and communication technologies both face-to-face and remotely. Modern paradigms of foreign language learning reflect the main features of the modern education system. Let us consider distance learning as one of the topical areas of modernization of education, as well as the features of distance learning of foreign languages [1, p. 28-30].

Distance learning is an integral part of the modern educational model, requiring from the educational institution and each teacher to revise the techniques and methods of teaching in accordance with the new standards and technologies. Distance learning educational technologies with the use of the Internet are used today both for mastering individual professional development courses for users and for higher education [1, p. 44-46]. Distance lessons, conferences, seminars, business games, laboratory work, workshops, and other forms of training sessions, conducted with the help of telecommunications and other features of the World Wide Web, allow to increase the motivation of students in the discipline and qualitatively improve learning outcomes.

Distance learning is a new form in which interaction between the teacher and students takes place at a distance. This is one of the most modern forms of education, in which the educational needs of the student are satisfied in a convenient mode, selected, and developed competent educational programs. Today, school education provides a wide choice of forms and types of distance learning, such as various individual e-courses, video conferencing, chat-classes, and other forms of organizing communication within the online process. The organization of distance learning at school is based on the traditional model, to which all students are adapted. They communicate with teachers in the same way, follow their instructions and recommendations, answer the teacher's questions, and can interact with their peers virtually.

Today, virtually all schools have introduced a system of electronic journals through which students receive assignments. Teachers give homework, which must be sent in time via a special chat in the electronic journal or by mail. Most teachers organize a video lesson using special online platforms where you must use a microphone and camera to full immersion in the learning process and a certain amount of control. For good results in distance learning for high school students is necessary [2, p. 113-118]:

1. regular updating and systematization of educational and methodological resources;
2. organization of a unified electronic educational environment to ensure monitoring of the learning process, the interaction of all users, support for participants of learning activities;
3. implementation of the learning process based on plans adapted to the specifics of the organization of learning;
4. consideration of individual characteristics of each student.

In distance learning the educational process can take place in two modes. The first mode is online, in which learning and communication with the teacher is conducted in real time using information and communication technologies. The second mode is asynchronous, in which the student learns the learning material at any time convenient for him/her and passes it in due time.

It is necessary to note several difficulties arising in the distance form of schooling. For example, there are limited opportunities for pedagogical improvisation, a lot of work for the teacher, students' independent comprehension of necessary information, and a rigid time schedule, when students must receive tasks, perform them quickly and send them in time. Studying via online platforms, students can often be distracted by external factors, which disrupts the pace of the class. This phenomenon is bad for their academic performance. Some students find it more difficult to absorb information obtained virtually because they are used to the traditional form of learning. Another problem that has arisen is the technical equipment and stability of the Internet of teachers and students. The consequences of this are especially troubling for low-income families. Closing educational institutions exacerbates social inequality, because affluent families tend to have higher levels of education and more resources to provide alternative activities. Another problem directly affects people's health. Because everyone is spending at least 4-5 hours a day at a monitor, the strain on the eyes has increased. That is why doctors recommend doing eye exercises from time to time to avoid negative consequences. No less important is the psychological component. Given that everyone is confined for a long time and without communication with peers, negative and protest behavior can arise, which further affects the motivation and mood of the student [2, p. 180-183].

Despite the disadvantages and limitations of distance learning, learning a language by distance learning has its advantages, namely [3, p. 77-79]:

1. Distance learning technologies allow you to place the learning material on a server. The advantage of this electronic tutorial is that the teacher can make additions and changes to its content as needed. (Whereas printed publications cannot be adjusted during the learning process). The student can copy the received materials on a floppy disk, print them out and work with them when and how it is most convenient for him. Moreover, when studying the received material, the student can set the size and type of font at his/her own discretion, change the colors used for the text design, remove, or move pictures and even illustrate the text himself/herself, making it more coherent. All this serves to better absorb the material.
2. The possibility of intensive communication of students and teacher, students with each other, as well as with partners from other countries. Telecommunication communication provides direct and feedback communication between the teacher and the learner. It is this peculiarity that significantly distinguishes DL from distance learning and brings it closer to face-to-face. Modern computer networks are already capable of producing two-way audio and video communication between partners and are the most convenient technologies for foreign language instruction. But to sound and image transmission require expensive equipment and high bandwidth communication channels, whereas for the transmission and storage of text messages requires minimal costs.
3. Providing a teacher with a possibility of operational management of the learning process. If in the process of full-time education, the teacher is the main and direct source of information, but in the case of DL, he or she cedes this role to and his/her function is to organize, regulate, and manage the learning process. of the learning process. In connection with the above, the development of the course should be based on the independent work of Due to the above, the development of the course should be based on the independent work of students with a previously prepared and provided plan-schedule for implementing the course program and electronic learning materials. The DL e-course should be oriented to a specific learning process. Along with the computer interactive multimedia textbook, the set of electronic foreign language course should include electronic and printed materials, audio, and video tapes, i.e., the whole set of didactic means. In the process of training the teacher manages the students' work with the material provided, conducts interim and final control, and evaluates the completeness of knowledge assimilation, advises students on emerging issues.

4. Ability for a learner to choose the time and pace of learning. The organization of learning by distance electronic courses has a very valuable quality: the student can get knowledge at a convenient time for him and choose the most convenient pace of studying the material and doing practical assignments. In the modern form of full-time education with its rigid curriculum and class schedules, this is an almost insurmountable problem.

Thus, competently organized distance learning can be quite effective, and its development looks promising and quite realistic. Distance learning is a motivating factor in learning foreign languages, contributes to the achievement of personal, meta-disciplinary, subject-specific learning outcomes and, ultimately, to achieving the goal of foreign language learning: the formation of foreign language communicative competence. In addition, distance learning contributes to the implementation of modern educational paradigms such as individualization and differentiation of learning activities, self-education, and self-development of students. Distance learning is a specially designed system of learning in the Internet environment. The selection and structuring of foreign language learning content in a distance learning course depends on the learning objective, the choice of distance learning model, software capabilities, the competence of teaching staff and the readiness of all participants in the educational process to network interaction.

### **Literature**

1. Clark Tom, Barbour Michael K. Online, blended and distance education in schools: building successful programs. Stylus Publishing, 2015.
2. Song Holim. Distance learning technology, current instruction, and the future of education: applications of today, practices of tomorrow. Information Science Reference, 2010.
3. Smidt Esther, Li Rui. Ensuring quality and integrity in online learning programs. IGI Global, 2019.

UDC 372.881.111.1

## **THE IMPORTANCE OF INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE TEACHING**

**Arimbekova Aliya Beysengalieвна**

[arimbekovaaliya@gmail.com](mailto:arimbekovaaliya@gmail.com)

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”  
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan  
Scientific supervisor – S.A. Doldinova

At the current stage of faculty education reforms, serious changes are related to the introduction of knowledge and communication technologies within the educational process. In recent years, the problems of using new information technologies became more and more urgent. The utilization of recent information technologies in teaching foreign languages means not only the employment of recent technical means and technologies but also the utilization of recent forms and methods of teaching an overseas language and a replacement approach to the training process generally.

More recently, teaching a remote language was supported the normal approach, which consists of communicating the number of theoretical knowledge by the teacher and developing students' abilities and skills within the discipline being studied. Within the conditions of the classroom type of training, the teacher doesn't always have the chance to pay due attention to every student. Therefore, many of them lose motivation to be told, which ends up in a big decrease within the level of their knowledge, skills, and talents. Supported this, one amongst the most tasks of the teacher is to activate the activity of