

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ

ШЕТ ТІЛІ КАФЕДРАСЫ

Қазақстан тәуелсіздігінің 30 жылдығына арналған
«АЗИЯ ЕЛДЕРІНДЕГІ ШЕТ ТІЛДЕРІ:
ОҚЫТУ ТӘЖІРИБЕСІ ЖӘНЕ ИННОВАЦИЯСЫ»
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Жинаққа «Азия елдерінде шет тілдерін оқыту: тәжірибесі мен инновациясы» халықаралық ғылыми-тәжірибелік онлайн конференцияның материалдары енді. Конференцияға Ресей Федерациясы, Франция, Испания, Түркия, Әзірбайжан, Қырғызстан және Қазақстан білім берудегі саласының мамандары қатысты.

Жинақта білім беру ісінің өзекті мәселелері, осы заманғы озық технологияларды меңгеру мен оны оқыту ісінде қолданудың тиімді әдістері, кредиттік оқыту жүйесінің теориясы мен әдістемелік негіздері, педагогикалық қызметтің теориясы мен практикасы, халықаралық білім беру технологияларын тиімді пайдаланудың әдіс-тәсілдері кең көлемде қамтылған.

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ORGANIZATION OF STUDENTS' INDEPENDENT WORK IN FOREIGN LANGUAGE TEACHING BY USING MODERN INTERNET TECHNOLOGY

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21st century is the age of information, obviously, makes its own adjustments to the traditional teaching of foreign languages. And our goal is to learn how to use

modern information technologies appropriately and effectively in the educational process of teaching foreign language.

It is necessary to identify the most scientifically and practically rational forms and forms of organization of students' independent work, to pay attention to the methods of effective development of the work plan, and to what extent it is implemented [1].

How effectively independent work of students will be carried out in the audience and outside it, primarily depends on the organization of this work by the teacher. The teacher's task is to organize the work of students in such a way as to ensure active independent activity of students, to create conditions for their self-expression and self-development [2].

It's certain that the effectiveness of independent work in the learning process largely depends on its organization, content and nature of tasks, the sequence of their construction, the source of knowledge, the relationship of existing and new knowledge in the assignments, the quality of results achieved, etc.

In recent years, the issue of using new modern technologies for teaching foreign languages has been largely increased. This is not only new technical means, but also new forms and methods of teaching, and a new approach to learn.

In modern pedagogical practice, various teaching technologies are used, with the help of which the interest of students to the subject increases dramatically and the academic performance is also increased.

The personalized independent work under the multimedia network platform should be in the network environment, with the goal of "improving students' learning ability", taking into account the general role and function of the independent work, and paying attention to the main role of students. Students' independent work is not only an extension and supplement of classroom teaching, but also an important channel to improve students' learning ability. Both online teaching and traditional classroom teaching have been limited by time, so students' independent work should be streamlined, practical, novel, and pertinent. But we often only focus on the consolidation of textbook material and ignore how students can realize the transformation from mastering knowledge to improving ability by completing homework.

Among the latest technologies used in the higher-education system for the organization of students' independent work, we can distinguish information and communication technologies, which are implemented on the basis of electronic platforms. The introduction of information and communication technologies (ICT), including those implemented on the basis of electronic platforms, in the field of education has allowed teachers to change qualitatively the content, methods and organizational forms of education, to intensify and individualize the training of students. In recent years, the research work notes the great potential of modern technologies for more effective organization of students' independent work [3].

Due to the mentioned benefits of digital resources, completely new didactic characteristics are needed:

- A range of styles of presentation of knowledge;

- Diversity and changeability;
- Interactivity;
- Adaptability and flexibility [4].

Methods

The main objective of our research is to demonstrate the strengths of implementing modern technologies in organizing and in teaching English. The survey group composes of first year Bachelor’s degree students from the Faculty of Journalism and Political Science, Eurasian National University, Nur-Sultan. The participators were chosen by suitable testing evaluation method. The members of this research were separated into two groups. For each group different forms of individual work were given, that is, for the experimental group, the independent task was implemented with web platforms while for the monitoring group, traditional independent task was utilized. The collective number of learners was 20 in each group. The assignments involved 4 components related to each capacity element from their program books. The primary assignment was handed as pre-evaluation to the members. With a purpose to realize the students’ abilities in 4 major components knowledge, a post-evaluation of skills advancement was produced.

Considering the pre-evaluation outcomes, which can be observed from “table – 1”, the pupils in the experimental and control groupings were not perceived remarkably contrasting between counts and are equivalent to the extent with no visible contrast in the pre-evaluation, with the lowest 2% of gap in listening segment, and the biggest 5% of gap in speaking segment.

Table 1 Pre-evaluation outcomes

	Reading outcomes %	Speaking outcomes %	Writing outcomes %	Listening outcomes %
Experimental group	44/100	51/100	47/100	53/100
Controlling group	43/100	53/100	45/100	51/100

As it can be noticed from the “table – 2” there is a considerable contrast between post-evaluation accomplishment totals of students in the experimental grouping and the controlling grouping of pupils. In accordance with the examination of the “table - 2”, it can be mentioned that two separate educational techniques resulted in distinction in outcomes of two groupings of students, and that digital internet technologies contributes to higher mastery of 4 skills from learning action.

Table-2 Post-evaluation outcomes

	Reading outcomes %	Speaking outcomes %	Writing outcomes %	Listening outcomes %
Experimental group	76/100	80/100	73/100	81/100
Controlling group	46/100	52/100	44/100	53/100

According to the outcomes of the practical research work and considerations mentioned above, it can be easily noticed that the application of modern internet technologies in organizing the students' independent work is able to advance the language competence of the pupils. During the practical research work, students from the experimental group were guided using various educational platforms and software applications as additional material sources to the traditionally established face-to-face lecture instructions. After completing diverse interactive tasks, group activities and individual works, the students were supplied with the teacher's profound feedback through the online applications, which were in use during the experiment.

As it is clearly illustrated in the diagram-1 and diagram-2 below, the percentage of the students' outcomes rise among the experimental group altered from 29% in speaking segment, to the rise of writing segment outcome in 26%. Simultaneously, there was a smaller increase in reading and listening from the controlling group, with 2% rise in the listening and 3% in the reading segments. Consequently, the implementation of the modern internet technologies and web-based tasks in organizing students' independent work is highly required in order to advance learners' language capabilities. Taking into consideration all these, it becomes clear that modern internet and digital technologies should be used as an alternative technique or activities both in English classrooms and extracurricular independent work instead of traditionally established system.

Diagram 1. Pre-test/Post-test outcome of experimental group

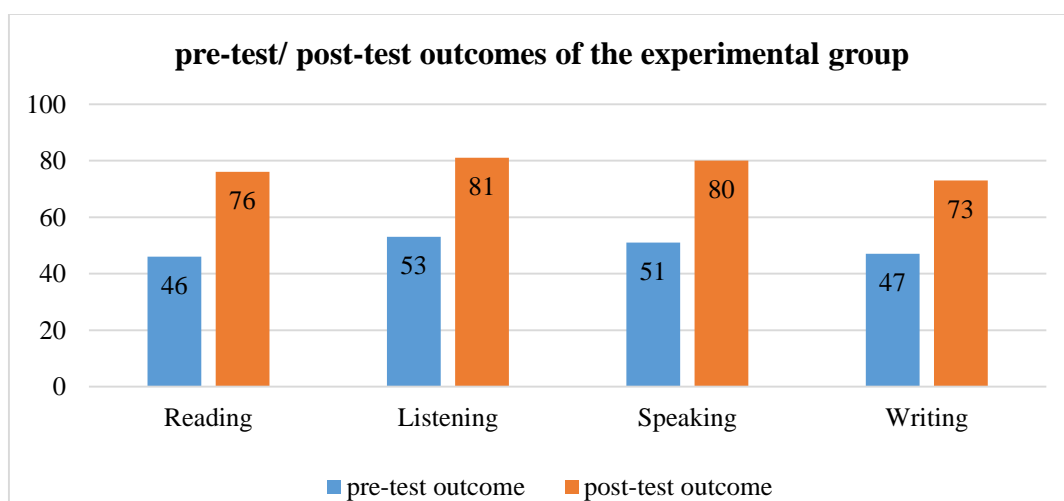
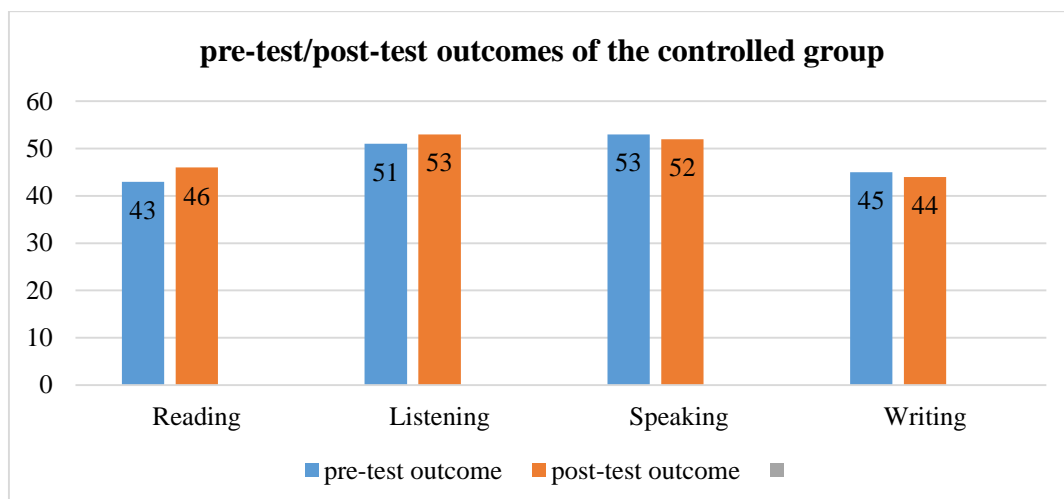


Diagram 2. Pre-test/Post-test outcome of controlled group



Conclusion

The research work illustrated that the application of modern internet technologies in organizing students' independent work in teaching foreign languages had a positive impact on the four main skills, namely reading, writing, listening, and speaking. Moreover, the innovative internet technology had a beneficial effect in students' motivation to acquire new knowledge, desire to cooperate with each other and willingness to be actively engaged during both group tasks and individual assignments.

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