

ICT AS A MEANS OF IMPROVING THE QUALITY OF EDUCATION IN FOREIGN LANGUAGE LESSONS

Tolykbayeva Ayauzhan

t.aiyauzhan@mail.ru

4th year student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Nur-Sultan, Kazakhstan

Supervisor – Zh.D. Nurzhanova

Due to political and economic changes in the modern world, the demand for knowledge of foreign languages has significantly increased in Kazakhstan. Modern society places high demands on students mastering foreign languages. Knowledge of a foreign language serves as a means of exchanging information, helps to interact with representatives of other cultures, provides an opportunity to become a competitive person, allows wide use of the capabilities of the global Internet, work with new technologies, information and communication.

For successful learning, it is necessary to constantly stimulate the motivation to learn a foreign language. This can be achieved with the use of techniques that cause students' personal interest. The use of information and communication technologies can be one of the effective means to increase motivation, i.e. students' positive attitude to a foreign language as an academic discipline and the conscious need to master knowledge in this area.

In education, ICT is a combination of methods, devices, and processes used to collect, process, and disseminate information and use them in the educational process [1, 104].

Information and communication technologies can make classes more diverse, increase the efficiency of students, make the learning process more interesting. The most common example of the use of ICT in education is a personal computer. Along with this, the term “multimedia” is often used. Multimedia can be described as a collection of information media, such as CD-ROMs, floppy disks, the Internet, and software that help implement an interactive approach.

There is neither a universal method, nor a single set of educational and methodological materials, which allow to equally teach different people foreign languages. Why is this happening? Just because they are different in how they teach, and why they need the language, and what they want to learn. Therefore, even ICT can not be the only "magic" pill that will help anyone to learn the language. Nevertheless, ICT occupy an important place among modern methods of language teaching, and their potential is limitless. The main roles of ICT:

1. Increase motivation. The use of games and other digital media, the ability to connect with real foreign language students (through Internet video conferences), access to relevant and interesting materials in foreign languages can increase the motivation to learn a foreign language [2, 24].

2. Allow to learn a foreign language outside the formal educational context and outside the educational institution. Through communication via e-mail and video conferencing with educational institutions in other cities and countries, ICTs make it possible to communicate with native speakers. Personal computers, laptops, telephones, home access to the Internet - all this allows students to practice the language outside the college.

3. Give the opportunity to purposefully practice the language on authentic materials. Before the advent of the Internet, email and video conferencing, the only way to practice the language was to attend expensive courses. ICT helps to practice language in context with native speakers in reading, writing, listening and speaking.

4. Allow you to achieve maximum success in learning a foreign language thanks to a system of rapid diagnosis and feedback. Language learning is perhaps one of the areas in which computerized learning is valued. The level of language acquisition can be checked through testing and training exercises. Students can practice in the workplace without being embarrassed by other students. Instant feedback, ability diagnostics and encouragement stimulate the student to succeed.

5. Provide modern technical tools for learning the language.

6. Give teachers the opportunity to share information and resources. The Internet is a powerful tool in the hands of teachers, as it allows them to create their own resources, data banks, games, tests; share best practices with colleagues.

For the effective use of ICT, foreign language teachers should:

- understand the students' individual problems that arise when learning a foreign language;
- carefully select the necessary material;
- check the truth of the information;
- be able to competently and confidently use standard software [3, 148].

The use of ICT can be represented by many examples. Let's look at some of them.

1. Work with text files. This method is one of the most common. It is used to create letters and other documents. For example, you can create a text for a careful reading, the so-called close reading (texts with missing words, the absence of a plural or the end of past tense). The task of the students is to fill in the necessary information. You can also arrange sentences in chronological order or test students by vocabulary and grammar.

2. Creating documents and presentations. Students with enthusiasm make reports in their native or foreign language using ICT. They are happy to illustrate what they are writing about by adding photos, graphics, drawings, videos or audio recordings of their own or taken from the Internet.

3. Search for information and communication with foreigners. Communication with native speakers in a distant country has always motivated students to learn a foreign language and seemed the most attractive option. Such programs as Skype, Viber, e-mail correspondence help to establish communication with representatives of other cultures and make it more effective. Video conferencing has already become a normal phenomenon in modern life and serves as an excellent motivating tool for exploring the language. On the Internet you can find a huge amount of information about the countries of the studied language, their customs, traditions, as well as professionally directed texts. Various types of exercises together with presentations allow to bring the study of languages closer to real-life situations, to broaden the horizons of students. Finally, a lot of useful material about writers, poets, books, films, etc. is stored on the Internet and on CD-ROMs: databases, comments, quotes, reviews, opinions. Such a volume of ready information greatly facilitates the study of foreign languages, since access to it is simple [4, 192].

4. Speech recognition. Students can compare their pronunciation with a computer model, both verbally and visually. Necessary requirement - the correct software [5, 16].

5. Written language practice. Writing resumes, business letters, articles in newspapers, exchanging emails with friends from other countries.

6. Development and creation of projects. Students create their own projects, which can become additional aids for learning a foreign language. Pros: teamwork, learning the language in a game form, the formation of skills to present their work on the screen.

Unfortunately, there are a number of problems arising from the application of ICT. Among them are the following difficulties:

1. Long preparation for the lesson. The teacher has to spend a huge amount of time searching for the necessary information, adapt it, create its own resources.

2. The probability of failure of equipment at the most inopportune moment. The lack of electricity, the conflict of office programs, the loss of sound and a number of other problems may require the use of a conventional blackboard or tape recorder.

3. The level of training of the teacher is insufficient for working with ICT in this or that lesson.

4. Occupation overload with illustrative material, avoiding the main goal of the lesson.

5. Insufficient provision of educational institutions with modern equipment.

6. Lack of students home computer, which makes it impossible to complete assignments.

7. The impossibility of intellectual and emotional impact of the personality of the teacher on the student, the lack of live communication.

8. Long work at the computer is harmful to health.

Summing up the above, we would like to note that, despite the shortcomings, the use of ICT helps to make extensive use of additional educational resources, makes the learning process more interesting, and reduces the time for learning new material due to its clarity and speed of assignments. Knowledge of students can be checked online, increases the personal interest of students, which contributes to a more successful mastering of the material.

The use of ICT in foreign language classes undoubtedly increases the interest in the subject, the quality of training and the effectiveness of control. Nevertheless, we should not forget that a computer can never replace a live teacher, live communication, no matter how attractive the use of new technologies.

Literature

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