

6. Stone-Paper-Scissors: Teachers can use this in classes between activities or at the end of the class. The whole class is playing against the teacher. It has a fun and refreshing effect.

7. Which One Is Missing? Teachers can play this with picture cards or with objects. Showing the cards, pictures, then taking one of them. Which one is missing?

8. Guess What I'm Drawing: Teachers can do this by sharing screens. For example, when class is learning "feelings" at the time and the teacher draws their pictures and asks students to guess what he/she was drawing [4, p.83].

To Conclude with, while distance education continues, I am sure we will be producing more activities and adapting them to our virtual classes.

Edutainment in distance learning, possible problems and their solutions.

As we have mentioned above the advantages of integrating edutainment into distance learning systems are a lot. With a deliberate, competent use of different activities in education, a number of important didactic problems can be solved:

- Students will not get distracted easily
- Students will be interested in lessons
- influence the formation of student's motivation for learning;
- despite the fact that the students are isolated thanks to those activities they have an opportunity to have some social communication [5, p.203]

Facing a new normal life, we clearly understand that we need to quickly adapt to it. Today, when for a whole year most educational institutions have switched to distance education, teachers are trying to come up with something that will attract the attention of their students. And this is great, because any method of motivation can affect the receipt of a quality education.

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THEORETICAL OVERVIEW OF USING WEBSITES AND MOBILE APPLICATIONS IN DISTANCE FOREIGN LANGUAGE TEACHING

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Due to the growing popularity of the use of information technologies in almost all spheres of human activity, there is a growing demand for the creation of high-quality and effective websites and mobile applications to facilitate human activities. This process also affected education in pandemic situation during COVID 19 and the study of foreign languages in distance learning.

One of the main advantages of using websites and mobile applications is intuitive navigation on the Internet resource, ease and clarity of presentation and assimilation of information, quick access to the necessary materials.

The relevance of the topic of the thesis is associated with a significant spread of information resources for learning a foreign language and is the need to introduce Internet technologies in the educational process in universities.

The problem of the study is the possibility of using websites and mobile applications in teaching a foreign language.

The actual means of training today is a website (from the English website, from the web-web, network, and site-place), “a set of electronic documents (files) of an individual or organization in a computer network, combined under one address (domain name or IP address)” [1].

V. V. Bespalov gives the classification of sites. According to the availability of services, there are sites: open, semi-open, closed. By the nature of the content: static, dynamic. By physical location: external Internet sites, local sites. According to the scheme of information presentation, its volume, and the category of tasks to be solved, the following types of Web resources can be distinguished: personal website, business card website, representative website, corporate website, product catalog, online store, promo website, etc.

Mobile applications (English “Mobile app”) – software designed to work on smartphones, tablets, and other mobile devices, the most optimal to use for learning a language.

Most mobile applications can be classified based on the purposes for which they can be used. There are the following large groups of applications: entertainment (games, good apps for children), travel (hotel booking, tourist guides), business (ratio of currencies, indices, indices trading, real estate, online sales, applications for the city in search of work), social (the social network), food (ordering and delivery of food, location of the institution, recipes), sports (sports news, buy tickets, game), education (teaching kids, learning skills), news (Newspapers, magazines, news feeds).

Like all approaches, methods, and tools for teaching a foreign language, the use of websites and mobile applications has its advantages and disadvantages.

The use of Internet resources contributes to the development of speech skills and professionally significant competencies. Many authentic, constantly updated materials allow students to “be in a virtual language environment” [2]: read, see and hear samples of modern foreign language speech and use them in their own speech.

A variety of types of authentic texts, such as news feeds, newspaper and magazine articles, blogs, reviews, etc. It will allow to choose the most interesting and relevant materials for students, as well as introduce students to “various forms of foreign language computer – mediated communication” [3].

As E. V. Voevoda noted in her article, the Internet provides students with “an opportunity for intercultural communication, which helps to overcome stereotypes and develop socio-cultural tolerance of students.” Most students positively assess the fact that with the advent of the Internet, the ability to communicate with native speakers has significantly increased, which further motivates them and ultimately “has a beneficial effect on their language training” [4].

Some advantages of using ICT are also attributed if learning English is an independent goal of the student. I.e., the student is ready to engage and improve their skills and abilities in extracurricular time. For example, a student can find a person who has English is their native language, so that they can learn and communicate together, read, and watch news, talk about common topics, and discuss interesting books or movies.

According to S. K. Omarova, with the help of mobile learning, you can solve a number of problems related to teaching a foreign language: mobile technologies can provide instant access to all the necessary information, thereby increasing the reading ability of students in a foreign language, and due to the possibility of listening to the material being studied in a foreign language, listening skills are trained without interrupting their main activities, and portability allows you to solve the problem of saving workplace and space [5].

Another specialist in this problem, O. A. Obdalova, says that “more fully realize your intellectual and creative potential” is possible with the use of computer technologies in the process of learning a foreign language, and at the same time, the teacher can create conditions for the wide use of the interests and inclinations of students in the educational process [6].

Internet technologies develop skills that are important not only for foreign language proficiency. First, it is associated with mental operations: synthesis, analysis, comparison, abstraction, comparison, verbal, and semantic forecasting, etc. Thus, “the skills and abilities formed with the help of Internet technologies go beyond the limits of foreign language competence even within the “language aspect” [7].

Thus, the Internet develops the social and psychological qualities of students: their self-confidence and their ability to work in a team via choosing the appropriate grouping means; creates a favorable learning environment, acting as a means of an interactive approach.

Multimedia tools can cause increased interest and a more emotional attitude of students, which has a positive effect on the memorization of educational material, compensates for the shortcomings of attention, increases the educational aspect of learning.

According to K. V. Kapranchikova, based on information and reference resources of the Internet, including online encyclopedias, catalogs, online media, virtual tours of museums, galleries, theaters, cities. The author suggests “to organize the search and research work of students, to develop their cognitive activity, the skills of learning in cooperation, as well as the skills of independent learning activities” [8].

The interactivity created by ICTs not only creates real, life situations, but also forces us to respond adequately to them through a foreign language.

The use of information technologies promotes the implementation of the principle of student autonomy, which allows to implement promising methods, for example, project methodology.

The use of Internet resources in modern methods of teaching a foreign language is associated with solving the problems of individualization of learning, its intensification and optimization.

Individualization in the methodology is understood as an approach to learning, which considers the types of perception, thinking and memory of students. The educational process is intensified due to the organization of favorable conditions for mastering the language, increasing interest in work, individualization of classes, and motivation. Optimization of training means saving time, creating conditions close to the language environment, which is a favorable factor for achieving the learning goal.

To reduce the above-mentioned disadvantages to the minimum possible, it is necessary to follow some rules and requirements for working on the Internet, which should be followed by both students and their parents, and teachers.

To fully immerse students in a foreign language communication online environment, it is necessary to show learners the sights of the country of the language being studied, some events taking place on its territory which is quite easy to do today with the help of Internet technologies and resources, but this should correspond to the goals and objectives of teaching in a specific audience and not “substitute for work” on language material and the development of professionally significant language skills and competencies.

The teacher should perform the following actions: prepare the required tasks, be responsible for the overall organization, advise, monitor the order and time necessary for the implementation of the plan, formulate questions to discuss them in groups.

The task of the teacher is to teach students to independently acquire knowledge, freely navigate them, apply them in practice, form their own opinion, use previously acquired knowledge, as well as correctly organize effective classroom and independent work of the student. Thus, the teacher must spend a certain amount of time and effort on preparing classes.

The following rules related to the organization of the educational process using information technologies must be observed: all the participants of the educational process in varying degrees, should be involved in the work; care must be taken that the material and forms of work suited to all students; to create the necessary atmosphere teacher online needs to consider the promotion of the work of the opportunity for self-realization and a variety of workout; the room where the lesson should facilitate the work of students in large and in small groups; teacher defines the online rules for the class to agree on the beginning and the end of the lesson.

Working with mobile technologies in general and with mobile applications requires the initial level of formation of information and self-educational competencies, allowing students to improve and develop these competencies further. When using mobile applications in the educational process, it is necessary to consider the availability of these applications in different operating systems since students may have mobile devices running on Apple, Android, Nokia, Blackberry, etc.

Due to the large number of applications available in online stores and the ability of each user to create their own applications, authorship is the determining criterion when choosing mobile applications. It is also worth noting that there are not only free resources on the Internet, but also paid ones.

A website or mobile app may request the purchase of an elevated user status, which will give access to more content. Then, if the resource is decent and offers efficient and effective packages with material, it makes sense to purchase a subscription for one or more teachers at the expense of the educational institution.

In cases where information technology is used as a distance learning form, the student should be able to study the subject independently and test themselves using control tests, questions with the keys that the teacher must prepare, or make sure that they are available on the Internet resource used.

It is also necessary to consider the following requirements: the student must have access to the repository of electronic documents, be able to be in touch with other students and jointly edit documents or perform prescribed tasks; when teaching a foreign language, it is convenient to work with a remote course at anytime and anywhere using a tablet computer or mobile phone. This possibility is important "for the attempt to create an artificial language and cultural environment around the learner.

The teacher should also be aware that not all students adequately perceive virtual screen worlds, are able to conduct a dialogue with the interlocutor using telecommunications. In this regard, it is very important to ensure the psychological security of the student's information interaction with other users on the Internet. Teachers and parents need to ensure that the student is constantly aware of their presence in a world other than the real world.

To sum up we highlight several ways to prevent undesirable psychological and social consequences of students' work on the Internet: the teacher's control over the actions of students in the classroom; the creation and use of special warning prompts; the management of cognitive activity using information and communication technologies.

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HOW TO IMPLEMENT THE FLIPPED CLASSROOM MODEL IN TEACHING ENGLISH LANGUAGE SKILL

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The article is to show the benefits of flipped learning model in teaching English language skills and suggest tips to implement it into language classroom. The major benefits of flipped model has been identified according to the scholars’ works, such as personalization, active engagement and learning. Also, the six steps identified as an efficient method to utilize a flipped model in language classroom.

The current situation, caused by Covid-19, has changed the format of education all over the world. Educational institutions, schools, colleges and universities has fully and in some cases partly changed to online teaching and learning. Consequently, some traditional approaches has lost effectiveness and there is a huge demand for new and efficient methodologies to teach the skills online. So, the flipped classroom approach has been suggested, which is considered to be the most successful methodology.

What is flipped classroom?

The flipped school model, which reverses the traditional learning experience by delivering the bulk of instructional content online, is an example of the blended learning approach. Learners can be able to process and comprehend a collection of materials at their own pace and in their own time. After preparation, this would take the place of more traditional "homework" tasks. Instead of the more traditional teaching situation, the teacher uses the classroom sessions for casual discussion and exploration of the subject. As a result, the acts performed in either instance are diametrically contradictory to what is considered natural.