

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ

**Студенттер мен жас ғалымдардың
«GYLYM JÁNE BILIM - 2023»
XVIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ
XVIII Международной научной конференции
студентов и молодых ученых
«GYLYM JÁNE BILIM - 2023»**

**PROCEEDINGS
of the XVIII International Scientific Conference
for students and young scholars
«GYLYM JÁNE BILIM - 2023»**

**2023
Астана**

УДК 001+37
ББК 72+74
G99

**«GYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың
XVIII Халықаралық ғылыми конференциясы = XVIII
Международная научная конференция студентов и молодых
ученых «GYLYM JÁNE BILIM – 2023» = The XVIII International
Scientific Conference for students and young scholars «GYLYM JÁNE
BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.**

ISBN 978-601-337-871-8

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.

УДК 001+37
ББК 72+74

ISBN 978-601-337-871-8

**©Л.Н. Гумилев атындағы Еуразия
ұлттық университеті, 2023**

THE IMPLEMENTATION OF ONLINE PLATFORMS IN TEACHING A FOREIGN LANGUAGE TO SECONDARY SCHOOL STUDENTS

Smagulova Arailym Sabyrgalikysy

araylym.smagulova.01@list.ru

4-year bachelor student with a major in “Foreign Language: Two Foreign Languages”,

L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Scientific supervisor – G.M. Gauriyeva \

Modern pedagogical technologies such as learning using elements of cooperation, project methods, the introduction of modern information technologies, Internet resources can help to bring to life a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the capabilities of the children, their level of learning.

The possibilities of using Internet resources are endless. In English lessons with the help of the Internet, you can solve the whole range of didactic tasks. (they can be seen on the screen)

This method of teaching also makes it easier for teachers to deliver lessons. At the same time, the computer does not replace the teacher, but only complements it, playing the role of a tool that, when used correctly, significantly increases the effectiveness of the pedagogical process.

The methodological potential of educational IR allows:

- select text, graphic, photo, audio and video material on the topics studied;
- to carry out in groups and the whole class consideration of cultural and social problems;
- perform a linguistic test of oral and written speech of native speakers (representatives of various social groups, native speakers of dialects and accents);
- to carry out extracurricular and extracurricular project work of students.

The active development of information technology is what generally characterizes the 21st century. It is difficult for modern students to imagine their life without a computer or smartphone. The educational process also does not stand still. If in 2015 most schoolchildren used paper diaries, now they have been replaced by electronic diaries [1].

The main goal of teaching a foreign language is to develop students' reading, writing, understanding and speaking skills, with particular attention to the development of learning initiative and the ability to use the language in everyday life [2]. The primary task is to develop the language communicative ability of students.

The traditional form of teaching a foreign language is mainly teacher-oriented. Teachers teach reading, vocabulary, grammar, help with exercises and answer questions [3]. The teaching method is monotonous and boring, teachers are always in the foreground; the learning environment is solitary and closed, limited to chalk and blackboard.

With the advent of the era of information technology, new requirements are put forward for teaching a foreign language. The so-called information technology is an emerging science-intensive technology built on computer, communication and microelectronic technologies [4]. With the integration of the world economy and the development of modern information technologies, traditional methods of teaching foreign languages can no longer satisfy the needs of society. The study of foreign language teaching methods in the conditions of modern information technologies is a new topic that foreign language teachers face [5]. His heart is learning how to apply computer technology and teach a foreign language with it.

Interactive technologies are technologies that combine graphics, text, sound, images and other information into one whole for active interaction with the user [6]. When using interactive technologies, the main teaching content, materials, data, examples, etc. are displayed on the screen to help teachers in teaching.

Interactive online learning programs can provide a variety of language materials with images and texts, combination of movements, integration of sound and emotions, and audiovisual use [7].

Interactive tasks can be selected from those already created by other users or independently created in accordance with the topic of the lesson.

Teaching a foreign language using online educational platforms increases students' interest in lessons, and also has a positive effect on learning motivation [8]. Only by stimulating the interest of students in the classroom, and allowing them to actively participate in learning activities, can we ensure the dominant position of students in the educational process. Online educational technologies in general provide exceptionally favorable conditions for teaching foreign languages [9]. The interactive orientation in teaching a foreign language contributes to the development of the mental abilities of students, improves memory and improves learning efficiency.

Currently, there are a large number of online educational platforms, let's look at some of them.

Joyteka is an interactive online educational platform that has in its arsenal 5 online services for creating interactive tasks (quest, video, quiz, test terms). Let's take a closer look at each type. Quest: the student enters the room in order to get out of it - you need to complete specific tasks proposed by the teacher. At the same time, the tasks themselves are hidden and must be discovered using the clues located in the room [10].

Puzzle English is an online platform (website and mobile apps) for self-study of English language. It develops practice in listening, reading, writing, and speaking... Puzzle English website was created in 2011 as a personal project of Alexander Antonov (originally known as learnonline.me). It has 4 million users [11].

On the website, users can find various forms of learning. First and foremost, there is an opportunity to take a test to determine the level of language proficiency. Based on the results, exercises of different levels will be suggested. Short video lessons are available, covering topics of grammar and communication with representatives of foreign culture. There are also games that help to develop vocabulary and grammar. Training in spoken language and communication are relatively recent developments of the site creators.

For regular visits to the site and completion of the educational program, users receive bonuses and discounts on paid services. This helps to maintain the interest of learners and often leads them to transition from free users to paid ones. Moreover, the range of services and broad selection possibilities allow almost everyone to find an interesting and affordable offer. According to the developers, the website contains 630 hours of video lessons and 12,000 exercises.

The exercise that became the basis for the site's name – word puzzles – is widely used by the platform creators. After watching a video, the user is offered to assemble phrases from the presented set of words, that is, to complete a puzzle. This exercise helps to develop listening skills (accompanies the viewed videos), and helps to memorize typical speech turns and grammatical constructions.

One of the unusual features is that the user can comment on each sentence in the exercise. Moreover, they can receive answers from other users and teachers of this platform. Sometimes the comment section grows into a full-fledged tree, and it raises complex questions of grammar and communication ethics in English.

The distinctive feature of the "Puzzle English" platform is not only its orientation towards motivated self-learners but also creating a gaming atmosphere. This is facilitated by the gaming forms of tasks, the creation of "traveler's cards" for the youngest users, and a bonus system for accumulating prize "puzzles" to obtain additional rewards [12].

Flipgrid is a social platform, but controlled: an administrator (e.g. a teacher) creates a group, invites students to it, posts assignments or discussion topics, and students respond to the teacher and comment on each other's answers.

Flipgrid offers a great feature – quick and convenient recording of short videos right on the website or in the mobile app and their instant publication. At the same time, it is possible to flexibly configure access options for different groups and assignments. For instance, it is possible to disallow comments or permit them in a specific manner, such as exclusively through text without the option of video [13]. The described technology has several advantages:

- It has a user-friendly interface, is easy to use, and does not require special knowledge and skills from the teacher and students (except for minimal knowledge of English);
- It allows tasks to be performed and control to be carried out remotely;
- The content of the topics and tasks is created at the discretion of the teacher; the teacher can set the speaking time from a few seconds to 10 minutes;
- It can be used at the stages of teaching monological speech, working with samples of monological statements when teaching speaking on a situational basis; as well as at the stage of testing pronunciation skills, reading aloud skills, and oral speech development skills.

The Flipgrid technology is convenient for students, as:

- Students have the opportunity to listen to each assignment repeatedly;
- Students can listen to the video they recorded themselves and find mistakes;
- Thus, the technology helps to work out, including independently, oral speech and practically apply the studied grammatical constructions and lexical material [14].

Conclusion

Thus, online platforms play an important role in foreign language education, providing a more interactive and effective learning process. They allow students to actively participate in the learning process, stimulate their interest in the language, and motivation to learn. Thanks to the wide selection of online services and learning formats, every student can find a suitable option. Examples of such platforms, like Joyteka, Puzzle English, and Flipgrid, have their advantages, such as creating a gaming atmosphere, flexibility and ease of use, as well as the ability to work with different aspects of the language - from developing grammatical and lexical skills to improving oral communication. Additionally, such platforms give teachers the opportunity to remotely monitor the learning process and evaluate students' progress. Overall, online platforms allow educators to organize work in an interesting and accessible format for secondary school students, receive feedback, build individual educational routes, and promote productive interaction.

Literature

1. Urazova M. R Innovative technologies in teaching and studying English // Austrian Journal of Humanities and Social Sciences. 2020. P. 28-37.
2. Stramnoy A.V. Methodology and technology of the innovative lesson of the English language // MNKO. 2020. P. 142-144.
3. Milrud R.P. Application of information technologies in teaching foreign languages and culture // Bulletin of TSU. 2012. P. 211-216.
4. Kondrakhina N. G., Yuzhakova N. E. Modern multimedia technologies for teaching a foreign language in the context of digitalization // Humanities. Bulletin of the Financial University. 2021. P. 134-137.
5. Shirinova L.F. The use of Internet technologies in the educational process of the school // Bulletin of the Shadrinsk State Pedagogical University. 2018. P. 27-30.
6. Lazutova L. A., Piskunova S. I., Yankina O. E. The use of interactive techniques and digital tools in the process of practical training of a foreign language teacher. P. 290-294
7. Valeeva E. E., Gilyazova D.R. Online programs and platforms for teaching English // International Journal of the Humanities and Natural Sciences. 2022. P. 140-143
8. Kurbakova M. A., Kolesnikova A. A. The use of applications in teaching technical English // Language and Culture. 2020. P. 150-155.
9. Nygmetova B. D., Pereskokova K. O., Kamesheva Yu. O., Akylbekova A. K., Alimova Sh. Zh. Organization of interactive training at online foreign language lessons. 2022. P. 70-74.
10. Kantsur A. G., Berdnikova N. S. The use of mobile applications in foreign language lessons // Problems of Romano-Germanic philology, pedagogy and methods of teaching foreign languages. P. 76-77.
11. Антонов А. Puzzle English: «Командный дух и стремление к общей цели важнее, чем богатый опыт» [Электронный ресурс]. – Режим доступа: URL: <https://businessstory.ru/aleksandrantonov-puzzle-english/>

12. Puzzle-english [Электронный ресурс]. – Режим доступа: URL: <https://puzzle-english.com/>.
13. <https://skillbox.ru/media/education/kak-servis-flipgrid-vovlekaet-v-obuchenie-pokolenie-tiktok/>
14. Rokhina, E. V. (2023). Web-instrument Flipgrid i ego ispol'zovanie dlya razvitiya navykov ustnoy rechi v distantsionnoy forme obucheniya inostrannomu yazyku //Web-instrument Flipgrid and its use for developing speaking skills in distance foreign language learning. P. 1-5.

UDC 372.881.111.1

CLASSROOM ASSESSMENTS FOR TEACHING WRITING SKILLS

Soltanmurat Madina

madina_soltanmurat.01@mail.ru

4-year bachelor student with a major in “Foreign Language: Two Foreign Languages”,
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
Scientific supervisor – A.A. Tajibayeva

Introduction

Assessment consumes a substantial amount of a teacher’s professional time and energy. This fact demonstrates the significance of classroom assessment. We must never lose sight of the fact that any type of assessment is done to answer specific educational questions about individuals in the class or the class as a whole. Furthermore, the primary goal of assessment is to facilitate and improve student learning. [1, p. 40]

To determine the strengths and weaknesses of students, as well as to improve writing skills, it is better to use various grades in the classroom. Below are some examples of typical classroom assessment techniques by Brown:

1. Formative assessments are the process of evaluating students as they are “forming” their competencies and skills with the goal of assisting them in continuing that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate performance feedback, with an eye toward future learning continuation (or formation).
2. Summative assessments are used at the end of a course or unit of instruction to measure or summarize what a student has learned. A summary of what a student has learned implies looking back and taking stock of how well that student has accomplished goals. [2, p. 6]
3. Alternative assessments are useful types of assessments for assessing student’s work. For instance, it allows students to be assessed on what they normally do in class every day. As classroom assessments it might be beneficial to use: journals, portfolios, concept maps, post cards, rubrics, etc.

Writing is a crucial skill to teach and acquire when learning a foreign language because it helps students learn the English alphabet, sounds, vocabulary, and grammar as well as establish pronouncing, speaking, and reading habits. Writing has a significant practical value because it helps students retain patterns of all types (graphemes, words, phrases, and sentences), which has a profound psychological impact. Because of this, the school’s curriculum states that “writing is a powerful means of teaching a foreign language.” Penmanship, spelling, and structure are all parts of writing. Activities that involve writing assist in enhancing learning in the other skill categories. Balanced activities assist with memory and language training. Free writing exercises benefit from practice communicating freely. Reading helps students develop their language options and see the “rules” of writing. [3]

The following research questions are used in the study to address the parameters of using various exercises, tools, and techniques while focusing on a variety of classroom assessments for students’ writing proficiency: