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Астана

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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.

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USING NEW INFORMATION TECHNOLOGIES IN GRAMMAR TEACHING AT THE ENGLISH LESSON: THE COMPUTER PROGRAM "TELL ME MORE"

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In recent years, the question on the application of new information technologies in secondary school has been raising more often than ever before. This is not only new hardware, but also new forms and methods of teaching, new approach to teaching. The research work will examine the benefit of using "Tell me more" computer program. The experiment described in this work will increase students' level of grammar.

Keywords: Computer program, secondary school, teaching English

Using a computer at the English lessons can solve a series of didactic objectives: to shape the skills of reading, using materials of the global network; improve writing skills of students; to widen students' vocabulary; form students' sustained motivation to learn English. [6]

Thus, the topicality of the research work can be argued by the significance of the problem and at the same time its insufficient development for use in most secondary schools.

1.   New information technologies in teaching English

Currently, a significant transformation in the field of education has affected teaching foreign language at school. In particular, new information technologies such as the use of Internet resources, educational computer programs, etc. have been intensively introduced in the field of education.

Researchers such as Polat E.S., Dmitreeva E.I., Novikov S.V., Polilova T.A. Tsvetkova L.A. are actively engaged in development and implementation of new information technologies in the educational process [5].

Rudenko-Morgun O.I. in his article "Computer technology as a new form of learning says, "we live in the age of information, computer revolution, which began in the mid-80s and still continues to increase. Here are its main milestones: the emergence of the personal computer, the invention of multimedia technology, the introduction of the global information network Internet into our lives. All these innovations have easily and seamlessly become a part of our lives: they are widely used in almost all professional fields and at home. [2]

Computer training programs in teaching English, according to   Nosenko E.L. [3], have been used since the 80-s. It was said that the automated training systems (ATS) referred to so-called combined technical tools of teaching. They are intended for implementation of the functions on presentation of educational information in easy readable format, on individualized management of training activities during the programmed, problem-based learning, on the control of knowledge with the help of a computer, working interactively; also for provide access to computing, information-referential and other computer resources.

It is generally known that the availability of technical tools of training and control for usage in the classroom at the foreign language lesson is determined by the following criteria; they need:

- to enhance the productivity and efficiency of educational process;
- to ensure immediate and constant reinforcement of the correctness of educational actions of each student;
- to raise awareness and interest in learning the language;
- to provide rapid feedback and functional control the actions of all learners;
- to have the ability to quickly enter their answers without extensive coding and encryption [4].

The use of computers at the lessons of English significantly increases the intensity of the training process. In computer training much more material is digested than it did for the same time in terms of traditional teaching. Furthermore, while using a computer the material is acquired more lasting. [1]

It should be noted that the computer takes away a negative psychological factor as "fear of answers". During the traditional classroom, various factors (defects of pronunciation, fear of making a mistake, the inability to articulate their thoughts aloud, etc.) do not allow many students to show their real knowledge. Staying "private" with the display, the students usually do not feel stiffness and try to show the best of their knowledge [7].

Although the transfer of all functions of the teacher to the machine is possible in principle, the idea of complete automation of teaching, as Lomov B.F. fairly emphasized at the All-Russian conference on the psychological problems of creating and use of computer, can hardly be regarded as a practically realizable and humane. Education is impossible without educative impact of the personality on students, and this requires their direct contact.

2.   **The model of work on use of computer technology «Tell me more » in improving grammar of high school students**

New multimedia technologies provide a high effect of learning a foreign language if they are backed up by cutting-edge methodical techniques.

The main types of work with personal computer at the English lessons can be divided into two groups: the use of training and educational programs on CD and creation of programs in a variety of applications by a teacher with a further application at the lessons to explain the material or its processing and verification.

Using training and educational programs on CD is the most affordable way to use the computer in the classroom and off-hour. The teacher can conduct group and individual work with children using educational programs with game elements: "Tell me more", "Euro Talk. Elementary", "Euro Talk. Intermediate", 'Professor Higgins", «Learn to Speak English".

2.1 Description of the computer technology «Tell me more»

Among the most successful programs for improving the grammar level of English we should mention "Tell me more", which appeared in 2008. It can be used to teach children of different ages (from 4 to 12 years), to comprehend recorded material , besides they learn to read, correctly pronounce on three levels, which makes it possible for teacher to compare the speech of students (in the presence of a microphone) with the standard. For fuller working off the themes there are different types of games in the program. All games have three levels of difficulty: immersion (listening to the English speech), listening comprehension (understanding of English speech), speaking practice (self-reproduction of the English language). Another advantage of this program can be considered as the presence of karaoke and cartoons. While working children can listen to karaoke song, sing it themselves and also record their voices. Children can not only watch cartoons, but also record the voices of their favourite characters. The program has the ability to select multiple language options – American or British English.

3.2 Experiment

The experiment of our study will be carried out on the basis of the school-gymnasium number 65 in Astana, Kazakhstan. Participants in the experiment were students of 6 "A" and "B" classes consisting of 12 and 11 pupils respectively. 6 "A" grade will be taught in traditional way, whereas with the grade 6 "B" the technology will be implemented.

The aim of the experiment is to create a model of work on the use of computer technology «Tell me more» in the process of improvement of grammar of high school students, lexical topic on which the experiment was conducted - "the town".

The model works on the use of computer technology «Tell me more» is a realization of several stages of work in a certain sequence.

The first stage of the experiment will be the identification of the current level of grammar. For every right answer a student will be given a definite score.

The next stage of the experiment will be the realization of computer technology «Tell me more» on «the town». Students will be required to pass five games and voice a cartoon. The first game will be a "merry couples". Pupils will be asked, snapping pictures, find the pair of them. The next game will be a "mosaic". To pass these game pupils will have to place the pieces (auxiliary verbs) in the right places. The third game will be "defining the difference". In this game pupils should find the differences between an image and click on their picture (continuous or simple tense). Perfection of grammar skills of students will also be trained with the help of the game "friendly little family". In the game students will have to make up sentences with members of family. The last game will be "dance school". Pupils should listen carefully to the words and remember a series of movements. Then they will have to make the hero of Albert to repeat them. The final stage of the experiment will be voicing a cartoon. Students should first view and listen to a cartoon, then, using a microphone to voice one of the characters of the cartoon.

Computer program «Tell me more» independently evaluates students. After each completed game or voicing a cartoon a squirrel appears and climbs the tree. Tree consists of eight branches (the maximum score - 8 points). Grades are based on how high a squirrel will climb.

The results of implementation of the model work on the use of computer technology «Tell me more» will be seen in the comparative table of the grammar level of students (see. Table 2.3) after passing a test (see Appendix 2).

Table 1 - Comparative table of the grammar level of students

Name	*Points on the 1ˢᵗ test*	*Points on the 2ⁿᵈ test*

Average		

We expect that after practicing the technology pupils will increase their grammar level. It can be explained by the creation of an atmosphere in the classroom, stress relief, individual work with a computer, and an interesting presentation of the material.

Conclusion

Improving students' level of grammar in a foreign language successfully happen if a number of conditions: accounting of mental processes of children, ensuring pupil's position as the subject of educating, the creation of a favorable atmosphere in the classroom, the account of the principles of differentiation and individualization of training, support for a positive outcome in the training, the presence of reflection.

Based on these studies, we expect that the level of perfection of grammar level of students will increase with the use of a computer program «Tell me more». This is due to the fact that this technology takes into account the psychological and individual characteristics of students, students' interests and capabilities, the principle of cooperation between students and a computer program is successfully realized.

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THE CREATIVITY IN THE EDUCATIONAL PROCESS

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Abstract: Students lack the real language environment and necessity to simulate different speech situations while studying the language. It usually takes certain level of imagination and additional effort. Therefore, it is necessary to create conditions to use and develop students' creative skills. Interactive teaching technique creates optimal conditions to develop knowledge of English. Teacher's use of creative practice and open tasks gives the opportunity to students to use obtained knowledge in non-standard situations. The need to integrate, analyze and project increases the efficiency of English lessons. To add more it becomes possible to disclose creative personality in students and helps to exercise intellectually and to form linguistic and verbal skills, reveal English from different angles.

Key words: The creative, effective learning, didactic material, Interactive teaching

The article describes the bases of didactic materials and students' creative abilities application for studying foreign languages. The main methods and principles of creative approaches in the