

**<sup>1</sup>Torekeyev B.A., <sup>2</sup>Shadkam Z., <sup>3</sup>Raiymbekova D.L.**

<sup>1</sup>1st course of PhD, Ablaihan KazUIRandWL, Speciality: Foreign languages:  
Two Foreign languages, Kazakhstan, Almaty, e-mail: Baha\_3333@mail.ru,

<sup>2</sup>Associate Professor, Al-Farabi Kazakh national university, Kazakhstan, Almaty,  
e-mail: zubaida.68@gmail.com

<sup>3</sup>Teacher of foreign languages department, TarSPU, Kazakhstan, Taraz, e-mail: dinnara08@gmail.com

## **DEVELOPMENT OF METHODS FOR THE USE OF DIGITAL EDUCATIONAL RESOURCES (DER) FOR TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS**

The aim of the study is to develop teaching methods for future teachers of foreign languages based on the use of digital educational resources. In the case of the formation of digital resources of the information society to improve the quality of teaching a foreign language, an analysis of the literature revealed the following contradictions: between a person, society, the state and the needs of the labor market and the education system in the context of traditional knowledge in accordance with the characteristics of the current dissatisfaction with the quality of higher education; an increase in the information that determines the content of foreign teacher education, and the definition of a limited period of study and the possibilities of subjects of the educational process. Because of the above, the relevance of learning a foreign language through the introduction of digital educational disciplines is questionable, since this field has not been sufficiently studied. The urgency of the tasks, its theoretical significance and the lack of practical development in pedagogy led to the discovery of the subject. Our research is based on the following literature: Theoretical aspects of the use of digital resources in the field of education. P.F.Sysoyev, M.N. Evstigneyev, A.N. Tikhonov, V.P. Tikhomirova, E.S. Polat, I.V. Robert and many other researchers. The conceptual basis of informatization of education and the use of digital resources in the field of education in Kazakhstan in various pedagogical specialties G.K. Nurgaliyeva, D.M. Dzhusubaliyeva, E.V. Artykbayeva, A.T. Chaklikova and many others are mentioned in the works of scientists.

**Key words:** Computer, Digital Resources in Education, ICT, Foreign language, Cognitive Process, Communication, Information Technology, Internet, Educational Services, Pedagogical Programs.

<sup>1</sup>Торекеев Б.А., <sup>2</sup>Шадкам З., <sup>3</sup>Райымбекова Д.Л.

<sup>1</sup>1 курс докторанты, Абылай хан атындағы Қазақ Халықаралық қатынастар және әлем тілдері университеті, Қазақстан, Алматы қ., e-mail: Baha\_3333@mail.ru,

<sup>2</sup>доцент, әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.,  
e-mail: zubaida.68@gmail.com,

<sup>3</sup>Шетел тілдері кафедрасының оқытушысы, ТарМПУ, Қазақстан, Тараз қ.,  
e-mail: dinnara08@gmail.com,

### **Болашақ шетел тілі мұғалімдерін оқыту үшін цифрлық білім беру ресурстарын пайдалану әдістерін әзірлеу**

Болашақ шетел тілі мұғалімдерін оқыту үшін білім беру ақпаратын цифрлы түрде ұсыну арқасында жан-жақты ықпал жасалады, білімге деген қызығушылығы артады, білім ауқымы кеңейіп, білім сапасы жақсарып, университеттің кері байланысына ықпал етеді. Зерттеу жұмысының мақсаты: цифрлық білім беру ресурстарын пайдалану негізінде болашақ шетел тілі мұғалімдерін оқыту әдістерін әзірлеу. Ақпараттық қоғамның жағдайында білім берудегі сандық ресурстарды, шетел тілін оқыту сапасын жоғарылату бойынша әдебиеттерді талдау арасында келесі қайшылықтар анықталды: адамның, қоғамның, мемлекеттің және еңбек нарығының қажеттіліктеріне және дәстүрлі білім беру контекстінде білім беру жүйесінің нақты мүмкіндіктеріне сәйкес заманауи жоғары білім сапасына қанағаттанбау; шетелдік педагогикалық білімнің мазмұ-

нын анықтайтын және оқытудың шектеулі уақытын және білім беру процесінің субъектілерінің мүмкіндігін анықтайтын ақпараттың көбеюі. Жоғарыда айтылғандарға байланысты, сандық білім беру пәндерін енгізу арқылы шетел тілін меңгеру мәселесінің өзектілігі күмән туғызбайды, өйткені бұл сала жеткілікті зерттелмеген. Міндеттердің өзектілігі, оның педагогикадағы теориялық өзектілігі және практикалық дамуының жеткіліксіздігі зерттеу тақырыбын анықтауға себеп болды. Біздің зерттеу жұмысымыз келесі әдебиеттерге сүйенеді: білім саласындағы сандық ресурстарды қолданудың теориялық мәселелері П.Ф. Сысоев, М.Н. Евстигнеев, А.Н. Тихонов, В.П. Тихомирова, Е.С. Полат, И.В. Роберт және көптеген басқа зерттеуші ғалымдардың еңбектерінде байқалады. Қазақстанда әртүрлі педагогикалық мамандықтар шеңберінде білім беруді ақпараттандырудың тұжырымдамалық негізін және білім саласындағы сандық ресурстарды қолдану Г.К. Нұрғалиева, Д.М. Джусубалиева, Е.В. Артықбаева, А.Т. Чакликова және тағы да басқалар ғалымдардың еңбектерінде байқалады.

**Түйін сөздер:** компьютер, білім саласындағы сандық ресурстар, танымдық процесс, байланыс, ақпараттық технология, интернет, білім беру қызметі, педагогикалық бағдарламалар.

<sup>1</sup>Торекеев Б.А., <sup>2</sup>Шадкам З., <sup>3</sup>Райымбекова Д.А.

<sup>1</sup>докторант 1 курса, Казахский Университет международных отношений и мировых языков имени Абылай хана, Казахстан, г. Алматы, e-mail: Baha\_3333@mail.ru

<sup>2</sup>доцент, Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы, e-mail: zubaida.68@gmail.com

<sup>3</sup>Преподаватель иностранных языков, ТарГПУ, Казахстан, г. Тараз, e-mail: dinnara08@gmail.com

### **Разработка методов использования цифровых образовательных ресурсов (der) для обучения будущих учителей иностранных языков**

Цифровое представление образовательной информации для будущих учителей иностранных языков влияет на интерес к образованию, расширяет сферу знаний, улучшает качество образования и способствует обратной связи с университетом. Целью исследования является разработка методов обучения будущих учителей иностранных языков на основе использования цифровых образовательных ресурсов. В случае образования цифровых ресурсов информационного общества для улучшения качества преподавания иностранного языка, анализ литературы позволил выявить следующие противоречия: между человеком, обществом, государством и потребностями рынка труда и системы образования в контексте традиционных знаний в соответствии с особенностями неудовлетворенности качеством высшего образования; увеличение информации, определяющей содержание зарубежного педагогического образования, и определение ограниченного времени обучения и возможностей субъектов учебного процесса. В связи с вышеизложенным актуальность изучения иностранного языка посредством внедрения цифровых образовательных дисциплин сомнительна, поскольку это поле недостаточно изучено. Актуальность задач, его теоретическая значимость и недостаточное практическое развитие в педагогике привели к открытию предмета. Наши исследования основаны на следующей литературе: теоретические аспекты использования цифровых ресурсов в области образования изучали П.Ф.Сысоев, М.Н. Евстигнеев, А.Н. Тихонов, В.П. Тихомирова, Е.С. Полат, И.В. Роберт и многие другие исследователи. Концептуальная основа информатизации образования и использования цифровых ресурсов в сфере образования в Казахстане по различным педагогическим специальностям упоминается в работах Г.К. Нурғалиева, Д.М. Джусубалиева, Е.В. Артықбаева, А.Т. Чакликова и многих других.

**Ключевые слова:** компьютер, цифровые ресурсы в образовании, когнитивный процесс, коммуникация, информационные технологии, интернет, образовательные услуги, педагогические программы.

At present, a new system of education has been created in the country and Kazakhstan's educational system is focused on joining the world educational space. It is impossible to be a competent, diverse specialist until the new pedagogical technologies of education are studied in the field of education. And the acquisition of new technology will have a profound effect on the formation of the intellectual, professional, moral, spiritual, civil, and many other human dimensions of the teacher, the development of the personality

of the student, and the effective organization of the educational process.

Implementation of the cultural project «Trinity of Languages» in the Message of the President of the Republic of Kazakhstan N.A. Nazarbayev requires the creation of a completely new approach to teaching foreign languages: the use of new information, digital technologies from school to higher education. With the help of digital resources in the field of education, teachers are the leaders in the transformation of education throughout the world.

Today digital educational resources are widely developed in the learning process. Using a powerful personal computer training tool can make education more effective. Head of State N.A. Nazarbayev "The nineteenth direction" address to the people of Kazakhstan is very important. It states: "We have the task of creating education oriented orientation on new forms of information dissemination" [1, p.2]. Hypothesis of research: when using digital resources in education, the requirements for teaching a foreign language will be met, and the level of use of digital educational resources for teaching future foreign language teachers will increase, as this will help build intercultural communicative competence, provided that specific training and tasks require systematic and qualitative behavior of foreign education, can be formed on the basis of digital resources in the region part of education. Research methods: analysis of scientific and methodological, psycholinguistic and linguistic and didactic literature; get acquainted with the experience of using digital resources in the field of education. The problem: which is looked upon in our work deals with the fact that in the process of learning a foreign language not all the teachers know how effectively use digital educational resources. In connection with the above, the relevance of the problem of studying foreign language communication with the introduction of digital educational subjects is not in doubt, since this area has not been studied enough. The relevance of the problem under consideration, its insufficient theoretical and practical development in pedagogy were the reason for determining the research topic.

Educational institutions are aimed at improving the quality of the educational process and the effectiveness of foreign language learning. In the twentieth century, linguistics, psychology, methodology and didactics have solved a number of interconnected issues related to the common ownership and mastery of foreign languages at all ages and levels of education. In spite of certain progress in active and passive language acquisition, there is no theory of integrity on two different aspects of language, and in the learning process, such ways of ownership have been developed. That is why this problem is relevant today. Active education in the field of education promotes formation of an informational culture of the individual, effectiveness of the educational process and quality of professional training of students. These goals are achieved through the use of a computer application as a textbook and a means of intellectual activity.

At the same time, the key issue we consider in our study is the inclusion of digital educational resources in the learning process. Educational centers, ie secondary schools, specialized vocational training centers, universities, and various research institutes are offering their proposals according to the social order. S.S. Kunanbayeva believes: "In the end of the 20th century, finding a rational method to meet the social requirements for the quality of language acquisition does not necessarily mean that we can not go to sleep. It demonstrates the progressive development of foreign language teaching methods based on today's socio-historical context" [2, p.56]. A good demonstration material enriches the lesson, visual interactive models make it easier to understand the subject, using a text editor helps organize collective work in text. The main issue in our research is the formation of intercultural communicative competence in the use of digital resources in the field of education.

D. F. Armstrong provides two clarifications on the concept of digital resources in the field of education:

- Digital Resources in Education - a computer with the necessary technical and software capabilities;

- Digital Resources in Education - is a collection of techniques and techniques that are implemented through the development of information [3, p.25]. Well, Dair-Hauck B.A. concludes that term as a brief computer-based technology [4, p.57]. In this regard, digital resources in the field of education can be defined as pedagogical technology that solves didactic problems with computing techniques. In recent years, methodologists have been focusing on the use of digital educational resources in research and teaching practice. Y.N. Yegorova thinks that quantitative education in education will improve the efficiency of teaching, in particular: Encouraging academic disciplines that allow digital educational resources to evaluate other students' work; presented a new objective criterion for evaluating its activities: the victories that are well-known and know how to use their knowledge; in the atmosphere of solidarity and healthy competition [5, p.69].

N.Y. Khlizova's manual defines the universal knowledge of media education and foreign language teaching, working with various types of digital educational resources within the Digital Education Resources [6, p.36]. Encourages educational process of students in the field of digital educational resources in the field of foreign languages. The problem of increasing the effectiveness of self-employment, the use of digital educational resources in education is observed in many scientists' works, including A.N.

Tikhonov, V.P. Tihomirova, E.S. Polat, I.V. Robert, R.F. Abdiev and many other researchers.

Conceptual basis of informatization of education in Kazakhstan within different pedagogical specialties are G.K. Nurgaliev, S.S. Kunanbaeva, D.M. Dzhusubalieva, E.V. Artykbayeva, A.T. Chaklikova, A.I. Tazhigulova, Sh.Kh. Kurmanalina and others. G.K. Nurgaliev conducted extensive research on education and informatization techniques, identified four stages of education informatization in Kazakhstan, defined the pedagogical concepts such as the content of digital content, electronic and digital educational resources [7, p.45]. D.M. Dzhusubalieva conducted research as an effective way to organize distance learning, as the highest level of education informatics [8, p.45]. A number of scientists have made a great contribution to the development of regional education systems (V.A. Krivoruchko, I.I. Zvyagintsev, A.K. Mynbayeva), ways of introducing pedagogical and information activity on the basis of digital resources. The research problems of the theory and methodology of teaching foreign languages, including the ways of formation of intercultural communicative competence of students in the conditions of informatization of secondary education conducted by S.S. Kunanbayeva scientific school, can be considered by scientists of the future teachers in the study of ICT and digital resources in the field of foreign languages (N.A. Nurov, D.S. Sagymbaeva, U.T. Kurmanaliyeva) and many more. The introduction and use of new digital educational resources in teaching foreign languages will help you to: - Encourage students to explore topics; Indicate individual instructions; we believe that students will develop their intellectual skills and computer skills.

The use of DER: increases the level of preparation for the lessons; makes educational process more interesting; creates new opportunities for creating unprecedented professional skills; Moreover, the state is in line with the level of social order that universities have to offer. Introduction of information technologies in educational system allows to select effective technologies of organization of educational process. When selecting them, attention should be given to the fact that technology is appropriate for the student's abusive ability and attributes. Informatization of society is a global social process, a feature which is that the dominant activity in the field social production is the collection, accumulation, production, processing, storage, transfer and use information carried out on the basis of modern means microprocessor and computing technology, as well as base of various means of information exchange. One of the priorities directions of the process of

informatization of modern society is informatization of education. The present stage of development of education associated with the widespread use of modern information communication technologies and opportunities provided by global the Internet. Remote access is crucial in this regard to digital educational resources. Digital educational resources are digitalized photographs, video clips, static and dynamic models, virtual reality and interactive modeling objects, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials necessary for organizing the educational process.

The use of DER during teaching allows to expand not only the possibilities of the lesson, but also to increase its effectiveness. Presented in digital form training materials make it possible to use them at various stages of the lesson, as well as to solve the objectives of the lesson, such as:

The stage of updating knowledge - electronic tests, information from the Internet;

The stage of explanation of the new material - electronic textbooks, encyclopedias, reference books, multimedia presentations, training videos;

The stage of consolidation of the material - electronic tests, electronic interactive exercises, electronic simulators, learning environments, multimedia presentations;

The stage of control and assessment of knowledge - electronic tests, crosswords [9, p.27].

Therefore, a modern teacher must not only know the subject, but also skillfully use digital educational resources in the process of giving classes to enhance students' knowledge and their motivation to the learning process. In this regard, the training of teachers, who know how to use information technology in their professional activities, is a very important task.

One of the guidelines for the training of future foreign language teachers was the development of training modules and special disciplines, such as "Modern information and communication technologies in foreign language education", developed by Professor of KazUIR&WL named after Ablai Khan D.M. Dzhusubalieva, which contribute to the methodical preparation of students for use of DER for foreign language teaching at school, as well as to the development of elements of teacher's competence in the field of application of modern educational technologies based on the content of the module. The study showed that the effective use of interactive technologies for foreign language teaching of university students is also directly related to the quality of education.

It is well known that the study of a foreign language is usually associated with its application field (General Purposes, Academic Purposes, Science and Technology, Specific Purposes, Occupational Purposes, etc.), therefore, it is very important to conduct a professionally future profession oriented course for students at the very beginning of their studies in order to develop students' foreign language communicative competence, which is necessary for the work of a school teacher. DER and interactive technologies, which include the task of developing language competencies in terms of readiness for foreign language interpersonal and intercultural professional communication, can help in this. In this regard, it is important that the use of interactive technologies involves the implementation of such necessary components as cognitive component and activity component. The cognitive component of the learning process includes the acquisition of knowledge through a foreign language in the framework of its specialized field. The activity component means the development of certain practice-oriented skills and abilities in the framework of foreign language communication (for example, lack of a constant focus of the mind on the form of speech activity, retention of a certain number of foreign language units in the operational memory, extracting foreign words from the long-term memory, accurate comparison with the native language, qualitative forming of the statement, use of foreign language synonymy, qualitative response to a question in foreign language, use of speech operations in accordance with the speech situation, the ability to transfer speech operations into different contexts and situations, the ability to talk within a certain topic of communication etc.). At the same time, it is also important to emphasize that the appeal to interactive technologies will always be a special form of organization of cognitive activity, which includes the creation of comfortable learning conditions to ensure its productivity and interaction with each other, as well as immersion into the real atmosphere of business cooperation situations, joint simulations.

This refers to interactive activity in which students learn to think critically, to evaluate alternative opinions, to make well-thought-out decision, etc. Thus, in the framework of the use of interactive technologies, students are simultaneously in direct interactive mode and apply their foreign language knowledge, skills and abilities to acquire the necessary language competencies.

In modern university practice, as a rule, various interactive technologies are used, which

presuppose the variability of multimedia training tools and software (multimedia discs, presentations, video and audio clips), computer technologies and telecommunications, as well as educational programs and various interactive courses, video courses, foreign language CDs and a huge variety of Internet resources (educational and authentic materials in foreign languages). All this makes it possible to master a foreign language effectively, since it represents a full educational and methodological complex in the didactic aspect. Moreover, interactive technologies help to create a situation of being in a language environment, which gives the possibility to form foreign speech habits and to acquire lexical and grammatical material. Let us add here a wide range of visual linguistic material that ensures the implementation of the individuality principle, the presence of constant feedback in «teacher-student» and «student-student» systems, etc. The use of an authentic video in the classroom arouses interest and stimulates speech activity among students, the visuals and events in the film should create situations that brightly and vividly would imitate real speech communication.

Interactive technologies or DER can be used as a technique of the so-called “corpus linguistics”, when students are allowed to analyze text corpus on the stated subject matter. Based on the language features of texts of different genres, students create their texts using examples from different areas of knowledge, which is a multidisciplinary approach relevant to modern approaches of foreign language teaching. To do this, in the conditions of using interactive technologies (for example, computer technologies), special programs are offered that allow to operate data of one or another text corpus, which also opens up new perspectives when teaching students a foreign language in terms of using interactive technologies. The effectiveness of cognitive activity of students in this case lies in that the corpus may include several wordings of the same subject, and students in the course of their works choose the most vivid language phenomena in order to create their own original text.

Here the most popular is the Internet, which helps successfully to arrange training in listening and speaking, reading and writing, the online study of the cross-cultural themes. Moreover, students can be creators or co-authors of information using modern social services and services of the Internet Web 2.0, which includes Blog, Twitter, YouTube, Wiki, podcast etc. Computer training programs on a CD-ROM from “Intermediate” to “Advanced”, such as “Living English” (Living English. M.:

“Repetitor Multimedia”, 2006), “Frankly Speaking” (Frankly Speaking. M.: “Repetitor Multimedia”, 2004); “Discovering the World” (Discovering the World. M.: Repetitor Multimedia, 2004); British English course - REWARDI, etc. are a valuable tool. Each program separately is an interactive method in the form of a coherent system of modules, each of which is grouped around one theme and includes various multimedia exercises (with automatic error correction). Programs also assume the inclusion of exercises performed in such sections as, “vocabulary”, “writing” and “speaking” in order to contribute to the development of skills in understanding of oral and written speech, as well as to the correct use of grammatical forms. The exercises themselves can be associated with the following tasks: complete the phrases with appropriate lexical units; compose thematic phrases according to the proposed model; match phrases with relevant pictures; make a route around your city and accompany it with appropriate phrases; place the events in a logical order in the anticipated plot; find the right answers to the questions you heard; after viewing the video answer the questions and relate the proposed symbol to a specific region of Great Britain; compose a small dialogue; restore a dialog, etc. Modern DER should:

- 1) Comply with the content of the textbook, normative acts of the Ministry of Education and Science;
- 2) Focus on modern forms of education, to ensure high interactivity and multimedia learning;
- 3) Ensure the possibility of levels of differentiation and individualization of education, take into account the age characteristics of students and the corresponding differences in cultural experience;
- 4) Offer types of educational activities, orienting the student to gain experience in solving life problems based on knowledge and skills within the framework of the subject;
- 5) Ensure the use of both independent and group work.
- 6) Contain options for educational planning, involving a modular structure.
- 7) Based on reliable materials.
- 8) Exceed in volume the relevant sections of the textbook, while not expanding the thematic sections;
- 9) Fully reproduced on the stated technical platforms;
- 10) Provide the ability to use other programs in parallel with DER.

I t should be noted that the modular principle in teaching modules is an independent section of a training

course, since it also has its own specific structure, for example, clearly defined learning goal (mastering a foreign language as means of communication, the ability to use it in oral and written forms, speech understanding etc.); appropriate place in a particular discipline; developed in details methodological support; the possibility of substitutability; a logical scheme for study of this module and its logical completeness; planned learning outcomes; clear control procedure; tasks for self-control, etc. the module should include:

- educational content (complete block of information);
- functionality (target program of the student’s actions);
- technology (teacher’s recommendations for its successful implementation)

In recent years, the introduction of multimedia technologies and digital educational resources into the process of foreign languages teaching is taking place all over the world. University teachers have accumulated sufficiently large toolkit of various technical and methodological tools that ensure their work and allow them to organize both the classroom and independent work of students with great efficiency.

A foreign language as an academic subject has a strong specificity in comparison with other disciplines. To master it, not only knowledge, but also a wide range of diverse skills and abilities are needed, formed due to special organizational training under the direct and indirect guidance of a teacher. As N.N. Nachaev notes, acquisition of a foreign language as a specialized type of speech activity, however, suggests the development of a certain system of ideas of students, which stands behind the formal structures of the language and which constitutes the linguistic consciousness of a specific “non-native” culture carrier. Academician I.I. Khaleeva believes that any educational technologies implemented in the system of foreign language teaching should, first, reveal the structure and characteristics of mastered linguistic consciousness and, thus, contribute to the formation of specialized cognitive structures of the secondary linguistic personality. In connection with the introduction of DER in foreign language communication teaching, there are currently a large number of different multimedia courses and programs designed for teaching foreign languages to students of language and non-language universities. In the opinion of Professor G. K. Nurgalieva, DER are digital didactic materials for each lesson, which include text explanation of material, virtual learning

objects in the form of interactive tasks with elements of multimedia explanation of educational material, and text questions for checking students' learning achievements on a given subject. Foreign language teachers of language and non-language universities have created a number of computer training programs (A.I. Bagramov, M.G. Evdokimova, K.V. Simonyan), which are actively used in the learning process. There are centers working on the creation of a number of digital educational content: electronic textbooks, multimedia educational programs, digital educational resources (National Center for Informatization JSC (NCI) under the leadership of G. K. Nurgalieva).

At the same time, it is important to note that the specificity of a university does not always allow using digital educational content developed in other universities, since each specialty has its own lexical content, own professionally oriented texts. In this regard, the departments of foreign languages of universities often develop own digital educational contents and educational computer programs designed for specific learning conditions and specialties of students.

The study of the problems of the theory and methodology of foreign languages teaching in the conditions of informatization of secondary education was conducted by the scientific school of S.S. Kunanbayeva, including the ways of development of intercultural and communicative competence of schoolchildren (A. T. Chaklikova), methodical training of future teachers on the use of ICT in foreign language teaching (A. B. Nurova, D. E. Sagimbaeva, U. T. Nurmanalieva), etc.

The efforts of the scientific school of G. K. Nurgalieva are focused on development of methodology and technology of informatization at all levels of education: higher professional education (G. B. Akhmetova, D. M. Dzhusubalieva, J. A. Makatova, S. S. Taulanov); secondary professional education (R.Ch. Bekturganova, Sh.Kh. Kurmanalina); general secondary education (A.I. Tazhigulova), according to which informatization is considered as an objective pedagogical phenomenon in the dialectical unity of education informatization as a pedagogical system and pedagogical process (D.M. Dzhusubalieva, A.A. Bisenbaeva, J.M. Tusubaeva, N. S. Asmatullaeva, G.B. Tautaeva), education monitoring (A. Zh. Arystanova); study of training, developmental and educational opportunities of ICT (J.Sh. Baktybaeva, A.A. Dosmakhanova, N.G. Daumov, O.Z. Imangozhina), development of professional competence of teachers in using of DER (S.I. Ferkho) etc.

The introduction of methods and teaching means of intercultural communication, which rely on the use of new information technologies, and in particular, on the use of digital educational resources, facilitates immersion of students in an authentic language and cultural environment. The advantages of introduction of DER include:

The possibility of organic connection of linguistic information with information based on any other culturally relevant semiotic systems (graphics, music, symbols, etc.);

Almost unlimited use of data collections;

High speed of routine intellectual operations with linguistic collections;

The possibility of multidimensional analysis of data collections;

The possibility of conjugation of written and oral forms of speech in the presence of visuals (multimedia approach);

The ability to access remotely the latest data collections in real time.

DER contributes to the development of an adequate specialization of cognitive processes among users - perception, thinking, and memory, formation of subject business motivation of the computer use for solving professional tasks, increases the self-esteem of a person, and forms positive personal qualities. The person increases the ability for self-regulation, for self-organization, as well as for collaboration and for co-creation during interaction with DER and intellectual computer systems.

The advantages of digital educational resources in comparison with other training tools include:

The ease of updating and storage of training materials without their physical wear;

The ability to combine teaching of oral and written forms of command of language;

The ability to use the same material for solving different problems;

The ability to implement different organized forms of training;

The ability to carry out managed (self-managed) training of students in the absence of the university teacher;

The ability to automate testing of the level of proficiency in various skills and abilities;

The ability to use numerous computer multimedia dictionaries, reference books, encyclopedias, computer courses for the development of the sociocultural component of communicative competence and for the expansion of background knowledge of the student .

Interesting possibilities for DER are often used to create electronic learning aids and other learning

tools. Widespread use of DER contributes to the development of new trends in the development of modern computer technology. The learning process through computer and information technology can build a new learning abilities of the students, push them to find systematic connections and regularities, and ultimately lead to the formation of their professional capacity. Practical implementation of the integrated use of DER in the learning process can also be achieved through the creation and application of multidisciplinary educational electronic editions, which are already new tools that are familiar to the well-known program tools and world-wide advances.

It is also possible to use a set of DERs by students at home, in the school library (for preparing essays, presentations, self-study, preparing homework, etc.), a teacher (for preparing a class session, an examination). For student attestation, you can use both the traditional form (using tests and tests prepared with the help of a set of DER) and an interactive computer form (if there are enough computers in the classroom). The teacher can also alternate the traditional and computer forms (for example, some students solve complex tasks that are manually evaluated on paper, while the others pass a computer test at this time. Then the students change places). A large amount of questions and tasks will allow to partially automate the attestation of students. A set of DERs is not only useful for student testing. The results of students performing creative tasks are the same educational objects, made on the basis of simple in-structure set objects. They can be stored in the «portfolio» of students in the school educational space, sent to the teacher to check on his personal computer. Using DER allows you to make the process of learning a foreign language:

- more personal-oriented: through the creation of individual educational trajectories and individual pace of study: for example, with the help of a teacher or on their own, students can build a plan for their exam preparation using various language and speech simulators;

- truly interactive: students have the opportunity to receive an instant response / reaction to each of their learning activities, which the teacher in the classroom and even less when the student's classes at home are not able to provide;

- less routine and more diverse: the qualitative formation of speech and language skills is impossible without the repeated use of language units in speech, so the student must repeatedly repeat their actions in the framework of training tasks. The use of the

Eliademy platform makes this development less routine and more diverse;

- communicative: the use of language robots, as well as communication in a foreign language in educational chats and blogs simulates the situation of communication - written and oral;

- based on the use of authentic language materials: students have almost unlimited access to authentic foreign language resources, including audio and video, posted on the Internet. They can use these materials for independent work, distance learning, project preparation, etc. ;

- less teacher-oriented and more autonomous from the student's point of view: students participate in online language communities and perform network tasks in groups and couples, which contributes to the development of not only speech skills, but also learning collaboration skills and general educational skills.

The method of using software products and media resources by a teacher in individual lessons is determined by the specific pedagogical tasks that he sets and tries to solve within the framework of various types of lessons in the subject. It should be noted that the solution of a set of pedagogical tasks is possible only with the integrated use of various types of software. Different types of lessons suggest various models of using computer technology in the educational process (a demonstration computer, a computer class, a media center (media library) of a general education institution).

Using the computer's capabilities, you can show, explain, train, correct, and evaluate in a lesson. It is obvious that a teacher is able to achieve certain results in pedagogical work and that computer techniques can be used effectively in teaching and that quality education can be achieved. By analyzing the literature, it can be concluded that one of the benefits in DER:

- combined a variety of text audio and video clarity;

- the possibility of using the presentation as a kind of interactive, multimedia board, which allows you to more clearly to semantization new grammar material, as well as to support training support for all kinds of speech activity;

- the possibility of using individual slides as handouts (props, table charts, graphs, diagrams, collages, prints on paper, etc.);

- ability to manage the attention of students through animation effects and hyperlinks;

- the ability to use a variety of forms of organization of cognitive activities (front, group, individual);



- activation of attention of the whole class, maintaining cognitive interest of students, enhancing learning motivation and the effectiveness of perception and memorization of new teaching material;

- monitoring of new knowledge and systematization of the material studied;

- saving training time;

In conclusion, it must be emphasized that the implementation of the educational process of using multimedia programs do not exclude the traditional methods of learning, and in harmony with them at all stages of training: awareness, training, application, control. But the use of DER allows you to not only boost the efficiency of learning, but also to encourage students to further independent study of the English language. Our goal is to educate a generation of modern generation, to teach them to learn, to learn from non-standard situations, to teach them distance learning, and to teach them to learn a lot of material. It is the duty of every teacher to be able to apply new technologies for the purpose of implementing all this. Organization of education on the basis of this technology of teaching - it is important to note that it is important for the pupil to take active actions, taking into account his / her personal capacity, constant development of his / her personality as a person, self-education and personal peculiarities. The main thing is to create a specialist who can adapt to the workplace and continuous technological change in the technical chain. According to the knowledge, qualifications,

reasonableness, today the younger generation looks at the positive changes in the educational system and understands its relevance to the modern requirements. The task of joining the civilized countries is to become one of the 50 most progressive, competitive countries in the world, ultimately in the hands of tomorrow's citizens. Therefore, we can say that the teacher is the main person in the face of breakthroughs and innovations. In this momentous period of time, which requires a highly responsible task, education reform, and pedagogical methods - that are innovative, meaningful and high-quality, the teachers need to combine their experiences with new technologies over the years.

Ultimately, one of the most important tasks facing the society is to create a new school model, which will radically update the entire education system, to meet international standards, to provide young people with quality education, and to their harmonious development and personal development. The modern requirements are the same. That is why teachers should constantly seek out and work with creativity to constantly improve the level of knowledge. Only then will students learn the content of each subject systematically, their interest in the discipline, and the ability to learn independently. While our wise poets say, «If you set great goals, you will achieve greatness», I think we will be able to overcome many difficulties ahead of us, just as we all work together and confidently look at the future.

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