A.Zhalalova [1], Y.Ussenova [2]*

[1] Phd, senior teacher
[2] a second - year – graduate student of Institute of History and Foreign Languages
[1,2] Kazakh National Women's Teacher Training University
Almaty, Kazakhstan

EFFECTIVE USE OF ICT IN THE DEVELOPMENT OF SOCIOLINGUISTIC SKILLS

Abstract

Today, there is the emergence of a large number of different ICTs and their wide application in the education process. A variety of training programs, different ways of presenting and perceiving information-all this is among them and is a necessary element of learning in the modern world. Moreover, their use in the classroom is a mandatory requirement prescribed in the state educational standard.

The use of ICT is one of the most effective tools. Computer training programs allow you to train different types of speech activity and combine them in different combinations. The use of ICTs also contributes to the formation of sociolinguistic skills, to understand sociolinguistic phenomena, automate speech actions, create communicative situations, as well as ensure the implementation of an individual approach and the intensification of independent work of students.

Keywords: use of ICT, sociolinguistic skills, communicative approach, ICT development.

А.Жалалова [1], Е.Үсенова [2]*
[1] PhD, аға оқытушы
[2] Тарих және шетел тілдері институтының 2 курс магистранты
[1,2] Қазақ ұлттық қыздар педагогикалық университеті
Алматы қ., Қазақстан

ӘЛЕУМЕТТІК-ТІЛДІК ДАҒДЫЛАРДЫ ДАМЫТУДА АКТ-НЫ ТИІМДІ ҚОЛДАНУ

Аңдатпа

Бүгінгі таңда түрлі АКТ-ның пайда болуы және олардың білім беру процесінде кеңінен қолданылуы байқалады. Көптеген оқу бағдарламалары, ақпаратты ұсыну мен қабылдаудың әртүрлі тәсілдері қазіргі оқытудың қажетті элементі болып табылады. Сонымен қатар, оларды сабақта қолдану мемлекеттік білім беру стандартында белгіленген міндетті талап.

Оқу үрдісінде АКТ-ны қолдану тиімді технологияның бірі. Компьютерлік оқыту бағдарламалары сөйлеу әрекетінің түрлерін үйретуге және оларды әртүрлі комбинацияларда біріктіруге мүмкіндік береді. АКТ-ны пайдалану әлеуметтік-лингвистикалық қабілеттердің қалыптасуына, әлеуметтік-тілдік құбылыс-тарды тануға, сөйлеу әрекеттерін автоматтандыруға, коммуникативті жағдайларды жасауға, сонымен қатар студенттердің өзіндік жұмысының жеке тәсілін және қарқындылығын жүзеге асыруға ықпал етеді.

Түйінді сөздер: АКТ пайдалану, әлеуметтік-тілдік дағды, коммуникативтік тәсіл, АКТ дамыту.

Жалалова А.[1], Үсенова Е.[2]*
[1] PhD, старший преподаватель
[2] магистрант 2 курса Института истории и иностранных языков
[1,2] Казахский национальный женский педагогический университет
г. Алматы, Казахстан

ЭФФЕКТИВНОЕ ИСПОЛЬЗОВАНИЕ ИКТ В РАЗВИТИИ СОЦИОЛИНГВИСТИЧЕСКИХ НАВЫКОВ

Аннотация

На сегодняшний день отмечается появление большого количества различных ИКТ и их широкое применение в процессе образования. Множество обучающих программ, различные способы представления и восприятия информации – всё это входит в их число и является необходимым элементом

обучения в современном мире. Более того, их использование на уроках является обязательным требованием, прописанным в государственном образовательном стандарте.

Использование ИКТ является одним из эффективных средством. Компьютерные обучающие программы позволяют тренировать различные виды речевой деятельности и сочетать их в разных комбинациях. Использование ИКТ также способствуют формированию социолингвистических навыков, осознать социально-языковые явления, автоматизируют речевые действия, создают коммуникативные ситуации, а также обеспечивают реализацию индивидуального подхода и интенсификацию самостоятельной работы обучающихся.

Ключевые слова: использование ИКТ, социолингвистический навык, коммуникативный подход, развитие ИКТ.

INTRODUCTION.

English now is one of the world's most commonly studied and spoken languages. It is also used for communication among business personnel. Many science publications are also written in English, which in many places throughout the world has made teaching English a requirement. In our country, where English is taught and taught as a foreign language, despite many years of learning English, many students cannot converse properly in English.

English is utilized mostly in social fields such as tourism, travel, science and technology. G.D. Zakirova claim in this connection that the major role played by the English language contributed much to the English teaching movement. Communicative methods in English education are being given more and more attention in the area of teaching and pedagogy. Thus communication is the major aim for foreign languages learners with the introduction of universal education and the extraordinarily quick growth of ICTs [1, p. 61].

In the system of foreign language education, we notice that students learn English (even if they study at universities) and are not able to communicate fluently with native speakers. In addition, students are given little time to develop conversational skills during English lessons. It is necessary to speak the language, and not only to read and write, because R.F. Zhusupova found that "students should be aware of the fact that the main purpose of using the language being studied is not only for educational purposes, but also for effective social communication". The use of information and communication technologies in English classes around the world is revolutionizing the teaching and learning of languages, allowing us to approach old ideas in a new way.

DISCUSSION.

The emergence of ICT in education leads to a change in the very structure of the educational process. First of all, the roles of its participants (students and teachers) change very significantly [2, p. 13]. The peculiarity of the lesson with the use of modern ICT is that the student is at the center of the activity.

Based on all the goals and principles of the use of ICTs in education, it is possible to combine a number of their capabilities. According to N.D. Galskov, information and communication technologies in education represent opportunities:

* store large amounts of information with easy access to them;
* visualize educational information through a computer;
* implement interactive dialog;
* simulate information using a computer [3, p. 147].

While educating a foreign language, the procedure of building the student's personality happens in tandem with the growth of his speaking skills and talents. As a result, while choosing ICT tools for teaching a foreign language, it's important to consider both the pupils' unique psychological and age features, as well as the potential for establishing dialogic dialogue. Individualization of learning through the use of personal computers may result in the loss of the ability to create creative thinking, which is founded on conversation by its very nature.

Videos, electronic textbooks, instructional websites, audio blogs, software products, and other ICT-based teaching materials can be used to teach a foreign language.

It is important to consider the following factors while using ICT to teach a foreign language:

1. The use of ICT in the teaching of a foreign language should be done in a complete manner, based on a holistic pedagogical approach.

2. It's important to distinguish between two ways of incorporating ICT into the teaching of a foreign language:

1) incorporating information and communication technology (ICT) into the conventional language learning method;

2) the use of ICT technologies in a variety of extracurricular activities.

Creative or research projects within the scope of the studied training course are examples of work that incorporates ICT into the traditional learning system. For instance, making a project in a foreign language, taking an electronic test, giving a presentation with a summary of the content covered and questions at the conclusion, and so on. Each kid may express and demonstrate themselves, their interests, and gained abilities via the preparation of a presentation. Presentations pique students' attention and inspire them to initiate a conversation in a foreign language. The creation of a circle aimed at project activities; participation in online competitions, teleconferences; work with electronic manuals; network communication with native speakers; work with Internet sites containing various materials for the development of listening, reading, speaking, and writing skills are all examples of independent work of a student in a foreign language using ICT.

Teaching a foreign language using ICT may be viewed as a system with multiple stages targeted at identifying different activities for the development and use of information, software, and multimedia educational goods, as well as activities in a foreign language.

Stage 1: Determine which instructional materials require computer assistance.

- Educational materials that do not include visual aids.

- A huge amount of educational content that makes it difficult to deliver.

- Topics that need the construction of control modules.

Stage 2: Information product selection and development.

- Making presentations and choosing ready-to-use software for this subject.

- Text typing and printing, as well as the processing of digital, visual, and audio data with the assistance of editors.

Stage 3: Using the information products that have been generated and selected.

- Using an electronic textbook to organize work. Organizing media events The use of multimedia products and the structuring of work using Internet resources in the classroom to locate the essential information.

- The circle's work should be organized. Preparation and execution of a foreign language week, Olympiads, project contests, and other similar events.

Stage 4: Assessing the efficacy of ICT usage.

- Research on the dynamics of academic achievement and knowledge quality. The applicability of ICT tools. When compared to a conventional lesson, the value of using a computer.

- Students' topic ratings are being tracked. According to R.F. Zhusupova, "technology offers educational materials and introduces educational experience to the world of children." This leads us to the study of the influence of ICT on English language students' socio-lexical skills in speaking English. When pupils are exposed to ICT in language lessons, their views will shift from negative to positive [2, p. 120].

Students may have a positive impression of the use of ICT in the language class because of the novelty that can be created. Moreover, the use of ICT in language classes can improve students' language skills.

Many researchers agreed that computer-based ICTs can not only improve language proficiency, but also strengthen students' positive attitudes towards learning English.

However, another study reported a negative student impression of computer-based learning. That is, according to O. O. Shalamova [3, p. 27], because of the poor Internet conditions in which students were involved, for example, a computer with outdated, unreliable equipment and software, and a change of instructors in the middle of the training course.

This situation can be explained by the fact that most of the time; teachers focus their training on developing students' receptive skills, rather than offering students regular opportunities to communicate in the language they are learning through speaking and writing. Achieving success in language learning involves increasing motivation and developing strategies. To avoid the boring atmosphere that prevails during English classes, teachers should look for alternatives to create motivation and active learning.

The systematic arrangement of vocabulary for memorizing allows for broad use of graphic visibility, which is critical in terms of general patterns of language material absorption.

Concerning involuntary learning of foreign language vocabulary, two concerns need be addressed:

a) components of involuntariness in voluntary memorization of social and linguistic skills;

b) components of involuntary repetition of remembered units, i.e. optimum repetition arrangement in the course of educational activities, particularly in the text.

The first question is linked to the frequently discussed issue of how to semanticize foreign-language socio-lexical skills of units. In terms of our research, it's crucial to note that appropriate vocabulary memorization (in the sense of accurate usage and understanding in the text) is not supplied by either the simplest object visibility or acceptable semantics, but object visibility can help with involuntary memory.

Apparently the optimum method is either the visual training of the vocabulary with the help of several images covering all the key cases of use of the word or semanticizes through "contenexual guessing" (where elements of unwillingness are practically excluded): various contexts are given concurrently, and how we activate the word.

ICTs are the best means of communication, and therefore they deserve to be studied. Surprisingly, compared to the popularity that art and artists enjoy, and compared to the importance of art, much less work has been done in the art of animation. In ICT, a language is involved, a different kind of language. This makes the study of ICT interesting. ICT has always been considered an effective tool for several reasons. The language used is usually easy for students to understand. Humor is an art of communication, and it is very practical in social communication with something not very pleasant.

Language learning and language teaching occurs unconsciously. This process is facilitated by ICTs. It creates a realistic targeted social language world for the learner that ensures their engagement. Because the learner is open to realistic language use, he becomes a participant in the target social language world. This unconscious participation in the process of social and linguistic interaction helps him to master the language.

As part of our research, we want to show the importance of ICTs as visual aids to motivate English learners to improve their sociolinguistic skills.

In addition, according to our observations, rarer and "strange" words are also remembered well due to the active mental activity associated with them.
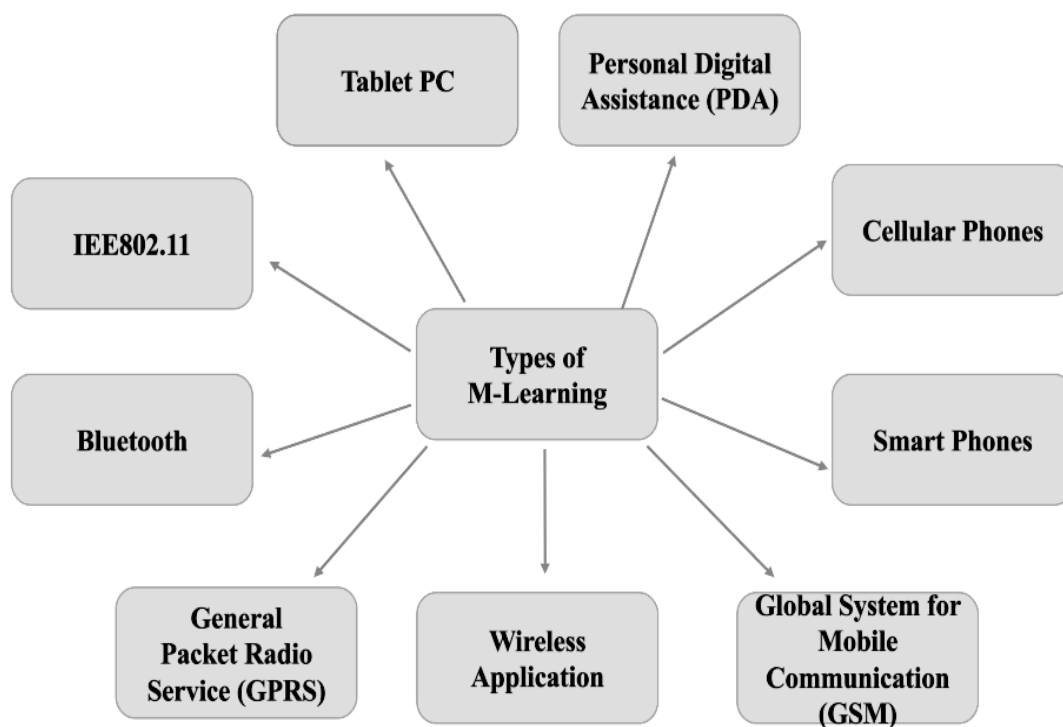

Table1. Types of M-Learning

The language is more often learned outside of the classroom, that is, in natural conditions, when it is used for social communication. This goal can also be realized with the help of television. Students readily accept this environment as they recognize it as part of their life outside of the classroom. Once the learner learns how to understand the language spoken in ICT in an interactive situation. He can improve and incorporate these social skills and techniques into his regular ICT browsing, which will gradually lead to his mastery of the language. The advantage of using ICTs can be seen in the following table.

```
                              ┌──────────────────┐
                              │  Significance Or  │
                              │    M-Learning     │
                              └──────────────────┘
```

Mobility	Easy to Use	Capability of Computers	Storing and Sharing	Rich Multimedia Device	Frequent Connectivity	In Fashion	Cheap in Price

Table2. Significance of M-Learning

ICTs would be an excellent tool for developing an understanding of the most important features of the language being studied. Together with the language, students get acquainted with the culture in which this language is spoken (through videos, commercials). Improving student literacy is one of the top priorities of both public and private organizations around the world. Literacy in general includes the ability to use language to communicate and interact with other people.

The main advantages of ICT:

Students who watch ICT very often communicate effectively, and educational institutions should help students develop their social and language skills. The main advantages of ICTs are as follows:

- ICTs are very good at attracting attention and motivating people;
- ICTs can be interesting to show the truth or reality about people, events and incidents;
- They are useful for changing behavior and developing positive attitudes, interests, and character of students;
- They are able to evoke humor and interest in the audience and explain various concepts;
- They provide students with opportunities for self-expression and creativity.
- ICTs encourage students to listen to their own speech and read their own texts;
- ICTs introduce students to a wide range of languages and develop creative thinking.

ICT and motivation to learn. Motivation is what makes people do something. On the other hand, it's what makes them put real effort and energy into what they do. Learner motivation is an important factor in learning a language. Authentic audio-visual materials are considered to provide high motivational value for students. ICTs provide students with an "input-rich" environment, but "input" can be unintelligible, for students to interact in a language environment in order to master the language. To make this interaction possible, the teacher must be an intermediary between the students and the medium. Providing meaningful familiarity with the language is the job of the teacher.

Many teachers like to use ICTs as a means of stimulating conversation. The facial expressions of cartoon characters can inspire students to interpret the thoughts behind these expressions, and the story hidden in the ICT gives students a topic to describe or narrate. As a general rule, it is best to show ICTs without captions or without dialogues or lines, so that students can provide their own interpretations.

With regard to the use of ICTs in language classes, from a constructivist point of view, cartoons are intended as a starting point for expanding group discussions in order to develop new concepts. Since ICT is a normal everyday life, students can easily combine cartoon content and animated pictures with their similar experiences.

In other words, the teacher should encourage students to generate ideas for ICT. Students are encouraged to engage in discussion by asking pro-active questions, and are allowed to interact together until they develop their own knowledge and share their ideas with others. During this process, the instructor will be an assistant who motivates students to think, reflect, express ideas, and discover knowledge on their own.

Constructivism is based on the construction of knowledge by establishing a relationship between the student's previous experience and the knowledge that he / she receives, in the form of social interaction.

According to the theory of methodologists, ICTs allow students to interact socially, which helps in the cognitive process of learning a language.

This is based on two research questions:

1-What are the challenges and benefits associated with using ICTs as a means of teaching and learning English for English language students?

2-How do ICTs affect the development of social and conversational skills in English lessons?

In their research, psychologists have come to the conclusion that students have their own base and strategy of assimilation, which are formed individually, have their own specifics of processing language information, features of storing this information in memory, the ability to understand and produce speech, their own method of approach to solving problems or completing tasks, their own strategy of action to obtain specific results, control and use certain information (knowledge).

Many teachers use game methods and various approaches as ICTs to activate students ' learning and lexical skills. To understand the role of ICTs in enhancing students ' learning and lexical skills, we will analyze the definitions of the concept of "using ICTs".

Researchers note the inherent paradox of ICT. Despite its small volume, the proverb contains the richest content, deep thoughts, moral and ethical assessments, pragmatism and practical guidance and action. The main feature of ICTs is that they are created by adults for the purpose of teaching and educating students. However, created for didactic purposes, they remain fairy tales. It is this feature of ICTs that determines their value as a teaching method. The use of ICTs helps students better assimilate complex material.

CONCLUSION.

ICT in learning is described as an action in which knowledge and ideas are promoted through interaction with other learners in a social context. Thus, they will draw conclusions by combining their previous experience, which has idea and meaning, with the knowledge that they receive in the process of research. Many consider that the cognitive development of students is improved by social interaction in the community. It is also believed that the student is naturally motivated to actively learn, and the education he receives makes learning easier and more possible.

The use of ICT plays a positive role in the activities of both the teacher and the student. ICTs affect the more coordinated work of the educational institution, the improvement of teaching methods, the exchange and use of multiple approaches to teaching, and much more, which is possible thanks to Internet technologies and information spaces. However, it is noted that the existing ICTs are designed only to increase and improve the effectiveness of various teaching methods. ICT helps to create structured and systematic learning tools. However, they do not have to fulfill the absolute role of a teacher. This concept is somewhat different from the previously general one and is considered from the point of view of the process of education, which represents certain goals and objectives.

References:

1. New pedagogical and information technologies in the education system. – Moscow: Publishing Center "Academy", 2009.

2. Bogolyubova V. B. Trends in the development of pedagogical technologies //Foreign languages at school, 2014. - No. 4. pp. 63-69.

3. Shalamova O. O. Development of key competencies of the future teacher of a foreign language in the conditions of a humanitarian university. - Khabarovsk 2007, – 147c.

4. Spolsky, Bernard (2008). Sociolinguistics. New York: Oxford University Press

5. International Journal of Scientific and Engineering Research, Volume 7, Issue 7, July-2016

6.Cambridge International Dictionary of idioms [Electronic resource]. URL: http://dictionary.cambridge.org/ru/