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БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ КОММУНИКАТИВТІ ҚҰЗІРЕТТІЛІКТЕРІНІҢ ҚАЛЫПТАСУЫНАДАҒЫ ИНТЕРНЕТ-ТЕХНОЛОГИЯЛАРДЫҢ РӨЛІ.

***Аңдатпа.***

Қазіргі таңдағы оқушылар мен білімгерлер миллениалдар (‘millenials’) буынының өкілдері болып табылады. Олар қазіргі озық технологиялар заманында туылып өскендіктен, мұғалімдердің материалдарды қалай ұсыну керектігі туралы өзгерістерге алып келді. Заманауи білім беру жүйесіндегі негізгі трендтердің бірі инновациялық білім беру технологияларының білім бері үдерісіне деген ықпалы болып табылады. Бірақ та, бұл дегеніміз мультимедиялы бағдарламаларды қолдану білім берудегі жемісті нәтижелерге әкеледі деген сөз емес. Керісінше, бұрынғыға қарағанда мұғалімдер мен дәріс берушілерге жоғарыда аталған технологияларды тиімді енгізу үшін, инновациялық білім беру технологияларын таңдау мен оның қағидаларын сақтауда өте мұқият болуды талап етеді. Мысалы, PowerPoint презентациялары білім беруде қолдануға әдетке айналған технологиялардың бірі болып табылады. Егер оқу тиімділігін арттыратын қағидаларды сақтанбаса ол әр уақытта тиімді бола бермейді. М. Миллер инновациялық технологияларды қолдануда қажетті келесі принциптерді қарастырды және назар аударуды ұсынады.

Кілт сөздер. Интернет технологиялар, коммуникативті құзіреттілік, шет тілдері, мұғалімдер, құзіреттіліктің қалыптасуы.

Роль интернет технологий в формировании коммуникативной компетенции будущего учителя английского языка.

**Аннотация.**

Современные школьники и студенты являются представителями поколения миллениалов (‘millenials’). Они родились и выросли в окружении современных технологий, что привело к смене ожидания учащимися того, как учителя должны преподносить материал. Одним из трендов современного образования является все большая интеграция инновационных образовательных технологий в образовательный процесс, однако это совершенно не означает, что любое использование мультимедийных программ приведёт к успешным результатам в обучении. Наоборот, сейчас, как никогда раньше, учителям и преподавателям следует наиболее тщательно подходить к выбору инновационных образовательных технологий и соблюдать принципы, которые позволят внедрить данные технологии наиболее эффективно. Например, презентации PowerPoint, довольно прочно вошедшие в обиход как одно из средств обучения, не всегда являются эффективными, если не принимать во внимания принципы, позволяющие увеличить эффективность обучения за счет использования технологий. Так, М. Миллер рассматривает и обращает внимание на следующие принципы, необходимые для использования инновационных технологий.

Ключевые слова. Интернет технологии, коммуникативная компетенция, иностранные языки, учителя, формирование компетенции.

THE ROLE OF INTERNET TECHNOLOGIES IN THE FORMATION OF THE COMMUNICATIVE COMPETENCE OF FUTURE ENGLISH TEACHERS.

**Annotation.**

Modern schoolchildren and students are representatives of the millennial generation (’millenials'). They were born and raised in an environment of modern technology, which led to a change in students ' expectations of how teachers should present the material. One of the trends of modern education is the increasing integration of innovative educational technologies in the educational process, but this does not mean that any use of multimedia programs will lead to successful learning outcomes. On the contrary, now more than ever before, teachers and teachers should be more careful in choosing innovative educational technologies and adhere to the principles that will allow them to implement these technologies most effectively. For example, PowerPoint presentations, which are quite firmly established as a means of learning, are not always effective if you do not take into account the principles that allow you to increase the effectiveness of learning through the use of technology. So, M. Miller considers and draws attention to the following principles necessary for the use of innovative technologies.

Keywords. Internet technologies, communication competence, foreign languages, teachers, competence formation.

**Introduction.**

The article is devoted to game educational technologies and their application in foreign language lessons. The article reveals the functions and value of game forms of learning in the educational process of a foreign language. Special attention is paid to the classification of language and speech games. Based on the analysis of existing classifications, the authors propose their own classification, focusing on creative and role-playing games in foreign language lessons. Keywords: game technologies; classification of games; didactic games, role-playing games. The game as a method of learning, the transfer of social experience, has been used since ancient times. In modern schools, play activities are used by teachers: – as an independent technology for mastering the concept, topic, and even a section of the subject; - as an element of a more general technology; – as a lesson or part of it (introduction, control) – - as a technology of extracurricular work. Selevko gives the following definition of game technology – "this is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior develops and improves." The concept of "game pedagogical technologies" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. In contrast to games in general, a pedagogical game has an essential feature – a clearly defined learning goal and a corresponding pedagogical result, which can be justified, highlighted explicitly and characterized by an educational and cognitive orientation. The place and role of game technology in the educational process, the combination of game and learning elements largely depend on the teacher's understanding of the functions of educational games. Special mention should be made of the following:

1. Entertainment: the game is strategically-only organized cultural space of the child's entertainment; in which he goes from entertainment to development.

2. Communicative: the game is a communicative activity that allows the child to enter the real context of the most complex human communications.

3. Self-realization of the child in the game: the game allows, on the one hand, to build and test the project of removing specific life difficulties in the child's practice, on the other-to identify the shortcomings of the experience.

4. Therapeutic: the game is used as a means of overcoming various difficulties that students encounter during communication or learning.

5. Diagnostic: the game provides an opportunity for the teacher to diagnose various manifestations of the student (intellectual, creative, emotional, etc.).

6. Correctional: in the game, the process of making changes to the student's personal structure occurs naturally.

7. Interethnic communication: the game allows the student to assimilate universal values, the culture of representatives of different nationalities.

8. Socialization: the game is one of the best inclusion of the student in the system of social relations. The pedagogical value of the game, in our opinion, is that it is the strongest motivational factor, since the child is guided by personal attitudes and motives. Game technologies contribute to the actualization of various motives of educational activity and, above all, such as: - communication motives; - moral motives; - cognitive motives. The motivation of the game activity is provided by its voluntary nature, the possibility of choice and elements of competition, satisfaction of needs, self-affirmation, self-realization.

Conditions and methods of research. Creative, role-playing games are one of the ways to learn foreign languages. Concepts such as role-playing, simulation, drama, and play are often used interchangeably, but they actually have different meanings. The difference between role-playing games and simulations is the authenticity of the roles performed by the students. When simulating, students play their natural role, in other words, the role they play in real life (for example, the role of a buyer or booking transport tickets). In a role-playing game, students play a role that they do not play in real life (for example, the prime minister or a rock star).

Research results. A role-playing game can be considered as one of the components or an element of a simulation. Thus, in a role-playing game, participants assign roles that they play out within the framework of the scenario. In the simulation, the focus is on the interaction of one role with other roles, rather than on playing out individual roles. In one way or another, role-playing prepares students for social interaction in a different social and cultural context. Role-playing is thus a highly flexible learning activity, with a wide range of opportunities for variety and imagination. In role-playing games, various communication techniques are widely used, thereby developing fluency in the language, interaction in the classroom and increasing motivation. Role-playing game improves the conversational skills of students in any situation, because almost all the educational time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's remark, correlate it with the game situation, determine how relevant it is to the situation and the task of communication and correctly respond to it. As for shy students, role-playing helps by providing a mask with which students with communication difficulties are released. It's also fun, and most students will agree that having fun leads to better learning. In turn, role-playing games can be classified as follows:

1. Short-term role-playing game, which is the easiest and fastest way to conduct a game lasting from 10 to 30 minutes. It can be built on the basis of text or dialog. An example of this game can be presented in the form of an interview. Students are divided into pairs, after which they are given pictures depicting various problematic situations (environmental pollution, deforestation, lack of food in zoos). One of the students takes the role of the interviewer, the other the role of the respondent. The task is to describe the problem and offer its solution. The game component consists in the fact that experts are also appointed among the students, whose task is to create a criterion for evaluation and then evaluate all the speakers and point out the mistakes made. In the course of this game, there is also a high motivation and desire of students to show themselves, because one of the evaluation criteria can be artistry.

2. A full-fledged role-playing game in which students are given a description of the situation and their roles. The duration of this type of game takes an average of one or two lessons. As an example, consider verbal role-playing games. This archetype of games occurs through the verbal interaction of participants describing the actions of their game characters, and a mentor, in the role of which a teacher can act, describing the realities of the game world. One of the most famous board word games is "Mafia". The role-playing game "Mafia" is very popular around the world, and allows you to play it, both in class and in extracurricular activities using the Internet. Students, paying attention to the course of the game, begin to speak spontaneously. Their goal is to convince the other players that this or that participant is a mafia/ doctor/sheriff. The use of this game in the framework of the lesson helps students to develop their communicative competence, teaches them to defend their point of view, convince and encourage them to take the initiative.

3. Long-term role-playing games, is a more complex type of games that take place in the duration of a series of classes or more. When preparing long-term role-playing games, the teacher should provide students with handouts, familiarize students with the game setting through Case Study, and provide students with a clear definition of the game situation. In this archetype of games, students are given the opportunity to create their own game character. Students can choose their gender, race, age, and profession depending on the game offered. An example of these games is the Dungeons and Dragons series, a tabletop role-playing game. In D&D, students try on the role of fantastic heroes with their own skills and characteristics. The teacher takes on the role of a mentor who creates and describes an adventure in which the student characters take part, setting goals for them to complete and giving rewards for motivation. The goal of this game is to get students to work together, solving problems and puzzles that the teacher puts in front of them in the process of learning the world of the game. Thus, allowing you to achieve the main goal-the development of communicative competence. The characters created by the students in the course of this game can be used in subsequent lessons, giving students the opportunity to be whatever they want, thereby turning monotonous stories about themselves into fascinating stories. 4. Computer role-playing games. In our time, it is difficult to imagine a person unfamiliar with computer role-playing games. Moreover, in the XXI century, the child spends most of his free time at the computer. It is computer games that can serve as motivation for a student learning a foreign language and play a huge role in his self-development. For those teachers whose students have free access to the Internet, computer role-playing games can be a good choice. These games give interested students the opportunity to establish direct contacts with people from all over the world who have common interests, but who must use English to communicate, thus emphasizing the value of learning the language beyond school grades. Most computer role-playing games have the ability to train both listening and reading skills. The games have a lot of stories, dialogues, screensavers, presented in a foreign language. Of course, using a computer role-playing game to learn grammar is difficult, but creating an algorithm for training exercises is quite possible for an experienced teacher. An example of a computer role-playing game is Minecraft. This game is made in the style of a sandbox, where participants can build and survive, cooperating with other players. Computer role-playing games with the right approach can help students learn not only a foreign language, but also history, geography and other subjects, as well as contribute to the formation of metasubject skills of the student. However, when using computer games, it is important to follow the rules that help to preserve the health and vision of students, as well as not to let a good hobby tear them away from reality.

Discussion of scientific results. Developing goals allow you to realize a sense of belonging to the implementation of a common cause; the importance of helping to master new useful and interesting information; provide conditions for the realization of the creative potential of students, for their self-realization, in general. The plot of the quest "Oscar Race" is dedicated to the famous film company and the Academy Award, which students can receive for creating their own film. The class is divided into mini-groups of 4-5 people. Each group is a film company that prepares its own film, in order to later present it as part of the competition program and compete for the Oscar statuette in the category "Best Film". The quest is divided into three stages. At the first stage, students form teams, decide on the name and logo of their company, develop the plot and poster of the future film. At this stage, there is classroom work, during which groups, moving from station to station, perform various tasks. For example, in task 1, students are asked to discuss various possible options for the name of their own film company.

Task 2 "My favorite movie genre" includes three audio excerpts, where the author briefly gives a description of one of the genres of cinema, without naming it. The task of the students is to give the name of the given genre and to argue their answer using the keywords from the text. In task 3 "Movie poster", students are asked to choose a representative from the team who can or just wants to try their skills in drawing. He goes to the board, where he is offered a piece of paper and a marker. At this time, the group is discussing the type of poster for their upcoming film (who is depicted, where, how it looks, what it does). Next, the group needs to describe their idea to the" artist " so that they have a ready-made poster. Task 4" How is the movie made? " assumes that students, using a number of links provided by the teacher, fill in a table that reflects the main stages of film creation and summarizes the key types of work related to film production. In task 5 "Movie plot", each group is asked to think about the plot of the future film and present it as a short story. The second stage is extracurricular. Students are given from one to two weeks for it. During this period of time, the group is working on its own mini-film, using the achievements made in the first stage. They are given full creative freedom; the only condition is that the duration of the video should not exceed 5 minutes. The final, third stage, is devoted to viewing, discussing and jointly evaluating the film presented by each group. This activity takes place in the classroom, when each student (according to pre-defined criteria) gets the opportunity to evaluate the work of their friends. Based on the results achieved during the tasks of the first stage, and taking into account the collective rating given for the film, the winning group is identified, which receives an Oscar statuette as a reward. The analysis of the quest shows that the goals and objectives set by us have been achieved. This is confirmed by the desire of students to participate in a common cause, using their foreign language communication skills, the ability to work in a team (and some also have leadership qualities), a sense of responsibility for the final result, which were fully manifested in the process of completing tasks. The difficulties that were noted during the testing of the "quest" technology were mainly related to the novelty of this type of activity for students. Working in groups, although familiar to the students, turned out to be an unusual format. The development and testing of the quest showed that this technology can be used in school. It meets the needs of modern schoolchildren in online technologies as a means of education and can provide training for employees who are able to cope with the problems that people face in modern conditions in their activities.

**Conclusion.**

Thus, game technologies occupy an important place in the educational process. A wide selection of role-playing games allows you to use them in any part of the curriculum. At the same time, they are a very useful tool that makes learning a foreign language interesting and memorable. Role-playing games provide a positive emotional state of students and a communicative orientation of the lesson. Play activities are the most attractive for schoolchildren, which affects the effectiveness of teaching a foreign language. Games have a positive effect on the formation of students ' cognitive interests, contribute to the conscious development of a foreign language. They promote the development of such qualities as independence, initiative, and the ability to work in a team. Students actively, enthusiastically work, help each other, listen carefully to their friends, and the teacher only manages their educational activities.

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