**"Use of internet resources in the development of oral and written communication skills at**

**English lessons in Yessenov University** **"**

**Arfenya Khachatryan**

Yessenov University

(Aktau, Kazakhstan)

Global education system of the XXI century is particular with the use of the Internet.  Today the main aim of the modern technologies and the Internet in the teaching process is to create the most suitable materials and methods for teachers and students. Currently, goals and technology in education in Kazakhstan represent humanistic ideas in pedagogy and philosophy of education. Here, we are considering the formation of personality development as the main component of this goal. For gaining these purposes we need to develop some activities such as various sources of information, different perspectives, encouraging students to think independently, to seek their own well-reasoned positions.

Educational technology is a set of methods, rules and pedagogical techniques that affect the learning, development and upbringing of learners. Modern educational technologies at English lessons contain, as a formulated process of the teacher and the student, necessary to achieve a specific goal. Before choosing a technology, we should identify the requirements that it must meet:

Consistency- modern technologies of teaching English in Yessenov University should contain such signs of the system as the consistency of building a process, the integrity and interconnection of individual parts;

Conceptuality- any technology must consist of a scientific concept that contains the rationale for achieving educational goals from the psychological and socio-pedagogical side;

Efficiency-the technology must guarantee an outcome that meets educational standards;

Flexibility-the technology should provide for the ability to vary depending on the comfort and interaction of students with the teacher;

Reproducibility-any technology must be understandable so that it can be applied by different teachers and students in other educational institutions.

Games allow for a differentiated approach to students, to involve each student in work, taking into account his interests, inclination, level of language training. Exercises of a playful nature enrich students with new impressions, activate the vocabulary, perform a developmental function, and relieve fatigue. They can be varied in their purpose, content, methods of organization and conduct. With their help, you can solve any one problem (improve grammatical, lexical skills, etc.) or a whole range of tasks: form speech skills, develop observation, attention, and creativity, etc. Some games are performed by students individually, others - collectively. Individual and quiet games can be performed at any time of the lesson, collective - preferably at the end of the lesson, since the element of competition is more pronounced in them, they require mobility. The same exercise can be used at different stages of training. At the same time, the linguistic filling of the game, the way of organizing and conducting it, changes. The situation indicates the conditions for the action, describes the actions to be performed, and the task to be solved. In a situation, it is necessary to provide information about the social relationships of partners.

"Model teaching method" (classes in the form of business games, lessons of the type: lesson-trial, lesson-auction, lesson-press conference). These lessons imitate the press conferences taking place in life: when groups of public figures or scientists conduct conversations with the press, aimed at clarifying the most important issues and problems in order to popularize and propagate them. Lessons of this type contribute to the development of students' skills in working with additional literature, educate curiosity, the ability to do things in a team, and comradely mutual assistance.

The Mind-Map method is a simple technique for recording thoughts, ideas, and conversations. The recording is fast, associative. The topic is in the center. First, a word, an idea, a thought arises. There is a flow of ideas, their number is unlimited, they are all fixed, we begin to write them down from the top left and end on the right below. The method is an individual product of one person or one group. Expresses individual possibilities, creates space for the expression of creativity.

Method "Brain Storming" (Brainstorming): by means of a brainstorming, students name everything they know and think about the sounded topic, problem. All ideas are accepted, whether they are correct or not. The role of the teacher is the role of a guide, forcing students to reflect while listening carefully to their thoughts.

Cluster-Method (bunch) - serves to stimulate mental activity. Spontaneity, free from any censorship. Graphical method for systematizing the material. Thoughts are not piled up, but “crowded,” that is, they are arranged in a certain order.

So, modern pedagogical technologies are not only the use of technical teaching aids or computers, it is the identification of principles and the development of methods for optimizing the educational process that increase educational efficiency. To improve the efficiency of the educational process when conducting English lessons, we use the following educational technologies, taking into account the age characteristics of learners: technology for the development of critical thinking, research technology, intensive learning, interactive approach and game technology, project method, model teaching method, promising technology advanced learning.

Technology is not just a single homogeneous tool, but various technologically based tools that enhance L2 leaning in different ways. For example, the internet may seem an ideal solution and a perfect tool for the students and teachers, when they are looking for authentic L2 materials (realia). The students can virtually ‘travel’ to the target language country and cross the boarders with just a click of the mouse. Adding Internet access to mobile devices has extended users’ ability to communicate from simply telephoning to emailing, creating and sharing multimedia messages, accessing social media like Facebook, and so forth. When applied to learning activities, these mobile communication services increase students’ extrinsic motivation to participate in learning. Computer mediated communication seems to help the L2 students engage more frequently and with greater enthusiasm and confidence in the communicative process, because the students use internet primarily as a tool for communication (instant messaging and text messaging). They prefer to communicate in a relatively anonymous and protected environment, therefore introducing chats into the classroom would maintain and even increase their motivation in FL learning. The implementation of web tools together with the growth of independent learning, given the fact that educators provide a wide assortment of materials for learners to study outside the classroom, encourages the learnersʹautonomy. The students can study at their own pace and listen to the texts as many times as they want, since they no longer need to rely on the teacher’s assistance, and they receive prompt feedback. The implementation of web sources has been considered as a framework that facilitates the educator to design and construct student-centered learning by using the web for planning and application. The web provides teacher and learners with support tasks and attractive materials to develop and conduct classes. Searching through the web exposes students and educators to a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, videos and websites. The role of Educational Technology in language teaching has changed significantly over the last decade. Previously, its use in language teaching and learning was only limited to text and simple exercises like gap filling and multiple-choice drills. The recent developments in technology and pedagogy allow us to integrate computer technology into language teaching and learning to a greater extent. Multimedia resources and internet access facilitate student immersion into rich environments for language practice and promote learner autonomy. Students can easily explore language use in authentic context, which activates their motivation for communication, increases their interest and improves their electronic literacy skills. New Media allows for publishing in Social networks for a global audience, gives access to various texts and multimedia information as well as facilitating communication in the target language. Computers are gradually becoming an integrated part in the language learning process, constituting an important element of language learning and teaching.

Bibliography:

1.Ilyina O. N., Zhiltsova I. V. The use of modern educational technologies in English lessons // Social and humanitarian sciences in the information society: prospects and potential: a collection of scientific papers based on the materials of the International scientific and practical conference on December 24, 2020.

2.Baryshnikova N.V. Parameters of teaching intercultural communication in secondary school // Institute of YaSh. - 2012. - No. 2. S.8-12.

3.Guseva L.P. We play, we teach, we master. - Rostov: Phoenix, 2012.98 p.

4.Dzhuzhuk I.I. The project method in the context of student-centered education. Materials for didactic research. - Rostov., 2015.182s.

5.Polat E.S. New pedagogical and information technologies in the education system. - M., 2014.