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## МАТЕРИАЛДАРЫ

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## МАТЕРИАЛЫ

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## DIDACTIC POSSIBILITIES OF DIGITAL EDUCATIONAL RESOURCES IN TEACHING A FOREIGN LANGUAGE

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### Abstract

The article reveals the importance and application of electronic educational resources in teaching a foreign language and a unique opportunity for learners to use authentic texts, listen and communicate with native speakers to create a natural language environment. The article presents an idea of the theoretical model of electronic educational resources that makes it possible to use a huge number of additional materials that allow you to enrich foreign language lessons with a variety of exercises, making it more productive, creative and interesting.

**Keywords:** digital educational resources, teaching foreign language, the internet.

### Аннотация

Мақалада ағылшын тілін оқытуда электронды білім беру ресурстарының маңыздылығы мен тиімді қолданылуы және шет тілін үйренушілер үшін мәтіндерді қолданудың, шетел тілінде тыңдаудың және сөйлесудің табиғи тілдік ортаны құру мүмкіндіктері талданады. Мақалада шет тілі сабақтарын әртүрлі жаттығулармен байытуға, оларды өнімді, шығармашылық және қызықты етуге мүмкіндік беретін көптеген қосымша материалдарды пайдалануға мүмкіндік беретін электронды білім беру ресурстарының теориялық моделі туралы түсінік берілген.

**Түйінді сөздер:** сандық білім беру ресурстары, шет тілін оқыту, интернет.

### Аннотация

В статье анализируется важность и применение электронных образовательных ресурсов в обучении иностранному языку и уникальная возможность для изучающих использовать аутентичные тексты, слушать и общаться с носителями языка для создания естественной языковой среды. В статье представлено теоретический модель электронных образовательных ресурсов, позволяющей использовать огромное количество дополнительных материалов и обогатить уроки иностранного языка разнообразными упражнениями, сделав их более продуктивными, творческими и интересными.

**Ключевые слова:** цифровые образовательные ресурсы, обучение иностранному языку, интернет.

World and domestic experience testifies to the active introduction of digital educational resources into the educational process and shows that this technology contributes to the creation of qualitatively new learning technologies that are actively used in teaching various academic disciplines, including foreign languages.

The main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching practical mastery of foreign languages. DER contributes to increasing the motivation of studying and improving the knowledge and culture of students, and under certain conditions can be effectively used in the educational process. This paper discusses the didactic conditions for the use of DER, the effectiveness of their application.

Learning using electronic educational resources, which provides the formation of abilities for independent, creative activity and is used to consolidate acquired knowledge on real practical tasks, is an effective form of independent work in foreign language classes. The use of e-learning tools fully reflects the two main principles of a communicative approach to teaching a foreign language: motivation to learn and personal interest.

In this regard, first of all, it is necessary to consider what digital educational resource represents itself.

Digital - represented as a sequence of digits-numbers. Currently, with the rapid development of information technologies, the digital form of presenting information is becoming particularly popular: digital photography, digital video, etc. The main distinguishing characteristic of the educational resources in question is their digital nature, i.e. they must be presented in digital form.

Educational - that is, aimed at studying something, can be used in various forms of education. A resource, according to an explanatory dictionary, is a tool that is accessed in the necessary case. Therefore,

an educational resource can be defined as a means to which people turn for the purpose of obtaining education, as a resource containing information of an educational nature.

Thus, a digital educational resource will be understood as educational, methodological, reference, organizational and other information necessary for an effective organization. It is both a means of presenting material and a controlling means which provides high-quality presentation of the material and make it possible to use various communication channels (text, sound, graphic, touch, etc.). New technologies allow you to individualize the learning process according to the pace and depth of the course. Such a differentiated approach gives a great positive result, because it creates conditions for the successful activity of each student, causing positive emotions in students, and thus affects their educational motivation.

Digital educational resources (DER) represent photos, video fragments, static and dynamic models, objects of virtual reality and interactive modeling, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials in digital form that are necessary for the organization of an educational process.

The most obvious prospects for the use of electronic educational resources and elements of distance education in the organization of independent work of students. The growing understanding in society that the training of qualified workers ready for continuous professional growth is impossible without independent work skills also contributes to the popularization of distance education. In this situation, the independent work of students (SRS), which is understood as the planned work of students, carried out according to the assignment and methodological guidance, both in contact with the teacher and in his absence, is an integral component of the educational process in a higher educational institution [1]

There are many types of classification of digital educational resources. Let's consider the main types and classification:

The types of digital educational resources include:

- electronic textbooks,
- electronic educational methodological complexes
- electronic publications for the control of knowledge, skills and abilities.

Classification of digital educational resources:

- digital resources with textual information (textbooks, manuals, dictionaries, anthologies, etc.),
- resources with visual information (pictures, video tours, model, schema),
- digital resources combined information (textbooks, problem books, encyclopedias),
- with audio (different recording),
- with audio and video information, with a complex structure (textbooks, manuals, encyclopedias)
- interactive models (laboratory workshops on the subject).

Considering the model of classification of digital educational resources and their application in an educational process, (6) electronic resources differ from other learning tools by interactivity and multimedia and help to avoid rapid fatigue of students in the classroom.

Next, we will give some possibilities of this technology. The most obvious prospects are the use of electronic educational resources in the organization of independent work of students where they live in digital culture. Unlike traditional ones, the student himself must become the main acting figure and himself opens the way to the assimilation of knowledge. The role of the teacher in the information culture is also changing - he must act as an active assistant in this situation, and his main function is to organize and stimulate the educational process. [2]

When teaching foreign languages, digital materials cannot, of course, replace traditional teaching with a teacher. However, for speech activity, it is necessary to master the structure of the language, the norms of word usage, the expansion of the lexical base, the compilation and voicing of dialogues, polylogues, and here electronic education provides ample opportunities for training work. [3]

According to E.S. Polat, the task of the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies, for example, project methods, the use of computer training programs, Internet resources help to implement a personality-oriented approach to teaching, provide individualization and differentiation of learning taking into account the abilities of children, their level of learning, aptitudes, etc. And in this case, the use of digital educational resources allows to implement an activity-based approach to teaching and successfully form the communicative and information competencies of students, thereby improving the quality of education. [4]

Thus, it seems possible to identify the main diagnostic goals of the use of electronic educational tools, which, from our point of view, are as follows:

- a fundamental change in the organization of the learning process by CME-tion it in the direction of system thinking;
- the formation of the open education system that ensures each individual's own learning trajectory;
- the creation of an effective system of management of information and methodological support of education;

- the identification and use of incentives activation of activity, the formation of interest to the subject through the use of the achievements of computer, multimedia and communication technology training;
- deepening interdisciplinary connections;
- the formation and development of information, cross-cultural, foreign language, communication, professional and other skills. To achieve the ultimate learning goals, computer-based learning materials should have a number of. [5].

Using the SDR allows you to

Improve the efficiency and quality of education

Focus on modern learning goals

Increase the motivation of students to learn

Use interrelated training for various types of activities

Take into account the country-specific effect

Make lessons emotional and memorable

Implement an individual approach

Strengthen the independence of schoolchildren

It will change the nature of teacher-student interaction

Objectively evaluate students' knowledge

Improve the quality of visibility

Facilitate the work of the teacher

The use of the SDR allows you to create visual aids with minimal time and, as a result, increase the visibility and fascination of the lesson, visualize the lesson with the help of multimedia elements, which, unlike posters, can be adjusted as necessary. Also of great importance is the fact that many visual aids are stored in electronic form and do not require much space in laboratory rooms. [6]

Thus, the conducted research allowed achieving the main objectives. We may conclude that digital educational resources have a great number of didactic and methodological properties that must be taken into account when teaching a foreign language based on these technologies. DER create new educational conditions for all participants in the pedagogical process. For a successful educational process, it is necessary to maintain a steady interest in the subject among students, and a variety of digital educational resources will undoubtedly help in this. The modern world is a world of high technologies, represented by digital resources, without the use of which it is impossible to imagine a high-quality educational process. [7]

In modern methods of teaching foreign languages for a long time allocated the most common resources that have proven effective in the practice of teaching Foreign language. DER contains a variety of language material, including text, audio and visual on a variety of subjects in the target language. It allows the teacher to use authentic materials, such as audio, video and texts, to get acquainted with the works of fiction of authors from the country of the studied language, to join a foreign language culture, to develop Outlook and to type vocabulary into their active vocabulary.

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