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Digital Technologies in the Training of Future English Teachers in conditions of distance learning

This article reveals the problem of the use of digital educational technologies in foreign language teaching and presents the educational possibilities of using these technologies in the process of learning and teaching various aspects of foreign language. The teacher can use the digital environment and distance learning as part of the blended learning model or as the main form of learning if this is provided for by the curriculum of the educational institution. When using this form of teaching a foreign language, the undoubted advantage is the flexibility of the learning process, since to the extent that the skills and level of knowledge of the student are taken into account, it is possible to establish an individual approach and teaching methods, as well as the methods, time and duration of studying the material. The authors conducted an experiment among students and undergraduates of the Faculty of Foreign Languages to identify the relevance of the use of digital technologies in the conditions of distance education in higher education. The survey was conducted remotely using the survio.com website.

Keywords: digital technologies, foreign language, English teachers, distance learning, multimedia, Internet technologies, higher education, online learning, webinar.

Introduction

The constant development of digital technologies and the transition to a completely different level of virtual relations and communication will inevitably lead to changes in the educational environment of the university. Currently, in the field of teaching foreign languages, various Internet technologies, educational programs, and virtual online courses, as well as webinars, which can be conducted in the form of seminars, discussions and conferences, are widely used.

With new technologies students can not only acquire the necessary modern knowledge, skills, and qualities but also use them in other aspects of life: on making decisions on the box, critically assessing generally accepted facts, and defending their own opinion.

The introduction of modern digital and educational technologies in distance learning of a foreign language has brought education to a new qualitative level. Because the visual impact of programs allow creating various models, participating in experiments, and conducting research. Also, such technologies help to increase the potential of opportunities for all participants in the educational process: from reducing the time for searching and accessing the necessary information to accelerating the development of educational content to improving the quality of personification of the educational process, its focus on certain personal qualities [1].

Distance learning technology, as a requirement of the time and causing the greatest demand in the field of education in recent years, allows to some extent resolve the above contradictions. The main feature of this technology is the mediated character of the "teacher-student" telecommunication connection. Organization of trainings in this format presupposes compulsory computer skills of students and a high level of interactivity provided by the functions of the Internet, and reveals the multimedia potential of new information novelties [2]. This form of work ensures to maximize the independent work of students, which is especially important in connection with the transition to new educational standards, since the new state educational standards devote a significant number of hours to independent work.

At the same time, there is another feature of distance learning, which in its psychological aspect concerns primarily the listener, since the effectiveness of training, which consists mainly of independent work, by 95 % depends on the student himself, his will, attention, perseverance, and self-control.

In practice, educational computer programs have found wide application, the main elements of which are usually:

a) terminological dictionary;
b) thematic dictionary;
c) thematic text;

d) a block of tasks for mastering the material;

e) additional information material on the topic with control tasks;

f) exercises for independent work during the period of intercession;

g) the percentage of assimilation of the material [3].

For instance, the electronic product English Discoveries, jointly developed by Edusoft and Berlitz International, has proven itself. This extensive 12-CD multimedia course designed exclusively for educational institutions consists of five levels: beginner, basic, intermediate, advanced, and practical. The course covers all grammatical structures and over 3500 lexical units of the English language. The main menu contains following sections: reading, speaking, writing exercises, listening, grammar, applications, adventure game, and tests. Applications include an electronic dictionary, voice recording and playback engine, and an automatic music book and service modules to simplify program management.

Social media is also being used in the practice as it has already become the focus of college educators for distance learning, e.g., Zoom platform. Social networks can be classified by the type of openness of information, by the openness of access, by the type of communication, by specialization, and by geography. One of the types of social networks is language social networks that facilitate to independently learn a foreign language. Language social networks, in turn, can be classified according to specialization, accessibility of information, and geography [4].

Experience shows a positive trend in the use of social media, such as Lang-8, InterPals, Sharedtalk, Livemocha, Omegle, Mylanguageexchange, Italki, Busuu, and interactive internet services, such as LinguaLeo, Slovoch, and YouTube channels for professional language education. Also the Quizlet platform has established itself, where students use cards to study English vocabulary, as well as gaming platforms: Baamboozle, Kahoot, Wordwall, etc.

At the beginning of the academic year, a teacher with whom the group chooses one (or even several) social networks at the same time, registers and communicates remotely. Students communicate the results of their communication experience in practical classes (including distance lessons) and thus develop oral speech. The use of these resources in the educational process allows, on the one hand, to organize the practice of communication with a native speaker (even from afar), to enter the international community and find an interlocutor of interests, and on the other hand, to improve language literacy, written speech of students, increase motivation to study foreign languages.

Email as a distance learning technology is also good and easy to use. Each e-mail user has his own address and the so-called mailbox in the form of a memory area allocated to him in the memory of the host computer. This mailbox receives messages addressed to this user, which he can consult at any time. Such messages can be not only text and graphics (pictures, photographs), but also audio and video fragments. The advantage of e-mail lies primarily in the fact that it is not necessary for the correspondent and the addressee to be present on computers at the same time. This message mode is called asynchronous.

In the remote format of teaching a foreign language, the teacher sends the student various teaching materials, individual assignments, instructions for technical translation equipment, answers the student's questions and asks them. Thus, e-mail provides the teacher with the opportunity to remotely conduct individual trainings and provides the student with a feedback channel, without which the learning process cannot be completed [5].

The regular videoconferencing and teaching by our staff of our department also reflects the new interactive remote communication format that most participants enjoy. These conferences are held for users who want to discuss a problem of interest to them together. In the interests of distance learning, e-conferencing provides an excellent opportunity for group activities in a creative atmosphere; group consultations and answers to the teacher's most frequently asked questions. In addition, this type of activity is a successful means of developing communication skills and research qualities of the student's speech personality [6].

The electronic bulletin board is also a reception of distance learning technologies for foreign languages, which allows each user to post their own announcement on it and read the announcements of others. An electronic whiteboard is often created as part of an electronic conference and is used to solve organizational problems. For example, in distance learning, an electronic bulletin board is used to organize study groups by interest and skill level [7].

Distance learning, part-time, implying the transfer of knowledge through distance learning, has already acquired the status of a traditional form of education. At the current stage of education development, distance learning requires knowledge in handling the latest information technologies, the ability to work with text and the availability of adequate electronic support for all participants in the process — trainees and teachers.

As distance learning technologies are personality-oriented and have a character of variability and correction, it is necessary to develop and implement in the educational process to motivate students. This ensures the training of specialists with a broad perspective, professionally competent and well-developed creative approach, capable of effectively solving problems of a complex and varied nature.

At the same time, when studying foreign languages within the framework of distance learning, it is necessary to pay special attention to a competency-based approach, which should include phased components of pedagogical activity, such as:

- Obligatory preliminary assessment of knowledge of foreign languages of each student;
- The use of master's courses with clearly stated ultimate goals of learning at each stage;
- Ensuring the variability of educational paths and their productive orientation in combination with systematic control and self-control;
- Integration of information, communication, and production technologies into the process of language learning;
- Direct contacts with employers and labor market coordinators [8].

The main characteristics of didactic materials used in this group of technologies are:

- full completeness of a structurally ordered set of materials that allow the student to fully explore the subject area of the discipline, which significantly reduces the number of personal meetings with the teacher and visits to libraries;
- significant interactivity of materials, which, with their clarity and ease of use, contributes to the independence of students in the learning process;
- a clear focus on the future professional activities of students.

The development of communication skills, including both linguistic and socio-cultural skills, is one of the goals of teaching a foreign language. These are modern teaching technologies that make it possible to simultaneously study language and culture, as well as offer many opportunities to promote and keep students motivated [9].

The use of information computer technologies can significantly increase the cognitive and communicative interest of students in learning a foreign language. The pursuit of independent work in mastering a foreign language and experience in the context of distance learning allows for better and more effective differentiation of learning, as well as helps and eliminates knowledge gaps and expands one's knowledge.

Internet technologies within the framework of this training, owing to the inexhaustible information resources of the global network, make it possible to improve students' reading, speaking, and writing skills: news information from around the world, encyclopedias, regional studies, and other sites. A significant contribution to the development of modern distance learning technologies was made by such a software product as Skype, which can provide a constructive dialogue between a teacher and a student or a group of students, each of which has optimal working conditions for him or her [10].

Webinar (from the English "webinar"), derived from the two words "web" — network and "seminar", first used in 1998, is today one of the most popular and effective forms of distance learning. The main feature of webinars is their interactivity, the ability of participants to demonstrate, give, receive, and discuss information. Unlike the technology of using webcasts, where data is transmitted in only one direction, the teacher's interaction with the audience is possible at webinars [11]. Webinar is a traditional seminar at the university in real time via the Internet in its form and structure, including such stages as a sequential presentation of the material by the teacher, participant reports, presentations, questions and answers, as well as surveys among university teachers.

The webinar is usually hosted by the first moderator (teacher). At some point, webinar participants follow the (already received) link to the virtual space in front of their computers. Depending on the topic and form of the webinar, a webcam can be used (and then the participants and the teacher can see each other), slides can be displayed and only audio communication is possible.

Participants listen to the presenter and see his computer screen. Participants can talk to the facilitator, but due to lack of technical skills, they cannot always communicate with each other. Questions that arise in this case during the webinar are written by the chat participants. Through chat, participants can also communicate with each other. Participants in the webinar (both a webinar with mutual communication between teacher and student, and web conferences, where the interaction is rather one-way, and web lectures) form a virtual audience of different sizes, which, despite the distance, separates those who are interested in the process and is currently present on the Internet, united by a common goal. A characteristic feature of webinars is

the use of special web technologies and irreplaceable communication in the mode of synchronous live transmission [12].

The webinars are interactive; the student participates in active cognitive communication activities, in which language skills are used to solve communication problems in joint creative activities in groups. However, it should be noted that the emotional connection between webinar participants is rather weak compared to live communication, which can slightly reduce the effectiveness of training in certain aspects. Another inconvenience of this form of training is various technical failures that can significantly change the course of the planned webinar or even lead to the fact that the session will be canceled at the scheduled time.

Conducting a webinar in teaching a foreign language requires not only a careful selection of material that should be most effectively perceived by participants to include certain thematic information in online training, but also the development of several scenarios for a webinar in unforeseen situations, allowing one to quickly respond and continue training.

When teaching foreign languages, the disadvantage of a webinar may be the loss of contact between the teacher and the audience since the teacher does not always see the reactions of the webinar listeners, as well as the loss of the rhythm of the webinar lesson for the same reason [13].

A webinar as a form of distance communication in a foreign language can be conducted in the form of polemics, intellectual and role-playing educational games and general design. The work of students can be carried out in pairs, in groups or separately with the presentation of presentations, listening to audio and video materials and chatting. The question-and-answer form of training helps to teach foreign languages using active methods that contribute to the formation and development of communication skills [14].

After the webinar, participants receive a recording of this training module, and there is an opportunity to return to the material that they have repeatedly listened to and studied. This is paramount since the subsequent independent contemplation at an individual pace is characterized by great thoughtfulness, completeness of understanding and memorization. For individual study of the material discussed at the webinar, training kits are offered that can be based on the principle of hypertext links, as well as additional sources of information, such as information databases operating in the virtual space (electronic libraries, archives, encyclopedias, glossaries, etc.) [15]. In addition to the networked global sources of information, students and teachers have the opportunity to use internal electronic catalogs and databases of various universities.

It is obvious that any distance learning technology in teaching a foreign language presupposes the presence in its structure of two components, inextricably linked with each other: the organization of the student's activity and the control of this activity.

Experimental

Distance learning in a foreign language effectively solves a number of didactic problems. The teacher-student relationship is based on the principles of co-creation and collaboration. With the help of distance learning, an individual approach is successfully implemented, taking into account the abilities and intellectual abilities of the student and helping to eliminate psychological difficulties in mastering the educational material. Currently, it is a form of training, video courses, audio files, online communication with a teacher, etc. to test the language skills of students.

However, it should be noted that distance learning requires a greater degree of independence, self-discipline, and self-organization from the student. This form of training can be organized only under certain technical conditions (availability of a computer, Internet access, Internet speed). Thus, the possibility of effective distance learning of a foreign language appeared, first of all, owing to modern digital technologies. This type of training allows the teacher to build and improve an individual educational path for each student, and the student to independently plan and control their own learning.

In this regard, we decided to identify the interest and demand for digital educational resources among future English teachers and conducted a survey. In the course of the study, an analytical questionnaire was conducted among 85 students and master students who are studying in a Foreign language specialty. They were asked 15 questions related to digital technologies and Internet resources in the context of distance learning.

Results and Discussion

It is often argued that the technology of distance learning of foreign languages, which includes various methods of work, is not only a new form of education, but also "a new form of education, providing the ability to instantly transfer information of any volume and type to any distance; interactivity with the help of

specially created multimedia information"; implementation of the principles of cultural conformity, communicative presentation of the material.

According to the study results, the use of digital technologies in distance learning has a positive trend, especially after quarantine caused by COVID-19. As it can be seen on the obtained data: the gender of the respondents was determined by 92 % female, while 8 % were male during the survey. The main part of the questions assumed the answers that mean: SA — Strongly Agree, A — Agree, HA — Half Agree, D — Disagree, SD — Strongly Disagree. To the question "The use of digital technologies in teaching students English has a positive effect on the learning process", two-thirds (75 %) answered Strongly Agree, some (22 %) answered Agree, only a small part (3 %) answered Half Agree. 88 % of respondents responded positively to the use of Webinars for seminars for future English teachers (Table 1).

T a b l e 1

**Online questionnaire for students to study the attitude
to digital technologies in the conditions of distance learning**

Question No	SA	A	HA	D	SD
1. The use of digital technologies in teaching students Engl positive effect on the learning process	75 %	22 %	3 %	-	-
2. The use of Webinars is effective for future English teachers	88 %	7 %	5 %	-	-
3. The university is provided with the necessary software which is ideal for my job, study	92 %	5 %	2 %	1 %	
4. After the quarantine is over teachers continue to use online educational resources in their work	75 %	15 %	6 %	3 %	1 %
5. The level of motivation to study within the distance form remains unchanged	43 %	29 %	11 %	12 %	5 %
6. It is convenient for me to teach remotely	35 %	53 %	10 %	2 %	-
7. Digital technologies assist future English teachers to study (courses, seminars, webinars) on a computer easily and without interruption from job, study	56 %	38 %	4 %	1 %	1 %
8. Teachers had previously had experience of learning using distance technologies before the introduction of the pandemic (COVID-19)	15 %	23 %	16 %	26 %	20 %
9. Distance learning is beneficial, it saves time, fare, etc.	65 %	33 %	1 %	1 %	-
10. In general, the academic load of students increases during distance learning	15 %	18 %	45 %	10 %	9 %

Overall, many people note that using digital technologies have a plenty of advantages: it saves time and living expenses, helps to conduct courses, seminars, and webinars, generally does not affect the academic load of students and greatly facilitates the work. Furthermore, the use of modern information and computer technologies makes it possible to automate the management of mastering the webinar material based on software, assess the degree of formation of grammatical skills and master vocabulary. Control of the assimilation of knowledge and methods of cognitive activity, as well as the ability to apply the acquired knowledge in various problem situations, should be systematic.

Conclusions

The use of digital technology in teaching a foreign language enables the combination of a personality-oriented approach with the technologization of the learning process. The traditional linear presentation of the training module is being replaced by an electronic system of detailed cross-presentation of the material, in which the main content of the text can be supplemented with notes and articles on a specific topic, containing a "working reference" component.

The prospect of introducing and using webinars in teaching foreign languages is obvious due to the growing mobility of the population and the growing spread of the Internet around the world and, accordingly, the constantly growing number of potential webinar listeners.

As a result, we find that distance learning is a new form of active student activity in mastering a particular subject. The presence of many modern digital technologies in teaching foreign languages in a distance format makes the educational process not only interesting but also productive. The most common methods

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include computer-based curricula, social networking, email, email inboxes, video conferencing, and course design and delivery across multiple systems.

The use of new information technologies, subject to the provision of appropriate equipment, and the use of various distance learning tools open up new perspectives in the field of teaching foreign languages.

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Ғ.Б. Саржанова, С.Т. Абдрахманова, Б.Т. Рахимбаева

Қашықтықтан оқыту жағдайында болашақ ағылшын тілі мұғалімдерін даярлау кезіндегі сандық технологиялар

Мақалада шет тілін оқытуда цифрлық білім беру технологияларын қолдану мәселесі қарастырылған және шет тілінің әртүрлі аспектілерін оқу және оқыту процесінде осы технологияларды қолданудың білім беру мүмкіндіктері ұсынылған. Мұғалім сандық орта мен қашықтықтан оқытуды аралас оқыту моделінің бөлігі ретінде немесе оқу орнының оқу жоспарында қарастырылған жағдайда оқытудың негізгі нысаны ретінде қолдана алады. Шетел тілін оқытудың осы түрін қолданған кезде оқу процесінің икемділігі сөзсіз артықшылық болып табылады, өйткені оқушының дағдылары мен білім

деңгейі ескерілетін дәрежеде жеке оқыту тәсілдері мен әдістерін, сонымен қатар материалды зерттеу әдістерін, уақыты мен ұзақтығын анықтауға болады. Авторлар жоғары оқу орындарында қашықтықтан оқыту жағдайында сандық технологияларды пайдаланудың өзектілігін анықтау мақсатында шетел тілдері факультетінің студенттері мен магистранттары арасында эксперимент өткізді. Сауалнама survio.com веб-сайтын пайдалана отырып, қашықтықтан жүргізілді.

Кілт сөздер: сандық технологиялар, шетел тілі, ағылшын тілі мұғалімдері, қашықтықтан оқыту, мультимедиа, интернет технологиялар, жоғары білім, онлайн оқыту, вебинар.

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Цифровые технологии при подготовке будущих учителей английского языка в условиях дистанционного обучения

В статье рассмотрена проблема использования цифровых образовательных технологий в обучении иностранному языку и представлены образовательные возможности использования этих технологий в процессе изучения и преподавания различных аспектов иностранного языка. Учитель может использовать цифровую среду и дистанционное обучение как часть модели смешанного обучения или как основную форму обучения, если это предусмотрено учебным планом учебного заведения. При использовании этой формы обучения иностранному языку гибкость процесса обучения является несомненным преимуществом, поскольку в той мере, в какой учитываются навыки и уровень знаний студента, можно установить индивидуальный подход и методы обучения, а также методы, время и продолжительность изучения материала. Авторы провели эксперимент среди студентов и магистрантов факультета иностранных языков с целью выявления актуальности использования цифровых технологий в условиях дистанционного обучения в высших учебных заведениях. Опрос проводился дистанционно с использованием веб-сайта *survio.com.*

Ключевые слова: цифровые технологии, иностранный язык, преподаватели английского языка, дистанционное обучение, мультимедиа, интернет-технологии, высшее образование, онлайн обучение, вебинар.

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