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Problems of using Web 2.0 technologies in teaching language disciplines at the university

The development of information technology has led to the formation of new ways of using the Internet. Web 2.0 technologies now resemble a huge knowledge corporation with the involvement of users from different parts of the world. Nevertheless, today, when online technologies are an integral part of learning, the analysis of the scientific literature on this problem indicates that teachers and students still face numerous difficulties integrating Web 2.0 into learning process. The results showed that the respondents understand the potential of Web 2.0 tools, but the majority of students (more than 70 %) face questions about the use of online resources in the learning process, as they do not have sufficient knowledge or experience for their systematic use in learning foreign languages. We have made an attempt to demonstrate Web 2.0 tools for future language teachers to show their possibilities of application by teachers in educational practice. In this regard, the authors conclude that it is necessary to provide a panoramic view of the developing potential of Web 2.0 for teachers so that they could use them effectively for educational purposes and accompany students in their teaching process.

Keywords: Web 2.0, technologies, pedagogical potential, tools, problems of use, language teaching, foreign languages, university discipline.

Introduction

Today, higher education is faced with the task of training specialists who are able to think critically, work in a team, are mobile and ready to make responsible decisions, creative and tolerant, capable of self-development and lifelong learning. In this regard, the content and technologies of education at the university should be focused on the formation of a set of special knowledge, skills and experience, which, according to the educational standard of the third generation, constitutes a set of general cultural, general professional and professional competencies. One of the terms for the formation of these competencies is the availability of an appropriate information and educational environment.

The information and educational environment is a systematically organized set of information, technical, educational and methodological support, inextricably linked with a person as a subject of education [1; 31].

The development of information technology has led to the formation of new ways of using the Internet. Currently, in many countries there is a consistent and steady movement towards building an information society, which is designed to create the best conditions for maximum self-realization of each person [2]. The intensive development of computer and telecommunication technologies and the creation of a developed information and educational environment are the grounds for such a process. Internet technologies are less expensive to use, high-speed, resource-saving, and also allow for extensive user access at the same time. Moreover, changes in access and connection speed are accompanied by the development of computer programs and their management. In this regard, it can be stated that the transition to an information society implies a deep connection between three components: information, the value of new information technologies and socio-structural changes in society. These factors lead to the need to share Internet resources.

The possibilities of the Internet in language teaching are determined by its ability to simulate human speech-thinking activity in processing textual information and to reproduce certain aspects of professional activity. Web 2.0 technologies now resemble a huge knowledge corporation with the involvement of users from different parts of the world. However, these technologies are not only a way of providing information, they also involve the cooperation of interested users in the formation of information and communication resources. This development is accompanied by the need to form new tools for manipulating digital data and, undoubtedly, tools for managing the knowledge and experience gained.

Literature review

The goals and objectives of higher education are predetermined by the labor market and society's demands for future foreign language teachers and include not only basic knowledge and skills, but also formed foreign

language communicative competence, which in turn involves mastering new knowledge in the field of new information and telecommunication technologies. For higher education, the process of modeling professional and research activities comes to the fore. Also, one of the objectives of the State Program of the Republic of Kazakhstan "Digital Kazakhstan" is to increase digital literacy in secondary, technical and vocational, higher education, which include the introduction of electronic information technologies in the educational process, the development of mechanisms of continuous education based on the Internet, a qualitative increase in the efficiency of the use of modern information technologies in the educational process, stimulating users to use all types of information, including electronic information resources [3].

Based on the works of M. Warschauer [4], the process of informatization of society is conventionally divided into several stages, namely four. The first stage was characterized by the widespread introduction of computer technology into the educational process and involved teaching the basics of algorithmization and programming, mathematical modeling on a computer; this contributed to the development of algorithmic thinking among students. The use of a computer in the learning process was based on the acquisition of experience in using computers to implement projects to create learning systems and conduct scientific research. At this stage, large computing centers were created at universities; the computer was used for automated tasks. Regarding the teaching of foreign languages, the first stage was characterized by the development of behavioral theory of teaching. Computer exercises created during that period trained students' skills (grammar, writing) by repetition. The main principle of building computer programs was "drill and practice". The computer only partially performed the functions of a teacher, it was perceived as a device providing only educational material to students. The established model of training computer exercises operated according to the principle: presentation — training — control.

The second stage of using a computer in the learning process is associated with the advent of a personal computer, the development of software that provided a dialog interaction between a person and a computer. In the learning process, educational automated systems for knowledge control and educational process management have been widely used. In the 70s, intelligent learning systems appeared. These intelligent systems contained ideas about what to teach, how to teach, and information about the learner. This approach made it possible to make a deep diagnosis of students' knowledge and skills. In teaching foreign languages, the behaviorist approach has been replaced by a communicative approach.

Computer programs created within the framework of the communicative approach were distinguished by the possibility of:

- independent finding of the answer;
- self-control;
- interaction of students;
- the development of critical thinking, as well as the creation of programs aimed at the development of audio-linguistic skills [5].

The third stage is characterized by the emergence of new information and telecommunication technologies, multimedia technologies and virtual reality. The peculiarity of this stage is to unite users of the global Internet network. Knowledge and skills related to new information and telecommunication technologies come to the fore in the learning process. The process of education is becoming global. Informatization of society is an objective social process associated with increasing the role and degree of impact of intellectual activities on all aspects of human life, it is a process of restructuring the life of society based on the increasingly full use of reliable, exhaustive knowledge in all areas of creative human activity [6; 7].

This stage in teaching foreign languages is characterized by a new approach — integration, which implies the use of a foreign language in a real context, training of all skills of speech activities.

The informatization of society and, as a consequence, its transformation stimulated the transformation of the learning process, namely the forms and methods of teaching. The transformation of the educational process consists in the transformation of the educational environment, "aimed at developing a methodology for using modern means of transmitting and receiving information and providing resources for the implementation of this methodology" [7; 28].

Conditionally, the fourth stage of the development of informatization of society begins with the advent of Web 2.0 technologies in 2001. The fourth stage is of a socio-informational nature. Web 2.0 is a global concept that does not have officially regulating documents, but is supported by new technologies: AJAX, XML, Flash, RSS, tags, blog structure of information. This system implies the active involvement of users in the creation and filling of the Internet, whereas previously users performed a passive role. Web 2.0 technologies are based on the human factor, are the result of a person's social, communicative and personal preferences.

Each user acts on a par with professionals, as he is able to make adjustments to the product. Web 2.0 technologies are characterized by democracy in the management of the global mind of the Internet.

Along with the term Web 2.0, the concept of "Education 2.0" appeared in pedagogy. A.M. Goldin puts forward the fundamental principles of Web 2.0 in his work "Education 2.0: a teacher's view". He identifies 3 principles: interactivity, syndication and socialization:

– interactivity Web 2.0 is a platform, that is, a technology for filling a website with content, when visitors actively form a website, filling and repeatedly editing its content;

– syndication (mash-up) — full or partial use of other Internet services as sources of information (for example, the so-called RSS feeds). A network of services dependent on each other, jointly integrated, is formed;

– socialization — the use of technologies that allow you to create a community, the possibility of individual site settings and the creation of a personal zone for the user.

The term "Education 2.0" is interpreted as a set of such basic principles and educational systems based on them that are "adequate to the purpose of education in the post-industrial era: creating conditions for the fullest disclosure of the personal potential of each student, the development of his personal entrepreneurship, self-education skills, the ability to make responsible decisions in a situation of choice" [8].

The implementation and successful functioning of training using Web 2.0 technologies is possible if there are fundamental conditions:

– information culture of the teacher and student;

– information learning environment;

– sustainable motivation of the student to use ICT in educational activities;

– psychological literacy and readiness of the teacher and student to use ICT;

– computer security of the learning process [9; 35].

Web 2.0 technologies have formed four global spheres of influence, which can be defined as: 1) study; 2) language literacy; 3) collaboration; 4) product presentation. These areas relate to cognitive (learning and language literacy) and social (cooperation and product presentation) aspects of teaching foreign languages, and can also be considered as a process (learning and cooperation) and a result (language literacy and product presentation) of learning.

The scope of study includes the ability to use Web 2.0 technologies in conducting research. Web 2.0 technologies create new data organization structures in the Internet environment, new sources, forms and tools for requesting information.

The scope of language literacy is aimed at improving the skills and abilities of oral and written foreign language speech, and, as a result, the formation of foreign language communicative competence. The interaction of language with writing is a key in this situation. The computerization of the communications sphere has demonstrated to society the need for a high level of proficiency in foreign languages, especially in telecommunications networks, where it is necessary to exchange written or oral messages in real time without intermediaries. Conducting a spontaneous professional conversation with native speakers orally or in writing, which is even more difficult, implies a high level of knowledge of the language, an active command of it.

The scope of cooperation provides communication between users through Web 2.0 technologies. Web 2.0 technologies offer students a set of tools that allows them to support forms of learning that involve the organization of joint projects to solve the tasks.

The scope of product presentation is a consequence of the need to write original material that differs from others in the group being presented. Web 2.0 provides tools and an audience.

Consequently, the four aspects presented above define a number of opportunities for the introduction of Web 2.0 technologies into the educational process. Thanks to the huge capabilities of Web 2.0, a teacher can use not only ready-made Internet sites, but also create their own assignments for specific groups of students, for example, for a group project or research work, using web formats such as blog, wiki, podcast, flicker. Patricia McGee and Veronica Diaz group all Web 2.0 social services on a functional basis (Table 1) [10].

Table 1

Functions of Web 2.0 social services

Web 2.0 application type	Function	Examples
Communicative	Exchange of information, ideas, creative interchange.	Blogs, Messengers, Podcasts.
Cooperative	Work on a common project, concentrated in one place.	Virtual text editors for collaboration on documents, Wikis.
Documenting	Accumulation and/or demonstration of results, conclusions, materials, etc.	Blogs, electronic portfolio.
Generative	Creating something new that you can share with others	Virtual communities, virtual worlds.
Interactive	Exchange of information, ideas, resources, materials.	Social bookmarks, virtual communities, virtual worlds.

At the moment there is no single list of Web 2.0 formats, various researchers distinguish from 5 to 20 formats. Thus, the main thing with regard to Web 2.0 is to understand the potential of available resources and implement it to the best of your ability and expediency, while acting systematically.

Experimental

Currently, Web 2.0 technologies are widely used by young people for entertainment and informational purposes. Our younger generation is growing up in the world of digital technologies, where they know "from the cradle" how to turn on and off a computer, how to use a mobile phone, remote control, etc. Therefore, the youth of the XXI century is well adapted to changes in computer technology, which suggests an excellent opportunity to use Web 2.0 for educational purposes.

Nevertheless, today, when online technologies are an integral part of learning, teachers and students still face numerous difficulties integrating Web 2.0 into learning. In the case of teaching foreign languages, a number of problems include: failures in the operation of websites, untimely placement and delivery of assignments, lack of video and audio communication and technical support, and oral speech is not practiced enough. M.V. Bondar also points to a weak level of pedagogical design (low level of assignments) and the lack of an established and diverse database of online assignments [11; 166]. Despite the potential of Web 2.0 tools that can be used both in a traditional learning and in an online or blended format, there are obstacles to their effective and optimal use. Thus, there is a need for a detailed study of this problem in order to make methodological recommendations that will contribute to the qualitative integration of Web 2.0 tools into traditional training.

Before involving students directly in the process of learning a foreign language, using the capabilities of Web 2.0 technologies, it is necessary to investigate the relevance of the problems of using Internet resources by young people for entertainment purposes in order to obtain a more effective result of work. Exactly:

1. Which Web 2.0 resources are used by students more often?
2. How often do students use the Internet for personal and educational purposes?
3. How do they assess the copyrights of the materials they found?
4. What have they personally created on the Internet and for what purpose?
5. What formats would they like to use in the process of learning a foreign language? etc.

Having received information about the questions posed, the teacher has the right to diversify the process of teaching a foreign language by introducing Web 2.0 technologies to perform independent work or research, in order to consolidate the material obtained, expand the range of knowledge on the subject and even form or develop certain skills. This individualizes the learning process, makes it selective and personality-oriented.

As part of the study of this issue, an online questionnaire was conducted in order to identify the problems of using Web 2.0 technology in practice.

The survey was attended by 1-4 course students of the Faculty of Foreign Languages of Ye.A. Buketov Karaganda University. The number of respondents comprised 202. Among them, students of the 1st year — 115, 2nd year — 4, 3rd year — 21, and 4th year — 26.

The methods used in our study included data collection, analysis and interpretation, as well as statistical methods, generalization, on the basis of which conclusions were then drawn.

The survey was conducted online on the Google Forms platform. The questionnaire included open-ended (or questions requiring a detailed answer) and closed-ended questions. While developing the questionnaire, our task was to find out which educational platforms and Web 2.0 tools students use in their practice, how

much they understand the potential of Web 2.0 tools and whether language teachers have sufficient knowledge or experience for their systematic use in teaching foreign languages.

Results and Discussion

Based on the processing of the results of the survey, the following conclusions can be drawn. The frequent use of Web 2.0 technologies in the classes of the Faculty of Foreign Languages is confirmed by 42.6 % of students (the same number (42.6 %) answered that they use it, but rarely, and 14.9 % did not use it at all).

Frequently used Web 2.0 tools among students were Zoom sessions (68.8 %), presentations (56 %), YouTube (42.1 %), the electronic information environment of the university (41.6 %), webinars (21 %), MOOCs (massive open online courses) (9.4 %). Google and Wikipedia have been added to the answers as their own variants (Fig. 1).

Electronic information environment of the university

YouTube

Webinars

Presentations

Zoom sessions

MOOCs (massive open online courses)
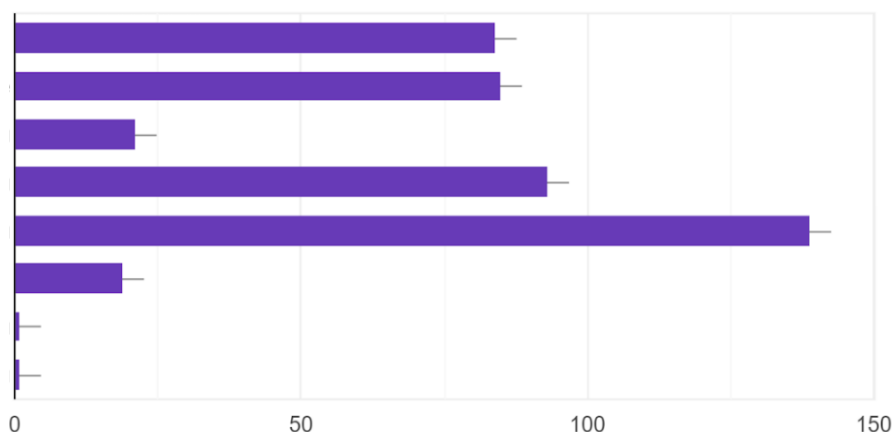
Google

Wikipedia

Figure 1. Comparable result of frequently used Web 2.0 tools

At the same time, students' preferences were also taken into account, formats of which they would like to integrate into the process of learning a foreign language. The most popular format is Internet applications. Podcasts and blogs are also considered preferable and effective according to students' opinions. Only 11.9 % of students chose Wiki. Additional options such as TV series, songs, communication practice with native speakers and listening to interviews added by students are also possible to implement using Web 2.0 technologies.

According to the abovementioned practice and preferences, students were able to form the advantages of using Web 2.0 technologies. The most popular answers were the opportunity to improve their professional level and the modern content of training courses. The opportunity to develop their general outlook, the variety of forms of tasks and the ability to choose tasks, the ability to communicate with course participants, the comprehensible level of tasks — all these were also noted by students as great advantages of using Web 2.0 technologies. The lowest indicator showed the possibility of developing communicative competence (16.8 %). But among the

advantages there are also results such as "I didn't use" and "I don't know what Web 2.0 is", 0.5 % and 0.5 %, respectively.

Only one respondent indicated that there are no difficulties in using Web 2.0 technologies in teaching, therefore this result shows that there is a number of difficulties in using Web 2.0 tools in teaching language disciplines at a university. As a result, almost 70 % of students indicated the lack of unlimited Internet access as the most important problem. 41.6 % admit that the inability to use Web 2.0 technologies is also a difficulty in the learning process.

Taking into account the advantages and difficulties of using Web 2.0 technologies in teaching, students assessed their attitude to the introduction of active use of Web 2.0 in foreign language classes at our university. According to the survey results, almost 80 % of respondents have a positive attitude. And only 6.5 % chose "negative", about 18 % found it difficult to answer. One respondent added his opinion that this is a great idea for online classes, and he would like to learn the language in an offline format.

To date, Internet resources and mobile applications are used as tools-assistants in the formation and development of language competencies. Almost 73 % agreed, while about 24 % of students are not sure. Only a small number of students disagreed with the statement, which amounted to 3.5 %.

To develop a certain language skill, you can choose special Web 2.0 tools according to their purposes and features. Speaking dominates in the voting of the choice of the skill that students would like to improve through the use of Web 2.0 technologies (60.9 %). Although the advantages of using Web 2.0 technologies showed the lowest percentage of the possibility of developing communicative competence, it became clear that students would like to speak fluently and confidently using Web 2.0 technologies. Listening counted about 21 %, which shows a desire to improve this skill, while the indicators of writing and reading show that they are not skills that students would like to improve through the use of Internet resources, 10,4 % and 7.9 %, respectively.

Demonstration of instructions for using a certain Web 2.0 technology by a teacher is necessary according to the majority of students (about 58 %). 36.6 % believe that support and maintenance in use are needed only if necessary, for example, if they are not familiar with the tool or are difficult in the process. Only 5.6 % answered that there is no need for an accompaniment.

The results of the analysis show that many respondents use online technologies in their practice, however, it is not sufficiently meaningful and often spontaneously at the discretion of the teacher himself. To solve this problem, a comprehensive approach is needed to realize the huge potential of educational platforms, but, first of all, to understand the essence and forms of manifestation of the phenomenon of Web 2.0.

We have made an attempt to demonstrate open educational resources, in our case Web 2.0 tools for future language teachers to show their possibilities of application by teachers in educational practice. To achieve our goal, future foreign language teachers of the MIA-51 group of the Faculty of Foreign Languages of Academician Ye.A. Buketov Karaganda University were involved. At the lectures of the discipline "Digitalization of foreign language education", a number of Web 2.0 technologies were explained and detailed instructions for their use in foreign language classes were demonstrated. All Web 2.0 tools that exist both in the form of separate websites and in the form of platforms or programs that future teachers were introduced to are presented in Table 2. The choice of one of them depends solely on the preferences of the teacher and the purpose of the lesson, but in practice students used each tool following the instructions in our support on practical classes.

T a b l e   2

Web 2.0 tools, their capabilities and use potential for foreign language teachers

Tools	Capabilities	Potential
Google Sites https://sites.google.com/new	Free and easy-to-use website builder. It is suitable for creating small personal and educational projects. The constructor is closely related to other Google products. If you have a Google account, then you can go to the Google Sites dashboard and create an unlimited number of sites. Google Sites primarily uses the functionality of other Google web services to generate the content of the site pages: documents, tables, maps, presentations, diagrams, forms, and the publication of videos from YouTube. You can also add your own	An important advantage of the builder is the ability of several users to work together — the teacher, as the owner of the site, organizes students' access to the site as co–authors. All authorized participants can edit pages, leave comments, and add files as attachments to pages. T o design an electronic environment with the help of convenient tools, you can create training modules and organize interactive cooperation of all participants in the training.

	HTML code, which potentially expands the possibilities by integrating the capabilities of web services that are not related to the Google ecosystem.	You can promote independent learning using Google Sites. Teachers use Google Sites to organize research projects You can also create an E-book Want to flip your class? Use Google Sites. Teachers organize the curriculum through linked sites
Nearpod https://nearpod.com/	The service provides a number of opportunities to ask an open question to the audience; to design a board with answers (where students can even choose the option they like, and the teacher can moderate the publication of answers); conduct a survey / test / quiz; give a task to connect pairs; demonstrate a video; send links and images, and more. If you go beyond the scope of the lesson, then Nearpod is convenient for its reporting, which the teacher can download after the lecture. You can participate in sessions from any device and from any platform: iOS, Android, Windows Phone. Tablets with laptops are also suitable for working with presentations, but the developers paid special attention to making the interface convenient for access from a mobile phone.	It is recommended to use more open questions in the presentation, which would encourage students to delve deeper into the topic and express their opinions. You can make it so that during the lesson, children can add their own content: images, links to websites. This can be an occasion for intense discussions and a means of self-expression. After all, one of the main advantages of such interactive presentations is that everyone can speak publicly and be heard. Advantages of the platform: import of presentations, attendance control, slide creation, broadcast on the student's screen, tests, surveys, discussions, a detailed report in PDF format, links to videos and other resources.
Quizlet https://quizlet.com/latest	Quizlet is a card storage service that allows you to learn foreign languages and any other information that can be presented in the form of these cards. The Quzlet service allows you to submit one task in different formats: flipping cards, in the form of a test, spell checking, memorization or games "Word Selection" and "Gravity". The service repacks the card data automatically. On a free account, you can illustrate the cards only with the illustrations that are available in the service. The audio accompaniment of the cards will be created automatically. The task can be inserted on a website or blog	The tool can be used to learn vocabulary, phrases and concepts of a foreign language. Working with cards can be used for self-examination of students, formative assessment in full-time class. You can also provide a resource for students to create tasks for each other independently; for example, analyze the text for new words and create tasks for them
Padlet https://ru.padlet.com/dashboard	Padlet is an online sticker board where you can work collectively from a computer or smartphone. It is enough to send a link to the board to students or colleagues. The Padlet service is a tool for collaboration in a virtual space (on a virtual canvas) that allows you to: organize a collective brainstorming session (even if the participants are at a distance); prepare a virtual exhibition, poster or wall newspaper on a specific topic; organize a collection of ideas, examples on a designated issue of the topic being studied; display the results of an information search for students on the topic; organize reflection.	The Padlet virtual wall prepared by the teacher in advance can become a platform for the exchange, placement, storage of information both in the classroom and when doing homework, creative and research work, when implementing various projects. The service is easy to use, but it is very effective for organizing educational cooperation, advertising the results of educational activities.
Wheel of names https://wheeloflofnames.com/	Free random name generator in the form of a wheel of fortune. It is possible to select sound files that accompany the wheel operation, adjust the rotation time, insert your own written comments after the wheel rotation ends, and many more interesting and useful "little things" that are not available in similar tools.	The wheel can be used both for organizing work in groups and for conducting game lessons. The wheel can have the names of students or topics for speech tasks, the wheel allows you to randomly distribute tasks or divide students into pairs. The tool will help to add an element of fun and good luck to the classroom work.

The above-mentioned Web 2.0 tools and this is only a small part of what we managed to introduce in the short period of our experiment, can be integrated by foreign language teachers into traditional teaching in various ways:

- organization of lessons with the use of ICT in computer laboratories;
- creating online homework assignments;
- using an interactive whiteboard for group work with Web 2.0 in the classroom;
- implementation of students' project activities in an online environment;
- communication and transmission of educational materials, feedback on assignments, etc. via Internet platforms and social networks;
- transfer of individual formative assessment to an electronic version available from mobile devices or computers in the classroom;
- providing students with theoretical information and instructions in advance in electronic format.

As a rule, Web 2.0 tools have several application vectors, and a teacher can use their potential depending on their needs and the material base of the school [11; 168-169].

Here are some examples of how future foreign language teachers got acquainted with web 2.0 services and tried to create their own educational content using them. Before analyzing individual Web 2.0 tool, a general theoretical basis was given for open educational resources, especially Web 2.0 technologies. The use of Web 2.0 tools in teaching a foreign language changes the role of the student, who becomes not only the subject of learning, but also the co-author of educational content. The training takes place within the framework of the competence-connectivist approach [12]. One of these tools is Google Sites, which students-future teachers of a foreign language have not known about before. They learned that it is possible to create their own educational website with one click on a discipline or course where they can create thematic content, upload assignments, any necessary information or news. As a result, each student worked on the content that will be contained on his website and under our guidance were able to create their own educational website. In Figure 2, one of the results of students can be seen; this site will be very systematic and convenient for both the course teacher and students.
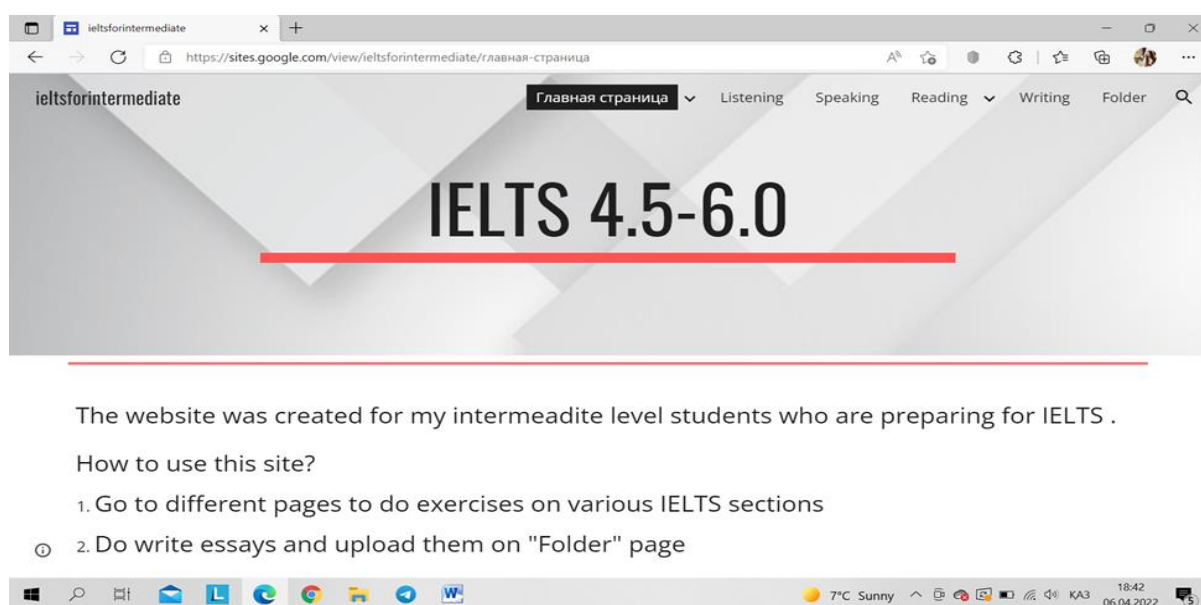

Figure 2. Student's own educational website for IELTS preparation

The following tools — Nearpod and Quizlet allow teachers to create or use tests, surveys, quizzes, discussions, etc., as well as track their results for monitoring and performance. Both function as a website and a mobile application. Working with these tools, students were convinced that the integration of such interactive tasks, games, presentations really arouses interest in learning and is a productive approach for language learning. Figure 3 demonstrates one student lesson created in our classroom using Nearpod.
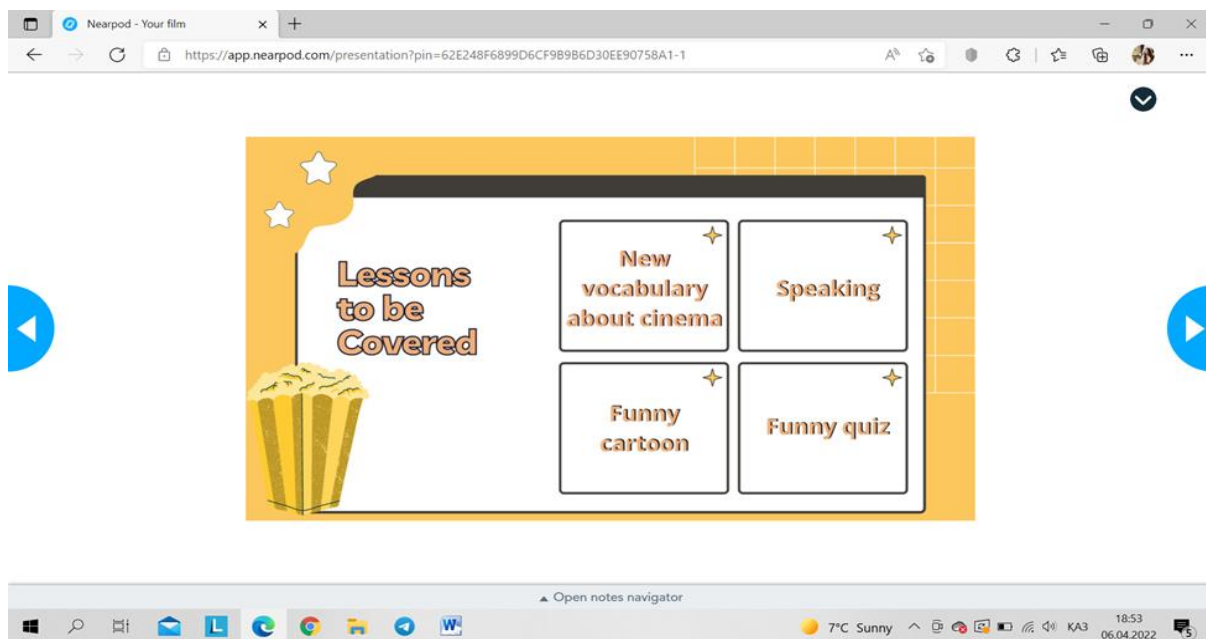
Figure 3. Nearpod lesson designed by a future language teacher

Summing up the degree of involvement of Web 2.0 resources in the educational process, we note that Web 2.0 tools, like any resource, have a huge potential for teachers of foreign languages and depend on the capabilities and creativity of the user. Overwhelmingly, they reduce the amount of paperwork, automate many processes, such as mailing, checking assignments, providing instructions and contacting them if necessary, etc.; they create space and inventory for intercultural projects, as well as direct communication between the teacher and the student; the exchange of opinions between colleagues to a new level, faster and meeting modern requirements, such as collaboration and cognitive competence approach [11].

Thus, with the help of Web 2.0 technologies, a language learning environment is created, where students are subjects of the educational process and extract and generate knowledge. The potential of these technologies is high, which allows students to form and develop the necessary language competencies effectively. And it is also a format of learning to keep up with the modern world.

The problems identified by the survey of this study shows that there is something to work on:

- there are students who do not understand the meaning of Web 2.0 technologies;
- there are students who have not used Web 2.0 tools in foreign language classes, but would like to;
- there is a need for support or instruction in use by the teacher.

Most university students would like different ICT formats to be used in foreign language classes, and the survey results confirm the need to integrate Web 2.0 technologies into the learning process.

Conclusions

The analysis of the data of the conducted survey of students of the Faculty of Foreign Languages of the university allows us to conclude that, despite the obvious interest in new Internet technologies, highlighting their pedagogical potential, Web 2.0 services are rarely or not used at all in foreign language classes as one of the effective means of teaching a foreign language. It is required to give a panoramic overview of the developing potential of Web 2.0. for most teachers, and to show their effectiveness for full-fledged training in traditional and distance/blended learning formats, since it is the teaching staff who are translators of the capabilities of these tools in the form of technologies and concepts for the educational audience of universities, and there is also a need to develop methodological recommendations for organizing work with Web 2.0 tools. This is proved by the result of our attempt demonstrating useful Web 2.0 services and their application possibilities by teachers in educational practice. Despite the small number of Web 2.0 tools (and there are a huge number) that future English teachers managed to get acquainted with in a short period of the experiment, they were convinced of the practical significance of using new technologies: on the one hand, it helps to facilitate the teacher's work and systematize it, and on the other hand, these tools have great potential for formation and development of language competencies of learners.

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Т.Ю. Шелестова, А.Б. Набиева

Жоғары оқу орындарында тілдік пәндерді оқытуда Web 2.0 технологияларын қолдану мәселелері

Ақпараттық технологиялардың дамуы Интернетті пайдаланудың жаңа тәсілдерінің қалыптасуына әкелді. Web 2.0 технологиялары қазір әлемнің түкпір-түкпірінен пайдаланушыларды тартатын үлкен білім корпорациясына ұқсайды. Дегенмен бүгінгі күні онлайн технологиялар оқытудың ажырамас бөлігі болып табылатын кезде, яғни осы мәселе бойынша ғылыми әдебиеттерді талдауда мұғалімдер мен студенттер Web 2.0-ді оқу үдерісіне енгізуде әлі де көптеген қиындықтарға тап болатынын көрсетеді. Нәтижелер респонденттердің Web 2.0 құралдарының әлеуетін түсінетінін көрсетті, бірақ студенттердің көпшілігі (70%-дан астамы) оқу процесінде онлайн-ресурстарды пайдаланудың мәселелеріне тап болады, себебі шет тілдерін үйрену кезінде оларды жүйелі түрде пайдалану үшін жеткілікті білімі немесе тәжірибесі жоқ. Біз мұғалімдердің оқу тәжірибесінде оларды қалай пайдалану керектігін білу үшін болашақ шет тілі мұғалімдеріне Web 2.0 құралдарын көрсетуге тырыстық. Осыған байланысты авторлар оқытушылар Web 2.0 даму әлеуетіне панорамалық шолу жасау қажет, себебі олар оны білім беру мақсатында тиімді пайдалана алады және студенттерді оқу процесінде қамтамасыз етеді деген қорытындыға келген.

Кілт сөздер: Веб 2.0, технологиялар, педагогикалық әлеует, құралдар, пайдалану мәселелері, тілдік оқыту, шетел тілдері, жоғары оқу орнының пәндері.

Т.Ю. Шелестова, А.Б. Набиева

Проблемы использования технологий Web 2.0 при обучении языковых дисциплин в вузе

Развитие информационных технологий привело к формированию новых способов использования Интернета. Технологии Web 2.0 сейчас напоминают огромную корпорацию знаний с привлечением пользователей из разных уголков мира. Тем не менее сегодня, когда онлайн-технологии являются неотъемлемой частью обучения, анализ научной литературы по этой проблеме показывает, что преподаватели и студенты по-прежнему сталкиваются с многочисленными трудностями при интеграции Web 2.0 в учебный процесс. Результаты показали, что респонденты понимают потенциал инструментов Web 2.0, но большинство студентов (более 70 %) сталкиваются с вопросами об использовании онлайн-ресурсов в процессе обучения, поскольку они не обладают достаточными знаниями или опытом для их систематического использования при изучении иностранных языков. Мы предприняли попытку продемонстрировать инструменты Web 2.0 для будущих учителей иностранных языков, чтобы показать их возможности применения учителями в образовательной практике. В связи с этим авторы приходят к выводу, что необходимо предоставить преподавателям панорамный обзор развивающего потенциала Web 2.0, чтобы они могли эффективно использовать их в образовательных целях и сопровождать студентов в их учебном процессе.

Ключевые слова: Веб 2.0, технологии, педагогический потенциал, инструменты, проблемы использования, преподавание языка, иностранные языки, дисциплина вуза.

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