

# **JOURNAL**

**of Language Research  
and Teaching  
Practice**

**volume #5**

**ISSN: 2618-0375**

**JOURNAL**  
**of Language Research and Teaching Practice**

***Journal of Language Research and Teaching Practice***

*Ablai Khan Kazakh University of International Relations and World Languages Journal of Language Research and Teaching Practice* is registered in Communication, Informatization and Information Committee of Ministry for Investment and Development, Republic of Kazakhstan.

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**THE ROLE OF DIGITAL EDUCATIONAL RESOURCES (DER) IN THE FIELD OF  
EDUCATION IN TEACHING FOREIGN LANGUAGE IN A NEW PARADIGM OF  
EDUCATION**

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**Abstract:** The article is devoted to the use of the digital educational resources (DER) in modern realities as an effective teaching tool, which activates the mental activity of students, makes it possible to make the learning process attractive and interesting. This is a powerful incentive to increase motivation to master a foreign language. The article is based on the idea of using modern technologies and digital educational resources in teaching foreign language.

**Keywords:** digital educational resources, communication, teaching – learning activities, pedagogical applications, teaching foreign language.

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**Білім берудің жаңа парадигмасындағы шетел тілін оқытуда білім  
саласындағы сандық ресурстардың (БСР) алатын орны**

**Түйін:** Мақала заманауи шындықтардағы білім саласындағы сандық ресурстардың (БСР) студенттердің психикалық белсенділігін белсендендіретін тиімді оқу құралы ретінде пайдалануға арналған, оқу үдерісін тартымды және қызықты етуге мүмкіндік береді. Бұл шетел тілін меңгеруді ынталандыруды күшейтуге зор ынталандыру. Мақала

шетел тілін оқытуда заманауи технологиялар мен сандық білім беру ресурстарын пайдалану идеясына негізделген.

**Тірек сөздер:** білім саласындағы сандық ресурстар, танымдық процесс, байланыс, білім беру қызметі, педагогикалық бағдарламалар, шетел тілін оқыту.

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### **Роль цифровых образовательных ресурсов (ЦОР) в сфере обучения иностранному языку в новой парадигме образования**

**Аннотация:** Статья посвящена использованию ЦОР в современных реалиях как действенного инструмента преподавания, который активизирует мыслительную деятельность учащихся, позволяет сделать учебный процесс привлекательным и интересным. Это мощный стимул повышения мотивации к овладению иностранным языком. В основе статьи лежит идея использования современных технологий и цифровых образовательных ресурсов при обучении иностранному языку.

**Ключевые слова:** цифровые образовательные ресурсы, когнитивный процесс, учебно-воспитательная деятельность, педагогические технологий, иностранный язык.

The DER education system was included along with the progress of the technological approach that emerged in connection with the development of educational processes and the expansion of innovative experience gained in teaching practice. In its most general definition, the concept of “technology” is interpreted as “a scientifically or practically justified system of activity used by man in order to transform the environment, the production of material or spiritual values”. Having arisen in the industrial sphere, the technological approach

represented a new level of development, the introduction of scientific achievements into practice, an increase in the indices of productivity and professionalism. Further, the technical revolution ensured the transfer of technologization to the sphere of social relations, and then to the sphere of the pedagogical process. A new term has emerged, “pedagogical technology”, which finds various variations of interpretations. For example, a number of scientists (B.T. Likhachev, S.A. Smirnov, M. Meyer) relate the concept of pedagogical technology with



the use of technical teaching aids, as well as with all the methodological tools that a teacher uses, with a combination of tools and teaching methods.

Representatives of a different position - V.A. Slastenin, B. Skinner, S. Gibson, define pedagogical technology as a kind of communication process based on a specific “program” of interaction between subjects of the pedagogical process, systemic use of human resources, educational material, equipment, etc. to solve educational problems; as a kind of organization of the educational process. V.M. Monakhov defines the pedagogical technology of the joint pedagogical activity of the teacher and the students in planning, organizing and carrying out the educational process, with the obligatory provision of comfortable conditions for the flow of this process for both parties. Another representative of this view on the definition of educational technology A.M. Kushnir gives her the following interpretation - “the best way to achieve the goal in the given conditions” [1, p. 43-45]. According to another position in the definition of technology training, whose representatives are P.I. Pidkasisty, V.V. Guzeyev, R. Kaufman, and others. Pedagogical technology is considered as an extensive field of knowledge, which operates with the concepts of social and natural sciences. By definition, P.I. Pidkasisty, pedagogical technology - “the direction in didactics, the field of scientific

research on the identification of principles and the development of optimal systems for the design of reproducible didactic processes with predetermined characteristics” [2, p.179-185]. V.V. Guzeyev notes that educational technology is “a system that includes an idea of the source data and planned learning outcomes, means of diagnosing the current state of students, a set of learning models and criteria for selecting the optimal learning model for specific conditions.” There is another point of view on the definition of this concept, according to which pedagogical technology is considered as a multidimensional process. For example, according to M.V. Clarina, pedagogical technology is a system of order of all means - personal, methodical, organizational, which can be used to achieve pedagogical goals. K.M. Silber describes pedagogical technology as “a complex integrative process involving people, ideas, means and ways of organizing activities for analyzing problems and planning, evaluating and managing problem solving, covering all aspects of learning”. Finally, G.K. Selevko gives the following definition of pedagogical or educational technology: “pedagogical technology is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results” [3, p.102-103].

Despite some disagreements in the interpretation of the concept of pedagogical technology, all the above points of view are unanimous in the opinion that pedagogical technology is associated with a certain field of pedagogical activity, which not only includes these technologies as components, but also is an integral part of a certain technology.

The emergence of new technical means has also contributed to the emergence of modern educational resources, which are becoming an integral component of the educational process, which has been called "informatization of education". According to P.I. Pidkasiyogo, "informatization of education is a complex of measures for the transformation of pedagogical processes on the basis of introduction into training and education of information products, means, technologies". According to G.K. Selevko, "informatization of education is the process of providing the education sector with the methodology and practice of developing and optimizing the use of modern information technologies oriented towards the realization of the psychological and pedagogical goals of training and education". This process gives rise to the emergence of a new type of educational technology - information and communication.

At the dawn of its appearance, this technology was called "information technology" - "created by applied informatics set of systematic and mass ways

and methods of information processing in all types of human activity using modern means of communication, printing, computing and software were: the possibility of organizing a cognitive process based on the activity approach to learning, the individualization of the process of flow with the use of special computer training programs, without compromising its integrity; the possibility of organizing an "open education system", where each student can choose their own learning path; increasing the share of autonomy in learning and self-study, etc.

This technology originated with the progression of the second information revolution (1976), which resulted in the creation and then the widespread use of a personal computer. The means of implementing this technology were texts, graphic objects, sound recordings, multimedia, tables, or databases. There are various classifications of computer learning tools. According to the field of methodical purposes, they allocate teaching tools that communicate the necessary knowledge, and form the skills associated with them, which are manifested in educational or practical activities; simulators whose function is to provide the practice of skills of various kinds; information retrieval and reference - report any information, contribute to the formation of skills in the systematization of information; demonstration, which make it possible to "visualize" objects or phenomena to be studied; imitation, the purpose of

which is to present a certain aspect of reality, to study its constituent elements; laboratory, giving the opportunity to conduct experiments with the phenomena or objects under study; modeling - allowing to simulate the studied objects, processes, phenomena; settlement, which automate the necessary calculations and similar operations; training games, the main purpose of which is to create situations in which students can show all soy skills in a particular type of activity.

But technical progress did not stop there, followed by the third information revolution, the main achievement of which was the emergence of the global Internet. Already by the end of the 20th century, changes were taking place in society, which negated the relevance of the concept of "information culture", now the process of communication between cultures is in the center of attention, and information technologies are the means of organizing this communication. From this point on, the boundaries between different cultures and societies widened significantly, thus providing a path for an endless stream of information that is increasing every day. These changes made it possible to speak not only about storage, processing and transmission of information, but also about active communication between individuals, accompanying these information flows, therefore, modern Internet services served to create the so-called information-communicative environment (ICE).

Selevko G.K. treats ICE as "a set of conditions ensuring the implementation of a user's activity with an information resource for collecting, processing, producing, broadcasting, applying information, knowledge (including the distributed information resource of the global Internet), as well as informational interaction with other users through interactive information and communication technology tools that interact with it as a subject of informational communication and personality". Zotov V.V. comes to the conclusion that the information and communication environment is "the network distribution of social subjects that satisfy information and communication needs through the use of DER", because, first, the communication system in modern society is represented by a certain communication network that connects individual subjects of society Mutual social influence on each other, organizing their joint activities through the transfer of messages through Internet technologies; secondly, the communication system is a repository of a large amount of public knowledge and information, which are used by individuals to meet their need for social interaction [4, p.49]. Thus, having arisen in connection with the development of scientific and technological progress, the DER becomes a phenomenon that has not the last impact on the processes occurring in society. According to research data, the Internet today is equated with a social

institution that contributes to the satisfaction of information and communication needs of an individual, and on a five-point scale the degree of this influence is 4.5 points.

Thus, at present we cannot only talk about informatization of education, since the use of DER for collecting, storing, processing and transmitting it, the capabilities of audio-visual information playback facilities are complemented by a communicative function when conditions are created for the implementation of intercultural dialogue, contributes to the expansion of human horizons, and, as a consequence, his inner growth, personal development. Information and communication technologies (ICT) in a general sense can be defined as “a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, and the Internet)”. The DER tools system includes all the computer software mentioned above, as well as Internet network tools such as email, newsgroups, chat, etc. These funds are applicable in the educational process in order to search for the necessary literature, play video and audio information, including television, exchange of experience between researchers using the means of communication. It follows that ICT tools

provide, firstly, the possibility of free access to scientific, as well as educational and methodological information, secondly, without special efforts to provide consulting services to people who are at a remote distance, to hold seminars and conferences in real time thirdly, the possibility of organizing research activities, etc. The use of DER in education contributes to the solution of a whole range of didactic tasks, among which are noted: improving the educational process and its organization in particular, increasing the degree of individualization of this process, increasing the effectiveness of students' independent work, speeding up the dissemination of educational, as well as scientific and methodological information, the possibility of organizing research student activities; and ensuring mobility in the educational process. DER find their application in various forms of organization of work in the classroom, such as: teacher lecture, individual work of each student in the audience (writing an essay, performing tests, practical tasks, learning new information resources) and outside, pairing or group work (projecting activities), work in the audiovisual environment (language laboratory).

In our opinion, modern DER represent a wide range of opportunities for research, among which blogging, using wiki technologies, and all sorts of search engines are interesting. From this point of view, a blog is of particular interest to us. In the

conventional sense, a blog is a website, the main content of which is regularly added posts (posts) containing text, images or multimedia.

Some authors define a blog as: “a chronologically marked sequence of copyright messages of arbitrary content, open to comment by other users of this resource.” Blogging is comparable to keeping your own personal diary accessible to other users for reading and feedback. Therefore, such a diary has a narrative character, i.e. It is a narrative text of a monological nature, specially created by a specific author, which reflects the author’s personal experience, his values; a also simultaneously contains elements of a dialogue, since the initial monologue utterance is the reason for the emergence of a kind of discussion that finds its expression in the form of comments left by numerous users of the site. Depending on the prevalence of the communicative or reflective function of the blog, they are classified into memoirs of a type — intended for reading by a wide audience and blogs of a diary type, which are intended for the personal use of the author and are not available for reading by other users. Not unimportant function of the blog of the first type is the possibility of self-expression, as it gives the creator the opportunity to speak, to declare his active position, in the second case, the blog is a kind of organizer or

personal notebook of the user, allowing you to plan your own activities.

Communication through a personal diary in the network is a form of communication in the context of mass communication. This type of communication, as a rule, is characterized by the mediation of communication by technical means, the involvement of vast social groups in the communication process, the lack of instant feedback between communicators, as well as the presence of a massive and anonymous audience. The anonymity factor is essential here, since it gives the blog user an absolute freedom in expressing his views on aspects of interest. In addition, communication through blogs includes not only text exchange, but also the exchange of graphic images, video and audio files, links, etc.

The aforementioned classification of blogs according to the degree of accessibility to the reader was one of the very first proposed by Japanese scholars in 1997, which with the development of the culture of Internet communication, and in particular of keeping a personal online diary, was insufficient, and later other classifications of blogs followed. So, they distinguish news blogs that are maintained by several authors and, as a rule, are published several times a day and contain information on various topics; specialized blog covering a specific area, such as "education" or "learning foreign languages";

a topic blog dedicated to a specific topic, where entries usually appear in reverse chronological order; corporate blogs that enable the organization of communication of representatives of one organization or containing news about it; collective and individual blogs. There is also a special type of blog intended for publishing scientific, academic and technical knowledge on the network - the knowledge blog.

The creators of this site adhere to the view that at present the implementation of a scientific publication can be a somewhat complicated and long-term process, when, as a blog, it gives the opportunity to discuss the latest science news, to share their opinions quickly and simply. Traditionally, such scientific blogs were of “journalistic type”, that is, they contained information about science, science news, events in science, etc., and until recently were not part of science itself, part of its process. Such blogs are very convenient for the publication of their scientific achievements in almost the same way as a scientific journal. In creating a knowledge blog, blog technology, with its main characteristics, is used to further create an article, write a book or encyclopedia. Creating such a publication is no different from writing an article in a journal, the author writes his article on the site, the main requirement for which is the design of this article in HTML format. Further, the author places his article on the site, sends it to the "published" section, from this moment the

article is in the status of "under review". After passing through the review procedure, this article undergoes an assessment and adoption procedure for publication on the site by the editor, who reads the reviews for the article and, based on them, makes the final decision, after which the article acquires a link and becomes available for mass viewing. The review process takes place in the same way, that is, the reviewer after reading the article writes an annotation in the blog link to which appears on the article's website, and the review is automatically added to the comment to the article.

***Arguments in favor of using blogs as an aid to students' research activities are the following:***

1) A blog is a written message, and as one of the forms of written speech it is characterized by contact, which implies a certain stylistic and logical organization of the given statement, which needs planning, deliberation, clarity of the presented provisions, etc.

2) Keeping a blog in the form of a blog is a process of continuous reflection, since, on the one hand, when creating his record, the author needs to look at it with a view from the side, how the reader will perceive this information, on the other hand, keeping such a diary reflects the author's thinking Accordingly, by reading his diary, the author can evaluate the course of development of his idea.

3) Communication carried out within the framework of indirect communication contributes to the improvement of self-presentation skills, as well as the formation of presentation skills in general.

4) A blog gives you the opportunity to practice on the formation of skills of independent search for problems and setting goals. "The author must independently in practice identify the features and norms of communication, explore the range of opportunities provided by the environment, form their own ways of organizing activities.

5) By creating certain communities that specialize in a number of narrow topics, students find like-minded people with whom they can discuss important issues for them. They read the records of other community members, discuss them, which leads to the exchange of information and opinions on a particular topic, contributes to the formation of analytical skills and abilities to carry out critical analysis.

6) The particular features of the blog that distinguish this type of Internet communication from the possible others are the ease of publishing and searching for information, and most importantly, the high speed of information dissemination via the Internet, which makes it possible to keep abreast of the latest news and events.

7) A blog acts as a kind of online community that brings together a large number of people who share certain

interests, which contributes to easy networking and gives rise to the organization of joint activities of students. [4, p. 53].

In his work, devoted to the "Creation of author's training Internet resources in a foreign language" Sysoev P.V. and Evstigneev M.N. describe a variety of technologies that are used for the search, as well as a means of creating copyright Internet resources, including: **hot list, treasure hunt, subject sampler, multimedia scrapbook and web quest**. We will consider in more detail those of them that, in our opinion, can contribute to the formation of the necessary skills that underlie the possession of research competence. **Hot list** - a list of sites on a specific topic. It is very convenient in finding the necessary information, when one of the keywords on the topic, or the whole topic, is entered into the Internet search engine, as a result of which, you can get the desired hot list. The use of a sheet, though, contributes to the formation of the ability to analyze and compare sources of information, highlight the main and secondary information on the topic, draw up its own differentiated list of sources, etc.

**Multimedia Scrapbook** is a collection of multimedia resources consisting of text documents, graphic documents, video files, etc. All these files are easily available for download by different users. The capabilities of this resource can be used to

create a kind of portfolio where the student places all the accumulated materials on the topic of his research, and can easily share them with colleagues, discuss any issues, etc. The creation of such a resource by the student himself contributes to the development of reflection, since the course of work on studying the problem is clearly presented, what has already been worked out and done, and what is subject to further refinement.

One of the Web 2.0 technologies is **wiki technology**. A wiki is a unique technology for creating and organizing a website, which allows users to actively edit the content of this website: correct errors in the text, add and delete information, etc. At the same time, the participants of the work with the text do not need any special training, or the use of any special programs and knowledge of HTML, it is enough just general computer skills and knowledge of information on the topic of interest. Basically, this technology is today used to create all sorts of reference books, databases, documentation development. A feature of the wiki is that, say, unlike a blog, where participants only comment on an existing text, this technology makes it possible to become a full participant in the creation of a readable text. In a global sense, a wiki allows you to accumulate all existing "knowledge" on any issue and to ensure free and fast movement through this database.

The following points are characteristic features of a wiki site: the implementation of joint work on the text by different users is ensured, at different times; after editing, changes in the text appear immediately; there is always an opportunity to return to the previous version (text before editing); each article has a separate original name, and the title of the article is at the same time a hyperlink to external systems; A wiki contains links to texts that have not yet been created, and at the same time they are also a means of creating new entries; for each page there is a list of links to other resources, and at the same time, a list of other articles that link to this text. But wiki-technology also has some drawbacks, for example: duplication of information; unstructured links, because of which you can lose the page with which the transition to the links was started; unreliability of information - as a participant in the project can be anyone, the information contained in the texts of the pages of a wiki site can be either highly subjective, or unverified, or simply not true. Cases of vandalism are not excluded;

To create wiki-sites there are a large number of programs, the so-called "engines", such as Mediawiki, specially designed for Wikipedia, which is used to create encyclopedias; Wackowiki, Confluence and NPJ, which are used to form databases; Wikipad and deskDo, used for personal use. There are certain rules for creating articles on such sites:



- The inclusion of copyrighted texts and images is prohibited.

- When writing an article, you should strive for a neutral presentation and reflect all known points of view.

- It is necessary to specify the sources of information to confirm the accuracy of the information.

Despite the small flaws, and due to the above characteristics and capabilities, wiki-technology is widely used in the educational process. Wikis are actively used for organizing teamwork, for example, the creation of various projects or joint publications. In the process of collective creativity, this technology can act as a kind of “electronic board”, where each group member leaves his notes and notes. Moreover, the wiki-technology is not only a means of creating a resource, but also its “repository”, since it can act as databases. However, a wiki can be a kind of source of educational materials, or it can be a means of expanding or supplementing existing educational material. It should be noted that the use of wiki-technology in education contributes to the creation of the following conditions:

- conditions for mastering the skills of continuous learning;

- conditions for the emergence of new opportunities for self-development;

- conditions for increasing the share of student autonomy;

- wiki improves and modernizes the educational process, and therefore, makes it open to the "future";

- conditions for the formation of the ability to anticipate;

- conditions are created for combining the efforts of students in a single project;

- conditions for the development of interactive skills;

- conditions for the development of planning skills in their own cognitive activity and self-organization.

Based on this, we can assume that these conditions will contribute to the development of a number of students' skills, such as, for example: the ability to work with sources; ability to critically evaluate the read; teamwork skills; communication skills; ability to plan; the ability to logically build the structure of statements, text, etc .; the ability to carry out self-reflection. Consequently, it can be assumed that the use of wiki-technology in the educational process of a language university will contribute to the formation and development of research competence of future teachers of foreign languages.

In the first section of this work, we reviewed the theoretical background for the formation of intercultural-communicative competence of language students through the use of DER, analyzed existing scientific papers on this issue, the results of which can be presented as follows: the dominant teaching method of a foreign language is

always built on the basis of the dominant approach in education, which over the past 80 years have consistently vlyalis epistemological, axiological, student-activity approach that improving and complementing each other, in accordance with modern requirements led to a competence-based approach, to take its leading position in teaching foreign language methods today.

The main postulate of the competence-based approach in education is to shift the emphasis from providing students with knowledge, to form a number of skills that would enable them to independently acquire and develop this knowledge in the future, which, in turn, requires a review of the functions that the subject teacher performs by ia. Changing the role of a foreign language teacher implies the possession of a teacher by a number of competencies, a special place among which is occupied by the intercultural-communicative competence of the teacher FLT.

Intercultural-communicative competence of a foreign language teacher is a complex concept that implies knowledge, experience and a number of skills, manifested in the activity of a subject teacher on FLT, aimed at satisfying cognitive (intellectual) needs, the product of which is new knowledge; and the degree of compliance of these skills with a given degree of complexity of the tasks performed and problems to be solved in this professional sphere. The versatility of this

concept is expressed by the combination of the components of its components, among which are cognitive, motivational, approximate, creative, operational and pragma-professional components. These conditions require the purposeful formation of intercultural-communicative competence in the process of preparing students for pedagogical activities, which can best be realized through the use of DER, as they provide virtually unlimited access to a large amount of information, and also allow communication and exchange scientific views with a large number of people studying a similar problem.

Thus, working with multimedia materials contributes to a deeper learning of a foreign language by students, since CD are authentic, relevant, use all kinds of visualization, provide the opportunity for independent work in a computer class, help the development of monologue and dialogical speech. We carried out experimental work “Increasing the motivation of learning a foreign language through the use of digital educational technologies in an educational institution”.

***After analyzing the data obtained as a result, the following conclusions were made:***

- The initial level of student learning motivation is low and requires improvement;
- Motives for acquiring knowledge are replaced by motives for obtaining a

mark, which requires a shift in emphasis from evaluation to the practical value of knowledge;

- Among the factors that could change the attitude to the subject of the Foreign languages, students named a change in the content, the use of new DER, a change in the forms of work in the classroom;
- In order to create a language environment to increase student interest, we selected a collection of digital educational institutions. All materials are classified thematically;
- Significantly increased the level of interest in the content of the learning process;
- Increased activity of schoolchildren in the classroom;
- Students got a feeling of satisfaction from the work done.

Taking into account all of the above, we consider it necessary to use the DER in

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my pourochnoy activities. And we hope the article described in this development will be in demand by foreign language teachers. Noting all the positive aspects of using the DER, we would like to emphasize that no new information technology can replace the teacher in class. Only a teacher can awaken emotions, look into the student's soul. Only a teacher with his personal charm and high professionalism will be able to create a psychologically comfortable environment in the lesson. Nobody will replace the teacher's students as a role model for practicing skills; there is no alternative to working in pairs and groups in a lesson. The teacher remains the main and leading figure in the classroom, and the use of the DER should be considered as one of the effective ways of organizing the educational process and at a more advanced stage, when used correctly, intelligently and creatively, can become a useful and necessary tool for learning a foreign language.

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