

**DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION
AS THE NECESSARY PREREQUISITE FOR TRAINING OF
MODERN SPECIALISTS IN THE XXIST CENTURY**

Dzhussubaliyeva D.M.

doctor of pedagogical sciences, professor

Kazakh Ablai khan UIR&WL

Almaty, Kazakhstan

e-mail: dinaddm@mail.ru

Abstract: The article considers the latest new directions in usage of digital technologies in foreign language education, for open education development that allows to increase a specialists' competitiveness within modern society conditions.

Keywords: globalization, digital technologies, e-learning, open education, massive open online courses.

Introduction

Now in Kazakhstan, as well as all over the world, there is the formation of a new educational system, which is oriented towards entering the world information and educational space. In the Law of the Republic of Kazakhstan "On Education", it is very clearly shown that the education content is one of the factors of any society's economic and social progress and it should be aimed at ensuring the individual self-determination, creating conditions for his/her self-realization. Proceeding from this, today one of the main tasks of the educational system is the creation of optimal conditions for learning, ensuring not only qualitative mastering by the graduate of a complex

system of knowledge, but also its development.

Over the past decades, the world is rapidly moving towards a new type of economy. The main tool for the formation of such an economy is becoming digital technologies. In the whole modern world, information technologies and digital transformation are one of the main factors of technological change and the condition for ensuring the country's competitiveness, both at the level of individual enterprises and at the level of supranational associations, leading to reorganization of all economic and production processes, radical increase in productivity, quality improvement and reducing the cost of goods and services [1].

It is no coincidence that in December 2017 the President of Kazakhstan N.Nazarbayev initiated the adoption of the program "Digital Kazakhstan", which shows the strategy of development for modern Kazakhstan aimed at digitalization of the country's economy. The goal of the program "Digital Kazakhstan" is to improve the population life quality and the competitiveness of Kazakhstan's economy. Undoubtedly, this also applies to the entire education system, since the educational system plays a special role in solving the task of providing the economy with personnel holding digital technologies. In the modern informational society, one of the most important qualities of a person, adequate to Digital Economy, is digital competence, i.e. the formation of a person who masters digital technologies and is able to use them in his/her daily and professional activities.

Living in the 21st century - the age of the informational society, when information has become one of the most important tools for the advancement of society towards progress and well-being, the training of personnel possessing besides professional also informational competence have become the most important task of university education. With the advent of computers, the Internet, digital and informational technologies, a new stage in the development of the entire system of education and, in particular, the university system has begun. Informational technologies have actively

penetrated all spheres of modern society. Today, nobody is surprised by the fact that in many countries of the world "Electronic Government", electronic universities (e-university) are created and work effectively, e-learning is being actively introduced. What 30 years ago did not exist in reality, now have become an objective necessity, changing both public and economic, and political mechanisms of society.

In the context of complex informatization of education, it is important not only to provide technical equipment with information and communication technology (ICT) tools, but also the availability of full-fledged digital educational resources (DER). Thanks to the presentation of educational information in a digital form, a comprehensive impact on the student is carried out, the student's interest in learning increases, his/her knowledge is expanded, the quality of instruction is improved, and the feedback between the teacher and the learner is facilitated.

The education system does not remain aloof from the global challenges of society, among which two basic trends can be clearly seen: the processes of globalization and the emergence of new information, communication and digital technologies. Therefore, in the conditions of market relations, the development of higher professional education should be subject to its laws and tendencies:

- the transition of society to a market economy;
- growth of knowledge-intensive industries;
- an increase in the volume of scientific and technical information almost doubled over the past five years and projected to update information every three years;
- rapid change of technologies, which revealed insufficient skill level of specialists;
- active use of modern information, communication and digital technologies, both in education and in production.

Today, digital technologies are everywhere introduced in all spheres of society. The era of Internetization, which began in 1993, radically changed the world. In modern schools and universities, a new generation of children and students are trained, who do not think themselves without the Internet, and are fluent in modern gadgets. The question is: is it necessary to change the theory and methodology of teaching? What are the new training systems?

The system of home education, including the system of foreign language education in recent years is experiencing significant changes associated with higher labor market requirements for professional specialists. Today the labor market is valued not only by specialists in their field of knowledge, but also importantly, who know foreign languages and are fluent in computer and information technologies.

In this regard, one of the important areas for the training of qualified personnel is their preparation for work with information, in other words, along with the formation of professional competencies it is necessary to develop the digital competence as well.

In Kazakh Ablai Khan University of International Relations and World Languages (KazAUIR&WL), the introduction of modern digital technologies in the process of teaching students plays more very important role. All teachers of the university, including teachers of foreign language education, actively introduce innovations of technical progress into the pedagogical process. The application of information and communication technologies at the lessons of a foreign language has become the norm and has fully proved its effectiveness. The usage of information and communication and digital technologies helps to improve the level of teaching, provides visibility, audio support, knowledge control, contains a large amount of information, motivates students to learn.

An elective course "Information and communication technologies in foreign language education" (3 credits) for undergraduates collaborated by Professor Dzhussubaliyeva D.M. has been very effective in the use of ICT in the educational process of foreign language education. Master students, in the course of studying this course, get acquainted with the latest information and digital technologies that can

be successfully applied in the practice of learning a foreign language. In the course of studying the course, students acquire the skills to develop e-courses and DER/CDS using ICT (audio, video, animation, structuring information, using Internet technologies to develop interactive tasks and test knowledge checks, etc.). All this provides an opportunity for active teaching foreign languages, sometimes in a game form, and great motivation for students. All classes take place in an interactive form, in the form of project papers in small groups. Master students learn how to develop their digital educational resources to explain the material for the school English language curriculum, beginning with the first and ending with the eleventh grades, taking into account the age characteristics of schoolchildren. For children of primary classes, the game forms of instruction are mainly used, along with the necessary theoretical material, video inserts, animations, audio accompaniment on the lesson topic, interactive exercises and test tasks for consolidating the studied material are made. As a part of this course, all independent work (SSS - Self-Study of Student) is carried out distantly through the MOODLE system, which effectively works at all levels of our university's education and all teachers use it effectively.

The MOODLE system provides a huge range of opportunities for organizing distance learning in the linguistic university:

- forums and blogs, allow to organize a space for presentation and discussion of the results of their activities;

- wiki, with its help you can organize teamwork with documents;

- creating glossaries, allows you to organize a collective work on a list of terms that will automatically link to the entire content of the course;

- creation of web-pages with the possibility of inserting graphic objects, audio and video;

- creation of electronic self-control tests;

- placement of files of any format;

- databases, which are an extension of the glossaries idea to work on any structured records;

- interactive lectures;

- seminars, allowing to organize multi-item, multi-criteria evaluation of students' work;

- discussions in the form of chat rooms and forums, etc. [2, p.130]

The use of distance educational technologies (DET) in the learning process opens the way to the implementation of open education and is one of the indicators of the informatization depth of the educational process in a higher educational institution and, in some cases, can indicate the quality of its graduates' training. Practice has shown that integration of distance learning with traditional teaching gives greater opportunities for better mastering of the

studied subject and its main theoretical materials.

The work experience of Kazakh Ablaihan University of International Relations and World Languages on the use of MOODLE system for the organization of distance independent work of students of linguistic specialties, showed the effectiveness of the educational process. Students easily master distance courses, show creativity and positive results. Such approach ensures, on the one hand, the depth of the material being studied, the transparency of the entire learning process, and on the other hand, it enables the administration to monitor and control the progress of SSS (self-study of students) both by teachers and by students. To teach future specialists to solve professional problems independently has a huge social and economic significance for modern society and it is fully in tune with one of the most important directions of the Kazakhstani society development – LLL (LifeLong Learning) using innovations in education and science.

Today Kazakh Ablaihan University of International Relations and World Languages (KazAUIR&WL) is gradually transformed into an electronic university. We propose a new conceptual approach to the creation of a unified managed database of KazAUIR&WL to ensure processes aimed at the effective use of the intellectual, scientific and professional potential of the university. This approach is

based on structural and functional analysis, which makes it possible to construct a universal model of information flows that arise in the process of implementation by the university of various types of activities (educational, scientific, marketing, etc.).

Since the organization of education has its own specifics of accounting (meaning - printed forms of strict documents, its accounting parameters) it was necessary to divide the construction of information in such a way that the main functional of the system was common, and all differences and accounting features were set in a special compartment in the form of constants, variables, etc. It was also taken into account the possibility of simultaneous operation of all Users of the system - about 700-1000 people - all groups of Users - Specialists of the educational department, teachers, students.

The software development environment was chosen with the account that the User had the opportunity to work from anywhere in the world, having a connection to the Internet, which is especially important for students who are on academic mobility in foreign universities.

The basic support of all Users of the system was to be carried out distantly to save time resources of developers and Users' convenience.

In addition to the main single managed database, it was necessary to provide additional information services such as

corporate mail, information portal, electronic library, etc. Therefore, it was decided to combine all the basic and additional services on the principle of "one window". Taking into consideration the importance of working in this direction and the social responsibility of the university, the decision was made to rethink the educational program of all specialties taking into account the current trends, market requirements in the field of competences and digital literacy. Today the University is carrying out a large-scale work to introduce all specialties into the curriculum, the module of "professional digitalization" within the framework of the general program on transition to a modular-competence training program.

The module of "professional digitalization" will provide students with not only basic knowledge, habits and skills of working with modern ICT, but also in practice it will acquaint future specialists with specialized professional software, as well as ICT technologies used in the professional activity of a particular profession. So, for example, if we are talking about future translators, then they have a large block for working with translation software (*Trados, Promt, etc.*), journalists have software for editing telecasts and post-processing (*SonyVegas, VideoMaker, etc.*), teachers have programs and technologies for the creation of electronic digital educational resources (*HotPotatoes, Audacity, Test Builder*, electronic textbooks, interactive

tests, full electronic courses, etc.). Thus, all this contributes to the professional ICT competence development of students of all specialties.

For the quality of this work, in addition to equipping the material and technical base of the university with expensive specialized equipment and software, there was established the Department of "Professional Digitalization", whose task is to digitize all specialties of professional education at the university. The Department of "Professional Digitalization" is headed by a foreign specialist in the field of ICT, PhD holder Erkan Taskin.

Speaking about innovations in the field of informatization in the world it is worth noting the development and creation of massive open online courses (MOOC). Recently, many universities in the world have become very active in using the new form of open education - Massive Open Online Courses (MOOC), abbreviation MOOC (*eng. - Massive Open Online Course, MOOC*). Massive open online courses in 2014 were named by UNESCO among the 30 most perspective trends in the development of education until 2028, as they promote the democratization of the educational process and contribute to the creation of free quality educational resources (ER), eliminate territorial and temporal barriers, allowing students going beyond one university. MOOC provides an opportunity for free access of a large number of wanting people

to the newest courses that could reduce the cost of higher education and even change the existing models of higher education. At the heart of MOOC lies the understandable for educational process of translating knowledge from teacher to student. The determining factor in the success of the course is its design: the course should be designed so that the student can learn the material without the participation of the teacher. The courses can be enriched with additional preparatory materials (video-lecture, training videos covering a wide range of topics). Ideally, the MOOC format allows you to move away from the one-to-all education model to the one-to-one model and give students the possibility of individualized learning [3].

The massive nature of e-courses leads to the fact that students are united in communities, both in the online environment and in conventional groups, in order to help each other in learning. Due to the large size of such online communities, students can interact with each other more and more deeply than it does in a conventional group. Such communities begin to directly influence the course itself: students search for and share additional materials, discuss the encountered difficulties in the forums and suggest ways to solve them.

The basic principles of MOOC are free access, simplicity in teaching and learning, the connection of traditional and interactive forms of instruction, the possibility of communicating with the author of the course.

After its full completion and all tasks are completed, the author of the course issues a certificate to those students who have successfully mastered it.

It should be emphasized that open education implies openness to the future, and its further development is associated with overcoming the closed and giving the open creative nature to the learning process.

That is why the free development of individuality is a condition for the development and evolution of society. For an open education system, this provision is a fundamental factor, whereas the classical model of education presupposes rigid norms that unify the human individuality.

With the advent of MOOC (Massive open online courses), distance education has received a new impetus in its development. Massive open online courses as a phenomenon very quickly gained popularity in the world.

So what is the secret of MOOC and why do these educational courses gain increasing popularity in the world and are developing at a rapid pace?

At its core, MOOC is a logical development of open educational resources (Open Educational Resources, OER). George Siemens and Stephen Dawns in 2008 developed a course in which more than 2300 students took part. Even more attention and global resonance was received in 2011 when Stanford University Professor Sebastian Tron conducted a free online course

"Artificial Intelligence" for 160000 students from 190 countries of the world, of which 28000 students successfully completed this course [3].

The primary purpose of MOOC is to "open up" education and provide free access to higher education for more number of students from different countries. Unlike traditional university online courses, MOOC has two key features (Wikipedia, 2012):

1. Open access - anyone can become a member of the online course for free;
2. Scale - an infinite number of people can participate in the course.

This duality caused the developers of the courses to interpret them in different ways. Some created MOOC massive, but not open, and others did open, but not massive. Wylie (2012) noted that such ambiguity in the concept of MOOC may become a threat to the further development of open educational resources and open courses, since when it comes to free courses, no one will think about their openness, thus this is associated with licensing issues and permission to provide MOOC. The concept of MOOC development is based on the ideals of open education, the idea that knowledge should be freely transferred from person to person, and the desire to learn should be supported without any demographic, economic or geographical limitations. All this was adopted by elite universities, which organized online courses and running open educational portals, such as edX, Coursera

and Udacity. A number of prestigious universities have taken this into service and have started offering free online courses or charging for them a small, purely symbolic fee. In this way, a new company FutureLearn was established on the basis of the Open University in the UK, aimed to bring together all free, open online courses from leading British universities for students from around the world (Futurelearn, 2013) [4,5].

In the Republic of Kazakhstan, the development of MOOC is planned in the State Program for Development of Education and Science for 2016-2019 years, approved by the Decree of the President of the Republic of Kazakhstan № 205 dated 1st March 2016. The main goal of which is to increase the competitiveness of education and science, develop human capital for sustainable economic growth. Specific activities for the implementation of MOOC in the Kazakhstani education system are reflected in the "Action Plan for the implementation of the Program for Development of the Service Sector in the Republic of Kazakhstan until 2020" (items 57-59).

The analysis of the experience of applying MOOC in the world makes it possible to distinguish two trends:

- (1) introduction of foreign online courses into the educational process as an elective;
- (2) development of own courses.

In Kazakhstan was established the Consortium of Kazakhstani Universities for the development of MOOC in Kazakhstan, initiated by the Kazakh Al-Farabi National University. It consists of 15 universities including KazAUIR&WL. In 2016 the platform MOOC.KZ was developed at <http://mooc.kz> which, according to the idea of the creators, will become the prototype of the national platform [6, p.62]. The further work undoubtedly should be limited to creating the courses themselves and placing them on this platform. Massive open online courses allow any student, regardless of location and time, to obtain the necessary knowledge, for which he/she would previously have to go to a particular university or a particular library, often to another country. There is a transformation of distance learning into a more accessible form, which may be MOOC. Given that many courses are designed for their own pace of learning the material, the student himself/herself regulates the period for which he/she is studying and the learning topics. It is very important to understand that massive open online courses are not a substitute for the basic education, they only supplement the basic education, allowing the student in the form of self-learning distantly to receive exactly the knowledge and key skills that the student deems necessary in his/her future profession. He/She can receive these courses not only from the teacher of his/her university, but also from the teacher of any

other university, including abroad ones. In other words, the student receives exactly this key knowledge that he/she wants to receive and which he/she (in his/her opinion) needs to come in handy in the future.

Thus, massive open online courses are an integral part of the so-called concept "Lifelong Education - Learning throughout life", giving the possibility of self-education of a modern student. This form of education assumes a radical change in the teaching philosophy and potentially gives impetus to modernization in the education system, as it changes access to educational materials, their presentation method, monitoring and evaluation process. The work on the creation of MOOC begins with the development of a conceptual solution or a technical task, which in structure and content resembles the syllabus in any discipline taught in the traditional format. So, the training module (or topic) at the e-course may include such sections as: video-lecture with test questions to check the understanding of the material; text material or article on the topic under discussion; slide presentation of the lecture; practical tasks on the module theme; a practical guide to the implementation of tasks, bibliography on the topic under discussion for performing tasks and getting to know the problem under discussion; forum or wiki page for group discussion of the proposed module topic; webinar or teleconference for online discussion of

practical examples of the use of ICT in the learning process [7].

MOOC can be confidently called the education of the future, providing the opportunity to "open up" higher education by providing affordable, flexible, accelerated e-courses for free or for a small fee for students who are interested in learning.

Summarizing the above, it can be noted that modern education does not stand still

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and in order to meet the tendencies of the world community, to make education more open for innovation, it is necessary to introduce into the system of Kazakhstani higher education all the new things that are accumulated in the world and that can lead to the improvement of the home education quality, corresponding to the challenges of the 21st century.

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