**CLASSIFICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION**

***Yergesh Shapagat***

*student of Pedagogical faculty of foreign languages,*

*Kazakh Ablai Khan University of International Relations*

 *and World Language,*

*Kazakhstan, Almaty*

***Savankova Marina Vladimirovna***

Candidate of Pedagogical Sciences,

*Senior lecturer, Department of Methods of*

*Foreign Language Education,*

*Kazakh Ablai Khan University of International Relations*

 *and World Language,*

*Kazakhstan, Almaty*

**ABSTRACT**

In Kazakhstan, informatization is seen as one of the priority directions in the development of the education system, the introduction of information and communication technologies (ICT) into the educational sphere becomes a powerful tool for solving didactic and pedagogical tasks.

**Keywords:** information and communication technologies, communication, educational process, foreign language education, informatization.

The use of IT makes it possible to improve the effectiveness of the educational process, the quality of the students' learning, helps the teacher to bring the effect of additional visibility in the course of the lesson, which facilitates the learning of the material by the students more quickly and in greater amounts. According to scientists, more than 60% of information comes to us through sight and hearing. Sight and hearing are the most powerful and effective channels for transmitting and receiving information. The more diverse the presentation of information, the more effective will be the process of its assimilation [1].

 “A new age demands a new paradigm” -Walter McKenzie.

“With the help of technology, teachers will be leaders in the transformation of education around the world”- Craig R. Barrett.

According to Kent, "ICT in education point of view refers to Information and Communication Technology such as computers, communications facilities and features that variously support teaching-learning and a range of activities in education.

IV. Robert notes that the use of educational software in the teaching process allows to:

* Individualize and differentiate the learning process;
* expand the possibility of monitoring with feedback and diagnostics;
* Carry out self-control and self-correction;
* self-training and training;
* improve visibility;
* simulate real processes;
* Strengthen motivation [1].

V. Robert summarizes that the use of ICT in lessons gives the teacher the opportunity to increase the cognitive activity of students of all ages, expand their horizons. It is already impossible to imagine carrying out subject weeks in foreign languages, Olympiads, competitions for research works and creative projects, conferences, and holidays without the use of ICT. Viewing and discussing films in English, literary and music lounges, correspondence excursions, and meetings with students studying English - all contribute to the increase of interest and the formation of a steady motivation for learning English.

The services of the ICT include the following communication platforms [2]:

* Recording thoughts, notes, and annotation of other people's texts- blogs and microblogs (Twitter, Blog.com)
* Social networks and social presentation systems (Facebook, MySpace, LinkedIn)
* Wiki-projects(Wikipedia)
* Multimedia media Distribution systems, also placement of books (iTunes, SlideShare)
* Video services (YouTube, Social saga video blog)
* Messaging (Messenger, WhatsApp, Facebook, Telegram)
* Podcasting (Podcast people, PodOmatic).

As seen above, there are various information resources and platforms in FLE. However, we need to classify the possible Internet services to develop students' foreign language communicative competence. The major types of ICT resources for learning are classified as follows:

1. **According to the type:**

Fig. 1 – Methods of learning

1. **According to the functional basis [3]:**

Table 2. – Classification of ICT based on functions

|  |
| --- |
| Web 2.0 applications |
| **Type** | **Function** | **Tools** |
| *Communicative* | To share ideas, information, messages, and creations; To communicate with others | * Blogs
* Audio chat
* Language exchange apps, chat-type tools
* Podcasts
* Webcams
* Platforms
* Social networks
 |
| *Collaborative* | To work with others for a specific purpose in a shared work area | * editing/ writing tools
* virtual communities of practice (VCOPs)
* wikis
 |
| *Documentative* | To collect and present evidence of experiences, thinking over time, productions, etc. | * blogs
* videoblogs
* e- portfolios
 |
| *Generative* | To create something new that can be seen and used by others | * mashups
* VCOPs
* Virtual Learning Worlds (VLWs)
 |
| *Interactive* | To exchange information, ideas, resources, and materials | * Learning objectives
* Social bookmarking
* VCOPs
* VLWs
 |

1. **According to a stage of use in the classroom:**

Fig. 3–Traditional method of teaching ESL

**4. According to the types of work in the classroom:**

* individual
* group

As can be seen from the table to the synchronous methods of learning we can add webinars, live streams, web-based classes, and live classroom sessions. You'll need some software tools to conduct synchronous online training, these could be [4]:

* Zoom
* Webex meet
* GoToMeeting
* GoToWebinar
* Skype
* Teams
* WizIQ.

Asynchronous learning types are:

* eLearning
* educational platforms or courses (Bilimland, Coursera, Khan Academy, edX, Skillshare, Udemy, etc.)
* email courses
* training video
* blogs, wikis, and other readings.

For the presentation stage of the lesson, we can use Quizzes, Kahoot, Web Quests, animated videos and stories, presentations (PowerPoint, Prezi, and Microsoft Publisher), Quizlet, etc.

For the practice stage, teachers usually use gap filling, matching exercises, or cloze tests made in hot potatoes, Quizlet, ISLcollective, and other dozen interesting platforms.

At the production stage, students work without the teacher's help. They produce a real language environment. They can work with communicative, collaborative, and discussion tasks. To create this language environment in the classroom they need Internet resources and language exchange platforms [5].

* Language exchange apps: Tandem, HelloTalk, HiNative, MeetUp, Speaky
* Face- to face meetings, video calls: GoToMeeting, Zoom, Teams, Trello, FaceTime, Skype
* Voice and video recordings: Flipgrid, Voicemail, Synth
* Online chats: Messenger, WhatsApp, Telegram, Facebook.

Assessment may be carried out in many different ways.

For the Independent work of students, we must focus on displaying their creative talents as well as showcasing learning. Creating digital content related to the things they are learning is a great way for students to show their creativity. We can provide this opportunity through

* Blogs
* Videos
* Podcasts
* eBooks
* learning-based games
* digital arts.

Summarizing the above, ICT offers a wide range of social services, the application of which contributes to the formation and development of various skills and abilities for all types of speech activity, which in turn is the basis for individual components of intercultural communicative competence.

The opportunities offered by Web2.0 technologies in the teaching process fully correspond to the current trends in the reform of the education system, and the implementation of the competence model of education [6].

**References:**

1. Асаинова А.Е., Информационные технологии и их применение в учебном процессе. Материалы Республиканской научно- теоретической конференции «Сейфуллинские чтения- 9: новый вектор развития высшего образования и науки» посвященная дню Первого Президента Республики Казахстан. – 2013. - Т.2, ч.1. - С.175-176
2. Драгунова, А.А. Учебные Интернет-ресурсы как средство формирования профессиональной иноязычной коммуникативной компетенции у студентов 2-3 курсов [Текст] / А.А. Драгунова // Ярославский педагогический вестник. – Ярославль: ЯГПУ, 2013. № 1. – С.163
3. Patricia Mcgee, Veronica Diaz. Wikis and Podcasts and Blogs! Oh, My! What Is a Faculty Member Supposed to Do? / EDUCAUSEReview. - 2007. - №5.- vol. 42, р. 28-41
4. Сысоев П.В., Евстигнеев М.Н. Технологии Веб 2.0: Социальный сервис блогов в обучении иностранному языку// Иностранные языки в школе.2009. №4.С. 12-18
5. Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам: Лингводидактика и методика: учеб. пособие для студ. лингв. ун-тов и фак. ин. яз. высш. пед учеб. заведений. М.: Академия, 2004. 336 с.
6. Savignon, Sandra J. (2002). Interpreting communicative language teaching: Contexts and concerns in teacher education. The United States of America. Yale University Press.