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ИСПОЛЬЗОВАНИЕ НОВЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Статья посвящена вопросам использования технологий в преподавании английского языка. Использование технологий стало важной частью в процессе обучения на занятиях и за его пределами. Выявляется понятие технология и технологическая интеграция, а также его положительные и отрицательные аспекты.

Ключевые слова: преподавание английского языка, новые технологии, технологические устройства, технологическая интеграция.

English is increasingly becoming a universal language. It is the dominant language of international business and communication, the official language of over 60 countries, and the third most common native language in the world [Crystal 2003: 135]. To help students learn English as a Second Language (ESL) courses have been set up in many countries. Technology has been evolving rapidly over the past decade and, as such, it is beginning to play a role in the classroom. With proper integration, technology could help improve student performance in ESL classrooms.

Now it would be better to give the reader an idea about Technology and Technology Integration. This part brings basic definitions necessary for the reader to understand the whole issue.

Definition of Technology and Technology Integration

Technology has been defined by different researchers. According to A. İşman, it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment [İşman 2012: 207-213].

According to Hennessy, Ruthven and Brindley, technology integration is de-

defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities [Hennessy 2005]. Dockstader defined technology integration as the use of technology to improve the educational environment [Dockstader [http](#)]. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

The development of technology has already changed our way of life. Computers, tablets and smart phones have become an integral part of our everyday lives. Students spend much time on using technological devices and studies have shown that they have become *digital natives*. Consequently, we can include technology in language teaching. However, it is a challenge for teachers to provide students with meaningful ways of using the devices for learning, so that the technology can be a useful tool. Not only for integrating with new technology.

Technology provides new possibilities for language teaching. Firstly, all the new language learning applications, e-dictionaries and e-books offer both teachers and students endless opportunities for learning. Open-access resources allow the teachers, and also the students, to easily share material in online platforms. Computer assisted language learning can also promote the use of target language and create authentic tasks [Thomas 2012]. Students can connect authentic tasks with real life environments and it may motivate them to use the language outside class, for example, get to know people belonging to other cultures who can give them insight to the way of life in other countries. Likewise teachers can improve their class activities using up-to-date texts, videos and other educational materials. Thus, authenticity can be improved in multiple ways.

Secondly, the first and most crucial thing about using technology in learning process is easy to access to vast number of sources and information these provided for teaching.

In addition to the easier access to online material, the online platforms, in which information could be stored, had made both the teachers' and students' work easier. The work that was previously done and collected on paper could now be written on computer and submitted in an online environment.

Thirdly teaching is cultural knowledge. Languages are used in various cultural environments by a vast amount of people. These people have their own habits and traditions, which have been shaped by their ways of life. Since languages are related to cultures, one cannot be taught without the other. Most teachers agreed that studying English means studying their different cultures and it impacts on studying process. However, it could be problematic to give the students a realistic and interesting overview of the cultural phenomena. To be able to do that, the teachers claimed that teachers should select teaching material that they use. Technological devices worked as essential tools that provided them with multiple practical ways to share cultural knowledge with their students.

As discussed earlier, technology gave an easy access to information, which helped in giving students a comprehensive picture of cultural phenomena. Besides pictures and text, the teachers searched for videos and other material, which gave the students a more realistic view of the topics discussed. All in all, the technological devices were used to broaden the students' knowledge of cultural phenomena.

As Holec states, English teaching itself must focus on the guidance of teachers and be student-centered, which we believe is one of the principles for language teaching [Holec 1981]. Students are bound to have same problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers and receiving answers by email.

In spite of advantages of using new technologies in English class teaching, there are many problems existing in practical teaching such as:

- Even though modern technology is highly developed and the teachers relied highly on technology, problems occurred and they caused difficulties for the teachers. Therefore, the teachers needed to have a backup plan, if they suddenly were not able to use the material they had on computers or online. The teachers claimed that they could not rely on technology completely, since sudden problems with the use of it could disturb and hold up their teaching.

- English teachers are not required to be experts in the use of technology as well as students. Some students are not familiar with new technology and it causes some problems.

- Since technological devices provided an easy access to information, students use technological devices every day. Thus, rather than doing their tasks, students may use social nets or do other things which they are not supposed to with their devices. Students should understand that when their devices are used in lessons, they should only concentrate on the actual exercises. However, many students started to do other things with their phones. Therefore, teachers need to keep a close eye on students during exercises with their devices to make sure that they do what they are supposed to.

- If teachers totally depend on technological devices during teaching, the teachers may be turned into slaves to the new technology and cannot play the leading role in teaching. In class they are standing by the computer and students are fixing their attention only on the screen, and therefore there is no eye contact between teachers and students. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended that modern educational techniques serves an assisting instrument rather than a target so it should not dominate class.

The last when we working on and utilizing project work or Prezi we need to

encourage students to use their own mind and speak more actively join in class practice, we should not overuse the technology in order to add modernized feature to class teaching.

To sum up, technology is an integral part of teaching English these days and more and more devices are used during lessons. Technology provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching becomes more student-centered, promotes learners' autonomy and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language. We believe that the process of English learning will be effective and more student-centered but less time-consuming.

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USE OF NEW TECHNOLOGIES IN TEACHING THE ENGLISH LANGUAGE

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The article is devoted to the issues of using technology in English language teaching. The use of technology has become an important part of the learning process in and out of the class. The term technology and technology integration, positive and negative aspects are defined.

Key words: *teaching English, new technologies, technological devices, technology integration.*

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ТОЛЕРАНТНОСТЬ КАК ПРОФЕССИОНАЛЬНО ЗНАЧИМОЕ КАЧЕСТВО ЛИЧНОСТИ

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В статье рассматривается коммуникативная толерантность как важное качество личности, необходимое для осуществления профессиональной деятельности. Автор выделяет качества, формирующие толерантность на стадии профессиональной подготовки.

Ключевые слова: толерантное поведение, профессиональная подготовка, коммуникативная культура, речевой этикет

Современным обществом создаются условия к осуществлению межкультурного диалога в позитивных и конструктивных коммуникативных условиях. Представители же современного общества владеют толерантным коммуникативным поведением. Являясь социокультурной установкой, коммуникативная толерантность позволяет разным культурам вступить во взаимодействие друг с другом и достигать взаимопонимания в процессе диалога.

Стоит согласиться с тем, коммуникативная толерантность является одной из очень информативных и важнейших качеств человека, ведь она определяет жизненный путь и деятельность личности, а именно положение в семье и ближайшем окружении, на работе, продвижение по карьерной лестнице, а также выполнение профессиональных обязанностей.

Изучая связь коммуникативной толерантности с индивидуально-типологическими особенностями личности, психолог Р.Т. Мамбетова пришла к следующим выводам:

- общая коммуникативная толерантность обусловлена жизненным опытом, нравственными принципами, свойствами характера, но с другой стороны она в большей степени определяется индивидуально-типологическими особенностями личности;
- уравновешенность нервных процессов в значительной мере предопределяет выбор как толерантных, так и интолерантных установок личности, которые проявляются в процессе общения. Так, к примеру, человек при преобладании в нем тормозного процесса в силу недостаточности возбуждения будет выбирать интолерантные установки при общении;
- психомоторная пластичность взаимосвязана со степенью выраженно-