THE USE OF INFORMATION TECHNOLOGY IN INCREASING THE EFFECTIVENESS OF TEACHING ENGLISH
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Abstract: the article focuses on the use of technology to English language teaching. The information technology has played an important role in English language teaching and it has offered a better tool to explore the new teaching method. The purpose of the article is the use of information technology in increasing the effectiveness of teaching English, developing students' creative abilities at English lessons. There given various available online tools in the Internet for the students and recommend the modern tools for English teachers.
Keywords: Information technology, tools, Internet, network, computer.

ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПОВЫШЕНИИ ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА
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Аннотация: статья посвящена использованию информационных технологий преподавания английского языка. Информационные технологии играют важную роль в области преподавания английского языка, таким образом, в статье предлагаются лучшие онлайн-технологии для изучения нового метода обучения. Целью статьи является использование информационных технологий в повышении эффективности преподавания английского языка, развития творческих способностей учащихся. В статье даны различные онлайн обучающие технологии доступные в Интернете для студентов и преподавателей для использования на уроках английского языка.
Ключевые слова: Информационные технологии, инструменты, Интернет, сеть, компьютер.

Introduction

At present, the use of information technology has a significant impact on the content, forms and methods of teaching and therefore the quality of education. In recent years there has been a fundamental change of the role and place of personal computers and information technology in society. Information technology of society requires the full and mass implementation of methods and tools for collecting, analyzing, processing, transmitting, storing large amounts of information on the basis of computer technology and a variety of data devices, including telecommunication networks.

The actuality of this problem is that information technologies are characterized by high communicative ability and active involvement of students in learning activities that effectively develop skills of communicative competence of students. This will facilitate the adjustment to modern social conditions, because society needs people to quickly orient in the modern world, independence and initiative, reaching success in their activities. Modern English language teaching requires the use of specific technologies, providing a solution to this problem. And for the development of the information society in Kazakhstan, there must be competent, versatile teachers who can think and act independently, confidently possessing modern information and communication technologies and easily adapts to rapidly changing information flows.

The purpose of the article is the use of information technology in increasing the effectiveness of teaching English, developing students' creative abilities at English lessons.

As English is one of difficult lessons, teacher must create interactive teaching and learning to make students interest. In the history of the development of education, information technology is part of the medium used to convey the message of science to many people, ranging from printing technology a few centuries ago, such as printed books, such as telecommunications to media, voice recorded on tape, video, television, and CD [1]. There are various tools available in the Internet. And we recommend the following tools for English language teachers.

Wiki. Wiki is an online application that allows users to contribute to or edit its content. Meaning "quick" in the Hawaiian language, wiki is a creative and open environment where everyone has a voice. The significance of wiki lies in the fact that there is no assigned "leader" or "head writer". The Top 3 Wiki Sites for Teachers are:

Wikispaces.com

Designed specifically for use in the classroom, wiki spaces is a social writing platform that also acts as a classroom management tool by keeping teacher and students organized and on task. Not only does this site provide easy to use templates, it's free and also has a variety of assessment tools. Teachers can also use wikispaces to create assignments and share resources.

Wikidot.com

At its most basic level, this website is free to users. Some of its features include easy to use website templates with unlimited pages, free web hosting and domain name, control over ads, and the chance to earn some money with ads, which can be used for the next class trip.

Pbworks.com

With over 300,000 education based workspaces, this wiki-like website offers educators a range of options that encourage student-centered learning. Students can build web sites or web pages that can be shared with other students and staff [2].

Blogs. A blog (short for weblog) is a frequently updated website that often resembles an online journal. It's so easy to create and update a blog - it requires only basic access to the Internet, and a minimum of technical know-how. Because of this, it is one of the easiest ways to publish student writing on the WWW. It's almost as easy as sending an email. Nowadays, blogs can also display photos and some people are using them with audio and even video, but this article will concentrate on the basics, showing how a simple text-based blog can be used to great effect with your English language learners. Types of blogs used in language teaching, they are:

The Tutor Blog is run by the teacher of a class. The content of this type of blog can be limited to syllabus, course information, homework, assignments, etc. Or the teacher may choose to write about his or her life, sharing reflections about the local culture, target culture and language to stimulate online and in-class discussion. In this type of blog, students are normally restricted to being able to write comments to the teacher's posts.

The Class Blog is a shared space, with teacher and students being able to write to the main area. It is best used as a collaborative discussion space, an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class. Students are given a greater sense of freedom and involvement than with the tutor blog.

The Learner Blog is the third type of blog and it requires more time and effort from the teacher to both set up and moderate, but is probably the most rewarding. It involves giving each student an individual blog. The benefit of this is that this becomes the student's own personal online space. Students can be encouraged to write frequently about what interests them, and can post comments on other students' blogs. For examples, see the links to learner blogs from the class blog and tutor blog examples above [3].

Podcasts. Podcasting (a portmanteau of the words iPod and broadcasting) is the name given to the publishing of audio (usually mp3 files) via the Internet, designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer. Podcasting has now become popular as an alternative way of providing 'radio' type content that can be listened to whenever, wherever and as many times as the listener wants. The idea that a podcast can be produced by just about anyone with access to the Internet has generated a lot of interest in educational circles. In ELT, the appeal is not only in providing additional listening input for students, but that students themselves can become involved in recording and producing the podcast.

There are various types of podcasts for the teacher:

Authentic podcasts. Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable for use with higher level students, but others, such as Sushi Radio are made by non-native speakers of English and their length (5-10 minutes) make them ideal for use with classes.

Teacher podcasts. Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor.

Student podcasts. Produced by students, but often with teacher help, students can listen to these and experience the culture and hear about the lives and interests of other students from around the world [4]

WEBQUEST. A Webquest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. Webquests are often completed in small groups, but can be done individually. Small groups are usually the preferred method because the students have more interaction with each other, and can jointly evaluate the information they find on a given website. Webquests traditionally include questions that involve some degree of higher level thinking, so having the students working in groups is a good way to generate a level of involvement and topic discussion that they would not encounter when working by themselves. Webquests can be completed in a computer lab, but the popularity of mobile learning solutions have led to more and more being conducted in the classroom too.

The traditional webquest model looks very much like a detailed lesson plan, and has the following components:

Introduction: The introduction generally gives an overview of what the theme of the webquest is, and the lists a scenario, or focus to the task. As with the rest of the webquest, it is written for a student audience.

Task: The task is like your lesson objectives.

Process: Here the teacher will find the step by step directions for students to follow. This section can include any rules and timing for completion, but primarily it will list the Internet resources that the teacher wants the students to visit in order to complete the objectives you laid out in the task section.

Evaluation: The evaluation section is essentially a rubric that informs the students how the teacher will be grading them on their final product.

Conclusion: This usually includes a summary of the learning, and can include questions for further self-study or reflection.

However, just as teachers' lesson plans will vary in detail, so will the format of webquests. Some are much less formal than this, and may only include a short introduction and a process. This is not to say that the other steps are not covered by the teacher in class, but it is worth knowing that there are some variations in this layout [5].

Conclusion

Educational technologies, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. It is incomprehensible that anyone today would argue that banks, hospitals, or any industry should use less technology. The Internet in particular is becoming an increasingly vital tool in our information society. More people are going online to conduct such day-to-day activities as education, business transactions, personal correspondence, research and information-gathering. Each year, being digitally connected becomes ever more critical to educational advancement. From the beginning of the computer age, educational researchers and practitioners were sure for technology use to be widespread in schools and universities it needed to be closely tied to education. No doubt, teaching is changing and, in many ways, becoming a more difficult job because of increasingly numerous contradictory expectations, including the following:

- We are living in an age of information overload with the expectation that students will learn high-level skills such as how to access, evaluate, analyze, and synthesize vast quantities of information. At the same time, teachers are evaluated by their ability to have students pass tests that often give no value to these abilities.

- Teachers are expected to teach students to solve complex problems that require knowledge necessary across many subject areas even as they are held accountable for the teaching and learning of isolated skills and information.

- Teachers are expected to meet the needs of all students and move them toward fulfillment of their individual potential even as they are pressured to prepare students for maximum performance on high-stakes assessment tests that are the primary measure of student and school success [6].

Improving the efficiency of a modern lesson involves the use of multimedia technologies, which have the unique ability to increase information density lessons, but require an understanding of didactic specifics of the new media learning material. Today a teacher must possess the skills of cooperation with students on the basis of information interaction, to be able to carry out the selection, structuring and evaluation of information necessary for solving a wide range of educational tasks.

It is believed that the main purpose of information is to improve the quality of education through improvement of information culture of all participants of educational process and active use of ICT. The achievement of this goal may, in the case where you created a single information space in the University, provided conditions for the formation of information culture of students.

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