

World science priorities

Proceedings of the II International Scientific and Practical Conference
02-03 february 2023

Vienna. Austria

2023

UDC 001.1
BBC 1

II International Scientific and Practical Conference « World science priorities»,
February 02 – 03, 2023, Vienna. Austria. 88 p

II international scientific conference. Vienna. Austria. 02-03.02.2023

UDC:

378.147

Lapina , Irina. The use of information technologies in teaching english: advantages and disadvantages / I. Lapina, A.A. Zhumagaliyeva, N.M. Musina . - Текст : непосредственный // World science priorities. Proceedings of the II International Scientific and Practical Conference. 02-03 february 2023. - Vienna. Austria. " «World of Conferences» "- 2023. - S. 40-42.

The use of information technologies in teaching english: advantages and disadvantages

Lapina I.V.

*Senior teacher of Foreign and Russian languages department
Karaganda University of Kazpotrebsoyuz,
Karaganda, Kazakhstan*

Zhumagaliyeva A.A.

*Master of Arts, senior teacher of Foreign and Russian languages department
Karaganda University of Kazpotrebsoyuz,
Karaganda, Kazakhstan*

Musina N.M.

*Master of Humanity sciences, teacher of Foreign and Russian languages department
Karaganda University of Kazpotrebsoyuz,
Karaganda, Kazakhstan*

Abstract

This article describes the process of introducing information technologies in planning and conducting training sessions at the university. The authors describe

the advantages, disadvantages and problems that arise during the use of IT technologies in the learning process, and suggest possible ways out.

Keywords: information technologies, mental activity, types of information technologies, modernization, interactive programs.

The use of information technologies in the classroom helps to form the cognitive and mental activity of schoolchildren and students, reveals the potential for the use of modern methods in the educational process, makes the learning process more interesting and effective. Information technologies are gradually mastering a large number of aspects of human life, they have also touched education. This development revolutionized the classroom environment, resulting in improved grades and learning experiences. At the same time, small associations of skeptical people are being created who are distrustful of the use of technology in education, but the benefits of using these technologies are obvious. There remains only one question, how would it be best to apply technology in education and what would be their potential benefits? Since tablet computers and most other smart devices are replacing textbooks more and more every day, we also need to study the problems that can prevent the introduction of technology into education. The main advantage of the introduction of information technology in the educational process will be that schoolchildren and students will be able to easily and quickly use the concepts of informatization in everyday life. Today, most students can use tools such as tablets, laptops and smartphones. This means that by removing the technological factor from the equation of education, we can in some way exclude a critical part of the abilities of students. At the moment, schools and universities are obliged to prepare students for life in an information society, where the only products of production will be information and knowledge. One of the first tasks that teachers need to solve is to create such learning conditions in which, already at school, children could reveal their capabilities, prepare for life in a high-tech competitive world [1]. To date, the use of information technology is relevant in almost any educational situation. Information technology can be used in classes of any type and at any time of the lesson:

1. When bringing new material to pupils and students. With the help of information technology, it will be possible to effectively and easily show students a new topic, identify a problem. A bright multimedia presentation may well be accompanied by a teacher's speech, explaining it with the help of video, audio materials, pictures,

diagrams;

2. When creating independent work of pupils and students. Information technology allows us to create both individual and group work. During the lesson, students and students are engaged in the search and selection of information, prepare creative tasks and create multimedia products.

3. When assessing and monitoring academic performance. Information technologies allow us to carry out control and independent work in a modern form (interactive online tests, quizzes), as well as quickly check and enter the results into databases. There are eight types of information technologies used in training based on their functional purpose:

1. Presentations are electronic filmstrips that can include animation, audio and video clips, and elements of interactivity. Software tools such as PowerPoint or Open Impress are used to create presentations. These computer tools are interesting because they can be created by any teacher who has access to a personal computer, and with minimal time spent on mastering the means of creating a presentation. The use of presentations expands the range of conditions for creative activity of students and psychological growth of personality, developing independence and increasing self-esteem. Presentations are also actively used to present student projects.

2. E-books are analogs of conventional reference and information publications - encyclopedias, dictionaries, reference books, etc. Hypertext systems and hypertext markup languages, for example, HTML, are used to create such encyclopedias. Unlike their paper counterparts, they have additional properties and capabilities:

- a) they usually support a convenient keyword and concept search system;
- b) convenient navigation system based on hyperlinks;
- c) the ability to include audio and video clips.

3. Didactic materials – collections of tasks, dictation, exercises, as well as examples of abstracts and essays presented in electronic form, usually in the form of a simple set of text files in doc, txt formats and combined into a logical structure by means of hypertext.

4. Training programs perform the functions of didactic materials and can track the progress of the solution and report errors.

5. Virtual experiment systems are software complexes that allow the student to conduct experiments in a “virtual laboratory”. Their main advantage is that they allow the trainee to conduct such experiments that in reality would be impossible for security reasons, time characteristics, etc. The main

drawback of such programs is the natural limitations of the model embedded in them, beyond which the trainee cannot go within the framework of his virtual experiment.

6. Software systems for knowledge control, which include questionnaires and tests. Their main advantage is fast, convenient, impartial and automated processing of the results obtained. The main drawback is an inflexible response system that does not allow the subject to show his creative abilities.

7. Electronic textbooks and training courses – combine all or several of the above types into a single complex. For example, the trainee is first asked to view the training course (presentation), then put down a virtual experiment based on the knowledge gained while viewing the training course (virtual experiment system). Often at this stage, the student also has access to an electronic reference book / encyclopedia on the course being studied, and at the end he must answer a set of questions and/or solve several tasks (software knowledge control systems).

8. Educational games and educational programs are interactive programs with a game scenario. Performing various tasks during the game, children develop fine motor skills, spatial imagination, memory and gain additional skills if possible, for example, they learn to work on the keyboard [2]. Nevertheless, when organizing educational activities, certain difficulties arise.

b) A more detailed analysis of the problem revealed the following contradictions:

1. between the traditional content of education and the modernization of this content in accordance with the new opportunities and demands of modern information civilization;

2. between the simplified stereotype of understanding informatization as the "delivery of computer classes" and the complexity of the real process of integrating ICT into school life;

3. between effective models of the use of ICT in the educational process and the existing regulatory framework that constrains such use;

4. between the presence of high potential of information technologies and the weakness of the analysis of best practices of their use in mass school;

5. between the amount of materials studied and the amount of time provided for teaching this material;

6. between the rate of assimilation of the material and the amount of time provided for study;

7. between the volume of subjects studied and the time allocated for

studying subjects;

8. between the time spent on the organization of the educational process by traditional methods and the time spent on the organization of the educational process using information technology[3]. Well, now we will consider the disadvantages of the introduction of information technology in education.

The disadvantages of the introduction of information technology for schoolchildren and students may be as follows:

c)

1. They can act as a distraction for students. Studies show that smartphones and gadgets distract children from the learning process. Monotonous lessons without any digital equipment also do not contribute to concentration.

2. Technology negatively affects students' communication skills and their social interaction. Children who are constantly "sitting" in gadgets have a reduced ability to communicate live. The lack of speech activity and practice in the formulation and expression of personal opinions, the influence of clip thinking can negatively affect the skills of independent thinking.

3. Technology can provoke students to avoid doing tasks on their own (for example, they can simply copy an abstract from the network).

4. Not all students have equal access to technological resources. Parents can't buy a tablet, smartphone, or laptop for all schoolchildren.

5. The information on the web is not always high-quality and verified. Unfiltered information can cause psychological damage to a child.

6. Increasing the load on the pupils' eyes. Among other significant disadvantages are:

1. Increasing requirements for teachers and additional time required for retraining.

2. The need to develop new educational programs.

3. Low information culture of teachers.

Based on this, we see a huge number of unresolved problems related to the process of using information technology. As you can see, many of them are related to both the introduction and effective use of these technologies.

Therefore, undergraduates, postgraduates and young specialists face a serious task, namely, finding solutions to the identified problems and developing methods for the most effective use of information technology in a modern school.

References

1. <http://psihdocs.ru/ispolezovanie-eor.html>
2. <http://birskin.ru/index.php/2012-03-27-12-36-17/49-8-/506-2020-06-01-04-42-51>
3. <https://thepresentation.ru/obrazovanie/informatsionnye-tehnologii-na-urokah>