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PEDAGOGICAL TECHNOLOGY AND LINGUISTIC ASPECTS OF TEACHING LANGUAGE

The article reveals the use of the pedagogical technology and linguistic aspects in the teaching of a foreign language that contributes to the formation of learning motivation, which is important because it is important in the context of teaching. Linguistic aspects – the essence of the country of the studied language, lexical units with national-cultural semantics and their intercultural communication. In the course of our research, the goals and methodological objectives of the linguistic aspects of teaching a foreign language were considered and studied. Thus, the main methodological tasks of linguistics are: identification of language and speech materials; this is done through exercises that develop knowledge, skills and abilities, as well as the ability to communicate in another language. The main purpose of the pedagogical technology and linguistic aspects is the simultaneous and comprehensive teaching of the culture of the country where the language is studied. The aspect of ethnography is a powerful tool for creating and supporting interest in learning foreign languages and increasing motivation to learn foreign languages.

Keywords: pedagogical technology, linguistic aspects, foreign language, computer technology, intercultural education.

Introduction

The first President of the Republic of Kazakhstan Nursultan Nazarbayev in his Address to the Nation «Strategy» Kazakhstan – 2050 «– a new political course of the established state» said: One of them is the Kazakh language and the trinity of languages. Emphasizing the importance of our native language, the Kazakh language, the President noted that language policy is one of the main factors uniting the Kazakh nation. Mastering world languages opens the way to enter the world educational space. Therefore, in order to further develop and develop

world-class applied and fundamental research, university graduates in line with current international requirements are needed. Sufficient quality education can be provided to them only through the development of a higher education system. One of them is the development of linguistic materials of the target language in comparison with the native language, the peculiarities of the linguistic aspects of the native language [1, 32]. Scientists believe that the ability to study the laws of language development is a scientific knowledge of the language: «The main condition for scientific knowledge of the language is the study of its grammar, grammatical structure, basic vocabulary, sound system, as well as its structure and history. Close, related, covering ethnographic, historical, literary issues related to a foreign language [2, 28]. Thus, since language is a means of social communication, it has its own peculiarities in the study of the laws of its development, and there are enough issues to study and cover.

Object of research: the object of research is the organization of the learning process in the teaching of a foreign language.

Subject of research: the subject of research is the linguistic aspects of teaching language.

Purpose of the research: the purpose of the research is to determine the effect of pedagogical technology and linguistic aspects in the teaching of a foreign language.

Research materials and methods

That linguistics is the study of language. Among the issues under consideration, we consider the purpose of teaching a foreign language in accordance with modern requirements, which are its relevant areas. The purpose of foreign language teaching is expressed in the domestic method through four aspects: 1) educational and practical; 2) educational; 3) organizing; 4) developing. Let's look at each of these aspects in more detail.

New foreign language teaching has gained momentum in recent years. The responsibility of teachers in lesson design allows students to communicate effectively in a foreign language. They can achieve great things in a short time with the help of new technology. The introduction of innovative technologies in the traditional educational process allows teachers and students to improve traditional forms and methods, as well as new ones, in particular: trainings, round tables, press conferences, etc. Teachers' qualifications are reflected in the fact that they create the conditions for pedagogical communication, in which both teachers and students have the opportunity to choose and monitor. Innovation is not only the introduction of innovations, but also the ability to apply the new to the traditional educational process. The issue of using new information technologies in the educational process is one of the most pressing issues. If the purpose of teaching a foreign language is to form the subject's skills of intercultural communication, then

the use of new information technologies in the teaching of that foreign language will be a necessity arising from the purpose of teaching a foreign language [3].

The following methodological and pedagogical tasks can be solved in informatization of the educational process:

- access to a wide range of information in education; increased motivation to learn; work independently; self-control, etc.
- personal development (development of personality, aesthetic education, research skills, formation of information culture, etc.
- implementation of social order (formation of computer skills, training in a particular field, etc.).

Improving educational work (improving the quality and effectiveness of education, providing motivation for cognitive activity, deepening interdisciplinary ties, etc. The topic will be the use of the Internet in foreign language lessons using computer technology. Based on the use of the global Internet, language learners can develop skills in all four types of speech activities, through the use of system materials will be able to develop their reading and writing skills, enrich their vocabulary. Using the Internet, the learner can communicate with representatives of the country. Encouraging students to learn a foreign language is based on their participation in the following events: debates, competitions, Olympiads, etc. The term «Internet» comes from the English word «international net», which means «international connection» [4]. Through the Internet, the language learner can communicate directly with the language representative, and in a foreign language lesson, you can create a real model of communication by connecting to the Internet. Using language as a means of communication in a natural language environment, language learners become accustomed to responding to utterances spontaneously and quickly using a variety of language formulas.

The use of the following information resources and resources of the Internet in foreign language lessons will be effective:

- e-mail, teleconferencing, video conferencing;
- the ability to publish personal information, or in other words, the Web individual output to the server;
- information directories (Yahoo, InfoSeek / UltraSmart, Galaxy), search engine (Alta, Vista, HotBob, Open Text), in-system conversation (Chat) [5].

By working with a computer in a foreign language class, students also receive psychological benefits. In particular, the lack of direct participation of the teacher, who evaluates each student's work on the basis of repetitions, ie approves or to some extent disapproves of the results of their work, ensures that students work independently and confidently. This should not be construed as a denial of a teacher's place in a foreign language class. On the contrary, the teacher is the only subject who can create a socio-psychological environment for language learners

to perform their tasks as individuals and determine the results of their work, to guide their work.

At present, the communicative, interactive, authenticity of foreign language teaching is dominated by the fact that the process of language learning is in a cultural context. These principles create the preconditions for the development of intercultural competence as a component of communication skills. In traditional foreign language teaching, language learners are limited to doing language exercises and memorizing the necessary material. That is, it looks like this: «vocabulary + required structure = language». However, limited to memorizing the language structure does not allow to fully master the language as a means of communication. In order to teach language communication in a foreign language, it is necessary to create real, real-life situations. It promotes the acquisition of the necessary material by students and the formation of appropriate behavior. The Internet plays an important role in solving this problem. We will also describe the traditional foreign language lessons. In most cases, in the process of learning a foreign language, the teacher manages the student game, that is, instead of directing or supervising, he moves to the leadership position. This action, according to psychologists, inhibits the thinking process of students. For example, a round table, a discussion issue is prepared by the teacher, a plan is given, and the student is required to rely only on it when speaking. That is, a person is not given the freedom to express themselves. Without understanding the problem, the student will not be able to get the information he needs, will not be able to come up with a creative approach to solving the problem, will not be able to think for themselves, formulate it and make interesting comments [6]. And in solving the problem, it is very important to come up with new ideas and valuable opinions. And if it is definitely summed up and reflected, the result will be high [7].

Results and discussion

Indicators of the effectiveness of foreign language teaching technology are: Taking into account the moral, psychological, intellectual and age characteristics of students. Creating a positive mood for reading. Establish the principle of communication, scientific communication and partnership between teacher and student. Increasing the activity of students by increasing their memory and creativity. Extensive use of multimedia and other technical arsenals for learning [8]. The end result of students' satisfaction with the future at the end of classes. There are three different types of educational technology. They are traditional, innovative and informative. The main thing is not the set of technology, but its degree. Develops students' professional skills in language acquisition through their own search with the help of computer technology using various sources of information and resources. The new information technology is the electronic input, storage and transmission of various information. They can be grouped according

to the specifics of their use in the learning process as follows: Computer training programs (electronic textbooks, simulators, tutors, laboratory exercises, test systems). The educational system in accordance with multimedia technology is carried out using a set of computers, video equipment, optical discs. Intelligent and expert system. Formation of a database. Telecommunication devices that combine e-mail, teleconferencing, local or regional communication systems. Electronic libraries. These technologies are evolving faster than their use in education. Many e-mails are often used in higher education institutions. Nowadays, the exchange of audio information, video exchange, virtual auditorium, keyboards with thematic information, file sharing, multi-conference conferencing is one of the most popular methods of computer video conferencing. Because these materials are provided only in English. The computer system is a tool to improve the learning process. However, information related to reading on the Internet is rare, scarce and unsystematic. Intermediate management of the educational process is carried out by receiving, sending materials by e-mail, copying course and diploma works, exchanging interactive messages.

The object of linguistic knowledge are anthroponyms (personal names of people). These are, first of all, the names of historical figures, statesmen and public figures: Henry VII – King of England.

Ethnographic realities – Life. a) food: hamburger; b) clothes: parka – Eskimo clothes; b) Housing: wigwam – housing of North American Indians; c) household establishments: saloon-beer establishment; d) Recreation, leisure, sports, games: baseball, Boot Race, cricket, rugby; f) customs, holidays: May Day; e) protection of flora and fauna, environment: daffodils, national park [9].

Ethnic objects. a) ethnonyms: Apache-Apache, Apache tribe; b) nickname: hauks - «hawks», supporters of the war; doves – «Pigeon», supporters of peace; b) names of people by place of residence: Michiganer – a Michigan man, a resident of Michigan. – Measures and money. a) unit of measurement: foot (30.4 cm), bushel (OK. 35.2 l); b) monetary unit: a penny – a cent, a dime – a positive cent.

The essence of the system of education and upbringing of the younger generation: Girls guide, public schools, Scout Association. - Reality of culture: a) literature: Burns, Shakespeare; b) cinema and theater: Chaplin, The Globe Theater, Star Wars; b) fine arts: the National Gallery; c) music: AC / DC–on Australian heavy-metal group, Beatles; d) Mass media: BBC, The Independent [10].

Today, these technologies are more important than training. However, the desire to learn a foreign language through the use of various information flows will help future medical students to develop in a comprehensive way and become competent professionals. The acquisition of technical knowledge by students in accordance with the professional program, mastering a foreign language, depends

on their constant training and search for this purpose, using systematic technological information and pedagogical technology. New pedagogical technology allows students to individually learn a foreign language and take into account their communication skills in preparation. The difference between technology and methodology is that the design of learning is not based on the summarization of experience, but on the scientific substantiation of learning. The technology is based on the stability of the result. Regardless of the state of learning and various factors, from the point of view of individual entrepreneurship, pedagogical technology clarifies the nature of didactic knowledge in the development of science through the use of empirical innovation in the learning process to achieve high results. To do this, it is necessary to improve the content, methods of teaching, the form of organization of the educational process, the textbook. Researchers of Internet technology emphasize that any pedagogical technology is informative. Information technology is characterized by the widespread use of computer technology in the educational process. The use of new information technology in education satisfies the basic principles of basic pedagogical technology. The use of new pedagogical and telecommunication technologies in the study of a foreign language as a professional orientation is an innovative form of modern education.

Conclusion

Pedagogical technology is a joint technological action of teachers and students in order to improve the quality of teaching and achieve project results. In short, the use of innovative technologies in the classroom is the only way to create a favorable environment for its effectiveness, which in turn promotes cooperation and human relations. The use of an innovative approach to teaching is a great achievement of practice-oriented learning, and its quality ensures that the acquired knowledge meets the great demand for improving the quality of life, as well as achieving goals in real situations.

Information technology tools offer a wide range of opportunities for the implementation of the linguistic aspects. The use of information technology tools for teaching by modern scientists. to take into account the individual characteristics of students by giving them the opportunity to choose the content, trajectory, pace and mode of work; socially important personality traits - activism, independence, communicativeness of historical facts, names of national heroes.

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ТІЛДІ ОҚЫТУДЫҢ ПЕДАГОГИКАЛЫҚ ТЕХНОЛОГИЯСЫ ЖӘНЕ ЛИНГВОЕЛТАНЫМДЫҚ АСПЕКТІЛЕРІ

Бұл мақалада шет тілін оқытудағы лингвоелтанымдық аспекті пайдалану оқу уәждемесін қалыптастыруға ықпал етеді, бұл мектепте оқыту жағдайында маңызды, өйткені өзге тілді қарым-қатынас тілдік ортамен бекітілмеген.

Лингвоелтанымдық аспектілерді—оқытылатын тіл елінің болмысын, ұлттық-мәдени семантикасы бар лексикалық бірліктерді және оларды мәдениетаралық қарым-қатынас жағдайында қолдана білуді қамтиды. Біздің зерттеу барысында шетел тілін оқытудағы лингвоелтанымдық аспект мақсаттары мен әдістемелік міндеттері қарастырылды және зерделенді. Сонымен, лингвоелтанымдық негізгі әдістемелік міндеттері: тілдік және сөйлеу материалдарын анықтау; және орындау нәтижесінде білім, білік және дағды, және өзге тілді қарым-қатынасты жүзеге асыру қабілеті қалыптасатын жаттығулар арқылы жүзеге асырылатын осы мазмұнды қабылдау, оңдеу және беру бойынша әрекеттерді анықтау болып табылады. Лингвоелтанымдық аспектілердің негізгі мақсаты тілді оқып жатқан елдің мәдениетін бір уақытта тілмен жан-жақты түрде оқыту болып табылады. Қазіргі уақытта бір немесе бірнеше шет тілдерін беделді білу қажет болғандықтан, шетел тілдерін жеделдете, бірақ әрдайым тиімді меңгерудің көптеген әдістемелер пайда болды, сондықтан жалпы білім беретін орталарда шет тілдерін оқыту деңгейі жоғарылауы қажет. Лингвоелтанымдық аспектілерді шет тілдерін оқуға деген қызығушылықты қалыптастыру және қолдау және шет тілдерін оқуға ынталандыруды арттыру үшін күшті тетік болып табылады.

Кілтті сөздер: педагогикалық технологиялар, лингвоелтанымдық аспектілер, шетел тілі, компьютерлік технологиялар, мәдениаралық білім беру.

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ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ И ЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ ЯЗЫКУ

В данной статье рассматриваются лингвистические аспекты – сущность изучаемого языка, лексических единиц с национально-культурной семантикой и их межкультурная связь. В ходе нашего исследования были рассмотрены и изучены цели и методические задачи лингвистических аспектов обучения иностранному языку. Таким образом, основными методологическими задачами языкознания являются: выявление языковых и речевых материалов; и делается это с помощью упражнений, развивающих знания, навыки и умения, а также способность общаться на другом языке.

Основной целью лингвистических аспектов является одновременное и всестороннее обучение культуре страны, где изучается язык. В наше время каждый человек должен владеть иностранным языком, а для этого имеется множество методов и приемов обучения английскому языку, в общеобразовательных школах должны поднять уровень преподавания и владения английским языком у школьников. Лингвистические аспекты стал мощным инструментом формирования и поддержки интереса к изучению иностранных языков и повышения мотивации к изучению иностранных языков.

Ключевые слова: педагогические технологии, лингвистические аспекты, иностранный язык, компьютерные технологии, межкультурное образование.

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