# DEVELOPMENT OF ORAL SPEECH THROUGH INTERNET SITES

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## ABOUT ARTICLE

**Abstract:** Global education system of the XXI century is particular with the use of the Internet. Today, the main aim of the modern technologies and the Internet in the teaching process is to create the most suitable materials and methods for teachers and students. Currently, goals and technology in education in Kazakhstan represent humanistic ideas in pedagogy and philosophy of education. Here, we are considering the formation of personality development as the main component of this goal. For gaining these purposes we need to develop some activities such as various sources of information, different perspectives, encouraging students to think independently, to seek their own well-reasoned positions.

## INTRODUCTION

In recent years, the issue of the use of new information technologies in school has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of communicative culture of schoolchildren, teaching practical mastery of a foreign language.

It is known that English is among the most difficult subjects of the school course. Therefore, one of the main tasks is considered to instill interest, as well as increase motivation for the subject, the desire to awaken in students creative and intellectual forces.

Knowledge of English in the modern world is a kind of window into the world. Knowing this language of international communication, you can achieve your goals with the help of new opportunities.

The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity, as well as to enhance the cognitive activity of the student in the process of teaching foreign languages.

With the mastery of any new technology begins a new pedagogical thinking of the teacher: clarity, structure, clarity of methodical language, the emergence of a reasonable standard in the methodology.

Using new pedagogical technologies in the classroom, you can make sure that the process of learning English can be viewed from a new point of view and to master the psychological mechanisms of personality formation, achieving better results.

To improve the efficiency of the educational process during English lessons e such educational technologies as game, project method, pictogram, crafting, group work, forms of dialogue, as well as multi-touch writing, taking into account the age characteristics of children.

The idea of introducing Internet technologies in the course of theoretical and practical training in a foreign language, according to E. Y. Sokolova, is widespread among teachers and methodologists all over the world. Didactic aspects of e-learning was developed widely known scholars and teachers of E. G. Azimov, V. P. bespal'ko, B. S. Gershunsky, I. O. Loginov, E. I. Mashbits, R. P., Milrad, E. S. Polat, N. F. Talyzina, I. V. Robert, A. V. Khutorskoy and others [9]. The use of Internet resources in foreign language lessons and in extracurricular activities has a number of undeniable advantages, in particular, increases cognitive activity and motivation of students, provides a higher quality of the learning process and independent activity of students, as students spend a lot of time in the virtual world and are more willing to learn the information disseminated in social networks and mobile applications.

The purpose of the course work-to study the features and the need for the use of Internet resources in English lessons, as well as to identify the effectiveness of its application.

1The theoretical basis of the use of Internet resources in English lessons

Modern information technology as a means of learning English language

The task of teachers is to create the conditions of practical language learning for each student to choose such methods of training that would enable every student to show their activity, their creativity. The

task of the teacher is to increase student's cognitive activities in learning foreign languages. Modern educational technologies such as cooperative learning, project method, the use of new information technologies, the Internet help to implement student-centered approach to training, provide individualized and differentiated learning, taking intoaccountthe capacities of children, their level of training, inclinations, etc.

Forms of work with computer training programs for foreign language lessons include:

- learning vocabulary; - pronunciation; - training dialogical and monological speech;

- teaching writing;

- refinement of grammatical phenomena.

The possibilities of using the Internet resources are enormous. The Internet creates the conditions for obtaining all necessary information for students and teachers held anywhere in the world: cross-cultural material, news from the lives of young people, articles from newspapers and magazines, necessary literature, etc. In this paper, the goal is to bring the methodology of teaching foreign languages in schools according to the development of modern information technologies. At foreign language lessons using the Internet we can solve a number of teaching tasks: to form the skills and abilities of reading, using material from the global network to improve the skills of writing of the students; to improve the vocabulary of the students; to form schoolchildren' s sustained motivation to the learning of English language. In addition, the aim of this work is to explore the possibilities of Internet technologies, to expand student's horizons, to develop and maintain the business relationships and contacts with their peers of other countries.

Students may participate in testing, in quizzes, contests and competitions held over the Internet, to correspond with peers from other countries, participate in chat rooms, video conferencing and etc. Students can obtain the information on the issue, on which they work at this moment with their project. This may be the joint work of Kazakh schoolchildren and their foreign counterparts from one or more countries.

New information technologies in teaching foreign languages One of the most revolutionary advances in recent decades, which greatly influenced on the educational process throughout the world, was the creation of the global computer network known as the Internet, which literally means "international network"(England, international net).The use of cyberspace for training purposes is a totally new

direction in general didactics and private methodic, because the changes affect all aspects of the educational process, from choosing the techniques and style of the work, ending with the changing of requirements to the academic level of students.

Comprehensive basis of mass computerization of education stems from the fact that the modern computer is an effective means of optimizing the conditions of intellectual work in general, in any form. Williams R. V. and Mackley C., in their article wrote: "There is one peculiarity of the computer, which is revealed when using it as a device to train others, and as an assistant in the acquisition of knowledge, it is his in animation. The machine can "friendly" chat with the user and in some moments "support" it, but it will never show the signs of irritability, and will not make feel that it was bored. In this meaning, the use of computers is perhaps the most useful for the individualization of certain aspects of teaching». [2, p. 38]

Communicating in real language environment provided by the Internet, students find themselves in real life long situations. Involved into the solution of a wide range of meaningful, realistic, interesting and achievable objectives, the students learn spontaneously and adequately respond to them, which stimulate the creation of original expressions, but not a manipulation of linguistic expressions.

Mastery of communicative and intercultural competence is impossible without the practice of communication and the use of Internet resources on foreign language lessons, it is simply irreplaceable: virtual environment Internet allows going beyond the temporal and spatial scope, giving its users the opportunity to authentic communication with real relevance to the interlocutors on both sides of the topic. Nowadays, the priority is given to communication, interactivity, authenticity of the communication, the study of language in cultural context, autonomy and humane of education. These principles make it possible to develop intercultural competence as a component of communicative ability. The final goal of learning foreign languages is the learning of free orientation in the foreign language environment and the ability to react in different situations, i.e. communication. New views on the results of learning contributed to the emergence of new technologies and refusal from outdated ones. Today, new methods of using Internet resources are opposed to the traditional foreign language instruction.

The concept of "traditional" is associated primarily with memorizing the rules and implementation of language exercises, i.e. "with talk about language instead of communication in language". Many teachers are still convinced that "the vocabulary+ useful structures = language", and it lies at the heart of the learning process. [3, p. 259-262] To teach communication

in a foreign language, you must create a real, real life situations (I e, what is called the principle of authenticity of communication), which will stimulate the study of material and develop adequate behavior. The new technologies, particularly the Internet is trying to correct this mistake.

The communicative approach - a strategy that models communication, aimed at creating a psychological and linguistic readiness to communicate on a conscious understanding of the material and methods of action with him, as well as on the awareness of the requirements for effectiveness of expression. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative task must offer students a problem or question for discussion, and students do not just share information but also evaluate it. It is important that such task makes possible the flexible use of knowledge and skills of students. The basic criterion that allows distinguishing this approach from other types of training activities is that students choose their own language units to process their thoughts. They have the opportunity to express themselves and their experiences through language as a person, namely a person placed in the center of theories of education for the future. The communicative approach is largely aimed at the student, answering the basic criteria of modern didactics.

Using the Internet in the communicative approach is the best motivated: its aim is to interest students in learning a foreign language through the accumulation and expansion their knowledge and experience. The students should be prepared to use the language for real communication outside the classroom, for example, during visits to the country the language is spoken, during the reception of foreign guests at home, correspondence, the exchange of audio and video tapes, the results of assignments, etc. with schools or friends in the target language country. The term communication skills should not be understood narrowly pragmatic. We cannot disagree with Bim I.L. those communication skills "is not reducible only to the establishment by speaking of social contacts, to mastering the language of tourism. This is the communication of the individual to the spiritual values of other cultures - through personal contact and through reading. "This approach, implemented in the Internet, attracting students by focusing on topics that interest them and allowing them to choose texts and tasks to achieve the objectives of the program. Communicative ability of students is developed through the Internet namely, through their involvement in a wide range of meaningful, realistic, having the sense and achievable objectives, the successful completion of which gives satisfaction and enhances their self-confidence".[4, p. 28-29]

Communicative language teaching through the Internet emphasizes the importance of development students' ability and their desire to use foreign language for effective communication. The primary

importance is attached to understanding, to transfer of content and expression of meaning, and the study of structure and vocabulary of a foreign language serves this purpose. In addition to the communicative needs, the students need to master the technique of the Internet to be more responsible for their own learning[5, p.48]. They need to develop the ability to cope with a situation where their language resources are not adequate enough, to have good study skills, the ability to evaluate their own speech and successes, as well as the ability to identify and solve educational problems. The development of students independence through a global network is a gradual process that must be constantly encouraged. Perhaps the most important task facing language teachers is to find the best ways to lead students to a gradually increasing independence [6, p.11].

We need time to create the communication through Internet. It is necessary to maintain the socio-psychological atmosphere in which the student is involved, the confidence that he is respected as a person with his own views, interests, strengths and weaknesses, and preferred for Pego learning style. The atmosphere is characterized by this spirit of mutual assistance, in which foreign language learning through the Internet is a socially-conditioned experience.

Teaching of the original language, the Internet helps form the skills of speaking, as well as in teaching vocabulary and grammar, providing a genuine interest and, consequently, efficiency [7, p.48].

Moreover, the Internet develops skills that are important not only for foreign language. This is primarily due to the mental operations: analysis, synthesis, abstraction, identification, comparison, verbal and semantic prediction and pre-emption, etc. Thus, skills and abilities that are generated using Internet technologies are beyond the foreign language competence, even in the "language" aspect. Internet develops social and psychological characteristics of students: their self-confidence and their ability to work as a team, creating a favorable atmosphere for teaching speaking as a means of an interactive approach [8].

Interactivity does not simply create a real-life situation, but it also forces students to adequately respond to them through the foreign language. And when it starts to get, we can speak of language competence. Even in the presence of errors. The main skill spontaneously, harmoniously respond to the statements of others, expressing their feelings and emotions, we can consider interactivity as a way of self-development through the Internet: the ability to watch and copy the use of language, skills, behavior patterns of partners; retrieve the new values issues during their joint discussions.

1.2 The necessity of using the internet resources at the English lessons

In recent years, the issue of the importance and expediency of the use of Internet resources in foreign language education has been increasingly raised in the field of foreign language teaching, which involves not only the analysis of the use of new technical means, but also the study of the positive and negative aspects of the introduction of innovative forms and methods of teaching. Modern methods of teaching foreign languages are associated with the ongoing technological progress, as well as with the technological update of the learning process. Recent advances in high technology and the spread of the global Internet provide teachers of foreign languages, methodologists, as well as students themselves with great opportunities for further improvement of the educational process. The relevance of the use of Internet resources in teaching foreign languages, the study of their types and characteristics are due to both the productivity of their use for better assimilation of basic knowledge, and the convenience, cost-effectiveness of the use of certain means in the modern information society. The expediency of application of new information technologies is dictated by the needs of modern education in improving the efficiency of learning, in particular, the need to develop skills of independent learning, search activity, research, creative approach to learning, the formation of critical thinking of modern students [13]. The use of Internet technologies in teaching a foreign language is due not only to the desire to modernize the learning process, but also to the fact that on the basis of web technologies it becomes possible to implement a person-oriented approach to both the student and the entire learning process in General, which is the main direction of education in our time [12].

The latest multimedia and Internet technologies help to quickly and effectively master the perception of oral speech, put the correct pronunciation, learn grammar rules, master fluent reading and a deep understanding of authentic texts, create real situations of communication, remove psychological barriers and increase interest in the language. All this is the most important task of learning a foreign language to improve the skills already acquired and the development of new ones. At the moment, the Internet provides exceptional opportunities for learning a foreign language, as it provides an opportunity for live communication in the target language, provides access to all kinds of authentic materials and a huge number of learning resources in text, audio and video formats. In the context of language education, this allows creating a technological learning language environment for the formation of foreign language competences of students [9]. Internet resources provide teachers and students with special foreign language training programs, country study material, economic and political news, culture, the necessary authentic literature, the selection of which the teacher can conduct independently and adapt to specific educational goals. Students, in turn, with the right choice of material, programs, resources have the opportunity to participate in online conferences, webinars, competitions, create multimedia presentations in the process of working on projects. Thus, students

are in constant contact with a foreign language both at school and in the preparation of homework via the Internet. Moreover, the use of Internet resources both in school activities and in self-study of students makes it possible to develop all types of speech activity. For example, oral speech is developed through the use of video conferences using a webcam or appropriate web resources (Skype, Live Messenger) [10]. Written language is improved with the use of social networks (Facebook, Twitter), where students have the opportunity to practice written communication skills with classmates, as well as with the native speakers of the studied language. Thus, communication is not limited to the topics specified in the school, which makes it possible to create a real situation of interaction in a foreign language, where students unconsciously work out grammatical structures and train their active vocabulary. Therefore, it can be concluded that distance learning contributes to the solution of one of the pressing problems of interpersonal and intercultural communication, when the student is removed from the teacher geographically.

Voivode E. V. emphasizes the importance of the use of such resources in the preparation of students for the state exams. Thus, students have the opportunity of continuous contact with the teacher, as well as develop the necessary skills of self-control in solving electronic versions of examination papers. The introduction of web technologies in preparation for state exams allows to teach graduates to work independently, to control their level of knowledge of lexical units, grammatical material, the ability to work with printed and audio text. For example, The British Embassy website offers users material on all types of speech activities in accordance with the European scale of foreign language proficiency. Students have the opportunity to determine their level of preparedness for a particular exam, as well as for them to open a large number of test materials, where students practice different types of speech activity, as well as control the readiness for the final certification. All this allows graduates to prepare for exams in a foreign language in a continuous mode, combining work at school and at home [10]. Scientists believe that the feasibility of using the Internet is due to the fact that information technology provides a time-and financial-saving method of learning a foreign language that meets the needs of students in the information society. Web resources provide an opportunity for foreign language learners to stay in constant contact with native speakers, up to 24 hours a day, thereby introducing the student to the constant process of active use of a foreign language, as well as allowing him to choose the time and place of training, its options, types and even teachers, native speakers, depending on the needs of a student. The well-known American scientist David crystal in his publication "Language and Internet" defines several reasons for the expediency of using the Internet in teaching foreign languages [15]. He argues that one reason is that the linguistic nature of online communication is necessary to improve language learning.

Another reason for the effectiveness of the use of the Internet in teaching foreign languages, according to the scientist, is that web resources create favorable conditions for teaching writing, as network resources provide an audience for written communication. The next reason, put forward by David Crystal, is that online communication several times increases the motivation of students to learn a live language, and also has a positive effect on the large amount of time spent by students on the Internet [15]. Considering different opinions about the benefits of using Internet resources in teaching foreign languages, we appeal to the opinions of foreign researchers. For example, In the recommendations for teachers at Cambridge University, M. warshauer States that the Internet is one of the factors that make a significant contribution to the promotion of the use of computers for language education [19]. According to the scientist, with the advent of the Internet, foreign language learners have an excellent opportunity to communicate with minimal cost and time with other students or native speakers of the studied language around the world. In addition, M. warshauer highlights one of the advantages of using computers and the Internet in the practice of teaching and learning languages for teachers, arguing that the Internet and live language communication have now become a single process, constantly accessible to the target audience of foreign language learners [19]. As a result, one of the main advantages of the introduction of web technologies is to provide the teacher with a huge variety of learning resources, materials, technologies through the Internet. It is through the Internet that teachers now have the opportunity to easily obtain various materials for teaching students, as well as discover all the most modern methods of teaching a foreign language used both in Russia and in the countries of the studied language. After analyzing the popularity of Internet resources in teaching a foreign language, we come to the conclusion that it is necessary to classify and structure the possibility of using the Internet in teaching a foreign language, as they really ensure the effectiveness and interest of students in mastering a foreign language. The use of ICT in teaching a foreign language has an impact on the professional growth of teachers, on their ability to "keep up with the times", which in turn affects a significant improvement in the quality of education of students and their knowledge of a foreign language [16].

There are several types of Internet services that can be used for independent work of students:

1. Hotlist (list on the topic) - is a kind of list of sites with texts on the topic under study. If the user wants to create it, he needs to enter a keyword in the search engine.

2. Multimedia scrapbook (multimedia draft) – appears as a system of multimedia resources, where in addition to links to text sites, there are also a large number of multimedia materials, including tables, photos, audio files and video clips, graphic information, animation virtual tours. These files can be easily downloaded by both teachers and students and can be used as a visual demonstration material when

studying a specific topic. 3. Treasure hunt (treasure hunt) – is a web resource where in addition to links to various sites you can find questions on the content of each site. With the help of these questions the teacher can control the cognitive activity of students. At the end of the search can be asked one more General question on a comprehensive understanding of the topic. This request will receive a detailed response, which will include answers to more detailed questions on each of the sites. 4. Sample subject is a site that occupies the next level of complexity compared to the previous resource. It also contains links to text and multimedia materials on the Internet. As part of the work with this resource, the user should not just get acquainted with the material, but also to Express and argue their opinion on the issue under study. 5. WebQuest (Internet project)-is the most complex type of online learning resources. This resource includes the scenario of the organization of project activities on the topic chosen by the teacher using the Internet resources [12]. Summarizing the information obtained during the study of these services, we can note that using the Internet in educational activities, the teacher needs to clearly understand the feasibility of its application at a certain stage of training, all the positive and negative aspects of the introduction of web technologies. The use of web resources in school classes and in self-preparation of students, taking into account the age, psychological, individual characteristics of students of any age, will successfully assimilate language information and develop speech skills, make the educational process more interesting, bright, informative, affect all kinds of memory and all ways of perception of language material, thereby facilitating the process of learning a foreign language for both teachers and students. In conclusion, it should be noted that the use of Internet resources and multimedia gives teachers an excellent opportunity to improve learning management, increase the efficiency and objectivity of the educational process, save time of the teacher, increase the motivation of students to acquire knowledge, interest them in learning foreign languages, instill a strong desire for self-control and self-improvement, which will have a positive impact on learning outcomes. Moreover, using web resources, teachers greatly simplify the process of communication of students with each other and with native speakers, as students are able to communicate both in writing and orally through video conferences or social networks, not only on school topics, and discovering the situation of daily communication, as close to communication in real conditions.

1.3 Forms of work with computer training programs in English lessons

The main purpose of foreign language teaching is the formation and the development of the communicative culture of schoolchildren learning the practical mastering a foreign language. The teacher's task is to create appropriate conditions for practical language acquisition, selection of training methods that would allow each student to show their activity, their creativity. The task of the teacher-

student learning increased in learning foreign languages. Modern teaching technologies such as collaboration, project methodology, the use of new information technologies, Internet resources help you implement student-oriented approach in teaching, provide individualization and differentiation of the learning abilities of children, taking into account their level of teaching, dispositions, etc.

Forms of work with computer training programs in English lessons include:

- vocabulary;
- development of pronunciation;
- training of Dialogic and monologue speech;
- training letter;
- development of grammatical phenomena.

Ability to use Internet resources is enormous. The global network of the Internet creates new conditions for the students and teachers of any required information from anywhere in the world: regional geography's material news from the life of the young, articles from newspapers and magazines, literature, etc. There is a need to bring the teaching of English at the school in line with the development of modern information technology. English language lessons with the help of the Internet, you can solve a number of didactic objectives: build reading skills, using materials of the global network; improve the writing skills of students; enrich vocabulary students; create sustainable motivation for students learning English.

Students can take part in the testing, quizzes, competitions, Olympiads, held by the Internet, communicate with peers from other countries, participate in chat rooms, video conferencing, etc., students can get information on the problem, on which work is currently in the project. This may be the joint work of Kazakh schoolchildren and their foreign peers from one or more countries.

One of the most revolutionary advances over the past decade, which significantly influenced the educational process in the world, was the creation of the world computer network known as the Internet, which literally means "international network"

The use of cyberspace for training purposes is absolutely a new direction of General didactics and private methods, because the changes affect all aspects of the educational process, from choosing the methods and style of work, to the changing requirements of the academic level of students.

The substantial base of mass computerization of education, of course, is that modern computer is an effective tool for optimizing the terms of mental work at all, in any of its manifestations.

The main objective of foreign language study in high school-formation of communicative competence, all other purpose (educational, pedagogical, and developmental) are in the process of implementing this goal. The communicative approach involves learning to communicate and the ability to cross cultural interaction, which is the basis of the functioning of the Internet. Out of communication the Internet is meaningless-it is an international, multicultural, cross-cultural society whose livelihood is based on the electronic communications of millions of people around the world, speaking at the same time-the most gigantic in size and number of participants in the conversation ever took place. Joining him in the foreign language classroom, we are creating a model for real communication.

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