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FEATURES OF TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC UNIVERSITIES IN THE CONTEXT OF DISTANCE LEARNING

Today, knowledge of a foreign language is one of the main criteria for assessing the professionalism of a young specialist who needs to develop communicative competencies in a foreign language. Despite the fact that when teaching foreign languages, an important part of the process that increases the motivation and effectiveness of classes is the direct interaction of students with a teacher, modern technologies make it possible to successfully implement the learning process in a remote format. Distance learning involves a different form of presentation of material and interaction between the teacher and the student. The need to switch to distance learning arose and became an integral part of our lives due to the coronavirus pandemic, however, despite the transition to offline learning, now universities often conduct classes in a remote format. The modern educational system sets completely new vectors for universities, in particular, the need to switch to distance learning, which justifies the relevance of studying this problem. Based on the results of a survey among students of a non-linguistic university, it was revealed that most of the respondents have a positive attitude towards the distance learning format and believe that ICT tools can replace paper media. Online learning has a positive impact on increasing the interest and motivation of students to study English. With the help of various online platforms, several platforms can be rationally used in the educational process both for conducting lectures and for receiving feedback, as well as for conducting various tests, surveys, writing papers, etc.

Keywords: distance learning, ICT, foreign languages, online platforms, educational system, non-linguistic universities, English language, communicative competencies, profession, learning.

Introduction

In the modern world, a mandatory component of successfully mastering a profession and moving up the career ladder is knowledge of a foreign language, so its study during university training seems appropriate and necessary. With the country's integration into the global community, the economic and socio-cultural landscape has generated a significant demand for foreign language proficiency, creating a strong motivation for language learning. The primary objective of learning foreign languages is to develop communicative competence, enabling individuals to effectively communicate, comprehend, and appreciate different cultures. Consequently, non-linguistic universities in Kazakhstan face the challenge of cultivating students' communicative competence, which encompasses not only the acquisition of speech and language skills but also the assimilation of linguistic and cultural knowledge. By utilizing a foreign language to gain new and relevant professional knowledge and enhance their expertise, professionals broaden their competence, enabling them to not only address their own professional challenges but also gain a deeper understanding of the role of their profession within society as a whole [1].

In the modern society, there is a growing demand for novel approaches to training specialists in various fields of expertise, especially among students graduating from non-linguistic disciplines. A graduate should possess not only proficient knowledge in their chosen field but also the ability to effectively communicate in a foreign language, particularly at a professional level. One of the key motivations driving non-linguistic students to learn a foreign language is the interest and anticipation of utilizing it in their future professional endeavors [2].

The rapid development of information and communication technologies contributes to the popularization of distance learning in the e-learning format, the educational functions of which can manifest themselves in the following forms: conducting online classes, using multimedia electronic media and Powerpoint programs in the classroom and library, using numerous educational and media resources of the network, the Internet - communication, as well as the development of distance education resources. In fact, when teaching foreign languages, the personal interaction of students with the teacher and among themselves is considered an important part of the process, which increases the motivation and effectiveness of classes. However, today the use of distance learning is becoming more popular and relevant, which requires a thorough study of all aspects of the use of information and communication technologies in the educational process.

Materials and methods

The sources of analysis were the works of researchers on distance learning, teaching a foreign language at a university; works on pedagogy and philology,

scientific studies of distance education, materials of scientific and practical conferences. To achieve this goal, the following theoretical methods were used: analysis of materials on the formation of discursive competence; research, generalization, theoretical understanding of pedagogical practice on this issue. Moreover, on the topic of the study was a survey among students of the Department of Foreign Languages of Karaganda Buketov University. The participants were given a questionnaire consisting of 6 questions, which were answered by 73 students. The survey was conducted via a Google form, the link was distributed via WhatsApp.

Results and discussion

The interest of domestic researchers in the use of ICT tools in teaching foreign languages to students of non-linguistic specialties is growing every year. This is due to the fact that the emergence of new technologies that can be applied to improve the quality of education requires constant reflection by both theorists and practitioners. According to Keremidchieva and Yankov, distance learning is a term applied to students who do not need to be physically present at a school, college or university in order to study. It has its origins in part-time college courses where students are provided with learning materials, most of which are courses that take place through the exchange of information between the student and the institution. Today distance learning is often used as an interactive term[3].

In fact, in the modern education system, the distance learning format has a number of advantages that confirm the relevance of this type of education. Among the qualitative changes, it is worth mentioning such opportunities as platforms for conducting online classes in the videoconferencing mode, which allows working out lexical and grammatical material, placing useful links to video resources in the electronic educational environment for repeating and consolidating the material, as well as independent work. In addition, an individual format of work is also possible through the teacher's control of students' knowledge with the help of audio and video recordings of the performance of certain types of individual tasks. All this not only consolidates knowledge, but also increases the motivation to master a foreign language due to the interactive form of such activities. In addition, technologies such as online testing allow the teacher to quickly receive test results in automatic mode, and students to increase their internal self-esteem[4].

With the development of information and communication technologies, new forms of independent work appear. Currently, there is an unusually high interest in education through e-learning. UNESCO defines it as «learning through the Internet and multimedia». Many educators are striving for a more efficient learning process using educational platforms, distance courses or apps. Modern

trends in higher education clearly demonstrate how fast the requirements for the educational process, the applied learning technologies and its results are changing.

The specifics of distance learning a foreign language in universities has its own characteristics, the main of which are the indirect nature of the teacher-student telecommunication communication and the associated limited opportunities for their interpersonal interaction, on the other hand, it is this form of education that allows students to maximize the independent work of students, which in the conditions of university education is especially important, since the future specialist must be able to independently organize his cognitive activity. Unlike various forms of distance learning, distance learning allows you to:

– prompt transmission to any information of any kind, any kind (visual and sound, static and dynamic, text and graphics);

– storing it in the computer memory for the required time, editing, processing, printing, etc.;

- interaction using the detected information specially selected for the purposes of communication and the operational teacher;

– access to information sources;

– work with this information [5].

To date, there are many multimedia platforms aimed at conducting classes in distance learning. These include distance learning, pre-recording and downloading lessons or remote virtual lessons, and many more options. First of all, below we present a list of some of the online platforms offered on the Internet and a summary of them in the form of a table.

Table 1 – List of online platforms for distance learning offered on the Internet

Name of the online platform	Udemy	Google Classroom	EdPuzzle	Microsoft Teams	Zoom	Blackboard Collaborate
Service type	Online classes, meetings, etc.	Download assignments, class introduction, download various materials	Creation of videos, tasks	Online classes, meeting and other tasks, video filming	Online classes, meeting and other tasks, video filming	Online classes, meetings, conferences, seminars, etc. task, video shooting
Free/Paid	free	free	free	for a fee	free	for a fee
Is it possible to save/ download data	Yes	Yes	Yes	Yes	Yes	Yes

How often is it used during classes at universities?	sometimes	often	sometimes	almost always	almost always	seldom
Is video content available?	Yes	Yes	Yes	Yes	Yes	Yes
What device can be accessed?	any	a computer	any	any	any	any

The online platforms presented in the table are only a part of the numerous offers on the Internet. In fact, online platforms are actively used in the process of teaching foreign languages in non-linguistic universities. Despite the fact that these ICT tools are often used in the learning process at universities, the urgent need to use such systems arose during the coronavirus pandemic in 2020–2021. One of the educational institutions in our country that organized the distance learning process is Karaganda Buketov University. To study the features of the advantages of the online platform, as well as the distance learning format in general, a survey was conducted among students of Karaganda Buketov University, where 73 students participated.

Table 2 – Results of a survey about online platforms among students

№	Questions	Results
1.	In your opinion, can online resources replace books, dictionaries, manuals and magazines?	Yes – 59.7 %, No – 33.3 %, Difficult to answer – 6.9 %
2.	What parameters do you pay attention to when choosing an online platform?	convenience of performing tests and assignments during the lesson – 65.8 %, real voice sound quality – 57.5 %, video quality – 46.6 %, ability to download tasks – 32.9 %, the ability to display the screen – 31.5 % all – 1.4 %
3.	What platforms did you use during distance learning?	Zoom – 86,3%, WhatsApp – 79,5 %, Google Classroom – 37 %, Kahoot – 15,1 %, Microsoft Teams – 11 %, EdPuzzle – 1,4 %, Google meet – 1,4 %
4.	What are the most effective and suitable platforms for conducting online classes?	WhatsApp – 69,9 %, Zoom – 68,5 %, Google Classroom – 37 %, University system – 19,2 %, Microsoft Teams – 5,5 %, Webex – 1,4 %, EdPuzzle – 1,4%, Calameo – 1,4 %, Telegram – 1,4 %

| 5. | What are the advantages of the platforms you use? | connection to the lesson is possible from any place – 56.2 %, the ability to record, save and analyze the lesson later – 54.8 %, all materials are stored in one place and are available, no need to write on paper – 46.6 %, a great opportunity to save time – 37 %, consistency – 15.1 %, the possibility of conducting a lesson in an interactive mode using multimedia applications – 13.7 % |
| 6. | List the cons of the platforms you use | poor Internet connection – 62 %, development of new platforms takes a lot of time – 29.6 %, lack of authenticity, i.e. face-to-face communication – 26.8 %, difficulties in assessing students' knowledge – 22.5 %, lack of networking experience – 15.5 % |

According to the results of the survey, we found that the majority (59.7 %) of respondents believe that online resources will replace books, dictionaries, manuals and magazines, while 33.3 % believe the opposite. The choice of an online platform is influenced by most factors, but the most important of them are the convenience of completing tests and tasks during the lesson and the real sound quality of the voice. With the help of the following question, we identified which online platforms teachers generally use. These are Platonus, Moodle.enu, Microsoft Teams, Google Classroom, Zoom, Webex, EdPuzzle, Mentimeter, Calameo, Socrative, Camtasia, Miro, etc. Respondents' answers to the question about the most effective and appropriate platforms for conducting online classes were varied. Respondents noted that during distance learning they use different platforms depending on the situation, and the most popular of them are: Zoom – 86.3 %, WhatsApp – 79.5 % and Google Classroom – 37 %. Most of the students surveyed who taught on the Microsoft Teams and Zoom platforms said they communicate with teachers through the What'up app. Regarding the next question, the advantages of the platforms used by teachers are that they allow the teacher and the student to save the lesson records and view them later, that the platform provides a detailed analysis of the student's progress, that all materials are stored in one place and accessible, that there is no need write on paper, anyone mentioned that you can get from the ground, this is a great opportunity to save time, that working on online platforms makes it possible to conduct lessons interactively, that many multimedia applications are simple and effective for organizing lessons, that the methodology of teaching lessons has changed thanks to the use of online platforms, the advantages of the platforms are that they allow the teacher and student to save

lesson notes and view them later, that the platform gives a detailed analysis of the student's progress, that all materials are stored and available in one place, no need to write on paper, access possible from anywhere, gives excellent [6]. Another opportunity to save time, working on online platforms allows you to make the lesson interactive, many multimedia applications are simple and effective for organizing a lesson, thanks to the use of online platforms, the lesson mentioned a change in the implementation methodology. The answers to the question about the cons of distance learning were the following answers: poor Internet connection, development of new platforms takes a lot of time, lack of authenticity, i.e. face-to-face communication, difficulties in assessing students' knowledge.

Conclusions

Thus, by distance learning of foreign languages, we understand the form of organization of the educational process, when learning a foreign language takes place at a distance, through computer telecommunication networks. The necessary transition to an online format has revealed multiple problems in the organization of forms of control in distance learning a foreign language using ICT [7]. Thus, the COVID-19 pandemic has revealed problems in the use of ICT for teaching foreign languages in a remote format for both teachers and students, and outlined the vectors for further research work. In fact, even after the pandemic, universities began to use the distance learning format, regardless of the epidemiological situation. Therefore, the problem of learning foreign languages in the context of distance learning is relevant to this day and requires further research.

According to the results of our study, it was found that online learning has a great impact on increasing the interest and motivation of students to study English. With the help of the online platforms analyzed above, the teacher can rationally use not one, but two or three platforms in one lesson. For example, in the organizational stage at the beginning of a lesson in Google Classroom or as an introduction to the subject, organize tasks in Calameo, Kahoot, EdPuzzle, etc. platforms where students can do video exercises, crossword puzzles, analysis, discussion, pair and group work , and in the final part, use Microsoft Teams in order to discuss the main conclusions on the topic of the lesson. Moreover, in all of the above platforms, there is an opportunity to perform many exercises on the platforms, such as testing, surveys, resumes, projects, problematic tasks.

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ҚАШЫҚТЫҚТАН ОҚЫТУ ЖАҒДАЙЫНДА ТІЛДІК ЕМЕС ЖОО-ДА ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ЕРЕКШЕЛІКТЕРІ

Бүгінгі таңда шет тілін білу – шет тілінде коммуникативтік құзыреттілігін қалыптастыруды қажет ететін жас маманның кәсіби деңгейін бағалаудың негізгі критерийлерінің бірі. Шет тілдерін оқыту кезінде сабақтың ынтасы мен тиімділігін арттыратын процестің маңызды бөлігі студенттердің оқытушымен тікелей әрекеттесуі болып табылатынына қарамастан, заманауи технологиялар оқу процесін қашықтан форматта сәтті жүзеге асыруға мүмкіндік береді. Қашықтықтан оқыту материалды ұсынудың басқа формасын және оқытушы мен студенттің өзара әрекетін қамтиды. Қашықтықтан оқытуға көшу қажеттілігі коронавирустық пандемияға байланысты туындады және біздің өміріміздің ажырамас бөлігіне айналды, дегенмен, оффлайн оқытуға көшкеніне қарамастан, қазір университеттер сабақтарды қашықтан форматта жиі өткізеді. Заманауи білім беру жүйесі университеттер үшін мүлдем жаңа векторларды, атап айтқанда, қашықтан оқытуға көшу қажеттілігін белгілейді, бұл осы мәселені зерттеудің өзектілігін негіздейді. Тілдік емес ЖОО студенттері арасында жүргізілген сауалнама нәтижелері бойынша респонденттердің көпшілігі қашықтан оқыту форматына оң көзқараспен қарайтыны және АКТ құралдары қағаз тасымалдағыштарды алмастыра алады деп есептейтіні анықталды. Онлайн оқыту студенттердің ағылшын тілін оқуға деген қызығушылығы мен ынтасын арттыруға оң әсер етеді. Әртүрлі онлайн платформалардың көмегімен бірнеше платформаларды оқу үдерісінде дәрістер өткізу үшін де, кері байланыс алу үшін де, сондай-ақ әртүрлі сынақтар, сауалнамалар, жұмыстарды жазу және т.б. үшін ұтымды пайдалануға болады.

Кілтті сөздер: қашықтықтан оқыту, АКТ, шет тілдері, онлайн платформалар, білім беру жүйесі, тілдік емес университеттер, ағылшын тілі, коммуникативтік құзыреттер, мамандық, білім беру

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В НЕЯЗЫКОВЫХ ВУЗАХ В УСЛОВИЯХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

*На сегодняшний день знание иностранного языка является одним из главных критериев оценки профессионализма молодого специалиста, которому необходимо развивать коммуникативные компетенции на иностранным языке. Несмотря на тот факт, что при обучении иностранным языкам важной частью процесса, повышающим мотивацию и эффективность занятий является прямое взаимодействие студентов с преподавателем, современные технологии позволяют успешно реализовывать учебный процесс в дистанционном формате. Дистанционное обучение предполагает иную форму подачи материала и взаимодействия между преподавателем и студентом. Потребность перехода на дистанционное обучение возникла и стало неотъемлемой частью нашей жизни из-за пандемии коронавируса, однако несмотря на переход оффлайн обучение, теперь в вузах часто занятия проводится в дистанционном формате. Современная образовательная система с задает совершенно новые векторы для вузов, в частности, необходимость перехода на дистанционное обучение, что обосновывает актуальность изучения данной проблемы. По результатам анкетирования среди студентов неязыкового вуза было выявлено, что большая часть опрошенных относится положительно к дистанционному формату обучения и считают, что инструменты ИКТ могут заменить бумажные носители. Онлайн-обучение оказывает положительное влияние на повышение интереса и мотивации учащихся к занятиям английским языком. С помощью различных онлайн-платформ в учебном процессе могут рационально применяться несколько платформ как для проведение лекций, так и для получения обратной связи, а также для проведение различных тестирований, опросов, выполнения письменных работ и т.д.

Ключевые слова: дистанционное обучение, ИКТ, иностранные языки, онлайн платформы, образовательная система, неязыковые вузы, английский язык, коммуникативные компетенции, профессия, обучение*