THE PECULARITY OF NETWORK TECHNOLOGY IN TEACHING ENGLISHPROCESS IN HIGH SCHOOLS

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This article focuses on the use of blog technology in teaching English to students in high schools. Since the Internet has become an integral part of modern education, the use of various web technologies is one of the requirements for a modern teacher when learning a foreign language in higher education.Blog technologies that have become quite popular in recent years have found application in the educational environment. The use of blogs in the process of teaching English is an effective means for developing writing skills, critical thinking and more.

Key words: internet, information, communication, innovative technologies, blog.

ЖОҒАРЫ МЕКТЕПТЕРДЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ ҮДЕРІСІНДЕГІ ЖЕЛІЛІК ТЕХНОЛОГИЯЛАРДЫҢ МАҢЫЗДЫЛЫҒЫ

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Аталмыш мақалада ағылшын тілін студенттерге оқытуда ақпараттық блог технологиясының қолданылуы талқыланады. Интернет заманауи білімнің ажырамас бөлігі болғандықтан, әртүрлі веб-технологияларды қолдану жоғары білім саласында шетел тілін оқыту барысында мұғалімге қойылатын басты талаптардың бірі болып табылады. Соңғы жылдары ақпараттық блог технологиялары білім беру ортасында кең қолданысқа ие болды. Ағылшын тілін оқыту үдерісінде блогты қолдану жазбаша дағдыны, сыни ойлауды және тағы басқа қабілеттіліктерді дамытудың тиімді құралы болып табылады.

Негізгі сөздер: интернет, ақпарат, байланыс, инновациялық технологиялар, блог.

ЗНАЧИМОСТЬ СЕТЕВЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В ВЫСШИХ ШКОЛАХ

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Данная статья посвящена вопросу применения блог-технологий в процессе преподавания английского языка студентам языкового отделения. Так как Интернет стал неотъемлемой частью современного образования, использование различных вэб-технологий является одним из требований, предъявляемых к современному преподавателю при изучении иностранного языка в высшей школе. Блог-технологиям, ставшим довольно популярными в последние годы, нашлось применение и в образовательной среде. Использование блогов в

процессе преподавания английского языка, является эффективным средством для развития навыков письма, критического мышления и не только.

Ключевые слова: интернет, информация, коммуникация, инновационные технологии, блог.

Introduction

The process of computerization in education is accompanied by significant changes in pedagogical theory and practice, connected with contributing innovations to the contents of teaching techniques, which must correspond to modern technical possibilities and promote harmonious involvement of all modern people in the global information society. Particularly it is important for the students of foreign language department for whom communicating with people is the key component of their training. However, in many cases there is no opportunity to interact with the target language speakers directly. Therefore, the Internet is the solution to this problem nowadays.Blog technology plays a massive part in day to day life for so many of us, it makes sense that it is incorporated into learning. Technology fascinates us, and engages us. Encouraging students to take part is arguably the most important part of any lesson plan, incorporating technology-especially creatively-could be the element that transforms a dull lesson into a captivating one.As so much of learning comes from practice outside of the classroom, motivating students with innovative ideas is also important. If a student is interested in what is being taught, they are far more likely to seek more information on their own. So, taking under consideration this information, we will find out one of the most effective technology in English learning process-blog technology.

Objects and Method of Research

The main object and method of this scientific paper is using the efficient pedagogical techniques is a traditional issue in methods of foreign language teaching over a period of the last decades. However, each year with the technologies advancement many innovative devices appear which later find its application in foreign language teaching making it more and more effective, for example resources of YouTube or Teacher Tube (resources for teachers) where students and English teachers can acquire lots of videos by downloading ready-made videos or uploading their own ones as some kind of assignment or for their personal purposes.

Accordingly, in this paper we are to disclose the advantages of using another Internet-based technology in foreign language teaching called "blogging".

Blogs, which currently make up the so-called "blogosphere" (the term sometimes used to refer to the Internet itself), appeared in the late 90s. Blog-technology (word "blog" was shortened from "weblog") allows any user of Internet to create a personal page in the manner of a diary book or journal. Blog is usually moderated by one person, who can upload texts, photographs, audio- and video material, links to other sources of Internet and etc., on to his/her page.

Any visitor of the blog, having got acquainted with the contents of the blog, can express their reaction to the posted message or photographs by leaving commentaries. Blogs usually have a linear structure, i.e. all messages are situated chronologically.

Also such kind of innovative development in educational system is accelerated by enhancing interaction between the teacher and the student. Therefore, it is expected feedback system in English teaching process in high schools. Blogs are considered to be one of the social services of Internet of the new generation, since they create conditions for people, divided by borders, oceans and deserts, to maintain communication. Specifically it is crucial for the language department students because in many cases we do not have opportunity to communicate with native speakers on the daily basis (except you have one at your school, which is, sadly, not our case). Therefore, having students create blogs seems to be a good idea to solve this problem.

Results and theirDiscussion

To the results and its discussion to the given sphere in education the author took under the consideration the various classifications of blogs exist, depending on their purpose. Downes S. offers to use three types of blogs: a) class web-space to post announcements, home tasks and etc; b) public zone of communication, where students upload the

results of their work; c) personal space, devoted to student's reflection, as well as for instructions of the teacher. These three types of blogs in Downes' opinion define the following ways to use the blogs in foreign language teaching: teachers use blogs as boards on which they place the timetable of the course, home task, texts/article and exercises, links to websites which students can use for preparing the assignments; blogs can be used for organization of extracurricular activity; students can exchange commentaries with each other. Also, students can be offered to create their own blogs, in which they post the essays they wrote, sharing opinions on each other's work, and etc [1].

Filatova A. V. confirms that the most complete solution to the problem of optimization of organization of foreign languages teaching process is promoted by blog technologies by virtue of such its didactic characteristics, as simplicity of usage, efficiency of material organization, interactivity and multimedia [2].

Also, Sysoev P. V. and Evstigneev M. N. note the following characteristics of blogs: publicity (blogs are available to all participants of the project); linearity (changes and additions are placed in chronological order); authorship and moderartion [3].

Using blogs in foreign language teaching can promote:

- motivation to use foreign language for communication both in and out of the classroom;

- development of reading and more importantly in this case, writing skills;

- motivation to use foreign language as a tool for self-education;

- expression of their own opinions when discussing social issues which is not always possible in the classroom (e.g. because of the lack of time), especially argumentation and feedback from strangers is considered necessary.

Kennedy K. published the article called "Writing with Web Logs", in which he described the results of the empirical studies on the development of article writing skills of journalism students in their personal blogs and development of the skills to participate in Internet-debates in groups' blog. Probably, since that time applying blogs for academic purposes started. The results of the study indicated that alongside with the development of writing skills, motivation and responsibility for the published material obviously increased among students [4, P.11–14].

Joel Bloch offered the methods of the development of essay writing skills by means of blog technologies. The students were to publish their own essays in their blogs, and then organized Internet-discussion of the essays. The study revealed that by the end of the course students had not only developed the skills of essay writing, but also formed the skills of critical thinking. The only issue unsolved in the course of experiment concerned the linguistic correctness of the utterance. The students made many grammatical and stylistic mistakes. This was explained by the structure of the written work and their contents being the core aspects of the method of development of the essay writing skills through the blog technologies. The method did not include any tasks on forming lexical-grammatical skills [5, P.128-141].

Conclusions

To conclude this research paper we have investigated that the usage of blogs intensifies the interest to the process of education and promotes for the retaining of high level motivation from the part of the students. Novelty of technology is one of the motivating factors in education. The openness of the publication and the presence of potential audience contribute to significant increasing of the quality of the students' work.

Up to date students are placed in such conditions that they have to express their opinion, rather than search for the only acceptable answer for the teacher. This is precisely why using the blog technology promotes the forming of critical thinking, active position and reflection of the students.

Despite of all the mentioned values of blog technologies, it is necessary to note that their use in academic process must have methodical motivation and clear methodical algorithm of integration, otherwise it will have chaotic or entertaining nature with students perceiving work with blogs as additional and useless. To avoid these problems, it is recommended to establish the schedule for posting materials as teachers do with traditional assignments. This will help to remove the difficulties of the technical nature, prepare the tasks and etc. In addition, when introducing blog technology, feedback and result analysis from the part of the teacher are essential. The main idea of such pedagogical support is

creating conditions for students' learning intensification through developing tasks and building environment for effective communi cation and cooperation. Namely, these two factors will signify the success of educational interaction, towards which blogs are directed [6, P.55-60].

Due to the use of blogs students' cognitive process activates, motivation to study of the foreign languages and level of creative self-realization increase, skills of information search and analysis improve, critical thinking is formed and further developed, as well as autonomous work of the students. Blogs allow creating the optimum conditions for shaping information competency of the future specialists through the demonstrative presentation of the educative material.

As for the personal experience, we can note that our students are just beginning to explore blogosphere and conducting experiments with sharing their opinions with the English-speaking community. Also, we decided that teachers should be an example and try to start blogging themselves too. Reports on progress will follow.

There are many blogging platforms around but the two that are most popular are Wordpress and Blogger. If you're looking for the easier of the two then Blogger from Google is the one. If you want a more sophisti-cated platform then Wordpress is probably a better choice. A basic blog allows you to have a rolling front page of updating posts and static pages accessed via tabs, often along the top of the page. It is a great record of the year for the students to look back over.Get your students to create their own blogs and use them as digital portfolios for the year, posting up their best work. Getting feedback from a real audience as well as peers, parents and teachers is a great opportunity for development. How about crea-ting a blog for your class? You could update the main page with homework tasks, recommended reading and updates from your classroom. Try creating a post with a task or question based on the topic you're studying and get the students to use the comments facility to respond. They could even extend their answers by responding to one another's comments. You could use the blog as a record of lessons by uploading presentations and photos. If a student is ever

absent, this is an invaluable tool to enable them to keep up.

To concluding our scientific paper, we can guess, that the effective using of blog technology could make clear knowledge results in English learning process. Teachers can help students with the creative writing process by getting them to share their stories as they write so you can feedback live without stopping their creative flow. You can give them quick and easy targets through the chat facility or highlight specific sections and create a comment – they have to respond to these otherwise the comment alert won't disappear. You could also get students to co-create a presentation with one another on an element of the social or historical context of a text you're studying, for example. Once finished, they can share the document with you, close down their computers and come up one at a time and simply click on their presentation now housed in your drive for instant feedback.

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