METHODS AND PARADIGMS OF DISTANCE LEARNING TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

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This article is devoted to the methods and forms of using distance learning technologies in Foreign Language Education. Also, it focuses on the question of usage of innovative teaching methods in foreign language education as one of the priorities in the system of national education. Also, this article finds out the practical value of technologies in the educational process - the level of successful learning of the target language with the use of new information and communication technologies is significantly increased.

Keywords: e-learning, online learning system, foreign language education, distance learning technologies, information and communication technologies, Internet, platform.

ШЕТЕЛ ТІЛДІ БІЛІМ БЕРУДЕ ҚАШЫҚТЫҚТАН БІЛІМ БЕРУ ТЕХНОЛОГИЯЛАРЫНЫҢ ӘДІСТЕРІ МЕН ПАРАДИГМАЛАРЫ

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Аталмыш мақала қашықтықтан оқытудың негізгі түрлері мен әдістерін қарастырады. Атап айтқанда, бұл мақалада шетел тілін оқыту барысындағы қашықтықтан оқыту технологиясының тиімділігі мен әдістері сөз етіледі. Сонымен қатар, отандық білім беру жүйесіндегі басым бағыттардың бірі болып табылатын шетел тілін оқытудың инновациялық әдістерін пайдаланудың өзектілігі қарастырылды. Аталмыш мақалада оқытудағы технологиялардың практикалық құндылығы қарастырылады – арнайы тілдерді жаңа ақпараттық және коммуникативтік технологияларды қолдана отырып табысты оқыту деңгейі едәуір артуда.

Негізгі сөздер: электронды оқулық, білім берудің онлайн жүйесі, шеттілдің білім беру, қашықтықтан оқыту технологиясы, ақпараттық-қатысымдық технология, Интернет, платформа.

МЕТОДЫ И ПАРАДИГМЫ ДИСТАНЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ

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Данная статья посвящена формам и методам применения дистанционных образовательных технологии в обучении иностранным языкам. Также рассмотрена актуальность использования инновационных методов обучения в иноязычном образовании, который яв-

ляется одним из приоритетных направлений работы в системе отечественного образования. В статье также рассматривается практическая значимость использование технологии в процессе обучения – уровень успешного изучения целового языка с применением новых информационных и коммуникативных технологий значительно повышается.

Ключевые слова: электронное обучение, онлайн-система обучения, иноязычное образование, дистанционные образовательные технологии, информационно-коммуникационные технологии, Интернет, платформа.

Introduction: The introduction of E-learning (EL) (e-learning) has emerged as one of the directions of the State program of education development of the Republic of Kazakhstan for 2011-2020, which aims to increase competitiveness of education and development of human capital through ensuring access to quality education for sustainable economic growth, ensuring equal access of all participants of educational process to the best educational resources and technologies, creation of conditions for the introduction automation educational process [1]. Learning English through distance learning programs has its advantages compared to classes with a teacher. Professionally made programs often contain much more features than any teacher. This is because CLP employs a large number of people, especially very experienced teachers, to create such distance learning English programs. The fact is that any teacher can work full-time (or via Skype), at his level and with his methodological tools. And only the strongest teachers and methodologists can combine their knowledge and experience for distance learning English in such a way as to get a product that a person can use independently. When added to this technical capabilities, software development-the result of such work has a huge learning potential.

For Kazakhstan, with its large territory and, in this regard, a weak information infrastructure, a large number of scientific and educational centers in remote cities, the opportunity to receive professional education and training without leaving their place of work is extremely important.

It should be noted that there were a number of reasons that hindered the development of Distance learning in foreign language education in Kazakhstan. On the one hand, the traditional form of education denied the effectiveness of distance learning, its possibilities and prospects of improving the quality of foreign language education (preference given to part-time study), on the other hand, the shortage and lack of necessary technology (computers, Internet, software) for implementing and distance learning limits the opportunities for and the teacher as an organizer of the learning process and the learner as recipient of knowledge. Thus, the current system of full-time and part-time education for a number of reasons and circumstances is not able to meet the existing need of people to obtain the desired professional education, while the number of people wishing to receive a second higher education and professional retraining, who do not have the opportunity to receive education in the traditional form, is growing from year to year [2].

Remote form of language learning, like any other, has its pros and cons, and is not suitable for everyone. The main disadvantage of distance learning, especially with the help of distance programs and simulators for self-study, is the requirement from the listener a much higher degree of self-organization and discipline than classes with a teacher or on courses. Questions of motivation for continuing education are also at the mercy of the student himself.

Objects and methods of research: investigating the advantages of distance learning from literary sources; learn the basic tools DL; to assess the effectiveness of various components of educa-tional and methodological support DL; analyze the application in practice.

There are many students who should combine a variety of approaches to learning English: for example, to study independently with the help of a distance program and in parallel to go to courses or communicate with a native speaker. At the center for language psychology, we offer students solutions that best fit both their specific learning objectives and personal characteristics.

For the implementation of the educational process in the form of distance learning, it is necessary to use technologies and learning tools used in full-time education in combination and integration with DL. Based on this, in E- learning tools can be:

1. Educational books, authentic materials (hard copies on paper and electronic version of textbooks, teaching AIDS, syllabuses, encyclopedias, dictionaries, etc.), publications;

2. Network teaching materials;

3. Computer learning systems used in teaching a foreign language in conventional, hypertext and multimedia formats;

4. Audio training and information materials;

5. Video educational and informational materials;

6. Remote laboratory workshops;

7. Simulators with remote access;

8. Reference databases and knowledge;

9. Electronic library;

10. Training tools (didactic materials) based on expert training systems;

12. Learning tools (didactic material) based on virtual reality [3].

Results and their discussion: Considering in total means, forms and methods of the organization of distance learning it should be noted that distance learning, as well as in traditional system of training, is based on consecutive process of formation of competences which are realized through the state standards of education and standard curricula of specialties. Thus, regardless of the form and technology of training, the implementation of the state standard of vocational education is mandatory for the student. Another thing is how it is implemented in the working curriculum. It is no secret that the basis of the learning process in DL mode is the independent work of students. If in the traditional educational process, the main time is given to classroom lessons with a teacher (practical, SIW and SWST), then with distance learning, the structure of the working curriculum is radically changed, in it 80% is given to independent work of the student, and under the supervision of the teacher - 20%. In this regard, it is very important to ensure the correct educational and methodological support of the educational process, allowing students to study subjects on their own and effectively move along the educational trajectory[4]. The working curriculum of the specialty should be clearly distributed in credits or hours by forms of educational activity, control and independent tasks.Practical classroom lessons are replaced by lessons via satellite TV or audio-video lessons of the teacher, or lessons posted on the Internet. SIW and SWST are carried out both by electronic and multimedia textbooks, and under the guidance of the tutor, who determines the most optimal learning path for the student. The role of the teacher-advice and explanation of the most complex topics can be carried out both on-line (phone, Skype, WhatsUp) and off-line (e-mail).

The tutor works under the guidance of the teacher responsible for the subject.

However, acceptance of boundary controls, examinations, final state examination and defense of the thesis are carried out contact, directly in head educational institution full-time [5].

Conclusion: Distance learning technologies are based on conducting distance learning sessions in the "online", "offline" mode. Training sessions in the "online" mode provide for the process of educational interaction in real time (video conferencing, through messaging on the Internet, negotiations by telephone).Training in the "offline" include a process of educational interaction in which the communication between the teacher and the learner asynchronously (email, work of the student with textbook on the instructions of the teacher followed by the surrender of total control). Current control of progress and intermediate certification of students is carried out in accordance with the working curriculum, academic calendar and curriculum[6].Thus, DL technologies can be used in integration with new information and communication technologies, which, in turn, provide unlimited opportunities in the use of means and forms of DL in teaching foreign languages. Therefore, for the implementation of the educational process in the form of DL it is necessary to use technologies and learning tools used in full-time education. It is very important to choose the right form and means to ensure not only the assimilation of the discipline, but also the ability to manage the educational process. We believe, If we use the given method during target language learning we will achieve the most effective backgrounds in education.

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АВТОМОБИЛЬ КӨЛІГІНДЕ ЖҮК ТАСЫМАЛЫ ТИІМДІЛІГІН БАҒАЛАУ КӨРСЕТКІШТЕРІ

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Мақалада жүкті тасымалдың тиімді техника-экономикалық көрсеткіштерін анықтау жолы қарастырылған. Тасымал үдерісінің тиімділігін анықтауда келесі параметрлер функциясын ескеру қажет: жүкағынын, тасымалдау құнын, жүкті тасымалдауға дайындауын, жүкті арту-түсіру жұмыстарын орындауымен сақтауын, жеке жылжымалы құрам жүккөтерімділігін, жылжымалы құрамның техникалық дайындық коэффициентін, тасымалдау қашықтығын, жылжымалы құрамның техникалық жылдамдығын, әрбір жүрістегі жүкті арту-түсіру уақытын, жүкті алмауына байланысты шығындарын, тасымал кезінде жүктің бүлінуіне байланысты шығындарын. Жүкті тасымалдаудың жоспарланған кезіндегі құны жүкті тасымалдау қашықтығының өзгеруі нәтижесінен ғана емес, тиімсіз жүккөтерімділікті, жылжымалы құрамды пайдаланудан, жүкті арту-түсіру жұмыстары уақтысының ұзақтығынан, жанар маймен қосымша материалдарды пайдаланудың артуынан және т.б. болатыны анықталды.

Негізгі сөздер: тасымал үрдісі, өндіріс нәтижесі, өндіріс тиімділігі, көлік кешені, тасымал құны, арту-түсіру жұмыстары.

ПОКАЗАТЕЛИ ОЦЕНКИ ЭФФЕКТИВНОСТИ ПЕРЕВОЗОК ГРУЗОВ НА АВТОМОБИЛЬНОМ ТРАНСПОРТЕ

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Определение эффективности перевозочного процесса включает в себя функции следующих параметров: грузопоток, стоимость перевозки, подготовка груза к перевозке, выполнение и хранение погрузочно-разгрузочных работ, грузоподъемность отдельного подвижного состава, коэффициент технической готовности подвижного состава, расстояние перевозки, техническая скорость подвижного состава, время погрузки-выгрузки на каждом ходу, расходы, связанные с неполучением груза, расходы, связанные с порчей груза при перевозке. Стоимость перевозки груза при планируемом периоде будет составлять не только из-за изменения расстояния перевозки груза, но и из-за неэффективной грузоподъемности, использования подвижного состава, продолжительности времени погрузочно-разгрузочных работ, увеличения использования горюче-смазочных материалов и др.

Ключевые слова: тасымал үрдісі, өндіріс нәтижесі, өндіріс тиімділігі, көлік кешені, тасымал құны, арту-түсіру жұмыстары.