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A COMPLEX OF TASKS FOR IMPROVING THE FOREIGN LANGUAGE SKILLS OF STUDENTS OF NON-LINGUISTIC SPECIALTIES USING THE HOT POTATOES PROGRAM

Annotation. The use of information technology makes it possible to increase interest in English, reduce the laboriousness of the process of compiling test papers, and ensure the objectivity of knowledge assessment. The article discusses the use of information and communication technologies in teaching a foreign language. In particular, the Hot Potatoes program was used. It helped to ensure the transition from the mechanical assimilation of knowledge to mastering the ability to independently acquire new knowledge. As a result of the analysis, computer technologies contributed to the disclosure, preservation and development of the personal qualities of the trainees. It was also noted that students showed great interest in the topic when they used ICT tools in the lesson. The results of the testing confirmed the effectiveness of the tasks developed with the help of the Hot Potatoes program and the expediency of their use at the initial stage of the faculties of non-linguistic specialties.

Keywords: information and communication technologies; methodology; Hot Potatoes; education; assimilation of the material; English language; game content; innovative technologies; students.

Introduction

Using the Hot Potatoes program, 10 types of exercises and tests were created in the discipline «Information and Communication Technologies» using text, graphics, audio and video information [1].

A feature of this program is that the created assignments are saved in a standard web page format: students only need a web browser (for example, Internet Explorer) to use them.

Students don't need Hot Potatoes, only teachers need it to create and edit exercises.

The program is widely used all over the world to create assignments for studying any discipline.

Hot Potatoes includes 5 blocks of programs for compiling tasks and tests of various types. Each block can be used as a standalone program.

All exercises are performed in self-control mode (testing mode is provided only for questions with multiple choice answers). The result of the assignments is estimated as a percentage. Failed attempts result in a lower grade.

This version of the program also contains an additional block The Masher (Tools), which allows you to combine created tasks and other educational materials into thematic blocks, lessons and training courses.

So, Hot Potatoes includes five programs for compiling assignments and tests. Regardless of which program is used, creating an assignment or test consists of the following steps:

- text data entry, questions and answers

- setting up the configuration of the created task or test
- saving the project for later modification
- Saving the task as an HTML page

Created assignments and tests can be printed out, as well as combined into blocks and lessons.

Materials and methods of research

With the help of JQuiz, a block of the Hot Potatoes program, test tasks were compiled on the topics covered [2].

If the student does not fit in the time allotted for the exercise, the exercise is loaded again and performed again.

The created tasks and tests were combined into blocks, lessons and a series of lessons using The Masher program, which is part of Hot Potatoes.

The development of this module helped in the study of the material on the discipline "Information and Communication Technologies".

Students enrolled in the A1 level program, after listening and reading the dialogues, performed some language exercises in order to eliminate errors in the construction of the statement, having previously familiarized themselves with the theoretical material by clicking on the "Next" button. Students used additional reference materials, which they turned to when they had difficulties.

In parallel with the students studying at the A1 level program, the students studying at the A2 level program performed more complex exercises, preparing statements based on visual material.

If they felt unsure about the correctness of the lexical formulation of statements, they used the lexical support contained in the Vocabulary support resource.

Matching questions are a very popular type of question. An example of this type of question is a question of the form: «Make a match between sets of words» [3].

The same type of questions allows you to specify the order of words, phrases or actions.

For example, a question might look like: "Install the following words in alphabetical order: Software, Hardware, File, Keyboard."

Assignments can be submitted in three formats:

- establishing correspondences by moving elements with the mouse;
- selection of the matching option from the drop-down list;
- cards for memorizing correspondences.

This type of task was developed in the JMatch program.

Questions with answers are filled in the program window (Fig.1).

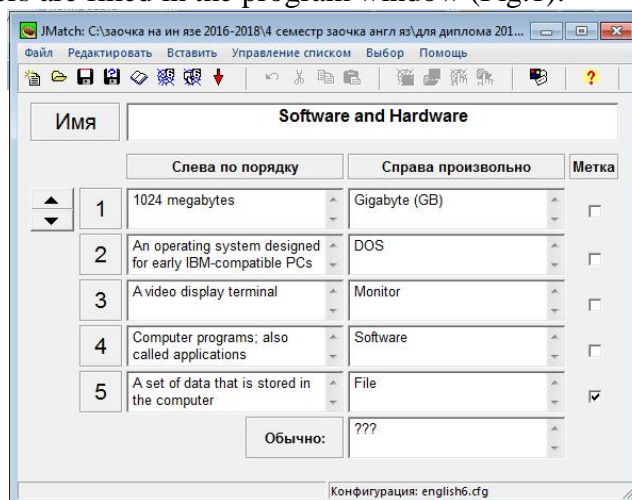
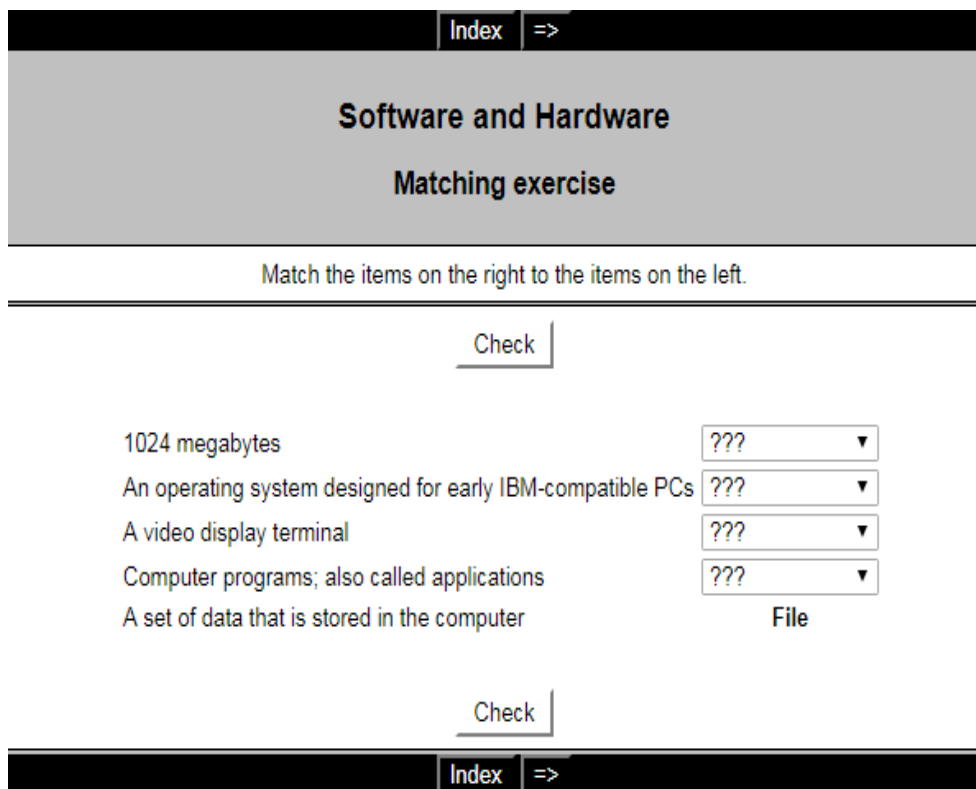


Figure 1 - Questions and answers

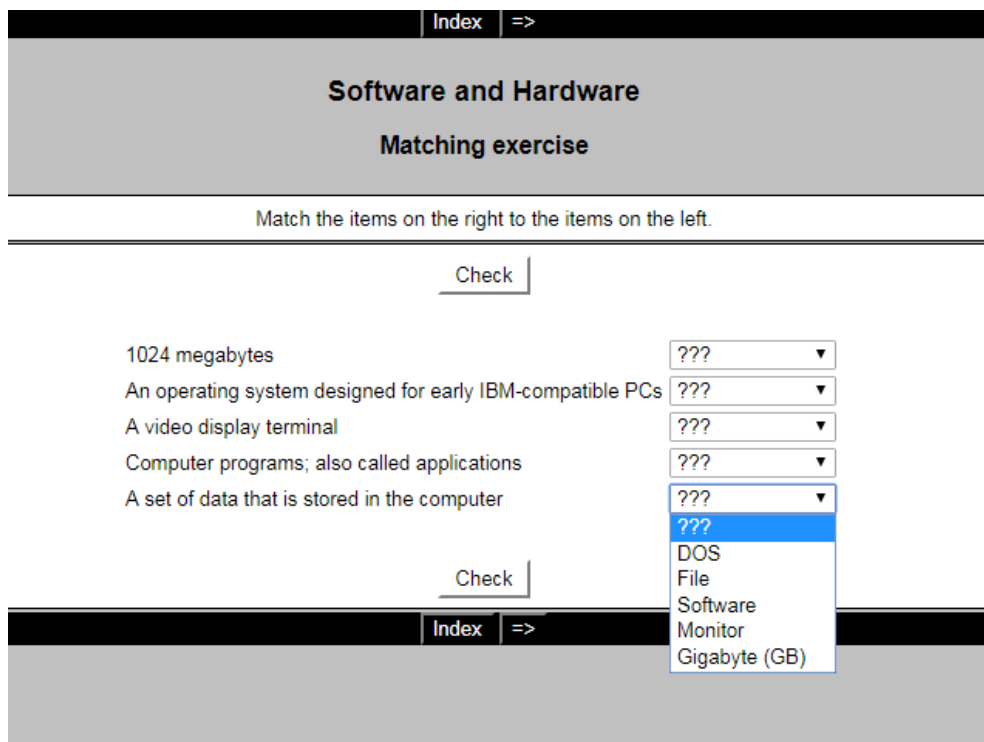
Figure 2 shows an example of the organization of theoretical material for mastering the definitions from the topic "Software and Hardware":



The screenshot shows a web-based matching exercise. At the top, there is a navigation bar with 'Index' and '=>'. Below this, the title 'Software and Hardware' is centered, followed by 'Matching exercise'. A instruction reads 'Match the items on the right to the items on the left.' Below the instruction is a 'Check' button. The main area contains five items on the left and five dropdown menus on the right. The items are: '1024 megabytes', 'An operating system designed for early IBM-compatible PCs', 'A video display terminal', 'Computer programs; also called applications', and 'A set of data that is stored in the computer'. The dropdown menus are currently set to '???' and have a 'File' label below them. A second 'Check' button is located below the dropdowns.

Figure 2 - Compliance task

Also, the matching option can be selected from the drop-down list (fig.3).



This screenshot is similar to Figure 2, but the dropdown menu for the last item, 'A set of data that is stored in the computer', is open. The menu lists several options: '???' (highlighted in blue), '???' (unselected), 'DOS', 'File', 'Software', 'Monitor', and 'Gigabyte (GB)'. The 'Check' button is visible below the dropdown menu.

Figure 3 - Selecting an answer from a drop-down list

Also, the text was included in the exercises, on the basis of the content of which the task was prepared (fig.4). On the screen, the text was placed next to the task.

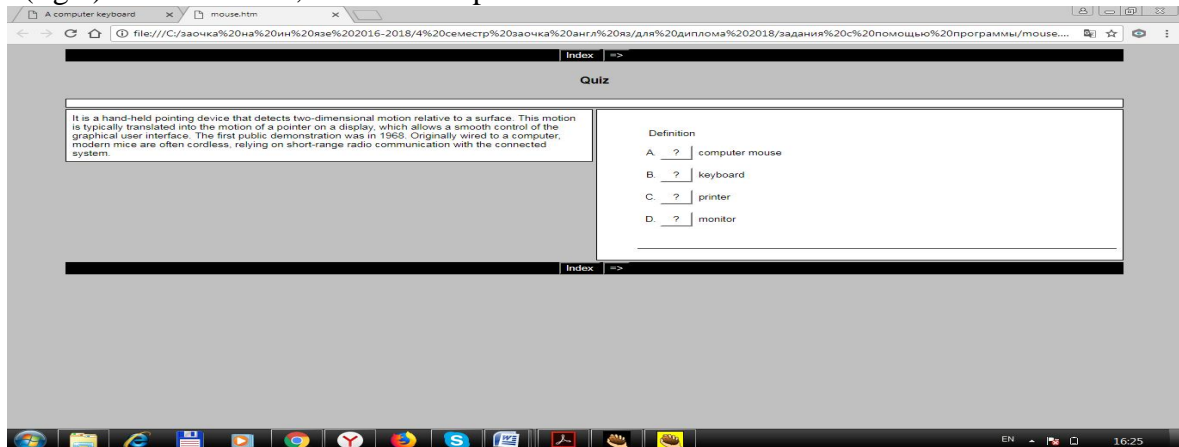


Figure 4 - Definition by text

Thus, the Hot Potatoes program helped to independently create interactive tasks and tests for the control and self-control of students without knowledge of programming languages and the involvement of programming specialists [4].

Research results

In order to test the effectiveness of the use of information and communication technologies in foreign language classes for the first year of non-linguistic faculties, experimental training was carried out. In the classroom, an interactive whiteboard was used with the use of multimedia presentations and the Internet, video and audio devices, training programs, in particular Hot Potatoes, business games related to future professional activities and other learning tools were held. In the course of experimental work, methods and methods of teaching, electronic textbooks, training programs and programs for testing students' knowledge, more effective forms of organizing the educational process were tested.

Experimental training was carried out on the basis of economic, legal, historical, pedagogical, philological faculties of the Karaganda State University named after academician E.A. Buketov. In total, 210 first-year students took part in the experimental training.

The purpose of the experiential learning was to test the Hot Potatoes tool shell program, the introduction of multimedia presentations on the topics under consideration among first-year students of non-linguistic faculties.

As a result of the electronic testing, it was found that out of 210 first-year students, 48% speak English at the A1 level, 52% - at the A2 level in accordance with the assessment criteria for the Common European Competences system.

Thus, 48% of first-year students speak a foreign language at a level below the basic one, determined by the program for graduates of general education institutions (A2-B1).

The results of the analysis of answers to the questionnaire showed that, in general, students find it difficult to form their statements grammatically correct (78% of students), the adequate use of tense forms of the verb is especially difficult. Insufficient development of vocabulary was noted by 67% of students, which does not allow them to provide the required information. Lack of vocabulary and insufficient knowledge of English grammar affect the process of understanding information when reading texts (76%). Students experience particular difficulties in the perception of English speech by ear (89%), since practically no attention was paid to teaching this aspect of speech in a general education school.

The development of information and communication technologies, their introduction into the educational process has highlighted the problems of their use in the educational process and in



particular in teaching English. The teachers of our university are currently working on the problem of creating an electronic complex in their disciplines [5].

In the classroom for students of non-linguistic faculties, the computer as a new technical tool begins to be actively used in more and more new areas of language teaching, changing its functions depending on the goals, objectives, stage of learning, etc.

Based on the results of the survey, we come to the following conclusions:

- Most of the respondents are familiar with various types of ICT;
- The lesson will be most successful if the teacher will use presentations and an interactive whiteboard, work individually with students;
- The teacher should recommend to students in their independent work and for self-development to use multimedia training programs, electronic textbooks, web blogs for self-presentation, online tests for self-control;

The teacher can use the forum in his work as a means of live interactive communication with students, as a way to find out shortcomings in his own work and to help students in preparing for subsequent classes.

We also came to the conclusion about the low level of manifestation of indicators of the rationality of the educational actions of students and the teaching actions of the teacher in traditional teaching. That is why, in order to rationalize the educational process, two-level tasks were developed using the Hot Potatoes program, taking into account the data obtained at the ascertaining stage, and during the formative stage of experimental training, we tested them.

The formative stage of experimental training was carried out at the economic, legal, and historical faculties. Approbation of two-level tasks using the Hot Potatoes program was carried out in 10 groups (10-15 students in each group).

At the formative stage of experimental training, we diagnosed its linguodidactic potential as a means of rational methodology and rapid student assessment.

Experimental training was carried out in the conditions of a real educational process, which allowed us to fully manage the organization of educational activities, plan study time, distribute educational material for classroom and independent work of students, adjust the learning process based on constant monitoring of learning outcomes, etc. [6].

In the course of experimental and experimental training at the formative stage, students mastered the material presented in the assignments of the Hot Potatoes program.

Self-performing electronic exercises were checked automatically, providing fast and accurate control of the results.

The ability to repeatedly perform electronic exercises made it possible to achieve a high level of mastery of the material. After the theoretical material, there was a test run on the page (tests are performed in self-learning mode).

It was noticed that students studying in the A2 program accessed the resources of the A1 program and completed some tasks. Also, during the development of each module, students were offered reading texts with interactive tasks to test reading comprehension.

During the experimental training, the system that recorded the results of training acted as a feedback. The route chosen by the student in case of obtaining unsatisfactory results was performed repeatedly, and reference and explanatory materials were also used [7].

Thus, conducting experimental training with the help of the Hot Potatoes program, we came to the conclusion that it is expedient to use it. It contains the necessary information and training resource: reference material, a set of language exercises with clearly formulated settings that provide training of lexical and grammatical material, speech material with communicative tasks for teaching all types of speech activity (listening, reading, speaking, writing), a set of tests for each module with the technical capabilities of determining educational achievements [8]. These factors ensured the functioning of electronic tasks in the mode of independent work. Also, in the process of using the program, attention was paid to the manifestation of indicators of a rational methodology.



A high level of their representation was noted: objective self-control and reflection became more active, there was an increase in cognitive activity in mastering a foreign language. The conditions created for the rational use of classroom time, varying the sequence of teaching actions increased the productivity of teaching a foreign language to students, which was revealed at the final stage of experimental learning.

The formative stage of experimental training pursued the following tasks:

- assessment of the level of formation of knowledge in a foreign language of students studying on the assignments of the Hot Potatoes program;
- conducting computer testing using the DIALANG diagnostic system;
- conducting a final survey of students in order to assess the effectiveness of studying the course in electronic form.

The results of testing the final experimental training were as follows:

- 47% of students (beginner level A1) improved their knowledge of the material to level A2;
- out of 52% of students who had knowledge at the A2 level, 36% improved the quality of their language training to the A2 level, 16% - to the B1 level.

The level of foreign language proficiency of students after experiential learning allows us to make a reasonable conclusion about the effectiveness of using the Hot Potatoes program for students of non-linguistic faculties.

In conversations conducted after experimental training, students especially noted ease of navigation, quick access to information (mainly to the theoretical part for repeating the rules for using the studied grammatical structure), immediate receipt of the results of exercises and tests, the ability to select available material for mastery (Program A1, Program A2), information, resource and methodological support for independent work, that is, the ability to realize the student's educational autonomy in the process of self-learning [9].

The content of two-level tasks allows students to acquire knowledge at the B1 level if students set themselves higher goals and objectives (16% of students have reached the B1 language level).

The results of the testing at the final stage of experimental training confirmed the effectiveness of the developed multi-level tasks using the Hot Potatoes program and the expediency of their use at the initial stage of non-linguistic specialties faculties.

It was also noted that saving the results of performing current and control tests, exercises and tasks throughout the entire course of study makes it possible to trace the dynamics of the formation and development of the student's language and speech knowledge, timely adjust learning strategies and help the student choose the most effective learning strategy for him, then there is to adjust the group learning trajectory and the individual self-learning trajectory.

Conclusions

- Thus, in the course of practical activities, the hypothesis put forward before the start of the study was confirmed: the introduction of information and communication technologies increases the level of subject training of students [10].
- Analyzing the obtained results, we come to the conclusion that the use of ICT allows:
 - make the learning process more interesting, bright, exciting;
 - effectively solve the problem of visualization of education;
 - individualize the learning process;
 - improve self-control skills;
 - to intensify the educational and research activities of students;
 - organize the study of new material in the classroom based on the activity approach;
 - use level differentiation in the lesson (under the conditions of this technology, the student has the right to choose the content of his education, the level of assimilation);
 - increase the efficiency of the lesson;
 - increase students' motivation in learning a foreign language.



- The practice of using information technology confirms the theoretical assumptions that ICTs contribute to
- formation of communication skills;
- development of the ability to foresee the consequences of decisions and draw the right conclusions;
- readiness for independent work.

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Шульгина-Тарашук А.С., Турдыбекова К.М.

«HOT POTATOES» БАҒДАРЛАМАСЫ ПАЙДАЛАНҒАН ТІЛДІК ЕМЕС МАМАНДЫҚТАРДЫҢ СТУДЕНТТЕРІНІҢ ШЕТ ТІЛІН БІЛІМІН ЖЕТІЛДІРУ БОЙЫНША ТАПСЫРМАЛАР КЕШЕНІ

Аңдатпа. Ақпараттық технологияларды қолдану ағылшын тіліне деген қызығушылықты арттыруға, тест тапсырмаларын құрастыру процесінің ауыртпалығын азайтуға, білімді бағалаудың объективтілігін қамтамасыз етуге мүмкіндік береді. Мақалада шет тілін оқытуда ақпараттық-коммуникациялық технологияларды қолдану қарастырылған. Атап айт

қанда, «HotPotatoes» бағдарламасы қолданылды. Ол білімді механикалық игеруден жаңа білімді өзбетінше меңгеру қабілетіне көшуді қамтамасыз етуге көмектесті. Талдау нәтижесінде компьютерлік технологиялар тыңдаушылардың тұлғалық қасиеттерін ашуға, сақтауға және дамытуға ықпал етті. Сондай-ақ, оқушылардың АКТ құралдарын сабақта пайдаланған кезде тақырыпқа үлкен қызығушылық танытқаны айтылды. Тестілеу нәтижелері «Hot Potatoes» бағдарламасының көмегімен әзірленген тапсырмалардың тиімділігін және



тілдік емес мамандықтар факультеттерінің бастапқы кезеңінде оларды қолданудың мақсатқа сай екендігін растады.

Кілт сөздер: ақпараттық - коммуникациялық технологиялар; әдістеме; Hot Potatoes; білім беру; материалды ассимиляциялау; ағылшын тілі; ойын мазмұны; инновациялық технологиялар; студенттер.

Шульгина-Тарашук А.С., Турдыбекова К.М.
**КОМПЛЕКС ЗАДАНИЙ ПО СОВЕРШЕНСТВОВАНИЮ ИНОЯЗЫЧНЫХ
УМЕНИЙ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ С
ИСПОЛЬЗОВАНИЕМ ПРОГРАММЫ «HOT POTATOES»**

Аннотация. Использование информационных технологий позволяет повысить интерес к английскому языку, снизить трудоемкость процесса составления тестовых работ, обеспечить объективность оценки знаний. В статье рассматривается применение информационно-коммуникационных технологий в обучении иностранному языку. В частности была использована программа Hot Potatoes. Она помогла обеспечить переход от механического усвоения знаний к овладению умением самостоятельно приобретать новые знания. В результате проведенного анализа компьютерные технологии способствовали раскрытию, сохранению и развитию личностных качеств обучаемых. А также было замечено, что студенты проявляли большой интерес к теме, когда использовали на уроке средства ИКТ. Результаты проведенного тестирования подтвердили эффективность разработанных заданий с помощью программы Hot Potatoes и целесообразность их использования на начальном этапе факультетов неязыковых специальностей.

Ключевые слова: информационно-коммуникационные технологии; методика; Hot Potatoes; образование; усвоение материала; английский язык; игровой контент; инновационные технологии; обучающиеся.