



UDC 811.111

IRSTI 16.41.25

DOI 10.37238/2960-1371.2960-138X.2024.94(2).35

¹Kismetova Galiya, ²Shuinishkali Anargul *^{1,2}West Kazakhstan University named after M.Utemisov, Uralsk, Kazakhstan

*Corresponding author: anarkin00@mail.ru

E-mail: galiya-1969@mail.ru, anarkin00@mail.ru

ORGANIZING AND CONDUCTING EXPERIMENTAL WORK ON THE FORMATION OF AN INFORMATION CULTURE FOR FUTURE ENGLISH LANGUAGE TEACHERS

Annotation. The article considers informational culture formation of future English Language teachers by means of ICT technologies. The task of education today is to create a space for the informational culture formation of an individual that fosters the formation of independent thinking, the perception of the new, the ability to track changes and respond to them and the ability to make decisions in complex and unusual situations, which is possible only if the person is fully informed. Informational culture is a system-forming factor of professional culture of the teacher, as it turns it into an open, self-sufficient, self-developing and self-regulating system. The article proposes the definition of the concept of “informational culture of future English language teacher”. The criteria, indicators and levels of informational culture are justified taking into account the organizational pedagogical conditions that are necessary for it. The proposed set of criteria for the effectiveness of the relevant process is based on an understanding of the criterion as a key feature of the process and an understanding of effectiveness as completeness in achieving the planned results. Two indicators correspond to each criterion. The course of the diagnostic-ascertaining stage of the research is described in the context of the selected criteria. The initial levels of informational culture of future English language teachers are presented in terms of evaluation criteria and generalized quantitative results of the ascertaining experiment.

Keywords: informational culture; English language teachers; teacher’s training; levels of formation; information and communication technologies.

Introduction

The urgency of developing new approaches to the formation of the information culture of future English teachers is increasing. In the context of the introduction of computer technologies in the process of teaching professional disciplines, there is a change in the requirements for bachelor's degree training in educational institutions of higher education. Future English teachers should have a high level of knowledge of a foreign language, information technologies, possess linguistic and socio-cultural information, methods of teaching a foreign language at school using ICT.



Materials and types of research

The search for ways to resolve these contradictions allowed us to formulate a research problem: the identification of effective pedagogical conditions and the content of work on the formation of an information culture of future English teachers.

In accordance with the problem, the topic of the study "Formation of the information culture of future English teachers" was determined.

The object of the study is the professional training of future English teachers.

The subject of the research is the model and pedagogical conditions for the formation of the information culture of future teachers of the English language.

The purpose of the study is to develop, theoretically substantiate and experimentally verify a model for the formation of information culture of future English teachers and the pedagogical conditions for its implementation.

Research questions

To study the identified problem and solve the tasks set, a set of complementary methods was applied:

theoretical research – analysis of scientific, psychological, pedagogical, methodological literature, normative documents in order to determine the conceptual apparatus of the study; systematization, comparison, generalization, with the help of which the theoretical substantiation of the model for the formation of information culture of future English teachers was carried out; modeling used to development of a model for the formation of information culture of future English teachers;

empirical research – questionnaires, conversations, testing, pedagogical experiment (ascertaining – to determine the initial level of formation of the information culture of future English teachers; forming – to test the effectiveness of the model of formation of the information culture of future English teachers);

statistical – quantitative and qualitative analysis of the research results;

Research results

The program of the organization of experimental work is presented; the state of the problem of the formation of the information culture of future English teachers is analyzed; criteria and indicators are developed in practice, the levels of assessment of the formation of the information culture of future English teachers are characterized; a qualitative and quantitative analysis of the research results is carried out.

Criteria have been developed to identify the levels of assessment of the formation of the information culture of future English teachers. The choice of a motivational criterion is associated with a system of personal attitudes, motives that encourage future English teachers to strive to form their own information culture, master ICT in order to organize successful professional activities. The indicators of the motivational criterion were: awareness of the importance of forming a teacher's information culture; orientation towards the active use of ICT in professional activity. The choice of the cognitive criterion is determined by the students' proficiency in the norms of the English language, knowledge of the main types of ICT used in teaching English. The indicators of the cognitive criterion were: mastery of the norms of the English language for effective professional activity; formation of information knowledge and skills. The



choice of an activity criterion is related to the skills of working with information using computer technology; the ability to competently use ICT to learn English. The indicators of the activity criterion were: the ability to use ICT to solve professional problems; the ability to find and use information. The choice of the reflexive criterion is determined by the formation of students' reflexive skills, self-assessment of the results of their own activities, introspection of difficulties, forecasting future activities. The indicators of the reflexive criterion were: introspection of the use of ICT in the process of teaching English; the ability to assess one's level of English proficiency.

Based on the selected criteria and indicators, three levels of assessment of the formation of the information culture of future English teachers are characterized – high, medium and low.

The identification of the levels of formation of the information culture of future English teachers was carried out using diagnostic techniques (questionnaires, testing, tasks for developing lesson summaries and extracurricular activities using ICT, for preparing a message in the form of a presentation, tasks "Filling out an ICT lesson summary", conducting a lesson using ICT during pedagogical practice followed by introspection).

The quantitative results of the ascertaining experiment are presented in Table 1.

Table 1 - The level of formation of the information culture of future English teachers at the ascertaining stage (in %)

Levels	Groups	
	Experimental	Control
high	9,34	9,26
medium	58,19	58,8
low	32,47	31,94

A high level of formation of the information culture of future English teachers was revealed in 9.34% of respondents in the experimental and 9.26% of students in the control groups. 58.19% of future English teachers in the experimental and 58.8% of respondents in the control groups were registered at the average level. 32.47% of future English teachers in the experimental group and 31.94% of students in the control group were at a low level of formation of the information culture of future English teachers.

The analysis of the research results allows us to note that the respondents were motivated to form an information culture. The knowledge of students in the field of ICT was mainly limited to the skills of creating presentations in PowerPoint. The future teachers of the English language revealed insufficient knowledge of the lexical units and grammatical structures of the English language. The results of the tasks indicated an insufficient formation of skills to work with information, find and use it effectively, and apply modern ICT in professional activities.

Qualitative and quantitative analysis of the research results allowed us to conclude that the level of information culture of future English teachers is insufficiently formed,



to define it mainly as "low" and "medium", which actualized the need to test the model of information culture formation of future English teachers.

The purpose of mastering the discipline "New information technologies in teaching a foreign language" is the theoretical, practical and methodological training of future teachers of the English language:

- study of the possibilities and features of the process of effective teaching of foreign languages based on ICT;
- willingness to introduce modern ICT into the professional activity of a specialist;
- Development of ICT-based training courses;
- mastering the creative skills of presenting educational material;
- mastering the principles of creating an educational electronic environment for teaching a foreign language and English-speaking culture and managing it;
- familiarization with modern techniques and methods of using ICT tools in the context of various types of activities in the educational process;
- exploring the possibilities of practical implementation of learning based on multimedia technologies (in the future "Virtual Reality"), artificial intelligence systems, information systems.

Conclusion

A qualitative analysis of the results obtained revealed the presence of a stable motivation for the formation of an information culture among the students of the experimental group. Most of the future teachers of the English language knew the basic methods, methods and means of obtaining, storing, processing information, computer skills as a means of information management, information resources and were able to rationally use modern information technologies in the educational process. The number of respondents capable of introspection and self-assessment of the level of mastery of information culture, creative use of ICT in their own professional activities has increased.

Practical tasks are aimed at working with foreign-language electronic reference sources, electronic dictionaries and machine translation programs; working with sound streams; analytical and synthetic processing of foreign-language texts; creating search queries of different levels and searching for information on the Internet in different languages; safe processing of information.

Within the framework of the discipline, the problems of modern methods of teaching a foreign language are considered: computer educational materials as a new type of teaching material, tools of new information technologies in the scientific and practical activities of an English teacher. Therefore, the discipline is closely related to such bachelor's degree modules as "Computer Science", "Methods of teaching a foreign language", "ICT in primary school".

The results of the work carried out confirm that the purpose of the study has been achieved, the tasks set have been solved, and the hypothesis put forward has been confirmed. The materials received do not exhaust all aspects of the problem.

The prospects for further research involve the development of an individual strategy and trajectory of professional training for future specialists based on the use of educational and information technologies, electronic educational resources;



development of educational and methodological support for the professional training of future English teachers on the LMS Moodle platform.

REFERENCES

[1] Khrulyova, A. A. (2017). Forming of informational culture as a necessary condition of the level raising of higher education. *Man In India*. № 97 (15). P. 211-225. 1,7 п.л.(SCOPUS) [in English].

[2] Hrulyova, A. A. (2016). *Harakteristika apparatnyh i programmnyh sredstv formirovaniya informacionnoj kul'tury u filologicheskikh special'nostej* [Characteristics of hardware and software tools for the formation of information culture in philological specialties]. *Ispol'zovanie informacionnyh i telekommunikacionnyh tekhnologij v uchebno-vospitatel'nom processe vysshej shkoly: monografiya - The use of information and telecommunication technologies in the educational process of higher education: monograph; GPA (filial) FGAOU VO «KFU im. V. I. Vernadskogo» v g. YAlte. – YAlta: RIO GPA, S. 118-144 (3,1 p.l.)* [in Russian].

[3] Hrulyova, A. A. (2017). *Sravnitel'nyj analiz rezul'tatov opytno-eksperimental'noj raboty po formirovaniyu informacionnoj kul'tury budushchih uchitelej anglijskogo yazyka* [Comparative analysis of the results of experimental work on the formation of information culture of future English teachers]. *Obrazovanie, zdavoohranenie, kul'tura, demografiya: social'nye problemy sovremennogo obshchestva: sbornik nauchnyh trudov po materialam Mezhdunarodnoj nauchno-prakticheskoy konferencii (20 avgusta 2017 g., g. Moskva): NOO «Professional'naya nauka» - Education, healthcare, culture, demography: social problems of modern society: collection of scientific papers based on the materials of the International Scientific and Practical Conference (August 20, 2017, Moscow): NOO "Professional science, 2017. – S. 290-305. (2,1 p.l.)* [in Russian].

[4] *Oqytudağy jaña tehnologia negızinde jüzege asyrudağy keibir mäseleler* [Some problems in implementation based on the new technology in teaching]. *Izdenuşi. Şymkent, 2006. №1, 129-135* [in Kazakh].

[5] *Ağylşyn tılı pänı müğalımderınıñ qabileterin arttyru joldary* [Ways to improve the abilities of English Language teachers]. *Habarşy – Bulletin, Türkıstan, 2005, №5, 193-195* [in Kazakh].

[6] *Badanbekqyzy, R., Ötemqұлqyzy, M.B., Amanqyzy, M.M. Ağylşyn tılı* [English language]. 76, 97-98 [in Kazakh].

[7] Hrulyova, A. A. (2017). *Poetapnaya realizaciya modeli i pedagogicheskikh uslovij formirovaniya informacionnoj kul'tury budushchih uchitelej anglijskogo yazyka* [Step-by-step implementation of the model and pedagogical conditions for the formation of information culture of future English teachers]. *Sovremennaya nauka: problemy i perspektivy: sbornik materialov III Mezhdunarodnoj nauchno-prakticheskoy konferencii - Modern science: problems and prospects: collection of materials of the III International Scientific and Practical Conference. Stavropol': Logos, 127-142. (2,1 p.l.)* [in Russian].

[8] Hrulyova, A. A. (2018). *Teoretiko-metodologicheskie osnovy formirovaniya informacionnoj kul'tury budushchih uchitelej anglijskogo yazyka* [Theoretical and methodological foundations of the formation of information culture of future English language teachers]. *Elektronnoe nauchno-prakticheskoe periodicheskoe izdanie*



«Vestnik sovremennyh issledovaniy» - Electronic scientific and practical periodical "Bulletin of modern Research", Выр. № 9-3 (24). Omsk, 114-118 [in Russian].

Кисметова А.Н., Шуйнишкали А.Ж.

**БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ АҚПАРАТТЫҚ
МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ БОЙЫНША ТӘЖІРИБЕЛІК-
ЭКСПЕРИМЕНТТІК ЖҰМЫСТАРДЫ ҰЙЫМДАСТЫРУ ЖӘНЕ ЖҮРГІЗУ**

Андатпа. Мақала АКТ арқылы болашақ ағылшын тілі мұғалімдерінің ақпараттық мәдениетін қалыптастыруға арналған. Бүгінгі білім берудің міндеті-жеке тұлғаның ақпараттық мәдениетін қалыптастыру үшін кеңістік құру, ол тәуелсіз ойлауды қалыптастыруға, жаңа сезімді сезінуге, өзгерістерді бақылау және оларға жауап беру, қиын стандартты емес жағдайларда шешім қабылдау қабілетіне ықпал етеді, бұл тек адам толық хабардар болған жағдайда ғана мүмкін болады. Ақпараттық мәдениет мұғалімнің кәсіби мәдениетінің жүйе құраушы факторы болып табылады, өйткені ол оны ашық, өзін-өзі қамтамасыз ететін, өзін-өзі дамытатын және өзін-өзі реттейтін жүйеге айналдырады. Болашақ ағылшын тілі мұғалімдерінің ақпараттық мәдениетін қалыптастырудың бастапқы деңгейлері және анықтаушы эксперименттің жалпыланған сандық нәтижелері ұсынылған.

Кілт сөздер: ақпараттық мәдениет; ағылшын тілі мұғалімдері; болашақ мұғалімдерді даярлау; қалыптасу деңгейлері; ақпараттық-коммуникациялық технологиялар.

Кисметова А.Н., Шуйнишкали А.Ж.

**ОРГАНИЗАЦИЯ И ПРОВЕДЕНИЕ ОПЫТНО-
ЭКСПЕРИМЕНТАЛЬНОЙ РАБОТЫ ПО ФОРМИРОВАНИЮ
ИНФОРМАЦИОННОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ
АНГЛИЙСКОГО ЯЗЫКА**

Аннотация. Статья посвящена формированию информационной культуры будущих учителей английского языка средствами ИКТ. Задача образования сегодня - создать пространство для становления информационной культуры личности, которая способствует формированию самостоятельного мышления, ощущению нового, умению отслеживать изменения и реагировать на них, принимать решения в сложных нестандартных ситуациях, что возможно только при условии полного информирования человека. Информационная культура является системообразующим фактором профессиональной культуры учителя, так как превращает ее в открытую, самодостаточную, саморазвивающуюся и саморегулирующуюся систему. Представлены исходные уровни сформированности информационной культуры будущих учителей английского языка и обобщенные количественные результаты констатирующего эксперимента.

Ключевые слова: информационная культура; учителя английского языка; подготовка будущих учителей; уровни сформированности; информационно-коммуникационные технологии.