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METHODOLOGY OF DISTANCE LEARNING INFORMATIVE READING OF FOREIGN LANGUAGES
МЕТОДИКА ДИСТАНЦИОННОГО ОБУЧЕНИЯ ИНОЯЗЫЧНОМУ ИНФОРМАТИВНОМУ ЧТЕНИЮ
ШЕТ ТІЛДІК АҚПАРАТТЫҚ ОҚУДЫ ҚАШЫҚТЫҚТАН ОҚЫТУ ӘДІСТЕМЕСІ

Abstract. The purpose of this article is to consider modern distance learning tools that synthesize productive pedagogical and information technologies, thereby providing the prerequisites for the formation of information communicative competence through informative reading of professionally oriented technical texts. A number of effective communicative exercises designed to work with texts of different types and contribute not only to comprehension of what has been read, but also to high-quality speech expression with the expression of one's own opinion are considered.

Keywords: distance learning, communication, informative reading, pedagogical and information technology, communicative competence, technical university, professional environment, professionally oriented literature.

Аннотация. Целью рассмотрения данной статьи является современные средства дистанционного обучения, которые синтезируют в себе продуктивные педагогические и информационные технологии, обеспечивая тем самым предпосылки для формирования информационной коммуникативной компетенции посредством информативного чтения профессионально-ориентированных текстов технического направления. Рассмотрен ряд эффективных коммуникативных упражнений, предназначенных для работы с текстами разных видов и способствующих не только пониманию прочитанного, но и качественному речевому высказыванию с выражением собственного мнения.

Ключевые слова: дистанционного обучения, общение, информативное чтение, педагогические и информационные технологии, коммуникативная компетенция, технический вуз, профессиональная среда, профессионально-ориентированная литература;

Аңдатпа. Бұл мақаланың мақсаты - өндірістік педагогикалық және ақпараттық технологияларды синтездейтін, сол арқылы кәсіби бағытталған техникалық мәтіндерді ақпараттық оқу арқылы ақпараттық коммуникативтік құзыреттілікті қалыптастырудың алғышарттарын қамтамасыз ететін заманауи қашықтықтан оқыту құралдарын қарастыру. Әр түрлі типтегі мәтіндермен жұмыс істеуге арналған және оқылғанды түсінуге ғана емес, сонымен қатар өз пікірін білдіре отырып, сөйлеуді сапалы жеткізуге ықпал ететін бірқатар тиімді коммуникативті жаттығулар қарастырылады.

Түйін сөздер: қашықтықтан оқыту, қарым-қатынас, ақпараттық оқу, педагогикалық және ақпараттық технологиялар, коммуникативті құзыреттілік, техникалық университет, кәсіби орта, кәсіби бағытталған әдебиеттер;

Introduction

Distance learning technologies for foreign languages are improving with the development and intensification of the introduction of technical means, gadgets into the educational environment. So the intensive transition to mass distance learning was marked by restrictive, quarantine measures for students (students) to visit educational institutions in March 2020. Distance learning provides for interaction, communication, control of a teacher and a student at a distance through various information resources: Internet platforms, Internet services. Thus, it became necessary to possess a certain level of information culture [1] for both the teacher and the student.

Polat E.S. considers the concept of "distance learning" as one of the components of the entire education system. "Distance learning is a form of learning in which the interaction of a teacher and students and students with each other is carried out at a distance and reflects all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids), implemented by specific means of Internet technologies or other means providing interactivity "[2].

Thanks to Internet platforms, Internet services, Internet resources, the student and the teacher exchange information, the student can receive advice, as well as literature from the teacher, listen to the video recording of the lesson in case of incomprehensible moments, as well as obtain additional information from Internet sources.

When studying a foreign language at a technical university, the development of professional foreign language communicative competencies, i.e. the student's ability to effectively carry out cross-cultural communication in a professional environment, is of great importance. The use of information and communication technologies in foreign language classes, where the number of hours allocated to classroom lessons is limited, helps in solving methodological, pedagogical and psychological problems.

Communication and communication in a remote environment is the main factor for transmitting thoughts, messages, gaining knowledge, etc. Communication has a number of functions, such as:
- coordination (helps people coordinate joint actions);
- emotive (makes you feel the emotions necessary for a fulfilling life);
- the function of self-expression (is a means of revealing one's essence);

Communication refers to receptive activities, i.e. reading and listening. In this case, a person acts not on his speech partner, but on himself through a book, article, reference material, thus striving to satisfy his needs:
- learn something new;
- to clarify the data;
- get additional information;
- study in detail the question of interest;
- get a general idea;
- to spend time with benefit;
- relax;
- pass the time.

Thus, the main goal of teaching receptive communication in a technical university is the formation of informative competence of students.

Main part

One of the ways to improve the informative competence of students is to read professionally oriented literature. In most cases of reading special literature by students and specialists, the informative aspect of the cognitive and communicative functions of reading as a

verbal written message comes to the fore, which determines the use of the term "informative reading".

Informative reading is reading that provides for the satisfaction of professional informational needs, in the process of which consumer necessary information can be assessed by a student or a specialist, appropriated and used, and, finally, created again by the reader himself. Informative reading is characterized by a number of specific features: subordination to professional activity; dependence on the professional dictionary of the reader; performing the function of professional communication; focus on obtaining professionally significant information; intended use of the information received.

Among the distinctive properties of informative reading, one can single out: the professional competence of the reader, the repeated reference to the text, the assignment of the necessary professional information by the reader; the creation by the reader of his own information.

 In the process of reading, the following skills and abilities are formed:
1) lexical reading skills;
2) grammatical reading skills;
3) perceptual reading skills (reading technique);
4) the ability to choose material depending on interests, desires and needs;
5) the ability to read quickly;
6) the ability to guess;
7) the ability to anticipate;
8) the ability to use a dictionary and reference literature;
9) the ability to understand the main idea and meaning;
10) the ability to understand the general content of the text;
11) the ability to choose the main thing from the text.

These skills are developed in the process of reading texts of different genres (fiction, journalistic, scientific, reference, etc.) [3] To be able to read means not only mastering the technique of reading (visually recognizing speech units), but also quickly correlating these speech units and grammatical design with their meaning. This understanding is based on the ability to anticipate both the meaning of the text and individual grammatical constructions. An equally important role is played by semantic guess, that is, the ability to understand an unfamiliar word based on the context. In his practice, the teacher usually combines and combines both traditional and innovative technologies and methods, depending on the goals, conditions, learning and other factors. In our reading lessons, we give preference to communication exercises that help not only teach students to work with texts of different types, but also develop and improve this skill. This approach to teaching foreign language reading in a non-linguistic university allows for interconnected teaching of different types of speech activity in the context of work with vocationally-oriented vocational training, using reading as the leading type of speech activity.

With such texts and exercises, we would like to demonstrate through the example of a series of activities and lessons on teaching informative reading. Consider the main stages of working with text:

I. Exposition (in the form of a conversation)

II. Content identification. Find in the text sentences that expand and detail the information given below.

 III. Content search. Find in the text sentences that characterize ...

IV. The final stage of working with the text. (motivation of students to speech expression) [4].

So, for example, the lesson begins with a demonstration of the quote "It is possible to fly without motors, but not without knowledge and skills", agreed on the topic of the Topic "The jet engines fundamentals". Students read and discuss conferences via video link in Google meet and discuss the upcoming topic, make predictions about the goals and directions of the lesson.

I. Do you agree with the quotation? (yes, no, why) Immediately after the quotation is a question that helps students to concretize the topic of the lesson and develop the ability to predict.

For example: **Read the short factual texts and say if there are any you have already mentioned. Suggest your own variant of the topic of our lesson.**

a) What does the aviation success mostly result from?

b) What are the stages of engine developing?

Choose from the list below the most important factors engineers should take into account in the process of engine designing. Explain your choice.[5]

• weight
• speed
• complexity
• reliability
• life
• materials the engine is made of
• cost of production

Next, work begins with texts using direct communication exercises. Each exercise begins with a communicative attitude, which should be understood as a written or oral statement of the teacher, which serves as a way to control the speech activity of students in a given situation and in accordance with the received communicative task. [3] The communicative attitude stimulates and regulates the thinking, emotional, intellectual and other processes associated with the educational and cognitive activity of students.

Scan the text and mark the factors not mentioned before.

Read the text again. While reading, match the keywords with their Russian counterparts.[5]

II. Then three groups of exercises are performed. The first group is called *content identification*. These exercises serve to enable the learner to correlate the content of the information read with the sentences offered to him that are similar in meaning. The following variants of such exercises are possible:

-find sentences in the read text that are similar in content to the data;

-determine the compliance of these sentences with the text;

-find in the text sentences that expand the given statements, etc. for example: **Match the headings below and parts of the text A-E.[5]**

- Basic things for engine design
- Innovations in engine design
- A machine for generating mechanical power
- Experts involved in the process of engine construction
- Factors, providing good engine operation and its reliability

III. The next group of exercises is called content search. These exercises are aimed at developing the mechanism of logical understanding and information retrieval. Tasks of this type can be formulated as follows: find the reasons that ... ..; find proposals confirming ……; find answers in the text ... .. etc.

One example exercise for this group would be the following exercise:

Say if the statements are true or false. Correct the false ones.[5]

- There are several types of jet engines.

- Being ejected rearwards the jet produces thrust.
- The speed of a jet aircraft is less than that of sound.
- A fast moving jet that is discharged by the engine produces thrust.
- All jet engines are called internal combustion engines.

Complete the sentences using the ideas from the text. [5]
- Jet engines include such types as…
- The primary purpose of a jet engine is to…
- The term "jet engine" means…
- The thrust is…
- Jet engines are used today for not only aircraft but …

Find the words in the text which mean the following: [5]
- a piece of equipment
- to manufacture
- the force pushing an airplane
- a fast narrow stream of gas
- to provide with
- the process of burning
- тto think about; to believe

The purpose of these exercises is to develop not only logical understanding, but also semantic guesswork. Performing such exercises, the student must make not only the choice of the correct answer, but also be able to confirm it. The following variants of such exercises are possible: restore semantic information; write an annotation to the text; choose the correct answer from the suggested ones, etc., For example: **Restore the missing information to make a poster about….**

Complete the sentences: [5]
- The jet engine is…..
- The jet engine develops….
- Thrust is a force is produced by…..to…
- All jet engines operate on the principle…
- Newton's 3d law of motion says:….
- What are the main parts of a modern aviation jet engine?

IV. No less important stage is the final stage of working with texts, the purpose of which is to stimulate students to speak in speech with the expression of their own opinion and attitude to what they read. **Work in a group of four. Use your notes to tell your partners about the engine you were researching. The phrases below may help you to start and support your conversation.[5]**
- The subject of my research is…
- Let me begin (with)…
- What I'm/was interested in is/was...
- Let's start with…
- Why don't we…?

The technology of using communication exercises is universal for texts of various genres. Many people are known to love reading adventure stories. Reading them raises a lot of questions, emotions, and most importantly, a desire to read further.

Conclusion

To live and work in the information society, a specialist must be prepared for the rapid perception and processing of large amounts of information, i.e. have a certain level of information culture. One of the stages in the formation of information culture is the mastery by

students of the skills of receiving and comprehending information, including in a foreign language, which in a non-linguistic university is mainly in the formation of the skills of reading foreign language professionally oriented texts. The study of the actual use of a foreign language by non-philologists has shown that the overwhelming majority of them have to read, and for about 70% the use of a foreign language for professional purposes is limited by this, which confirms the legitimacy of considering teaching reading as one of the important tasks of a university foreign language course [6].

Reading professionally-oriented literature is carried out by a specialist or student in order to extract semantic information to satisfy the need that has arisen in it and its further use in professional activity. Such reading can be called informative.

In conditions of mass communication and in conditions of distance learning, a specialist has to use modern means of communication and work with information resources of the Internet, in which the predominance of a foreign-language communication environment is noted, which also indicates the need for the formation of foreign-language informative reading skills. Knowledge control is also carried out remotely (via video link or the teacher can check the video recording of the student's homework, in case of an oral answer, or testing through many different interactive platforms Quizizz Creator, Kahoot, Google forms, etc.) Distance learning of foreign languages helps to combine classroom and extracurricular work with reading informative texts, intensify the learning process, organize learning activities based on guided independent work. The student gains mobility, he himself chooses the duration, pace and number of repetitions of the studied material in a convenient time, mode and place. [7] The introduction of information and communication technologies in distance learning of foreign languages reveals a pedagogical problem. Pedagogical science is faced with the task of methodological mastering of existing modern teaching aids, researching new technical means that are promising in teaching a foreign language.

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