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Дюшенова Майрамбу Саламатовна
ОИӨК «Кыргызстан Эл аралык Университети»
Дюшенова Майрамбу Саламатовна
УНПК "Международный университет Кыргызстана"
Diushenova Mairam
ERPC "International University of Kyrgyzstan"
mairamdiushenova@gmail.com

ЧЕТ ТИЛДЕРДИ ОКУТУУДА АЧЫК БИЛИМ БЕРҮҮ РЕСУРСТАРЫ (АББР)

ОТКРЫТЫЕ ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ (ООР) В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

OPEN EDUCATIONAL RESOURCES(OER)IN TEACHING FOREIGN LANGUAGES

Аннотациясы: Макалa ачык билим берүү ресурстарынын актуалдуулугу, келип чыгышынын себептери, ЮНЕСКОнун саясаты, АББРдин билим берүүдөгү орду, сапаты, түрлөрү жөнүндө баяндайт.

Негизги сөздөр: маалымат-байланыш технологиялары, Массачусет технологиялык институту, интернет булактары, массалык ачык онлайн курстары, реалдуу тилдик чөйрө, видеолекциялар, Хан-академиясы.

Аннотация: В статье рассказывается об актуальности открытых образовательных ресурсов, причинах их возникновения, политике ЮНЕСКО, месте ООР в образовании, качестве, типах.

Ключевые слова: информационно-коммуникационные технологии, Массачусетский технологический институт, интернет-ресурсы, массовые открытые онлайн-курсы, реальная языковая среда, видео лекции, Хан-академия.

Abstract: The article describes the relevance of open educational resources, the reasons for their occurrence, UNESCO policy, the OER place in education, quality, types.

Key words: information and communication technologies, Massachusetts Institute of Technology, internet resources, massive open online courses, real language environment, video lectures, Khan Academy.

The realities of the modern world have made technology an integral part of our lives, the ubiquity of information and communication technologies has led to a sharp increase in the amount of information received and transmitted by each person. In addition, if for the older generation the lack of technology would make life more complicated and less saturated with information, then young people no longer think of themselves without a variety of devices with mandatory Internet access.

The Internet, in turn, provides us with many opportunities, both for self-development and for the use of these resources in the educational process. In addition, their accessibility creates the potential to attract an increasing number of students and maximize their needs, including people with special needs and disabilities.

The idea of open access to educational resources arose in the late 1990s, and in 2001, the Massachusetts Institute of Technology was the first to launch the Open Course Ware project, which provided free access to university teaching materials. Many educational institutions around the

world supported this idea, and in 2002, the UNESCO conference adopted the term "Open Educational Resources" (OER). The transition of education to the Internet plane began in the 2000s due to the advent of open Internet courses, and already in 2008, a fundamentally new method of teaching was formed called "mass open online courses" (MOOC).

UNESCO's policy is currently aimed at shifting the emphasis in education: from the provision of technology to the creation of conditions for learning.

In 2014, the MOOC was named by UNESCO as one of the 30 promising areas for the development of education until 2028, because they "contribute to the democratization of the educational process, contribute to the creation of free space, eliminate territorial and temporary barriers" The MOOC provides for mass interactive participation using e-learning technologies and open access via the Internet.

Meanwhile, in international practice, open educational resources (OER) have been around for about 10 years.

It is well known that the process of teaching a foreign language at the university stage of education is a new look at the use of mass open online lessons, purposeful, consistently changing interaction between teachers and students, during which the tasks of teaching, upbringing, personal development and the formation of students' communication skills are solved.

The formation of students' communicative competence is associated with the development of speech skills, the ability to communicate by language means in English and the assimilation of a certain amount of language material (phonetic, lexical and grammatical).

Thus, we can talk about the formation of a new educational environment, both for teachers and for students and their parents. Such an introduction of technology into our lives could not but affect the education system.

In the absence of a real language environment that affects the effectiveness of teaching English, the learning environment, the teacher's ability to create conditional speech situations that mimic real communication situations and stimulate speech activity in a foreign language, acquire special importance. Experts in the field of linguodidactics note in their research the importance of creating a language environment when teaching a foreign language, expressing different views on the effectiveness and possibilities of its use as a means of teaching. According to the researchers, the language environment is a communicative and socio-cultural space that unites the language and mentality of native speakers and acts as a catalyst for the process of teaching students a foreign language.

One of the latest innovations in education has become the possibility of distance learning through online courses.

MOOC is also an optimal platform for educational interethnic communication and allows international students to communicate with teachers and other students in thematic forums. Students need to receive additional information about the courses they are studying, share their thoughts and discuss the learning process with other students. Students have a huge potential to use them as a way to practice and improve skills.

Also, this development program is aimed at reducing the cost of education by encouraging and supporting the teaching staff in evaluating and implementing high-quality, peer-reviewed open textbooks and open educational resources (OER), as well as other resources that reduce the need for expensive textbooks. As you know, any innovation arouses more interest and is easier to digest than the usual, and sometimes even boring kind of classes. Currently, mass open online courses, as well as modern distance learning technologies, play an important role in the process teaching a foreign language.

The use of OER in modern realities is an effective means of teaching, activating the mental activity of students, making the learning process attractive and interesting. This is a powerful incentive to increase motivation to master a foreign language. The use of digital educational resources allows:

1. improve the quality and effectiveness of education;
2. increase the motivation of students;

3. strengthen the independence of students;
4. changing the nature of interaction between teacher and student;
5. objectively evaluate students' knowledge;
6. improved visibility quality.
7. use the advantages of developing technologies in order to create opportunities for the joint use of materials that have been released under an open license on a variety of media;
8. Promote the production and use of OER in local languages and in diverse cultural contexts to ensure their adequacy and accessibility;

As a rule, mass open online courses on teaching foreign languages involve watching video lectures / video tutorials, independent work of the student with various texts, performing tasks and tests with automatic verification of answers, using additional Internet resources.

In addition, there are many other things that contribute to the development and consolidation of knowledge, skills and abilities acquired in foreign language lessons.

Open educational resources include complete courses, training materials, modules, textbooks, videos, texts, software, as well as any other means, materials or technologies used to provide access to knowledge. The teacher, as the author of the online course of study, controls the process of passing the intermediate and final certification of students and during the training sessions analyzes the mistakes made when performing various tasks and lexico-grammatical tests.

Thus, a typical homework assignment can be replaced by performing network tests on vocabulary or grammar, writing an essay on paper — creating an electronic message on a given topic. In addition to stimulating cognitive interest, the advantage of such tasks is that each student can do this work several times, testing themselves and improving their skills, and the presence of an extensive database of tasks allows you to hone your own knowledge without repeating identical material many times.

Applicants can choose a university thanks to OER. Teachers have the opportunity to create courses more effectively using multimedia resources that require special technical and media skills, learn about new teaching methods, create resources and discuss them with colleagues, join professional communities, and so on.

Open educational resources are by no means an alternative to classical education. This is just a means to get a versatile, deep, professional education, since most students still prefer that the training take place under the guidance of an experienced teacher. Teachers also consider OER as an addition to their own course and as a support for teaching activities. The teacher can use the suggestions as additional ways of presenting and working through the educational material. This may be an alternative presentation of grammatical rules and the introduction of new lexical material. In addition, the offer can become a way of professional development for those who have already received basic vocational education.

Educational institutions use OER to demonstrate educational and scientific programs to a wide audience, attract a large number of applicants, and reduce the cost of developing training courses. Despite this, the professional training of teachers of a foreign language(s) in the field of ICT competence does not always keep up with changes in the field of modern educational technologies. In addition, not all teachers see the expediency of using MOOCs in the process of teaching AI, since language teaching requires communication practice, and MOOCs are more often used to convey the theoretical aspects of a particular discipline. Despite this, many teachers of the Institute have shown an active desire to use ready-made online courses and create their own, provided that they pass the appropriate training, have the information and technical support of online education specialists, as well as material and legal support from the university administration. Governments and organizations of national scale thus show the educational system of their country, attract foreign students.

In recent years, more and more OER are presented in video formats and are provided with new technologies and support tools, thereby turning into free online courses for the user with the opportunity to communicate with leading teachers and specialists of the world. There is a transition from "static" resources to "dynamic" — free courses, accompanied by a teacher. A new generation

of OER is created and represented by Khanacademy, Udacity, Coursera, Edx Ed, UoPeople, The Faculty Projects, EDx (a joint project of MIT and Harvard), etc. They have already received a new name "Massive open online courses (MOOC).

The idea of the OER movement is to expand the horizons of the mission of higher education.

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