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The use of information technology in the formation of speech skills of students in primary school

Abstract. *The analysis of pedagogical, psychological, philosophical and scientific-methodical literature, the study of the problem of using information technologies of speech skills of younger schoolchildren shows some shortcomings. Therefore, this article discusses the formation of speech skills of younger schoolchildren using information technology.*

The purpose of the scientific and experimental work is to test the effectiveness of our methodology for the formation of students' speech skills using information technology. At the preparatory stage of practical work, the following tasks were set: to determine the level of formation of speech skills (informational, motivational, reflexive), to develop a set of diagnostic methods: control, questionnaire, diagnostic methods, evaluation, self-assessment, etc., Based on the data obtained, to determine the level of formation of students' speech skills using information technology. In this regard, the purpose of the research work is to analyze the state of formation of speech skills of younger schoolchildren using information technology. The theoretical significance of the study makes it possible to clarify the knowledge about the formation of students' speech skills using information technology in primary school; the practical significance lies in providing and testing a set of exercises for the formation of students' speech skills. In accordance with the developed methodology, the formation of speech skills using information technology consists of three components: motivational, meaningful and reflexive. On the basis of these components, indicators and levels characterizing the formation of speech skills of younger schoolchildren using information technologies are determined and highlighted. In the course of the study, the results of a verification, formative and control experiment were presented. According to the results of the study, an in-depth study of the formation of speech skills using meaningful information technologies is necessary, since according to the revealed indicator, the vast majority of children are at a low level of education. The results of the study showed that systematic work is necessary for the use of information technologies in the formation of speech skills of younger schoolchildren.

Keywords: *speech skills, information technology, primary school, formation, criteria, indicators, levels.*

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Introduction

Science and technology are growing, an updated educational program that meets the requirements of society and modernity is being

updated in this regard, the requirements for primary school students who are the most capable of global competition, formulate goals, and are inclined to self-development of speech skills are being tightened. This is stated in the address of

the leader of the nation, the First President of the Republic of Kazakhstan N.A. Nazarbayev (2018) «New development opportunities in the conditions of the Fourth Industrial Revolution»: «Human capital is the basis of modernization. A new quality of education. The role of the education system must change. Our task is to make education the central link of a new model of economic growth. University curricula should be focused on the development of critical thinking and independent search skills.»

In addition, the need for comprehensive personal development of students is indicated in the Law of the Republic of Kazakhstan «On Education» «creating the necessary conditions for quality education aimed at the formation, development and professional improvement of personality based on national and universal values, achievements of science and practice.» (Zakon, 2007; Strategic Plan, 2017). Therefore, one of the main goals of primary education is the formation of the student's speech communication skills in everyday language communication. After all, «the goal of modern education is not that the student knows as much as possible, but that he knows how to act and solve problems in any life situation.» Since one of the formed competencies of the student, which allows to perform this task in a timely and correct manner, is speech and communication skills. Currently, the need for information technology education in primary schools is increasing. Therefore, it is important to use a systematic approach in teaching students using information technology. Nevertheless, there are problems and difficulties in organizing and implementing an approach to the formation of speech skills using information technology in primary school education.

To solve them correctly, new tasks are set before the school:

- teach students to find answers to questions asked to them in everyday life;
- be able to assess the consequences of their actions and be ready for responsibility;
- mastering the skills of self-education and self-development for the accumulation of knowledge throughout life, the ability to creatively apply the acquired knowledge. To do this, it is necessary to

develop a systematic approach to teaching using information technology, to form speech skills and critical thinking, to use language skills, etc.

In primary school, students must master the norms of oral and written literary language and learn to use language tools in various communication situations in accordance with the goals and objectives of speech. The teacher plays a leading role in this process. It helps children to learn the requirements for speech activity, to compose phrases correctly. Controls their correctness, accuracy, variety, and expressiveness of the words used (Mendayakova, 2009; Rodriguez-Arteche, & Martinez-Aznar, 2016).

Mastering speech skills is one of the necessary conditions for the formation of a socially active personality. The school teaches students the ability to clearly express their thoughts in free oral and written form, to speak correctly, to express their emotions with the appropriate intonation, to preserve the culture of speech and develop the ability to communicate. In this regard, we consider the formation of speech skills using information technology to be one of the main tasks of modern school education.

Many problems of language communication in the educational process are reflected in the works of Hayes (2010), Moldabek (2020), Toibekova (2016), Khoja (2020), etc. The studies of Mendayakova (2008), Rakhmetkhyzy (2011), Goikhman et al. (2001), Alexander (2008) and others are of interest from the point of view of speech development of younger schoolchildren.

The analysis of the state of pedagogical practice and scientific and methodological literature shows the following shortcomings in solving the problem of the formation of speech skills in students using information technology: existing didactic tools do not allow to fully carry out work on the formation of speech skills in children; training using information technology in most cases is not carried out; pedagogical conditions and their implementation in the formation of speech skills in students are not fully developed.

These contradictions indicate the need to solve the problem: to do this, it is necessary to create pedagogical conditions for the implementation of the process of formation of speech skills

of younger schoolchildren in everyday communication using information technology.

Speech as the highest mental function is the most important component of intellectual activity. Language is the leading means of realization of speech activity and thought processes. Therefore, it is in the focus of attention of specialists studying psychology and linguistics. Theoretical and experimental studies have made it possible to generalize and summarize sufficient material that determines the general patterns of language acquisition and the formation of human speech abilities in the process of ontogenesis, the features that characterize the processes of speech activity in society (Mendayakova, 2009).

A student's life in society consists of many situations that force him to constantly interact with his surrounding members, objects and phenomena of his life, from solving communicative, educational and social problems. Therefore, speech communication is a set of speech relations and social connections carried out in certain situations between students.

The perception of speech situations includes emotionally saturated characteristics, problems solved by children in everyday life - at home, in the family, at school, on the street.

Children who understand the conditions of speech communication will understand why language communication is called speech and can serve as speech in various communication situations.

The mutual speech of children is nothing but a form of verbal communication, since its content is speech activity. After all, the inner state of the student is manifested through his actions and various forms of behavior in relation to the people around him.

Scientists have named two types of behavior: verbal and real. Concrete behavior is an interconnected system of actions carried out by a child in order to adapt it to the environment (Bazarbekova, 2008).

However, speech communication and speech behavior differ significantly in their results.

While thought and text are the result of children's oral language communication, speech represents emotions caused by the interaction

between students and the previous actions of the speakers' speech behavior, since they are the result of the student's behavior. Speech communication is the ability of the subject of communication to clearly, clearly, accurately and expressively express his thoughts using linguistic means. At the same time, speech also consists in the ability to find the most understandable, most appropriate means of expressing one's thoughts, corresponding to each specific situation.

The purpose of teaching oral communication using information technology is to form the «communicative competence» of younger schoolchildren. This competence implies not only knowledge of the language system and proper command of speech, but also compliance with the social norms of speech communication and the rules of speech behavior by the student who used information technology (Hayes, 2010).

One of the objectives of the training is the formation of communicative competencies using information technology.

In education, this goal can be achieved not only in the classroom, but also in the teacher's educational work related to the formation of speech skills using information technology. Kazakh language lessons should be taken as a priority to solve this pedagogical problem. It is in these classes that interpersonal communication is carried out not only through mastering dialogical (oral) speech using information technology, but also through reading literary texts (literary speech). Therefore, primary school students can learn the Kazakh language using information technologies, develop communicative competencies, and form speech skills (Moldabek, 2017).

The culture of oral communication is often defined as «a set of pronunciation rules (orthoepey), spelling rules and rules for the use of words and their grammatical forms adopted in the speech practice of a particular society and recognized as the basis of the literary language» (Rakhmetovna, 2011).

The linguistic norm arises in sociocultural conditions in society and remains unchanged throughout the life of the language.

Leontiev (2001) «for a full-fledged communication, a person must have a number

of skills. First of all, he must be able to behave quickly and correctly in a relationship. Secondly, he must be able to plan his speech correctly, choose the correct content of the act of communication. Thirdly, he must find the appropriate tools to transmit this content. Fourth, he should be able to give feedback. If any of the links in the communications Law are violated, it will be ineffective.»

Researchers dealing with oral communication divide speech into external and internal; external speech is divided into oral (sound) and written (graphically recorded). They also distinguish between dialogic and monologue speech (Goichman, 2001).

Internal speech can be called a child's conversation with himself, since this speech, which is not spoken aloud, although it is on linguistic material, is devoid of obvious external manifestations, but is not devoid of specific grammatical forms. The process of creating internal speech can be analyzed by observing your speech, but in elementary school it is very difficult to control the internal speech process of students. However, using information technology in solving language problems, the teacher can use internal speech. This is manifested when students are taught to prepare informational statements at the level of internal speech. This approach allows you to develop the inner speech of children, make it complete and more understandable. The student mentally composes a sentence, then pronounces it and only then writes.

Children are invited to write a task on the topic of the lesson using the information provided. When completing this task, students will engage in mental activity and think about what to say, choose words and what information to add to sentences in order to compose a story. This type of internal, mental training directly affects the quality of their own external speech, improving the speech skills of students in the process of using information technology.

When preparing a written essay or presentation using information technology, internal speech plays a very important role. The process of making sentences or phrases by students occurs first at the level of internal speech. Since speech

synthesis in this case is ahead of the writing of several words, then, accordingly, the process of preventing errors in the construction of speech begins. The attention of students should be drawn to the following features of constructing a sentence based on the given information, that is, starting to write a sentence, the child should fully prepare it from the inside and know how it will end.

In the process of forming the oral speech of younger schoolchildren using information technology, this type of training is an educational measure called temporary. A student who freely expresses his thoughts reduces the level of internal training of the speaker as much as possible. As for the written language, even experienced people who write a lot require a process of preliminary understanding of the language using information.

Thus, analyzing the research on the problem of the formation of speech skills in younger schoolchildren using information technology, we come to the conclusion that speech skills are formed as a result of the ability to correctly, accurately, clearly and expressively express thoughts using speech means using speech means.

So, to determine the level of formation of speech skills of younger schoolchildren in interdisciplinary communication, it is necessary to analyze the state of this formation.

The formation of the skills of everyday communication with the use of information technology in younger schoolchildren is directly related to the influence of social relations in general and the social environment directly related to their life activities. This happens in the school system and through daily information communication.

Research methods

The analysis of pedagogical practice and scientific and methodological literature has shown that there are shortcomings in solving the problem of the formation of speech skills of younger schoolchildren using information technology. This article is devoted to the use

of information technologies for the formation of speech skills of children in primary school. The purpose of our experimental work is to test the effectiveness of the methodology for the formation of students' speech skills using information technology. In preparation for the experimental work, the following tasks were set: to determine the level of formation of students' speech skills using information technology (motivational, informational, reflexive), to develop a set of diagnostic methods: control, questionnaire, diagnostic methods, evaluation, self-assessment, etc., Based on the data obtained, to determine the level of formation of speech skills using information technology. Therefore, the purpose of our study is to analyze the situation of the formation of speech skills of younger schoolchildren using information technology, since the study covered the process of experimental analysis, when checking the significance of the results, a clear analysis was used. Such an analysis is carried out at the end of the study in experimental studies. The goal is to calculate the research power that determines whether it has a significant impact on a certain volume of research results (Kul, 2011).

Discussion

In the course of the study, a methodology for diagnosing the formation of students' speech skills using information technology was developed, criteria, indicators and levels of formation of speech skills were determined.

Speech skills consist of three components: motivational, cognitive and reflexive.

Motivational component. These are emotions that stimulate speech activity in children. In other words, emotions caused by pronounced effects associated with a certain action. In the process of forming a speech skill using information technology, a child constantly needs new impressions, interesting situations, memorable stories. All these are real materials based on the process of forming the skills of correct speech. The goal is to form cognitive interest in aspects of the motivational component using information technology.

As a criterion, we determined the need for the formation of students' speech skills using information technology. Indicators of this criterion are: - understanding the importance of using information technology in the study of academic subjects; - showing interest and desire to master the rules of reading and writing based on the system of language, its phonetics, graphics, vocabulary, grammar, spelling; - striving for the formation of speech skills.

The main component. Full mastery of culture and speech skills, mastery of the rules of reading and writing, the use of information scientific knowledge. As a criterion, we note «the presence of knowledge about information technologies in the formation of speech skills and their use in the study of academic subjects», which is expressed in the following indicators: - completeness of speech culture and skills, description of the content of educational material; - knowledge and reading of the content of educational material using information technology, possession of deep knowledge; - obtaining theoretical knowledge; - the ability to apply the acquired knowledge in their practice; - the formation and improvement of speech skills, increasing all expressive abilities, mastering dialogue and the ability to defend their point of view.

The reflexive component provides an analysis of students' creative work, allows identifying the reasons for success and shortcomings, and developing a reflexive orientation. It is characterized by the development of reflexive and evaluative criteria in the formation of students' speech skills using information technology. Therefore, the reflexive component was defined as one of the most important components of self-organization of educational activities.

Criteria of reflexive assessment: - independence in the choice of means of solving the educational task; - awareness of their own ignorance, finding the cause of the error, comparing the results of their activities; - finding and correcting speech errors, i.e. the ability to work with negative speech material, the formation of speech skills of younger schoolchildren using information technology.

Reflex- (from late sleep. reflexio) is the subject's attention to himself, in particular to the products

Table 1

Criteria and indicators for the formation of students' speech skills using information technology

Components	Criteria	Indicators
Motivational component N	The need to master speech skills using information technology	- show interest and desire to master the rules of reading and writing; - understanding the importance of communication in teaching academic disciplines; - the desire to form and develop speech skills.
The main component	Knowledge of speech skills and their use in the study of academic subjects.	- full knowledge of culture and speech skills, description of the content of the educational material; - recognize the content of educational material; - obtaining theoretical knowledge
Determinant component	Formation of reflexes, self-determination, self-knowledge and development using information technologies	- independence in the choice of means of solving educational tasks; - the ability to feel the lack of their own knowledge, to find the cause of the error, to compare the results of their activities; - ability to find and correct speech errors, i.e. to work with negative speech material

of his activity in order to rethink them. Reflection in Philosophy: 1. mind and thinking appeal to yourself. 2. knowledge analysis in order to obtain new knowledge. 3. under the self-control of the state of mind and soul in pedagogy, reflection is considered as a stage of the lesson in which the knowledge gained during the lesson is critically analyzed, compared with existing knowledge and included in one's own understanding (Alexander, 2008).

The analysis of the indicators of the formation of speech skills of younger schoolchildren using information technologies included in each of the criteria showed that there are three levels: low, medium and high. This gradation is based on a certain number of indicators available to students: the smaller the indicators, the lower the level of formation of speech skills. Students will be interested in forming speech skills and determining their results.

But this interest is not permanent, students' knowledge about the study of text, composition

and speech skills in the learning process is acquired only in the form of definitions of terms and concepts. Work on the formation and development of speech skills using information technology is carried out in accordance with the plan proposed by the teacher. Students with incomplete mastery of the ways of forming speech skills using information technology can perform only certain parts of these tasks. Students make mistakes when completing assignments, and the teacher spends a lot of time correcting their mistakes.

The average level. Students are aware of the need and importance of forming speech skills using information technology, have theoretical knowledge of working with text, essays, phrases and sentences in the learning process, but this knowledge is incomplete and not systematized at the proper level, in the absence of interest they make mistakes in written works, cannot prove their differences from each other. Students can use their knowledge of texts only in a familiar

environment, but in a new situation it will be difficult to apply them. Performs tasks with the support of a teacher to study the formation of skills in the use of information technology. But the initiative in the formation of speech skills, the desire to independently search for and present the results of creative research is low.

High level. Students constantly, systematically use speech skills using information technology and may show interest. The student is fully aware of the importance, the need to form his speech skills and performs them independently, without anyone's help. Informational tasks are aimed at a high level of activity and initiative in the performance of work. Learn to speak correctly. In this case, the student's knowledge can be complete, permanent, and the knowledge gained by him can be effectively used in new conditions. This level allows students to correctly use theoretical knowledge when performing informational practical tasks. The student has the skills of correct speech in the classroom with the help of information in any situation.

The purpose of our experimental work is to test the effectiveness of the methodology for the formation of students' speech skills using information technology.

In preparation for the experimental work, the following tasks were set: development of a set of diagnostic methods to determine the level of formation of speech skills (motivational, informational, reflexive): observation, questioning, diagnostic methods, assessment, self-assessment, etc. To determine the level of formation of students' speech skills using information technology based on the data obtained, a set of diagnostic methods and methods was used: study and analysis of school planning documentation, questionnaires, pedagogical control, etc., conversations with teachers, students, analysis of test results, students' correct speech skills.

Three stages of research:

Stage 1-verification. Experiment-primary diagnostics of the level of formation primary diagnostics of the level of formation of skills of third graders using information technology;

Stage 2-formative. Application of experimental and formative methods application of methods for

the formation of skills of younger schoolchildren using information technology;

Stage 3-control experiment. Repeated diagnostics of the level of formation of speech skills of younger schoolchildren using information technology in experimental and control groups, analysis of the results

113 third grade students took part in the experimental study. At the N. Ondasynov Lyceum School No. 38 in Shymkent, 3-A, B classes (57 people) were held, the control group - 3-C, D classes (56 people).

Results

The verification experiment allowed us to collect material characterizing the initial state of the object under study.

The analysis of the initial state of the formation of speech skills using information technology according to the three identified criteria served as the basis for determining the possible levels of formation of the important quality studied by students. With the help of an effective component of the developed model, possible levels of formation of speech skills of younger schoolchildren using information technology (low, medium and high levels) are determined.

The results of the analysis of the state of formation of speech skills of students of the experimental group using information technology are shown in Table 2.

Table 2

Levels of speech skills of younger schoolchildren in the experimental group (at the beginning of the experiment)

Total	The level is high	Average level	Low level
(57)	3,5%	40,4%	56,1%

As can be seen from Table 2, there is practically no high level of formation of students' speech skills using information technology in experimental groups. The majority of students have a low and average level of formation of speech skills (40.4%, 3.5% and 56.1%, respectively).

Table 3

Levels of speech skills of younger schoolchildren in the control group (at the beginning of the experiment)

Total	The level is high	Average level	Low level
(56)	3,6%	41 %	55,4%

As can be seen from Table 3, in the control groups there is a high level of formation of speech skills of younger schoolchildren using information technology, which is 3.6%.

4. The results of a comparative analysis of the experimental data are shown in Table

Table 4

Comparative data of the initial level of students' speech skills using information technologies

Total	The level is high	Average level	Low level
(57)	3,5%	40,4%	56,1%
(56)	3,6%	41 %	55,4%

As can be seen from Table 4, in the experimental groups for a certain period of the pedagogical experiment, 56.1% of students showed a low level, in the control groups the percentage of students with this level of the studied quality was approximately the same (55.4%). As for the middle-level students in the experimental groups, they make up 40.4%, in the control groups this figure was 41%.

There are very few students in the experimental samples who showed a high level of formation of speech skills using information technology (3.5% in the experimental groups and 3.6% in the control groups).

The initial levels of the formation of students' speech skills using information technology (at the beginning of the experiment) are presented graphically in accordance with Figure 1.

Figure 1 levels of formation of speech skills of younger schoolchildren using information technology at the stage of a test experiment. The analysis of the results of the ascertaining experiment allowed us to draw the following conclusions. The level of formation of speech skills at the test stage of the study showed that medium and low speech skills predominate in both groups. It follows from this that there is a communicative expediency, clarity in the child's speech, but there is no connection, sequence, which means that the child uses simple sentences in his speech, not complex sentences. The content of speech in the experimental 3rd grade was dominated by a low level. Consequently, it is difficult for children to complete the task and when writing from memory, they experience difficulties, make mistakes.

Based on the data obtained in the course of the study, a complex of formative experimental information exercises has been developed, consisting of several types aimed at the formation of students' speech skills using information technologies.

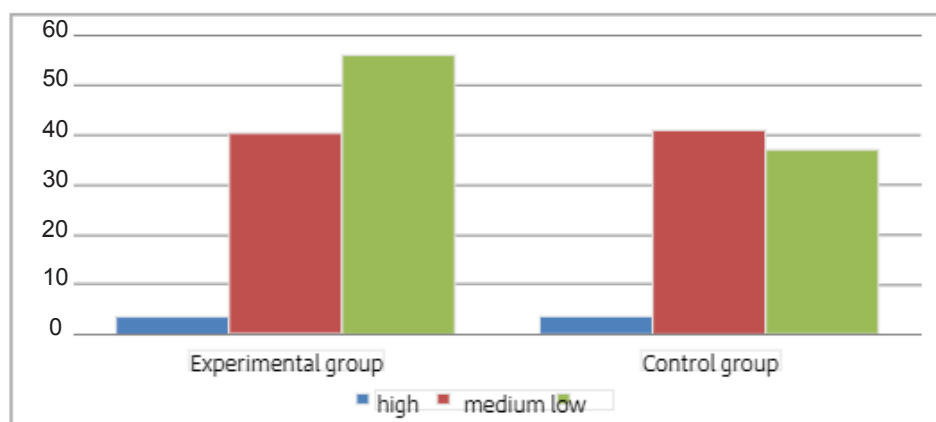


Figure 1. Levels of formation of speech skills of younger schoolchildren at the stage of a control experiment using information technology

The formative experiment was conducted in the 3rd grade, aimed at the formation of students' speech skills. In a team in which a cooperative relationship has been created that requires at least three components among students in the use of information technology, there should be an understanding of common goals, a positive attitude towards each other and a subjective position of the student and teacher in relation to each other. The purpose of the formative experiment is to select a set of exercises and practice classes aimed at developing speech skills in younger schoolchildren using information technology.

Methods of teaching younger schoolchildren are an integral part of the entire methodological system. The formation of speech skills using information technology requires improving the methodology of teaching the Kazakh language. Therefore, the didactic classification of Lerner (1981) was recognized as the optimal classification in relation to speech learning as an activity.

Classification of methods of formation and development of students' speech skills using information technology is presented in the following form:

1. The prescription method (do as I do) is used in the formation of concepts, knowledge about speech and speech skills. It includes the following techniques: teacher conversations, various informational conversations, reading rules and memos, language and speech control (demonstration of sample texts).

2. The reproductive (imitation) method is aimed at mastering the algorithms of speech production and perception used in the formation of speech skills using information technology. It consists of the following techniques: narration and repetition; compilation of phrases and sentences; work with a deformed sentence or text; selection and formulation of words according to information meaning; interpretation of words in the dictionary; analysis of words and texts by algorithm (memo);

3. The productive (creative) method provides the formation of speech skills and creative speech skills of students using information technology: essays on a given topic and plan; selection of

information texts on one topic and writing fairy tales, riddles in different styles and types; writing the continuation of a famous fairy tale (Faktorovich, 2017).

A set of exercises aimed at the formation and development of speech using information technologies is selected: - dividing the text into information logically completed parts in accordance with models; - drawing up a plan of the finished text based on the keywords of the text or the student's speech skills, planning the student's own speeches; - definition, designation of the main lexical and grammatical means in a particular text; - reformulation of the text in accordance with the student's speech skills. - understanding the topic of the text and defining its boundaries; - understand the basic idea of the text and use it in your speech skills; - understand the title of the text and predict the content based on it; - highlight keywords, phrases and sentences in the text that correspond to speech skills, and use them to determine the main content of the text.

These exercises and methods help students to better regulate their speech activity and form speech skills using information technology. Language communication cannot exist without the skills of correct speech. Good daily communication requires a high level of speech skills. The proposed exercises will be effective if they are conducted at each lesson of the Kazakh language, and even in the classroom the teacher will monitor the correct speech skills of students and regularly correct speech errors in the answers.

At the end of the formative stage of the experiment, a control experiment was conducted, with the help of which the influence of a set of exercises and methods on the formation of speech skills of younger schoolchildren of the control and experimental groups using information technology was revealed.

Many problems of language communication in the educational process are reflected in the works of Hayes (2010), Moldabek (2018), Toibekova (2016), Khoja (2020), etc. Researches

Mendoyakova (2008), Rakhmetkhyzy(2011), Goikhman et al. (2001), Alexandra (2008) and

others are of interest from the point of view of the development of speech skills of younger schoolchildren.

The purpose of the experimental training based on the use of additional material was the formation of speech skills of younger schoolchildren using information technology using a specially selected set of exercises. The exercises are included in the structure of classes in the Kazakh language, literature and natural science. After collecting specially selected exercises, the control stage of the experiment was completed. This stage of the experiment was conducted in February 2021 (Table 5).

Table 5

Levels of formation of the main criteria for the formation of speech skills of younger schoolchildren at the stage of a control experiment using information technology

Total	The level is high	Average level	Low level
(57)	47,4%	33,3%	19,3 %
(56)	8,9 %	37 %	53,6 %

The results of the control experiment are shown in the graph (Fig. 2).

The data presented in Table 5 and Figure 2 indicate that the formation of students' speech

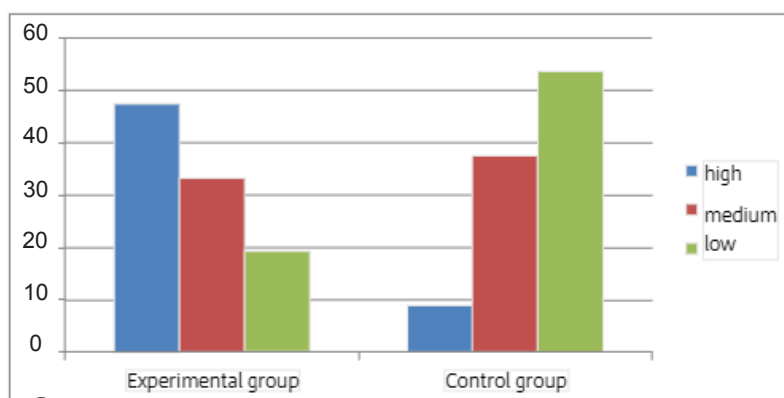


Figure 2. Levels of formation of the main criteria for the formation of speech skills of younger schoolchildren at the stage of control using information technology

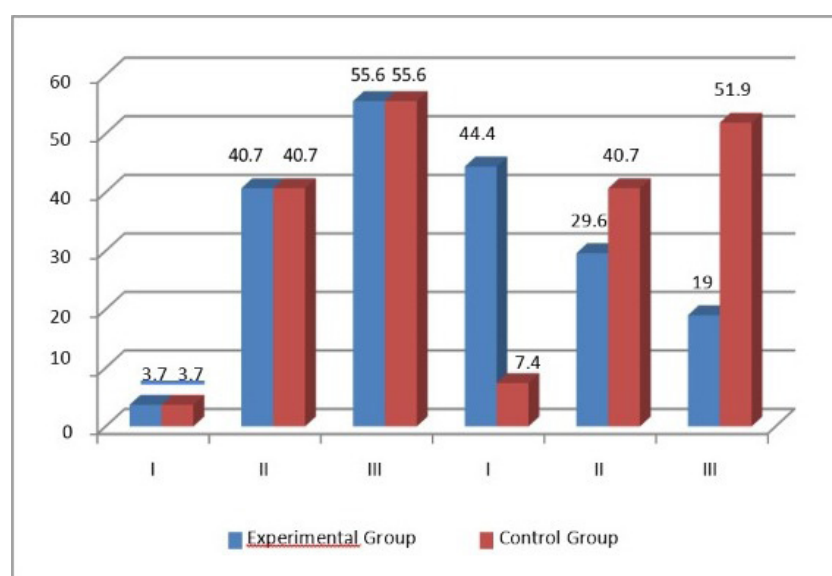


Figure 3. Distribution of students by levels of formation of speech skills of younger schoolchildren using information technology at the beginning and at the end of the formative experiment

skills using information technology corresponds to a low level. The level of formation of speech skills of students of the experimental and control groups using information technology showed that at the beginning of the experiment they were in the same magnitude (56.5% and 55.3%). At the end of the experiment, it decreased in both groups.

The formation of the speech skills of the students of the experimental and control groups using information technology corresponded to the average (second) level. If in the control groups the percentage of this level decreased from 44.4% to 40.7% (i.e. by 3.7%), then in the experimental groups the percentage of second-level students decreased significantly (from 40.7% to 29.6%). As a result, the formation of speech skills using information technology in the experimental groups significantly decreased the percentage of low- and middle-level students.

At the beginning and at the end of the formative experiment, detailed comparative levels of the formation of speech skills of younger schoolchildren using information technology are given (Fig. 3).

Conclusion

According to the results of the control experiment, the levels of formation of speech skills of younger schoolchildren using information technologies in EG and kg were determined.

The study of the formation of speech skills of third graders using information technology gives speech skills of younger schoolchildren at the stage of formation. At the beginning of the study, students' speech skills were at the same level in all indicators of speech skills. The speech skills of the main part of younger schoolchildren are formed at the average level. Many children who participated in the experimental group had a low level of speech skills. Half of the control group students demonstrated an average level of speech skills.

In the test experiment, the level of formation of speech skills of younger schoolchildren using information technology was revealed and the following criteria for the formation of speech skills were considered: the content of speech; logical speech; conditions necessary

for the formation of speech skills at the stage of formation of the experiment. In the process of organizing effective learning, children become aware of language and speech phenomena at a level worthy for their age, consciously use the knowledge gained in everyday speech practice and thereby improve their speech skills. If language learning is organized on the basis of speech analysis, the formation of speech skills using information technologies, then conditions are created for students to understand speech with language elements. This eliminates the artificial gap between language work and speech skills.

When performing exercises that form speech skills using information technology, the systematic conduct of these exercises significantly improves not only speech skills, but also the ability of children to speak correctly and culturally. These exercises allow children to learn how to communicate with each other as follows: listen, discuss the opponent's point of view, formulate their thoughts correctly, conduct a dialogue correctly.

The results of the control experiment showed the correctness of systematic exercises for the formation of speech skills using information technology. If at the beginning of the experiment the indicators of the level of speech skills in the experimental group were significantly lower, then after the proposed exercises they increased significantly. The positive dynamics of the speech level can be discussed in experimental groups. According to the results of the study, it was shown that it is necessary to pay attention to the development of meaningful speech skills, since it is by this indicator that most children have a low level of education. In general, our research has shown that systematic work is necessary for the formation of speech skills of younger schoolchildren using information technology.

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Ақпараттық технологияларды қалыптастыруда қолдану бастауыш сынып оқушыларының сөйлеу дағдылары

Аңдатпа. Бастауыш сынып оқушыларының сөйлеу дағдыларын дамытудың ақпараттық технологияларын қолдану мәселесін зерттеуге арналған педагогикалық, психологиялық, философиялық және ғылыми-әдістемелік әдебиеттерді талдау кейбір кемшіліктерді көрсетеді. Сондықтан, бұл мақалада ақпараттық технологияларды қолдана отырып, бастауыш сынып оқушыларының сөйлеу дағдыларын қалыптастыру қарастырылады.

Ғылыми-эксперименттік жұмыстың мақсаты-ақпараттық технологияларды қолдана отырып, студенттердің сөйлеу дағдыларын қалыптастыру әдістемесінің тиімділігін тексеру. Практикалық жұмыстың Дайындық кезеңінде келесі міндеттер қойылды: сөйлеу дағдыларының қалыптасу деңгейін анықтау (ақпараттық, мотивациялық, рефлексивті), диагностикалық әдістер жиынтығын әзірлеу: бақылау, сауалнама, диагностика әдістері, бағалау, өзін-өзі бағалау және т.б., алынған мәліметтер негізінде, ақпараттық технологияларды қолдана отырып, оқушылардың сөйлеу дағдыларының қалыптасу деңгейін анықтау. Осыған байланысты зерттеу жұмысының мақсаты ақпараттық технологияларды қолдана отырып, бастауыш сынып оқушыларының сөйлеу дағдыларын қалыптастыру жағдайын талдау болып табылады. Зерт-

теудің теориялық маңыздылығы бастауыш мектепте ақпараттық технологияларды қолдана отырып, оқушылардың сөйлеу дағдыларын қалыптастыру туралы білімді нақтылауға мүмкіндік береді; практикалық маңыздылығы-оқушылардың сөйлеу дағдыларын қалыптастыру үшін жаттығулар жиынтығын ұсыну және тестілеу. Әзірленген әдістемеге сәйкес ақпараттық технологияларды қолдана отырып сөйлеу дағдыларын қалыптастыру үш компоненттен тұрады: мотивациялық, мазмұнды және рефлексивті. Осы компоненттердің негізінде ақпараттық технологияларды қолдана отырып, бастауыш сынып оқушыларының сөйлеу дағдыларының қалыптасуын сипаттайтын көрсеткіштер мен деңгейлер анықталды және анықталды. Зерттеу барысында тексеру, қалыптастыру және бақылау экспериментінің нәтижелері ұсынылды. Зерттеу нәтижелеріне сәйкес, маңызды ақпараттық технологияларды қолдана отырып, сөйлеу дағдыларын қалыптастыруды терең зерттеу қажет, өйткені анықталған көрсеткіш бойынша балалардың басым көпшілігі білім деңгейі төмен. Зерттеу нәтижелері бастауыш сынып оқушыларының сөйлеу дағдыларын қалыптастыруда ақпараттық технологияларды қолдану бойынша жүйелі жұмыс қажет екенін көрсетті.

Түйін сөздер: сөйлеу дағдылары, Ақпараттық технологиялар, бастауыш мектеп, қалыптастыру, критерийлер, көрсеткіштер, деңгейлер.

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Использование информационных технологий в формировании речевых навыков учащихся начальной школы

Аннотация. Анализ педагогической, психологической, философской и научно-методической литературы по изучению проблемы использования информационных технологий развития речевых навыков младших школьников показывает некоторые недостатки. Поэтому в данной статье рассматривается формирование речевых навыков младших школьников с использованием информационных технологий.

Целью научно-экспериментальной работы является проверка эффективности нашей методики формирования речевых навыков студентов с использованием информационных технологий. На подготовительном этапе практической работы были поставлены следующие задачи: определить уровень сформированности речевых навыков (информационных, мотивационных, рефлексивных), разработать набор диагностических методов: контроль, анкетирование, методы диагностики, оценивание, самооценка и т.д., на основе полученных данных, определить уровень сформированности речевых навыков учащихся с использованием информационных технологий. В связи с этим целью исследовательской работы является анализ состояния формирования речевых навыков младших школьников с использованием информационных технологий. Теоретическая значимость исследования позволяет уточнить знания о формировании речевых навыков учащихся с использованием информационных технологий в начальной школе; практическая значимость заключается в предоставлении и тестировании комплекса упражнений для формирования речевых навыков учащихся. В соответствии с разработанной методикой формирование речевых навыков с использованием информационных технологий состоит из трех компонентов: мотивационного, содержательного и рефлексивного. На основе этих компонентов определены и выделены показатели и уровни, характеризующие сформированность речевых навыков младших школьников с использованием информационных технологий. В ходе исследования были представлены результаты проверочного, формирующего и контрольного эксперимента. Согласно результатам исследования, необходимо углубленное изучение формирования речевых навыков с использованием значимых информационных технологий, поскольку по выявленному показателю подавляющее большинство детей находится на низком уровне образования. Результаты исследования показали, что необходима систематическая работа по использованию информационных технологий в формировании речевых навыков младших школьников.

Ключевые слова: речевые навыки, информационные технологии, начальная школа, формирование, критерии, показатели, уровни.

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