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Телефон/факс: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

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Телефон/факс: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

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МАЗМҰНЫ-СОДЕРЖАНИЕ-CONTENTS

ТІЛ БІЛІМІ – ЯЗЫКОЗНАНИЕ – LINGUISTICS

БАКИРОВА Ш.А., БАЙМЫШ Л.Қ.	Қазақ тіліндегі тәуелдік жалғауының көнеленуі мен түбірге кірігу мәселесі.....	7
BEKENOVA G.SH. AKHMETOVA G.S.	Lexical and semantic characteristics of place and water names of the Abaydistrict.....	20
ЕРМЕКБАЕВА М.А.,	«Қасқыр» зоониміне байланысты мақал-мәтелдердің семантикасы (қазақ және түрік тілдері негізінде).....	31
ЕСІМСЕЙТОВ Б.Р., КОКИШЕВА Н.М.	«Заң» сөзінің негізінде жасалған сөзжасамдық ұяның көлемдік сипаты	47
KARAGULOVA B.S., MUKHTAROVA S.S.	Types of lexical and grammatical transformations in literary translation.....	62
КЕМЕЛБЕКОВА Е.А.	Linguistic features of borrowed terms of applied geometry and their semantic modification in kazakh language.....	75
КЕНЖАЛИН Қ.К., ДАНИЯР Ә.А.	«Бабырнамадағы» жай сөйлемдер мен төл сөздердің қолданысы.....	88
ҚҰРМАНБАЙҰЛЫ Ш., ҚҰЛМАНОВ С.	Қазақ терминжасамы: дәстүрлі үдерістер және қазіргі даму бағыты.....	107
ОМАРБЕКОВА Г.Ә.	Мұхтар Әуезовтің эпистолярлық стилінде антропонимдік вокативтердің қолданысы.....	130
УРАЗАЕВА К.Б., ИДРИСОВА Э., АЗКЕНОВА Ж.	Риторический идеал и риторическая идентичность. Приемы создания картины мира в поэзии жырау.....	144
ХАСАНГАЛИЕВА Б.К., ИСАКОВА С.С., ӘЛІМБЕК Г.Р.	Когнитивтік терминтанымның негізгі ұстанымдары.....	162

ӘДЕБИЕТТАНУ – ЛИТЕРАТУРОВЕДЕНИЕ – LITERATURE STUDIES

АЛЪЖАНОВА А.Ы., БАЛМАГАМБЕТОВА Ж.Т.	Проблемы адаптации казахской художественной прозы (на примере прямого и опосредованного переводов романа А. Нурпеисова «Соңғы парыз»).....	177
КАРБОЗОВ Е.К., МАМЕЖАНОВА Ә.Е.	1960-80 жылдардағы қазақ поэзиясындағы ұлттық дүниетаным және салт-дәстүр.....	190
МАТАЕВА А.К.	Қазіргі қазақ әдеби сынындағы ізденістер.....	207
МАУЛЕТ А., ҚОБЛАНДИН Қ.И.	Ақмола қазақтары фольклорлық мұрасының эстетикалық мәні.....	220

НУРЛАНОВА А.Н., СЕЙПУТАНОВА А.К., ЖӘМСАП А.Т.	Ш.Құдайбердіұлы поэзиясындағы «ар-ұждан» категориясы.....	238
НҮРБАНОВА А.Қ., БАРАТОВА М.Н.	Жалпы адамзаттық рухани құндылықтар теориясы.....	248
ОЛЖАБАЕВ Б.К., ПАНГЕРЕЕВ А.Ш., СӨЙЛЕМЕЗ О.	Түркі халықтары фольклорында туған жерді кие тұту мотивтері.....	266

**ТІЛ ЖӘНЕ ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ – МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА
И ЛИТЕРАТУРЫ – METHODOLOGY OF TEACHING LANGUAGE AND LITERATURE**

BUKAYEVA A.A., BIRAY N.	The effect of implementing case study approach on students learning outcomes in teaching kazakh legal discourse.....	281
YERSULTANOVA G.T., KENZHEKANNOVA K.K., TUSSUPBEKOVA M.ZH.	Teaching english grammar using internet resources.....	294

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G.T.YERSULTANOVA ¹ 

K.K.KENZHEKANOVA ² 

* M.ZH. TUSSUPBEKOVA ³ 

Kazakh National Women's Teacher Training University, Almaty, Kazakhstan¹

Al-Farabi Kazakh National University, Almaty, Kazakhstan²

L.N. Gumilyov Eurasian National University, Astana, Kazakhstan³

(e-mail: gyersultanova@gmail.com¹, kuralay.kenzhekanova@mail.ru²,
madinatussupbekova@gmail.com³)

TEACHING ENGLISH GRAMMAR USING INTERNET RESOURCES

Abstract. This paper focuses on revealing the current situation of using Internet resources to teach English grammar in Kazakhstan's schools. The purpose of the study is to investigate the efficiency of using internet grammar resources and the obstacles students encountered during online learning due to COVID-19, so as to help teachers to be familiar with, prevent and improve. This paper proposes a hypothesis: if teachers use Internet resources when teaching English grammar, then Internet resources can help teachers improve students' grammar skills and knowledge and have more advantages than traditional language teaching. This research is divided into three stages, using mixed research methodology (it involves collecting, analyzing and integrating quantitative and qualitative methods). The subjects of this research are fifty school students and nineteen school English teachers. The results show that schoolteachers do not use internet grammar resources in English lessons, while students use it by themselves for additional practice. In addition, the findings represent that it is effective to teach students by using internet grammar resources and it improves their grammar knowledge and skills. This work revealed the obstacles that students met during studying online and the contribution of these results will help teachers and educational system to avoid them in the future or to turn those problems into advantages to rise the effectiveness of online studying.

Keywords: English teaching, grammar, internet resources, school teachers

Introduction. In the context of the Internet era, English teaching faces unprecedented opportunities and challenges, it is well known that grammar is the key point of English learning, but it is also a difficult part of teaching English. Richard Nordquist goes into more detail about the role of grammar in a language and gives examples: «The grammar of a language includes basic axioms such as verb tenses, articles and adjectives (and their proper order), how questions are phrased,

and much more. Language cannot function without grammar. It would simply make no sense—people require grammar to communicate effectively. Speakers and listeners, authors and their audiences must function in similar systems to understand one another. In other words, a language without grammar is like a pile of bricks without mortar to hold them together”[1].

Internet resources such as education portals, virtual libraries, and virtual resource centers are very useful for teachers and students.» [2, 87].» Since teaching grammar is a complex teaching process with multiple interacting factors, simple English materials cannot meet the needs of students at different levels and in different professions» [3, 100]. Therefore, it is considered marvelous to combine teachers teaching grammar teaching with online resources.

Teachers should become the leading innovators of students to use Internet resources in language teaching. “However, if only text-based materials (such as PDF or Word documents) are used in online English resources, it will not make any difference. Multimedia elements are added to the English learning resources, which can be considered an essential part” [4].

Internet grammar resources can be used as an alternative way to help students improve their knowledge of grammar. Chun and Brandl also suggest that the diversity of network resources and multimedia capabilities make them an attractive teaching/learning tool [5, 260]. The internet provides additional language activities, which offer students to have extra classes from their specific language learning area. Teachers need too obtained, very detailed teaching strategies for learning/teaching grammar through various websites and testing learners' knowledge. According to Lin, there are two main types of Internet grammar resources: teaching resources and information-based grammar resources. Teaching resources provide teachers with the materials they need to teach grammar based on the information of grammar resources are the sites that provide messages about grammar projects [6, 11]. “There are different sites with query tasks or only grammar descriptions and examples. That’s why, educators have to carefully select and adjust the available resources” [6-7].

With the popularity of mobile technology and the growth of apps, learners can use mobile apps to improve their English grammar skills. Here Rajib Ahmed recommends some of the most commonly seen software used to learn grammar.

1. Learn English Grammar- Helps scholars improve grammar, especially grammatical accuracy.

2. Duolingo - One of the biggest attractions of Duolingo is its gamified learning system: instead of the usual course learning, Duolingo builds your course into a skill tree and rewards you with «skill points» for completing the course, achievements that track the progress of the scholar, and a life system that encourages you to answer each question correctly.

3. Mango languages for libraries - This application provides access to more than 30 foreign language courses in the user's native language. The app focuses on vocabulary, pronunciation, grammar and culture for effective communication.

4. English Grammar in Use -Raymond Murphy's «English Grammar in Use» is the world's best-selling grammar book for intermediate-level English learners. After downloading the starter pack, you can purchase all 145 grammar units or just the units you need [8].

Piaget put forward the constructive theory for the use of network resources to grammar teaching provides a relatively solid theoretical basis, deep connotation, rich content [9]. In the concept of constructive, students become the main part of learning, requiring teachers to guide students to use all available resources in the learning environment as guidance, and make full use of the initiative of learning, smooth the knowledge absorption, digestion and final construction.

However, in this process, the use of Internet resources in the background of English grammar teaching still has some problems to deal with. Tingting Liu on the book: «English learners use network resources to learn English application practice» stressed that network resources are not entirely useful for teaching English grammar: first of all, the number of resources available on the Internet is very large, these resources are uneven, there is a lot of wrong information, then teachers/students need to spend a lot of energy Screening resources, will waste time and energy, consumption of learning enthusiasm, reduce learning efficiency [10].

The use of network resources to teach English grammar still has some problems, but cannot deny that the network resources on English grammar learning can produce objective value, far more than the negative effects it can bring. Liu Na put forward some suggestions to teachers: First, the content of the Internet is diverse, but not necessarily suitable for every student, so teachers must seriously choose, pick out the resources that are suitable for teaching. Second, after selecting the content, it should be arranged appropriately. How to use and when to use them in teaching will be the key to determining whether these resources are used properly. Third, in the real use of network resources, but also to maintain the role of teachers' guidance, not to let students be attracted by a variety of colorful network resources, and ignore the knowledge of these resources, otherwise, the use of network resources will play a counterproductive role. Fourth, the teacher must let the network resources play a supporting role in teaching, as a supplement and extension of the curriculum content [11].According to Kazakhstani scientists there is a huge impact of technology on learning process: “In parallel with the development of technology, the usage of technological tools has expanded and it has started to be actively used in education and training environments” [12, 192].

Methodology and research methods. Methodological part includes two units, where the author explained the research type, how the author conducted methodology and made research is provides information about participants,

procedures and research tools. Current study researches by using mixed research methodology (it involves collecting, analyzing and integrating quantitative and qualitative methods).

Participants in this study were students of different age (between seven and eighteen), from an English language educational center CES for you, where the experiment was held. Participants of the first survey were the teachers, who work in the same Educational centers and have working experience of teaching English at schools. The center is located in Umralieva st.56A, Kaskelen, Kazakhstan. There are more than three hundred students, who attend English lessons on a fee basis and study in a group of ten students. One of the researchers was a practicum student from Suleyman Demirel University.

This study was conducted on the basis of methods and techniques corresponding to the age, national and individual characteristics of students, the degree of their language and literary training; coordination of the work of teachers of the English language and methodologist in the aspect of developing thematic planning and conducting grammar lessons;

Primary data collection was applied. This research is mixed because it involves numerical calculation of the results of experiment and it has two open questions to collect teachers and students' suggestions to improve teaching English at schools. The main tool of data collection during the experiment were tests and the survey which obtained answers by using Google Forms format.

- theoretical: investigate and analyze validity and reliability of definite resources, relevance, methods of teaching grammar in foreign language. Students' preferences, analysis of existing internet grammar resources, and teaching aids;

Discussion and observation. Students and teachers had to give their responses in online Google forms questionnaire, about the situation of using English grammar internet resources at schools. These THREE surveys consist of 32 multiple-choice questions and 2 open questions. Fifty students from secondary school and nineteen teachers participated in this survey.

Data is analyzed through mixed data analysis techniques, such as collecting and counting the number of votes for separate questions in the questionnaire, collecting participants' own opinions in an open-ended question form. Findings were derived from emerging themes. Responses to the questions of the questionnaires and tests are presented in tabulated forms.

Table 1 - Teachers' and Students' Responses about the Use of Internet Grammar Resources at school

Questions:

1. In an English lesson, there is a use of Internet grammar resources at school
2. School teachers provide students with additional grammar materials from Internet

resources as a home assignment						
3. Students use internet grammar resources for additional practice						
	Question1		Question2		Question3	
	Student	Teacher	Student	Teacher	Student	Teacher
Never	17	3	8	4	8	0
Very rarely	14	8	21	6	21	0
Rarely	10	2	7	7	7	0
Occasionally	5	2	9	1	9	7
Frequently	4	3	5	0	5	11
Very frequently	0	0	0	0	0	2

Readers can see the representation of the results that determined the condition of using Internet grammar resources at schools (Table 1). The researchers decided to represent the results here with the numbers of participants, not percentage, because it can give concrete numbers and show exact difference, while percentages do not give people exact numbers of votes and readers can assume that actual number of votes is higher or even lower than it actually is.

The results showed that teachers mostly do not use or use internet grammar materials very rarely in teaching the English process. Not surprisingly, the same situation is with the additional internet grammar resources as a home assignment- teachers in general very rarely, rarely or even never give students internet grammar resources as a home assignment. Nevertheless, surprising fact which researchers found out is that students, not being influenced by their teachers, frequently and occasionally use internet grammar resources for themselves independently, which shows their self-consciousness and that they care about their grammar learning, also, the interesting fact is that teachers are aware of it.

Table 2 - Students' Responses about Obstacles they Met During Studying Online

Questions	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
My online lesson's timetable is convenient for me.	31%	31%	11%	17%	7%
The process of learning grammar online is more interesting than traditional grammar teaching at school.	15%	11%	37%	19%	15%
Online grammar teaching is more useful than traditional grammar teaching at school.	7%	37%	31%	21%	2%
Substantial assistance was provided by online grammar	4%	10%	37%	47%	2%

teaching.					
During online lessons, teacher has enough time to pay attention to every student.	37%	21%	17%	19%	4%
I'm easily distracted by something during online classes.	4%	13%	8%	39%	35%

This table represented all the participants' responses (Table 2), about the obstacles they met during online studying and their overall opinion about the effectiveness of using internet resources for learning grammar patterns.

Obstacles: During online studying, most students had the problem with their online lessons' timetables and schedules, which made the online studying inconvenient for them. In addition, one of the problem students met was teachers' inability to pay attention to every student and help them with their problems. Because there were many students and all of them studied online, without the possibility to ask teacher about the problems face-to-face, the questionnaire identified such problem. In addition, one of the disadvantages studying online was distraction of students during the online lessons, because of different reasons.

As the results showed, most of the students get distracted by something and may not understand the materials well. Half of the students pointed that they did not have enough time to follow teachers' instructions and explanations, which leads us to assumption that the students' subject's knowledge may lower. However, the interesting finding was that students do not find it difficult to study English grammar by using internet resources.

In the question of whether studying online is more interesting than traditional teaching or not, number of students' opinions 'for' and 'against' was equal and other students voted for neither agree or disagree which left this question without definite result. However, the question which helped to identify, which way of teaching grammar is more useful, online or traditional teaching, students defined traditional as the best one. Students also agreed that learning grammar using internet resources provide substantial assistance. The question whether it's possible to learn grammar within online courses with the help of doing internet grammar exercises, equal number students of students agreed and disagreed, while other half voted for neither agree nor disagree which left this question without leading result.

Table 3 - Teacher s' and Students' Preferences of Internet Grammar Resources

<p>Questions:</p> <ol style="list-style-type: none"> 1. What kind of internet resources do teachers use to teach English grammar? 2. What internet grammar resources are the most convenient for students? 3. What kind of online grammar resources are the most interesting for students? (question for students)

	Question1		Question2		Question3	
	Student	Teacher	Student	Teacher	Student	Teacher
Worksheet	20%	57.9%	28%	73.79%	27%	
tutorial video	12%	5.3%	30%	68.4%	24%	
Website	8%	5.3%	26%	10.5%	20%	
Application	4%	5.3%	30%	57.9%	23%	
Presentation	42%	63.2%	4%	42.1%	3%	
Other/don't use	6%	10.6%	14%	5.3%	3%	

There are presented results of participants' responses in the questionnaires about their preferences of internet grammar resources (Table 3). Results: most of the students think that the most convenient grammar internet resources are tutorial videos and applications, then worksheets and websites. Teachers assumed the same options for their students, but the difference is that they assumed PowerPoint presentations as a convenient tool for students, which actually, is not.

In addition, participants were asked to identify which grammar internet resources they have in a lesson. Not surprisingly, the higher score got PowerPoint presentations and worksheets with grammar tutorial videos. For the question, which asked to identify the most interesting and relaxing internet grammar resources for students, PowerPoint presentations stepped ahead and a little bit less worksheet, grammar tutorial videos, applications and websites.

This question was aimed to identify the methods teachers use to teach English grammar at school. 45% of students (25) noted that teachers use a single method of teaching grammar rules, not flexible, while other 39% of students (22) claimed that teachers use many examples from the textbook to explain grammar, and only 16% of students (3) agreed that teachers use many examples to explain grammar from network resources. Readers can see that students' point of view is proved by teachers' votes; most of them chose the same options. 13 teachers out of 19 thinks that the main problem with teaching English at schools is that they use single method and too many examples from the textbook, which leads to negative consequences in students' grammar learning. Only four teachers out of 19 use examples from network resources, which is the least chosen option. In conclusion, these concurrent responses led researchers to find out that nowadays, teachers and students know about the current problems in teaching English grammar at schools, such as inflexible teaching models and too much attention to the use of the textbook. The responses of this survey question reveal the real situation of the use of internet Grammar Resources at schools and almost none of teachers pay attention to it.

Students and teachers were asked directly about the problems of teaching grammar at school. Most of the students (26) think that it is because they have personal issues, whereas 16 other students think that there is inflexible teaching model at school. Other seven students think that there is disengagement from teaching and practice, which schools or teachers provide. One student thinks that the

problem is limited level of teachers' knowledge, one student thinks that schools have all those problems, another one agrees that teachers do not give clear instructions, when only one student has no problems. Students' responses are quite similar with teachers. Most of the voted teachers (15) assumed that the problem is students' own reasons and 9 teachers voted for inflexible teaching models. In conclusion, these responses led researchers to find out that nowadays, schoolteachers give preferences to the traditional way of teaching and almost do not use internet grammar resources. In addition, students are aware of the problems with the teaching English grammar, they are self-conscious can accept their personal issues too.

This question here strives to identify the problems that secondary school students have when they study English grammar at school. Both students and teachers shared their responses. In this question, participants could choose more than one option. 27 students agreed that basics of grammar are difficult to understand, 20 students noted that teachers do not explain clearly grammar patterns, 17 students stated that they find English grammar lessons not interesting and boring and six students claimed that there are too many fixed combinations and sentence patterns in English grammar. In addition, there are eight people who named other reasons, such as: five students had no problems at all, one student stated about lack of practice, one student named personal issues and one student stated about teachers' incompetence.

Taking into account teachers' responses, the readers can see that there is a concurrency in students and teachers' votes. Most of the teachers guessed right the problems, which students meet during studying English grammar, that: Grammar basics are difficult to understand, teachers' explanations may not be clear enough and there are too many fixed combinations. Surprising finding is that only two (10%) teachers think that students are bored in the lessons and they have no interest in it, which puts this option into 4th place. While according to the students' votes, 17 out of 50 (34%) find it really boring.

Conclusion. From these results, we can conclude that most of the students agree that basics of grammar are difficult to understand, say that teachers do not give them clear instructions, find the school English lessons boring while teachers know about their problems, but they almost never assume that students may not be interested in the lesson at all. It may be one of the most significant reasons and teachers may work on it to attract students' interest.

The question aimed to collect students' responses whether they think that working on a lesson project in a group is better than doing it alone online and define the reasons: Most of the students think that they can learn something new from others, they can chat with other people and it is easier to finish project in a group. Students value communicative side of learning more important than online teaching.

The question was asked in order to find out about the effects after learning English grammar by using internet resources. The collected results showed that most

of the students find it useful and beneficial, while only few students stated that they have no differences with common grammar course books.

The question asked students about the reasons why they find it difficult to study English grammar by using internet resources. Most of the students stated that it takes a lot of effort to find suitable grammar materials, others' answer is quite similar which means there are too many materials and they are chaotically distributed on the internet.

The survey question aimed to find out the reasons why students could have missed their online lessons. For most of the students the time of the lessons isn't convenient or they have poor network connection.

The question was open, to ask students' suggestions or tips for improving grammar teaching at school. This survey question is the most interesting and informative because it carries students' opinions and their suggestions for improving grammar teaching at school. 26 students (52%) have no suggestions. Other students' suggestions as follow: to make it more creative(add games); to improve our teacher' knowledge; to install wi-fi in school and allow use phones; to let teachers have a lot of knowledge and practice activities; to increase teachers' knowledge; to let students practice more; to increase the quality of teaching; to give teacher's knowledge about kid's psychology; to make own structure of teaching; to make lessons more interesting; teachers turn off the interest in study; to be more patient and explain every student carefully; to have more experience; to use smartphone more; teacher speaks too much; invite new teacher; to include some games; to watch films in English; to decrease home tasks; to make studying easier.

68.4% of the teachers (13) voted that they are satisfied with the situation of Teaching English grammar at schools. Other 31.6% of teachers (6) shared their own suggestions, such as: Practice more, to use more interesting ways to teach grammar, to choose right web resource for students, to conduct more time for the language and practice, to use real situations from life, to avoid choosing grammar instructional videos which has too much entertaining.

These responses led researchers to the conclusion that half of the students and teachers, even though they had issues with the learning English grammar at school, in the end of the survey did not want to suggest any further ideas or solutions of the problems, whereas the other half left their responses, to contribute for the future benefits.

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Г.Т. ЕРСУЛТАНОВА

Қазақ Ұлттық Қыздар Педагогикалық Университеті, Алматы, Қазақстан,

Қ.К. КЕНЖЕКАНОВА

Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

М.Ж. ТУСУПБЕКОВА

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

**АҒЫЛШЫН ТІЛІНІҢ ГРАММАТИКАСЫН ИНТЕРНЕТ-РЕСУРСТАРДЫҢ
КӨМЕГІМЕН ОҚЫТУ**

Аңдатпа. Бұл мақала Қазақстан мектептерінде ағылшын тілінің грамматикасын оқыту кезінде интернет ресурстарын пайдаланудың ағымдағы жағдайын анықтауға арналған. Зерттеудің мақсаты – онлайн грамматикалық ресурстарды пайдаланудың тиімділігін зерттеу және мұғалімдерге олармен танысуға, осы кедергілерді болдырмауға және жеңуге көмектесу үшін COVID-19

салдарынан студенттердің онлайн оқыту кезінде кездесетін кедергілерді анықтау. Бұл мақалада мұғалімдер ағылшын тілінің грамматикасын оқыту кезінде интернет ресурстарын пайдаланатын болса, олар мұғалімдерге оқушылардың грамматикалық білімін жақсартуға және дәстүрлі тіл үйретумен салыстырғанда көбірек пайда алуға көмектесетіндігі туралы болжам жасайды. Бұл зерттеу аралас зерттеу әдіснамасы (ол сандық және сапалық әдістерді жинау, талдау және біріктіруді қамтиды) арқылы үш кезеңге бөлінген. Бұл зерттеу нысаны – елу мектеп оқушысы және он тоғыз ағылшын тілі мұғалімі. Нәтижелер көрсеткендей, мектеп мұғалімдері ағылшын тілі сабақтарында онлайн грамматикалық ресурстарды пайдаланбайды, ал оқушылардың өздері қосымша тәжірибе үшін пайдаланады. Сонымен қатар, нәтижелер студенттерге грамматиканы интернет ресурстарын пайдалана отырып үйрету тиімдірек екенін және бұл олардың білімдері мен дағдыларын жетілдіретінін көрсетті. Бұл жұмыс мұғалімдерге және білім беру жүйесіне болашақта оларды болдырмауға немесе онлайн оқытудың тиімділігін арттыру үшін проблемаларды пайдаға айналдыруға көмектесу үшін нәтижелерді пайдалана отырып, студенттердің онлайн оқу кезінде кездесетін кедергілерді анықтады.

Түйін сөздер: ағылшын тілін оқыту, грамматика, интернет ресурстары, мектеп мұғалімдері

Г.Т. ЕРСУЛТАНОВА

Казахский национальный женский педагогический университет,
Алматы, Казахстан

Қ.К. КЕНЖЕҚАНОВА

Казахский национальный университет имени аль-Фараби, Алматы, Казахстан

М.Ж. ТУСУПБЕКОВА

Евразийский национальный университет имени Л.Н. Гумилева, Астана,
Казахстан

**ОБУЧЕНИЕ ГРАММАТИКЕ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ
ИНТЕРНЕТ-РЕСУРСОВ**

Аннотация. Данная статья посвящена выявлению текущей ситуации с использованием ресурсов из интернета при обучении грамматике английского языка в школах Казахстана. Целью исследования является изучение эффективности использования ресурсов по грамматике из интернета и выявить преграды, с которыми столкнулись ученики во время онлайн-обучения из-за COVID-19, с целью помочь учителям ознакомиться с ними, предотвратить и преодолеть эти преграды. В этой статье приводится гипотеза: если учителя будут использовать ресурсы из интернета при обучении грамматике английского языка, то они могут помочь учителям улучшить знания

грамматики учащихся и получить больше преимуществ, в сравнении с традиционным преподаванием языка. Это исследование разделено на три этапа с использованием смешанной методологии исследования (оно включает сбор, анализ и интеграцию количественных и качественных методов). Объектами данного исследования являются пятьдесят школьников и девятнадцать школьных учителей английского языка. Результаты показывают, что школьные учителя не используют ресурсы по грамматике из интернета на уроках английского языка, в то время как учащиеся используют их самостоятельно для дополнительной практики. Кроме того, результаты показывают, что более эффективно обучать студентов грамматике с использованием ресурсов из интернета и это улучшает их знания и навыки. В ходе этой работы были выявлены преграды, с которыми студенты сталкивались во время обучения онлайн, использование результатов поможет учителям и системе образования избежать их в будущем или превратить проблемы в преимущества для повышения эффективности онлайн-обучения.

Ключевые слова: обучение английскому языку, грамматика, интернет-ресурсы, школьные учителя

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Авторлар туралы мәлімет:

Ерсұлтанова Гаухар Тилеукабуловна – философия докторы (PhD), Қазақ Ұлттық Қыздар Педагогикалық Университетінің доценті, Алматы, Қазақстан.

Ерсұлтанова Гаухар Тилеукабуловна – доктор философии (PhD), доцент Казахского национального женского педагогического университета, Алматы, Казахстан.

Yersultanova Gaukhar Tileukabulovna – Doctor of Philosophy (PhD), Associate Professor, Kazakh National Women's Pedagogical University, Almaty, Kazakhstan.

Кенжеқанова Құралай Кенжеқанқызы – философия докторы (PhD), әл-Фараби атындағы Қазақ ұлттық университетінің аға оқытушысы, Алматы, Қазақстан.

Кенжеқанова Құралай Кенжеқанқызы – доктор философии (PhD), старший преподаватель Казахского национального университета имени әл-Фараби, Алматы, Казахстан.

Kenzhekanova Kuralay Kenzhekanqyzy – Doctor of Philosophy (PhD), Associate Professor al-Farabi Kazakh National University, Almaty, Kazakhstan.

Тусупбекова Мадина Жанбырбаевна – педагогика ғылымдарының кандидаты, Л.Н. Гумилев атындағы Еуразия ұлттық университетінің қауымдастырылған профессоры, Астана, Қазақстан

Тусупбекова Мадина Жанбырбаевна – кандидат педагогических наук, ассоциированный профессор Евразийского национального университета имени Л.Н. Гумилева, Астана, Казахстан

Tussupbekova Madina Zhanbyrbaevna – candidate of pedagogical sciences, Associate Professor L.N. Gumilyov Eurasian National University, Astana, Kazakhstan