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ЦИФРОВЫЕ РЕСУРСЫ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК В КЫРГЫЗСТАНЕ

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Аннотация. Британский совет и Министерство образования и науки Кыргызской Республики запустили проект цифрового использования английского языка для учителей средних школ. Рабочая группа выбрала онлайн-ресурсы Британского совета на образовательных веб-сайтах и сопоставила их с национальным стандартом и учебной программой для 3–11-х классов. Созданные актуальные ссылки были объединены в буклет для учителей. Проект позволил учителям развивать свои электронные навыки и применять их в педагогической практике, что могло улучшить уровень английского языка учащихся и повысить их мотивацию к изучению языка. При подготовке к урокам английского языка учителя могут использовать эти методические и практические ресурсы, родители – помогать своим детям с домашним заданием, а ученики – получать удовольствие от изучения английского языка.

Ключевые слова: цифровизация; электронное обучение; тренинг; технология; английский язык.

КЫРГЫЗСТАНДА АНГЛИС ТИЛИН ҮЙРӨНҮҮЧҮЛӨР ҮЧҮН САНАРИПТИК РЕСУРСТАР

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Аннотация. Британ кеңеши жана Кыргыз Республикасынын Билим берүү жана илим министрлиги орто мектептердин мугалимдери үчүн англис тилин санариптик колдонуу боюнча долбоорду ишке киргизди. Жумушчу топ Британ кеңешинин интернет-ресурстарын билим берүү веб-сайттарында тандап, аларды улуттук стандарт жана 3-11-класстар үчүн окуу планы менен салыштырды. Тиешелүү шилтемелер мугалимдер үчүн китепчеге чогултулду. Долбоор мугалимдердин электрондук көндүмдөрүн өнүктүрүүгө жана аларды окутуу практикасында колдонууга мүмкүндүк берди, бул студенттердин англис тилин билүү деңгээлин жакшыртып, алардын тилди үйрөнүүгө болгон кызыгуусун жогорулатты. Англис тили сабактарына даярданууда мугалимдер бул методикалык жана практикалык ресурстарды колдоно алышат, ата –энелер балдарына үй тапшырмаларын аткарууга жардам беришет, ал эми окуучулар англис тилин үйрөнүүдөн ырахат алышат.

Түйүндүү сөздөр: санариптештирүү; электрондук окутуу; тренинг; технология; англис тили.

DIGITAL RESOURCES FOR LEARNERS OF ENGLISH IN KYRGYZSTAN

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Abstract. British Council and Ministry of Education and Science of Kyrgyz Republic launched a digital mapping project for English language teachers of secondary schools. The working group selected British Council online resources from educational websites and mapped them to the national curriculum for 3-11 grades. Compiled relevant links were put together in a booklet for teachers. The project enabled teachers to foster their e-skills and apply them in their teaching practice. It could improve the students' English level and raise their motivation for language learning. While preparing for English lessons, teachers can use these methodological and practical resources, parents can help their children with homework, and students can enjoy learning English.

Keywords: digitalization; e-learning; training; technology; English.

Introduction. Today, many multimedia files in English on the Internet, including educational, methodological, and scientific information allows us to conduct virtual educational courses, land lessons, and organize operational advisory assistance. In recent years, Kyrgyzstan has faced systemic challenges that reflect global trends and internal features of the socio-economic development of society. The main ones include the development and strengthening of the role of information and communication technologies in the field of electronic learning. At present, changes in social relations, and means of communication - the use of new information technologies, were required to increase the communicative competence of students and improve their learning. A deep understanding and assessment of the role of technologies are reflected in the fundamental documents adopted by the country's top leading document - the National Development Strategy of the Kyrgyz Republic for 2018–2040 [1]. The document set the task of creating and developing a modern information and communication infrastructure: telecommunication networks, data processing centers, cloud technologies, information and service access centers, digital platforms, including broadband, the availability of communication services for all categories of citizens, including groups with special needs, bridging the digital divide in access, standardization; compliance and interoperability and radio frequency spectrum management, etc. It was necessary to choose measures in the education system as the first direction: the improvement of innovative communication technologies, and interactive teaching methods. As amended by the Laws of the Kyrgyz Republic dated December 29, 2012, No. 206 on education, Article No. 6 determines that the state creates conditions for teaching each citizen the state, official, and one international language, starting from preschool education to basic general education [2].

Literature review. Most schools, lyceums, and gymnasiums, as well as the students themselves and parents of Kyrgyzstan, prefer to study one of the international languages proposed by law. English became the most important means of international communication, without English, the significant development of human society is impossible [3]. The purpose of the subject «English» is the formation of communicative competence, and therefore the

readiness and ability to carry out foreign language interpersonal and intercultural communication with native speakers [4]. The State Education Standard of the Kyrgyz Republic (2015) states that the main goal of teaching foreign languages is the formation of a multicultural and multilingual personality, through mastering foreign language communicative competence [4]. The ongoing language processes in Kyrgyzstan, global trends, the state and needs of the economy, science and the education system of the republic, the political course in foreign and domestic policy, the opinion and needs of society, and demographic and migration processes lead to the fact that the formation of a new generation largely depends from knowing English. In recent years, there has been an increased number of English learners in Kyrgyzstan, so English teachers are trying to use the most modern teaching methods that allow students to become more independent in learning [3]. Changes in the education system will also lead to the expansion of the use of international languages in all spheres of public life. Multilingualism will enable young people to freely integrate into global development processes. The use of English for full communication and increasing the competitiveness of citizens in the international labor market is an urgent need for the Kyrgyz Republic. The Internet or the World Wide Web is an invention of the 20th century – we are surrounded by everything, wherever we are. The term e-learning is used in the educational process, which describes electronic technologies that accompany the process of teaching and learning. A large number of online resources for learning English are freely available to teachers at all levels of the education system - primary, secondary, and higher. Young and inexperienced teachers with the skills do not have enough experience in applying these skills in the educational process, and many experienced teachers are not always familiar with information technology, so teachers who have e-learning skills use it in teaching, selecting material from additional Internet sources where classes are effective and fun.

The electronic manual or Teachers' Guide for English teachers "Digital Resources for learners (3–11grades)" was prepared by teachers of Kyrgyzstan based on the British Council training website and approved by the Ministry of Education

and Science of the Kyrgyz Republic. British Council resources fit the bill: they are credible and up-to-date, engaging and useful for school teachers, university professors, students, and parents in English. It is aimed at developing the electronic skills of English language teachers and using them in teaching practice. To improve the qualifications of teachers in the application of the e-learning system, as well as to create and provide a common system of Internet links to high-quality educational resources that correspond to curricula, and to ensure equal access, both for teachers and students and their parents, to educational resources and technologies, The British Council, together with the Ministry of Education and Science of the Kyrgyz Republic and the Center for Advanced Studies and Retraining of Teachers of the Kyrgyz Academy of Education in Bishkek, worked on an e-learning project.

Methods and materials. The focus group research was organized in Kyrgyzstan before piloting the e-learning project referring to the particular discussion topic. There were 3 groups of teachers, 30 people in each group at the Center for Advanced Studies and Retraining of Teachers of the Kyrgyz Academy of Education in Bishkek. Overall 90 English teachers took part in focus group research. Certainly, the groups could provide us with information about the teacher's opinions and feelings concerning e-teaching and e-learning. But the real strength of focus groups was that we could also gain insight into their reasons for those opinions. In other words, we could understand the "Why?" behind their responses. Three aspects of focus groups helped to accomplish this. One, the open-ended questioning format of a focus group helped to explore participants' comments and assumptions. Two, there is an underlying assumption that participants are usually more willing to express their opinions amidst the security of other people who share some of their concerns and interests about e-teaching. And three, the atmosphere in focus groups was one of sharing and discussing rather than just interviewing because moderators encourage participants to interact directly with each other. Thus the format of the group was conducive to gathering information about the usage of electronic materials not just about how people feel but also about why they feel that way. We could use focus groups to get answers to questions such

as "Do you apply online materials to your teaching practice from any of the given websites?" "What did you like least about the website?" "Do you think the "Teacher's Guide" table with website links is structured in the most useful way?" Another goal was closely related to increasing the effectiveness of students, teachers, and parents' products. Even if the materials or topics were inherently effective, successful implementation of e-learning depends a great deal on whether teachers perceive it as both beneficial and affordable. Suppose, for example, that the Booklet prepared by a group of experienced teachers mentioned above has been implemented schoolwide in Kyrgyzstan. Success depends on whether teachers, students, and parents actually can have access to the internet and use it. And in turn, use depends on whether they believe that they might have internet access always and everywhere. The focus groups could give us an understanding of that teacher, parent, and student beliefs, which we could then use to improve the booklet and to find ways to promote its use. The focus group in our research was to enable English school teachers to stay connected with all those concerned (for example, teachers, parents, and students) on a usual basis. Our idea was to listen and attend to the teachers' needs, problems and concerns, likes and dislikes, and feelings of satisfaction and dissatisfaction with electronic teaching. The information may be directly related to the particular decision currently being considered, it can be served as important background information when particular decisions are ready on the table. The project itself involved a working group of 10 primary, middle, and high school teachers in Kyrgyzstan with extensive experience in teaching English and developing learning materials. The project materials were tested in all regions of Kyrgyzstan by teachers and students, who then, during discussions in focus groups conducted by the developers, provided oral comments and written feedback, and recommendations for further improving the content of the manual.

Discussion and results. The electronic manual (booklet) was the result of the joint work of many people. Its main goal was to simplify the process of finding the necessary resources, exercises, and game tasks for the development of four basic language skills (reading, listening, writing, and speaking

of English). Links to resources contained on the Learn English Kids, Learn English Teens and Learn English websites, the systematization of educational and digital materials was carried out by the requirements of the Subject State Standard of the Kyrgyz Republic for English from grades 3 to 11, approved by the Academic Council of the Kyrgyz Academy of Education. (State Standard of Education, 2014) [5]. The authors-developers of the manual have worked diligently selecting educational material, compiling a guide for teachers, recommendations, and instructions for using the electronic resources of the British Council in class and independent work. The authors not only prepared the training materials for school teachers but also tested them in all regions of Kyrgyzstan, having received feedback from their colleagues. The three big: “Primary, Basic and Secondary General Education” sections were worked out by experienced teachers of English. Local education authorities, principals, and teachers of schools in Kyrgyzstan were participating in the organization of focus groups and discussions, testimonials of electronic resources, and provision of their feedback. The main purpose of this manual is to provide teachers with links to websites with a huge selection of British Council electronic resources, specially selected by the curriculum for grades 3–11 of the general education school. It is aimed at developing the electronic skills of English language teachers and using them in teaching practice. The manual is for teachers to access reliable information and save time spent searching for the necessary educational material, as well as involve students in the learning process through online exercises. The Teacher’s Guide contains links to a large number of activities suitable for students aged 9 to 18.

Conclusion. The manual can be used by: young professionals or students of pedagogical universities who wish to use modern technologies in teaching; teachers who have electronic skills but do not have experience in applying these skills in the educational process; experienced teachers who do not use modern technologies; teachers with good electronic skills and experience in their application, who want to save time spent searching for information. The manual consists of three sections for different levels of general education with appropriate links to electronic resources, as well as an additional section

on grammar. Each section includes activities, tasks, songs, and games that can be used with students in different grades. They also contain information on how to register, use links and download information. The map in each section contains links to teaching material for different grades to help teachers acquire new knowledge. All these exercises can be used both in the classroom and for the independent work of students, which helps to increase their motivation. The value of the manual lies in the fact that the electronic resources of the British Council meet the requirements of the National Curriculum of Kyrgyzstan Education system for all levels and are aimed at developing speaking, reading, writing, and listening skills, as well as studying grammar and vocabulary. To access the resources, teachers, students, and parents should register at the following websites:

URL: [http://learnenglishkids.britishcouncil.org/en/\(for grades 1–4\).](http://learnenglishkids.britishcouncil.org/en/(for%20grades%201-4))

URL: [http://learnenglishteens.britishcouncil.org/en/\(for grades 5–9\).](http://learnenglishteens.britishcouncil.org/en/(for%20grades%205-9))

URL: [http://learnenglish.britishcouncil.org/en/\(for grades 10–11\).](http://learnenglish.britishcouncil.org/en/(for%20grades%2010-11))

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