3.	Огнева Е.А. Художественный перевод: проблемы передачи компонентов переводческого кода: Монография. 2-е изд., доп. Москва: Эдитус, 2012. - 234 с

4.	Чэнь Чжунлянь. Практический курс двустороннего полного перевода с русского на китайский. Харбин: Издательство университета Хэйюцзян, 2010.

5.	Сунь Вэньфан, Гао Гоцуй, Хань Чжэнью.Сравнение китайско-русского языка и стратегия перевода. Харбин: Издательство Хэймэй Цзянжэнь, 2016.

DIGITALIZATION OF LANGUAGE EDUCATION: PROSPECTS AND RISKS

Asiia Alexsandrovna Aldanazarova, teacher

Regional Special Sanatorium Boarding School (Aktobe, Kazakhstan)

One of the tasks of the education system is the need to respond to changes in society, to its demands and needs. Digital environment occupies more and more place in human life, in connection with this increasing importance acquires media competence as the ability to interact effectively with the media space [3, p. 480]. Internet skills and the ability to use modern digital tools are becoming a prerequisite for professional success. The educational system is responding to this societal demand by expanding the use of digital media and resources in foreign language teaching. Students and teachers are required to develop the ability to master media texts, the ability to work with digital sources, critically assess the information offered and use it to solve specific problems. This is a necessary condition for learning at the present stage. It is especially evident in the teaching of foreign languages, which is due to the specifics of the subject itself. Since language is primarily a means of communication, the emergence of new technical means of communication and their widespread penetration into various spheres of life naturally causes a wide use of these means in education.

The development of the Internet and social networks has also caused a change in approaches to foreign language teaching. A number of specialists (S. Titova) speak about the socially interactive or competence-connectivist approach to foreign language learning, which is characterized by active social interaction of all participants in the process and constant access to interactive learning material [2, p. 17]. Thus, the systematic integration of digital technologies in the educational process is an inevitable and necessary step in the development of language education There is also a shift in the media priorities of students. With the development of the Internet, more and more practicing teachers are forced to state that reading as a way of obtaining information is receding into the background. Increasingly, students are getting their information, including instructional information, from video blogs and podcasts. It seems possible to assume that taking into account these media preferences formed by students can be used by teachers to increase motivation in learning foreign languages. Some benefit can also be brought by popular in recent years simulator applications for desktops and smartphones, with their help can be carried out training and consolidation of grammar rules, work on lexical units, and the performance of elementary translation exercises. Nevertheless, it is important to take into account the fact that these applications can only be used to work on individual units and structures. Since coaching itself does not make sense, it is necessary to think carefully about the place of such work in the teaching materials, its feasibility and pay special attention to the control of students' work. A serious advantage of digital resources is the visual orientation of the media content available online. Since a large proportion of people feel comfortable if they can make use of any visual support, visualization of material using media content can facilitate the assimilation of learning material. Online versions of newspapers, podcasts, video blogs, online radio, online film festivals, thematic Internet sites, and thematic communities on social networks provide the modern teacher with a wide range of opportunities in selecting authentic media content for each specific target group of students. Despite the undoubted and obvious advantages, we should still soberly

assess the appropriateness of the use of electronic devices and resources in the foreign language lesson. For example, when using multimedia equipment in the classroom are inevitable technical difficulties and malfunctions. The probability of their occurrence increases with the use of the Internet at the lesson (communication failure, insufficient speed of network connection, inaccessibility of the necessary content, etc.). The need for thorough preparation for such lessons and for an alternative plan of action in case something goes wrong has arisen. Thus, there is a need to think and prepare two plans for the lesson, in case of normal operation of technical support and in case of failure, which requires significantly more labor input from the teacher for the preparation of one lesson on a particular topic. In this regard, the technical equipment of the educational institution, that is, what does not depend on a particular teacher, becomes particularly important. Particularly we should be wary of the difficulties in using mobile technology in the classroom, which may be because students have different material conditions in their families, so it will be difficult to guarantee equal technical opportunities for all students and equal accessibility of educational resources. It should also be taken into account that digital technologies can be recommended for use not in any age group of students, but only where there is confidence that a sufficient level of certain competencies required to work in a digital environment (self-control skills, social communication skills, cognitive abilities, basic skills and skills to use technical means) has already been formed. An important circumstance is the fact that the use of digital devices does not contribute to the development of fine motor skills, which is extremely important at the initial stage of education. Hygienists draw our attention to the fact that the time of work with electronic devices should be strictly limited, especially when it comes to the younger students. [1, c. 1]. Unfortunately, the harm to health caused by excessive work with such devices is not limited to the musculoskeletal system, visual impairment and immobility. The U.S. National Institute of Health announced the preliminary results of a long-term study of the effect of electronic devices on children and adolescents [5, p. 1]. In research take part in 11 874 children at the age from 9 till 10 years, among them 2 100 twins.

Not all of the data from this study can be interpreted unambiguously at this stage, but some of the results raise concerns: children who spend more than 7 hours a day in front of a screen of such a device have irreversible changes in the cerebral cortex. Therefore, the American Academy of Pediatrics has recommended that children under the age of 18-24 months should not use digital media at all. According to scientists, only video chats with relatives may be an exception. It has also been shown that children do not transfer skills learned in a virtual environment to the real world. Last August, 50 leading American psychologists sent a letter to the American Psychological Association [4, p. 1] pointing out the danger of addictive design of modern social services and the relationship of their intensive use with the decline of academic success of students, where they pointed out that the intensive use of such services is precisely the result of specific engineering technologies and psychological manipulation of users.

Addictive design, the temptation to be distracted by an electronic device if it is within reach, makes it often impossible for students to work with electronic devices on their desks. Researchers differ widely in their estimates of what percentage of children and adolescents are addicted, but the mere fact that addiction is likely is worrisome. A possible solution would be to use educational institution electronic devices with limited functionality, which would allow them to perform only educational tasks. However, the widespread provision of educational institutions with such devices is probably not a matter of the near future. As part of a problem group on the digitalization of education, students from the German department of the FLNPU conducted a survey of parents of students at general education schools at various grade levels in 2019. The purpose of this small survey was to find out what the parent community understands by digitalization of education and what expectations they have for it.

Parents were offered questionnaires with open-ended and closed-ended questions. The results of the survey were somewhat unexpected: it turned out that parents generally have a realistic view of the digitalization of education. The attitude of parents to this trend of development of educational approaches could

generally be characterized as wary. To the question, "Do you know what 'digitalization of education' is?" 47.9% of respondents (23 people) answered positively, 52.1% of respondents (25 people) answered negatively. When asked to explain how they understood the term "digitalization of education," 45.8% of the respondents (22 people) gave an explanation, 41.7% of the respondents (20 people) did not explain, of which 12.5% (6 people) answered incorrectly. To the question "Online-training is..." an answer "good" was chosen by 25% of those who took part in the survey (12 people), an answer "bad" was chosen by 22,9% of respondents (11 people), an answer "Difficult to answer" was chosen by 29,2% of the respondents (14 people), 22,9% of the questioned (11 people) gave their answer. Among the answers to the question "What do you personally see as the pluses in the digitalization of education?" the parents of schoolchildren named physical accessibility for children and adults with disabilities, information accessibility, under which respondents understood the possibility of multiple viewing the same information.

They also mentioned the possibility of using additional sources of knowledge, the opportunity to study with different teachers, the lack of time and place constraints, and the opportunity to practice certain topics in addition, if there is such a need. Further advantages of digitalization of language education included variability (variety of forms of tasks, interesting presentation), development of independence in the search for information, and improvement of skills in working with computers and various computer programs. Responding to the question "What do you personally see as the disadvantages of digitalization of education?", the parents of students named the following disturbing moments: - negative impact on health; - low level of socialization, lack of communication skills, lack of contact "student-teacher", lack of explanation from the teacher; - possibility of incomplete understanding of information, because not all students are able, according to parents, to study independently and understand the electronic program that is used in the educational process.

Thus, the use of digital media in language education is a response to the expectations of society, which would like to see an educational system that meets the current opportunities and needs. The premise should be that society does not expect maximum use of these tools, but that they should be used in an appropriate and reasonable way.

Literature

1. Melnikova E. S. ICT and harm to students' health // Psychology, Sociology and Pedagogy. 2015. № 12 [Electronic resource]. URL: http://psychology.snauka. ru/2015/12/6205 (date of reference: 07.02.2019).

2. Titova S. V. Digital technologies in language learning: theory and practice. Moscow: Editus, 2017. 248 p.

3. Fedorov A. V. Media-education // Big Russian Encyclopedia. T. 17. Moscow: The Big Russian Encyclopedia, 2012. 751 p.

4. Daniel J. H. Our letter to the APA [Electronic resource]. URL: https:// screentimenetwork.org/apa?eType=EmailBlastContent&eId=5026ccf8-74e2-4f10-bc0ed83dc030c894 (accessed 07.02.2019).

5. Paulus M. P., Squeglia L. M., Bagot K., Jacobus J., Kuplicki R., Breslina F. J., Bodurka J., Sheffield A., Wesley M., Thompson K., Bartschf H., Tapert S. F. Screen media activity and brain structure in youth: Evidence for diverse structural correlation networks from the ABCD study [Electronic resource]. URL: https://www.nih.gov/news-events/news-releases/abcdstudy-completes-enrollment-announces-opportunities-scientific-engagement (accessed 07.02.2019).