**Seminar 1**

To determine how and why digital technologies in biological education can be used in their practice, with reference to relevant concepts, principles and theories.

The new educational paradigm puts not only the knowledge, skills and abilities of the child at the forefront, but also his personality, his development as a citizen through education. Traditional teaching is the organization, management and control of the process of ready-made, new learning technologies for students. New learning technology is a way to implement the content of training established in the curriculum, revealing the form, methods and means of training to ensure the effective achievement of the set goal. The new organization of training should include the following tasks:

\* involvement of students in the management of the educational process;

\* make collective activities a means of common communication;

\* individualized learning based on the level and specifics.

Thus, the system of "developing learning", which includes these tasks, teaches the child in the immediate development zone through activities aimed at theoretical thinking, taking into account the laws of development. Most of the educational technologies aimed at implementing these problems seek to make the child a subject of their own activities on the basis of collective thought activity, through the method of active learning, the development of which prevents pedagogical influence, solving specific educational tasks in the course of targeted educational activities, forms in the child a set of skills and values, along with information and general knowledge [2]. One of the new learning technologies — "development of Critical Thinking Through Reading and writing" — is a unique, unique and valuable technology among the technologies.

What attracted US English Language teachers to the technology of "developing critical thinking through reading and writing:

\* allows any teacher to provide high-quality teaching;

\* with a large number of effective methods of training and organization. As you know, there are about a hundred strategies in this program. By mastering these techniques and choosing the right ones from the inside, you can effectively and optimally implement the goals and objectives of each lesson.

\* Features of the program" development of critical thinking " from other programs;

\* prerequisites for critical thinking lessons.

Critical thinking through reading and writing classes focus on the following issues:

1.actively conduct classes and create conditions for free questioning of each child.

2.do not underestimate the child's response in numbers to instill confidence.

3.get used to the answer "I think" to develop your imagination.

4.treat different answers equally, praising the good and not criticizing the bad.

5.to develop the richness of the language, listen to the answer to the end.

6.do not ask a child who does not want to answer without his will.

7.creating conditions for the expansion and spiritual growth of the child's worldview.

8.increase the role of the "I" as an individual, form your own opinion.

The importance of the three main stages. In this new learning technology, all strategies are applied in three stages.

Stage I — to arouse the child's interest-to invite thoughts, which is necessary in every lesson. Opportunities of the stage: generalization, updating of the existing knowledge base of the student on the topic or problem under consideration, motivation of the student's educational activity with constant interest in the topic under study, awakening of the student's activity in the classroom.

Stage II-ability to distinguish between meanings. The tasks here are completely different. The stage allows the student to get new information, reflect it, combine existing knowledge, and work on a comprehensive and comprehensive analysis of the text from every point of view.

Stage III-reflection. This is mainly due to the generalization of the information received, general reflection; the formation of new information, new knowledge for the student, the formation of each student's own attitude to the material studied, etc.

Another important feature of the program" development of critical thinking "is that in some features of the system," knowledge is only knowledge that is acquired not only by memory, but also by deep thinking, " — as the famous Russian writer Tolstoy said, one of the features of this system is that any information is perceived through a comprehensive reflection.

Another feature is that knowledge is often acquired in the form of Group or collective discussions, rather than individual, as French scientists say," knowledge that is not sharpened by the mind of others is not knowledge."

The effectiveness of the program "development of critical thinking", as well as the system of developing learning, is aimed at the formation of a creative personality with the development of basic principles and goals and objectives.

In the sense that it is useful to change learning motivations. Learning motivations have completely changed. Students who previously avoided failure, did not strive for learning, ignored the need for knowledge, passively accepted valuable information, and especially children with average academic performance, have changed beyond recognition. And while most of the best and most of the best students wanted to learn to be praised or superior to others, now they were in a hurry to find interesting information on their own and share their thoughts with others. All these are changes that occur due to the fact that they often succeed and believe in their own strength. In their answers to the questionnaires (exit sheets), students often showed such abilities as planning work, adapting to the situation, real evaluation of the result, such qualities as perseverance, resistance to criticism.

Working with this program, we have achieved the following success: in the lessons of "critical thinking", it is possible not only to form knowledge and flexibility, but also to influence the future of the child through collective creative activities, to create conditions for his self-education and development, improving his knowledge. In the course of using this system, effective use of the developmental and educational opportunities of any lesson began to be successfully implemented, with the development of cognitive and creative abilities of each child, the orientation of training to the individual.

We know that each new technology, projects and innovations in the field of Education have the main goals and objectives that are close to each other. One of the main indicators of the effectiveness of the education system is the quality of Education. We would like to give concrete examples of the impact of this project on increasing interest in improving the quality of education as subject teachers. In the report of English Language teachers, we clearly noticed an increase in students ' interest in the subject during classes with the strategies of the program "development of critical thinking". Where it is interesting, activity also increases. We have been conducting this program in Grades 8-10 since the 2010-2011 academic year, when we observe the results of this work. In these classes, we use strategies (Association, cluster building, insert method, Venn diagram, discussion, ZHIGSO, essay writing, etc.) in our daily lessons. These classes are read in English lessons divided into two groups. In comparison with the group that used the strategy and the group that did not use the strategy, the following differences are clearly observed in students according to the table below:

**These are the main properties that are given by common classes. During the lesson, students will be able to do some work with the text itself. For example: in general, in the work of a teacher in the Sto thinking program, most often Group, individual, or pair work is carried out. The teacher takes control of the activities of each student aimed at obtaining knowledge. Students ' works are displayed in individual collections and folders. The teacher acts only as a guide, and students independently learn new lessons and information. Changes in students in the classroom — the introduction of students into mass language activities, although, of course, they do not speak pure English, but often ask questions in English and try to answer them. Students ' thinking levels are much higher. When you work with activity and interest, you sometimes don't even notice that the bell is ringing.**

**The quality of education is rising in these classes. The attitude of poor students to the lesson has also changed, they are developing aspirations, passions, and enthusiasm. As a teacher, we demonstrate our achievements through these classes.**

**Information Technology — a set of methods-technological means United in one technological chain for collecting, storing and processing information. The use of information technologies in the learning process helps to improve the quality of Education. At the same time, it can help you use sometimes inaccessible visualizations, organize knowledge and data in various forms, and quickly access the necessary module. Paragraph 7 of Article 8 of the law of the Republic of Kazakhstan" on Education "sets out the task:" introduction of new learning technologies, informatization of education, access to international global communication networks " [4]. At the height of modern science and technology, it is possible to use any kind of visual effects in foreign language lessons. That is, the tool of such a training system is a computer.**

Working with a computer at school is very useful. After all, the student himself is interested in working with a computer, because he shows the child where the computer does not know and comes to the rescue. The use of modern technical means in English lessons is an effective path to teacher success.

Computer training includes the following tasks::

\* disclosure of computer literacy of students;

\* determining the nature of information exchange in the educational process;

\* improve the ability to use ready-made programs;

\* development of thinking;

\* Teach the ability to use computer capabilities to master the subject material.

One of the information and Communication Technologies is the Internet. The internet simplifies the educational process, provides many opportunities for interesting and effective organization of classes, improving the quality of Education:

\* get information on request;

\* Perform tasks and exercises on the given subject on the internet;

\* Organization of test work on the discipline at each level;

\* find sources of information related to the topic of the lesson;

\* preparation of thematic projects;

\* get acquainted with the works of foreign authors;

\* use of electronic dictionaries;

\* correspondence with foreigners via email;

\* use of audio and video materials.