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International Conference "Modern Trends in Training Technology Experts and English Language Teaching in the Context of Industrial-Innovative Development of the Republic of Kazakhstan" and the XIII International KazTEA Conference "Creating the Future with EFL: Celebrating 25 Years of Kazakhstan's Independence by Looking Forward"

On June 16-18
Part 2

«Қазақстан Республикасын индустриялық-инновациялық дамыту жағдайында техникалық мамандарды дайындау мен ағылшын тілін оқытудың заманауи беталысы» атты Халықаралық конференцияның және «Тәуелсіз Қазақстанның 25 жылдығы: ағылшын тілімен бірге жаңа белестерге» атты XIII KazTEA Халықаралық конференцияның МАТЕРИАЛДАРЫ

16 – 18 маусым
2-бөлім

МАТЕРИАЛЫ
Международной конференции «Современные тенденции подготовки технических кадров и преподавания английского языка в условиях индустриально-инновационного развития Республики Казахстан» и XIII Международной конференции KazTEA «25-летие Независимого Казахстана: к новым свершениям вместе с английским языком»

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Қ 18 «Қазақстан Республикасын индустриялық-инновациялық дамыту жағдайында техникалық мамандарды дайындау және ағылшын тілін оқытудың заманауи беталысы» атты Халықаралық конференцияның және " Тәуелсіз Қазақстанның 25 жылдығы: ағылшын тілімен бірге жаңа белестерге " атты XIII KazTEA Халықаралық конференцияның материалдары = Материалы Междунар. конф. «Современные тенденции подготовки технических кадров и преподавания английского языка в условиях индустриально-инновационного развития Республики Казахстан» и XIII Межд. конф. KazTEA "25-ление независимого Казахстана: к новым свершениям вместе с английским языком" = Materials International Conference "Modern Trends in Training Technology Experts and English Language Teaching in the Context of Industrial-Innovative Development of the Republic of Kazakhstan " and the XIII International KazTEA Conference "Creating the Future with EFL: Celebrating 25 Years of Kazakhstan's Independence by Looking Forward". – Өскемен: ШҚМТУ, 2016. – Ағылшынша, қазақша, орысша.
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The purpose of the conference is the establishment of a dialogue platform for domestic and foreign research groups focused on discussion of the concept of training technical engineering personnel and teaching English as a tool for the development of multilingual competence. The upcoming conference aims to promote international cooperation in the exchange of experiences and views of the interaction of education, science and production.

Конференцияның мақсаты көптілдік құзыретті қалыптастыруға арналған құрал ретінде техникалық мамандарды дайындау және ағылшын тілін оқыту бойынша тұжырымдамалық бағдарламаны талқылауға бағытталған отандық және шетелдік ғылыми ұжымдар үшін диалог құру алаңшасын дамыту болып табылады. Конференция білім, ғылым мен өндірістің өзара әрекеттесуі бойынша тәжірибе мен пікір алмасу саласында халықаралық ынтымақтастық құруға мүмкіндік туғызады.

Целью конференции является развитие диалоговой площадки для отечественных и зарубежных научных коллективов, направленной на обсуждение концептуальной программы подготовки технических кадров и преподавания английского языка как инструмента для становления полиязычной компетенции. Конференция призвана способствовать международному сотрудничеству в области обмена опытом и мнениями по взаимодействию образования, науки и производства.

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PART 3
CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING AND DEVELOPMENT OF TRAINING MATERIALS IN KAZAKHSTAN, CENTRAL ASIA AND ABROAD

3-БӨЛІМ
АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ЗАМАНАУИ ҮРДІСІ ЖӘНЕ ҚАЗАҚСТАНДАҒЫ, ОРТА АЗИЯДАҒЫ ЖӘНЕ ШЕТЕЛДЕГІ ОҚУ МАТЕРИАЛЫН ӘЗІРЛЕУ

ЧАСТЬ 3
СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА И РАЗРАБОТКА УЧЕБНЫХ МАТЕРИАЛОВ В КАЗАХСТАНЕ, СРЕДНЕЙ АЗИИ И ЗА РУБЕЖОМ

USING ONLINE RESOURCES AT THE ENGLISH LESSONS

(Abdrakhmanova D.)

TarSU M.Kh.Dulaty,
The Republic of Kazakhstan

Abstract

Purpose - The article describes the use of the Internet for teaching foreign languages.

Methodology – observation, analysis

Originality/value – The use of new information technologies in educational process allows teachers to realize their creative teaching ideas, share experiences with peers and receive prompt response, and the students makes it possible to choose individual learning plan: the sequence and pace of study in training tasks and objectives of the system, depending on the language proficiency, methods of control and correction of knowledge.

Findings – the author reviews various educational sites, and by means of reasoning and study results identifies the most suitable sites for learning foreign languages. Thus is realized the basic requirement of modern education – development in the subjects of the educational process the individual style of activity, self-determination of culture, encouraging their personal development.

Keywords - information technologies, mobile learning, virtual training sessions

Introduction

Modern society places high demands on education and overall development of students, the effectiveness of assimilation program. It is necessary to teach each student in a short period of time to receive process, evaluate and use in the practice of a large amount of information. It is important to organize the teaching process so that the student actively, with interest and enthusiasm works in the classroom, saw the fruits of their labor, and could independently assess them [1;19].

Combination of traditional teaching methods and modern information technologies help teachers in deciding this challenge, including computer and using Internet resources. Using a computer in class allows you to make mobile learning, strictly differentiated, individual and interactive.

The English language, like any other, serves a communicative function, so as a subject it is both the aim and the means of education. On the Internet, it published several billions of multimedia files in English, containing educational-methodical and scientific information that allows you to organize operational advice, model research activities, conduct virtual training sessions (seminars, lectures) in real time.

In preparation for the lesson, teacher of the English language have the opportunity to use the materials of various domestic and foreign sites. British Council held an Internet survey of teachers to find out: what Internet resources are most often used in the teaching. Among the most commonly used teacher called chat rooms, online dictionaries, blogs and virtual learning environments. 10% of respondents do not use the Internet in the classroom [2;9].

Review and analysis of Internet teacher resources

If English teachers have difficulties when using Internet resources in the classroom, and in preparing them, on the website Media Awareness Network (*http://www.media-awareness.ca/english/teachers)* you can find detailed planning of lessons with a phased indication actions, as well as materials for teachers' self-education and improvement skills. The site includes foreign trainers' articles and practitioners, who work with Internet technologies and develop their own courses. In addition, the site developers and consultants are ready to answer any questions. The site has a special section for parents, which addresses issues such as the safety of children when using the

Internet, privacy, ethics of communication in virtual communities. The site teaches to analyze and evaluate the information that we face by working on the Internet. Access to the site content is free of charge.

With the support of the British Council, a series of sites for teachers was created, and for those who are learning English. *Website Teaching English (http://www.teachingenglish.org.uk)* has been specifically designed for teachers of English. Here are the articles trainers dedicated to teaching different aspects of the language. Communication in a forum with teachers and methodologists from around the world an opportunity to discuss any issues.

Interesting additional information on a variety of topics can be found on the *BBC website (http://www.bbc.co.uk).* Materials suitable for the development of elective courses in English on the topics: "Nature", "The flora and fauna of the planet Earth", "Prehistory", "Human Brain Work", "Human body Bodies", "Cosmos". In addition, students in the learning process may be offered tests in English, which will help them to evaluate their lifestyle, intelligence, memory and attention.

Website Free Printables for Teachers (www.mes-english.com) contains a large number of colorful pictures on the topic: "Animals", "Vegetables", "Fruit", "House", "School", "City", "Weather", "Sport", "Hobby", "Insects", "Health", "Nature", "Tools", and grammatical cards: "Degrees of comparison of adjectives," "Irregular verbs", "Question words", "Prepositions" cards with phonetic icons and ready-to-print board games: "School day", "Big city", "Bingo", "Grammatical casino", "Treasure Island," "Baseball" and many others. For younger students, you can use multiple coloring, which help not only to study the color, but also the vocabulary on the topics.

Website English 101 Grammar (http://lessons.englishgrammar101.com) helps in preparing for lessons on grammar, in the preparation of tests and examinations. For each rule, it offered a series of training exercises.

Portal Sites for Teachers (http://www.sitesforteachers.com 114) offers links to a web page where you can find materials for students with different levels of proficiency.

Many Kazakh schools have language laboratories equipped with computers with Internet access. In this case, foreign language teachers can use Internet resources directly in the classroom. However, it should be remembered that the computer does not replace a school textbook, but rather complements it, making the lesson more interesting, informative, motivating students to active involvement in the Teaching process. Using Internet technology increases the effectiveness of the lesson, if the material chosen in accordance with the lesson objectives, level of students' proficiency, their age and interests. Students should possess basic computer skills, and the teacher to be able to clearly formulate the work. Then the pace of the lesson will be quite high, and to perform tasks on computer need no more than 10-15 minutes, which corresponds to the "sanitary-epidemiological rules and norms"[3;96].

On the Internet you can find a large number of sites designed specifically for those who are learning English. The materials can be used both in the classroom and for self-study at home.

On the site Learn English (http://learnenglish.britishcouncil.org/ru) presents authentic audio and video materials, texts for reading and games for different age students and tests with different levels of proficiency. The materials can be used at any stage of the lesson. For example, texts suitable for teaching reading skills in forms 9-11. Various subjects, a small amount of text, and simple enough to pick up vocabulary allow for the classroom stories, relevant theme and objectives set teacher. After each text, students can perform small (no more than 10 questions) testing for understanding of the text (to answer questions, pick one answer from four, determine whether the text of a statement corresponds to, and so on), and immediately check the correct answers and receive an independent assessment. On this site there is also a virtual community where people from different countries are able to communicate in real time [4;7].

To the smallest students British Council offers visit the *site Learn English Kids (http://learnenglishkids.britishcouncil.org/en).* All kinds of educational, linguistic, humorous game will help children learn the vocabulary and grammar of English: find a couple of words to sign pictures, solve

crossword puzzles, fill in the blanks, solve word, to place offers in the correct order, to paint pictures on the instructions to choose the correct answer to the question, and so Further. This form of work teaches children from an early age to perform various types of tests, including a time limit. In the part «Make» given tasks for independent work, developing the children's creative potential.

For example, in elementary school, when we pass the theme "Animals", children can offer the game *«Make a dangerous animal»(http://learnenglishkids britishcouncil.org/en/make-your-own/make-dangerous-animal).* Implementation of this task will take less than 5 minutes. Children need to create their own animal, changing the color of the model, by adding horns, tentacles, spikes, tails and claws. When you hover over the corresponding picture at the bottom of the screen prompt appears with the name of a part (for example, «strong legs with claws» or «a strong jaw and sharp teeth»). And by clicking on the "video" icon in the corner of the picture, the students can see how their own pet will move. The comments prompted the children to answer questions and describe their animal. Students can print the animal and describe it verbally (5-10 sentences).

Website English Grammar Online ... the fun way to learn English! (Www.ego4u.com) can be used in the classroom in primary and secondary schools. In the "Grammar" section you will find the rules with detailed explanations and examples, multilevel task, the final test. The materials can be used at the stage of training (for example, spelling forms of the third person singular of English verbs, question formation and the negative sentences) and for the control of knowledge. In each test, maximum 20 questions where you have to enter a form of the verb, ask a question, order the sentences. Final tests involve the comparison of two or more grammatical phenomena.

In the *website English Learner: English Lessons and Tests (www.englishlearner.com)* you can find a large number of tests on grammar, vocabulary, listening and reading for senior students. During the test, you can view comments. At the end of the assignment the student receives the result as a percentage and can asses themselves independently based on the criteria established by the teacher.

Children often spend a lot of time searching for unfamiliar words in the dictionary. This task can be much easier with the help of online dictionaries such as *Mul'titran (www.multitran.ru).* A huge advantage of this dictionary - constant renewal and updating of the list of words. The examples of the words using in different contexts. The dictionary entry for the meaning of words grouped fields of consumption.

To increase the effectiveness of English language teaching and the organization of operational consulting activities after school subject teachers can create their own website using free and comfortable designers *(www.ucoz.net, www.sozdaysait.com),* which modules can be optimized and tuned for a specific project that allows you to create sites of any complexity. A site can place on any hosting on the Internet, and get a domain in any zone.

Our Land of English» (www.english4sch21.ucoz.net). After registration, students receive full access to the site have the opportunity to ask questions to the teacher and to receive prompt response. Working with an Internet site for students involves a creative approach to the implementation of non-standard jobs (commenting on photos, messages, other students, communicating in mini-chats, forums, posting their own materials, creating personal pages, and so on). Therefore, every teacher should be ready to answer a variety of students' questions: How to find our website? How to register it? How to place the photo in the photo album? Where I can find a hint, if I suddenly do not pass the test? How to fix the error, if the message is already sent?

The use of new information technologies in educational process allows teachers to realize their creative teaching ideas, share experiences with peers and receive prompt response, and the students makes it possible to choose individual learning plan: the sequence and pace of study in training tasks and objectives of the system, depending on the language proficiency, methods of control and correction of knowledge. Thus is realized the basic requirement of modern education – development in the subjects of the educational process the individual style of activity, self-determination of culture, encouraging their personal development [5;56].

The benefits of Internet technology in the English language teaching process haven't any doubt. There is no doubt also the positive impact of various forms of synchronous and asynchronous online communication (e-mail, chat, forums, web conferencing) on the formation of students' foreign language communicative competence.

Network resources are an invaluable basis for the creation of information-subject area, education and people's self-education to meet their personal and professional interests and needs. However, the mere existence of access to Internet resources is not a guarantee of fast and high quality language education. Methodically illiterate built of students' online - resources work can contribute the formation of students' not only false stereotypes and generalizations about the culture of the target language country, and even racism and xenophobia.

Training Online - resources should be directed to complete formation and development:

Aspects of foreign language communicative competence in a variety of components (linguistic, sociolinguistic, socio-cultural, strategic, discursive, educational and cognitive);

Communicative and cognitive abilities to carry out search and selection make a generalization, classification, analysis and synthesis of the received information;

Communicative skills to present and discuss the results with Internet resources;

Ability to use Internet resources to self-education with the aim of exploring the cultural and historical heritage of various countries and nations, as well as to act as a representative of their culture, country, city;

The ability to use network resources to meet their information and educational interests and needs.

In didactic terms the Internet includes two major components: the forms of telecommunications and information resources.

The most common form of communication (i.e., communication through internet technologies.) - E-mail, chat, forum, ICQ, video, Web conferencing, etc. Initially, they were created for real communication between people who are at a distance from each other and now they are used for educational purposes in teaching foreign languages.

Information resources of the Internet contain text, audio and visual material on various subjects in different languages. Training Online Resources (IR) are exclusively for educational purposes.

In English literature identifies five types of educational IR:

Structure and methodical content of each of these IR is as follows:

Hotlist (list on the topic) - a list of sites with text materials on the studied topic. To create it, you need to type a keyword into a search system.

Multimedia scrapbook (Multimedia draft) collection of multimedia resources, in contrast to the hotlist, in scrapbook except references to the text sites there are also pictures, audio files and video clips, graphics, animated virtual tours. These files can be easily downloaded and used by students as an informative and illustrative material in the study of a specific topic.

Treasure Hunt except links to various sites on the studied topic contains questions on the content of each site. With these questions the teacher directs the students' search and cognitive activity. In conclusion, the student is given one more general question on the holistic understanding of the topic (factual). Extended answer will include the answers to more detailed questions on each of the sites. (Appendix)

Subject sampler - the next stage of complexity compared to the Treasure Hunt. It also contains links to text and multimedia materials on the Internet. After studying every aspect of topics students need to answer several questions, but the questions are not directed at the actual study of the material (as in the previous case), they are on discussion of controversial topics. Students need not only to get acquainted with the material, but also to express and argue their views on the studied debatable issue.

Web Quest (online project) - is the most difficult type of educational Internet resources. This scenario is the organization of students' project activities on any topic by using Internet resources. It

includes all the components of the four above-mentioned materials and involves a project with the participation of all students. One of the scenario organizations could be as follows. First of all the whole class meets with general information on the topic, then students are divided into groups, each group gets a specific aspect of the topic. Teacher need to pick up for each group the necessary resources in accordance with the studied aspects. After the study, discussion and a full understanding of the specific challenges in each of the primary group of students regroup so that each new group was a representative of the primary group. During the discussion, all students learn from each other all the aspects of the problem under discussion [6;12].

Conclusions

Each of the five types of educational Internet resources follows from the foregoing, it is gradually becoming more complex, and thus allowing solving more complex learning tasks. The first two are directed to search, selection and classification information. The rest contain elements of problem-base teaching and aimed at enhancing the students' search and cognitive activity.

Methodological potential of educational IR allows you to:

- choose the text, graphics, photos, audio and video material on the research topics;
- organize in groups and whole class discussion of cultural and social issues;
- conduct linguistic analysis of spoken and written language speakers (representatives of various social groups, media dialects and accents);
- organize extracurricular and extra-curricular project activities of students;
- create favorable conditions for students with a high level of foreign language communicative competence to realize their intellectual potential.

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PECULIARITIES OF SCANNING READING IN TEACHING ENGLISH

(Abenova R.I., Zhumayeva E.S.)

Korkyt Ata Kyzylorda State University
Republic of Kazakhstan

Abstract

Purpose – to study one of the effective reading strategies, scanning reading, in order to improve reading skills in language classes and to show the benefits of using this technique in teaching English.

Methodology – searching; analysis; the gist of short readings, paragraph, or other graphic material; identifying topic sentences and main ideas; selecting the best paragraph from multiple-choice options of the main ideas of a text or of the conclusion; matching subtitles with paragraphs; filling in charts of form with key concepts; creating titles or headlines for passages; making global judgments pedagogical observation.

Value - researchers have found that teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study is "What are the main peculiarities of scanning reading?" The results of the study indicate that the students had an improvement to a great extend have been tutored about the reading strategies.

Findings – developing and practical use of scanning reading in teaching; verified teaching reading strategies; developing principles of scanning reading.

Keywords: reading, scanning, recognition, comprehension, contact, communication.

Introduction.

There are four main language skills in learning any languages. They are: listening, speaking, reading and writing**.** Reading is the third of the four language skills**.**

What is Reading? We can find a lot of definitions about it. Some of them are:

"Reading" is the process of looking at a series of written symbols and getting meaning from them. "Reading" is about understanding written texts. It is a complex activity that involves both perception and thought. "Reading" consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. "Reading" is a matter of "decoding" printed symbol into sound and extending meaning from sound. A great number of linguists made researches and they made different conclusions.

Dallman in Sri is an American scientist: "Reading involves more than recognition, comprehension is an essential of reading, that without comprehension no reading takes place".

Harris and Sipay are American researchers: "Reading is the meaningful interpretation of printed verbal symbols." Simanjuntak is a British scientist: "Reading is the process of putting the reader in contact and communication with ideas".

Hedge is an American writer: "People reading in foreign languages often need to be given support before they begin reading, an introduction which motivates reading by creating interest in the topic and facilitates reading by developing background understanding and linguistic knowledge". Reading can be classified according to different purposes. E.g: there are four types in accordance with the purpose of reading: intensive, extensive, skimming, scanning**.** Intensive reading is narrow

reading and its aim is looking at main ideas versus details. Skimming is quick reading to get to know the general meaning of a passage. Extensive reading is comprehension of main ideas, not for specific details. Scanning is extracting certain specific information without reading through the whole text.

Scanning is also a critical test-taking skill that allows students to read tasks carefully and know how to look back in the text quickly to find an answer.

Main part.

What can you scan? We can scan: a table of contents in a book or magazine, a passage/article quickly to find the information mentioned in the question, an index in the text book, a time table, the ads in a newspaper, a list of movies in the newspaper, a telephone book, the page of a dictionary and etc. While scanning we must keep in our mind its methods, techniques and exercises.

Information can be also be arranged in **non-alphabetical** order, such as a television listing, or by **category**, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a **textual** sense, as in an encyclopedia entry.

When we scan we should follow scanning techniques: letting your eyes drift quickly through a passage searching for clue words or phrases; moving your eyes across sentences and entire paragraphs, noticing only clue words to locate an answer; moving your eyes quickly over a text to find specific point or points that answer a question or questions; searching for key words or phrases.

Scanning exercises are looking for names or dates, finding a definition of a key concept, listing a certain number of supporting details.

Steps in scanning an article.

- Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
- Anticipate in what form the information is likely to appear – numbers, proper nouns, etc.
- Analyze the organization of the content before starting to scan.
- Let your eyes run rapidly over several lines of print at a time.
- When you find the sentence that has the information you seek, read the entire sentence.

When to scan? You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

Methods of teaching scanning are getting the gist of short readings, paragraph, or other graphic material; identifying topic sentences and main ideas; selecting the best paragraph from multiple-choice options of the main ideas of a text or of the conclusion; matching subtitles with paragraphs; filling in charts of form with key concepts; creating titles or headlines for passages; making global judgments or reacting in some global fashion to a reading passage.

There are some scanning reading strategy activities, that are suitable to use in the classroom.

A great scanning activity is a “running race”. To do this activity, prepare 9 or 10 questions about the details of a text; these questions should not be subjective but have one clear objective answer. This activity can work both before students read the text or as a review activity when students have finished the reading. Put students into pairs with each student having a copy of the text in front of them and make enough copies of the questions for each pair. Cut the questions so they are in strips of paper, and give each pair question number one only. When you tell students to start, they should race to find the correct answer to the first question, and then one partner should run their written answer to your desk to show you. If the student is correct, give them question number two, and so on until a group has answered all of the questions correctly. This activity works well with any text but can be especially challenging if you give students the classifieds section of the newspaper.

Another scanning activity is to do a "find the word" race. With the text in front of them, write down a word on the board that only occurs once in the text. When students find the word, they should stand up. Wait until all students are standing to have the first student point out the sentence that the word is in. A more challenging alternative is to only say the word aloud without writing it down. This is a good way to pre-teach vocabulary by drawing students' attention to these words and discussing the meaning of these words. This activity also works as a way to preview the text as it can lead to a discussion of what the students believe the story will be about based on the words you select from the text.

Practical part.

We would like to give a sample of scanning.

Work on the text: **Houses you will never forget**

Casa Azul (The Blue House)

Pre –reading:

In pairs ask and answer questions.

1. What do you like about the area where you live?
2. What don`t you like?
3. What would you like about your house / flat?
4. What would you change?
5. What is your "dream house"?
6. Have you ever visited the house where a famous person was born or lived?
7. Where was it?
8. What do you especially remember about it?
9. Have you ever heard or seen a film about Kahlo Frida?
10. Have you ever known anything about her?

While reading:

1. Find the following words in the text:

1. A person whose job is concerned with politics _____ and his /her name in the text.
2. A person who writes music _____ and his /her name in the text.
3. A person who is very rich and has a lot of money_____ and his /her name in the text.
4. A person who is fond of painting _____and his /her name in the text.

2. Match the highlighted words with their meanings.

1. _____ a piece of furniture with cupboards at the bottom and shelves above, to hold cups and plates, etc.
2. _____ material which you can see through.
3. _____ the door, gate, or opening where you go into a place.
4. _____ a room where paintings are hung.
5. _____ the floor above where you are.
6. _____ with a lot of fresh air inside.
7. _____ wooden or metal covers which are fixed outside windows.
8. _____ an area, usually behind a house, where people can sit and eat outside.

3. Which part of the house are these things connected to? Why are they mentioned?

Two giant statues, Leon Trotsky, a yellow floor, a monkey and a parrot, a pair of shoes, a cupboard with a glass door, July 7, 1910, 1929 – 1954.

4. Read the article and mark the sentences T (true), F(false)and DS (doesn't say)

1. Frida Kahlo lived in modern residential area of Mexico City.
2. She was a surrealist painter.
3. She died in 1947.
4. Frida`s husband was Leon Trotsky.

5. Traditional green and brown Spanish dishes were kept in the yellow dresser.
6. Her husband`s beloved monkey was Fulang Chang.
7. She hated animals very much.
8. You can see some of Frida`s paintings on the walls of the patio.
9. The living room was very small, but airy.
10. She and her husband lived happily.

Post - reading: Write an essay. Would you like to visit her house? Why/ Why not?

Home work: Retelling of the text from different points of view: as one of her friends, her husband or as the author.

Some tips for learners: When you scan you don't read every word, but you move your eyes quickly through the lines of text enough to identify an individual word or phrase. When scanning, you can use the same finger technique as for skimming, however your eyes may move more from side to side as you go searching through lines of text. Scanning gives you a feeling for the whole item. Look at the content page. Are there chapters or sections that you may want to read? Are there maps, diagrams, pictures, captions? Do they look as if they would be helpful? Scanning involves running your eyes down the page looking for specific facts or key words and phrases.

Conclusion

In conclusion one must keep in mind that reading doesn't process a text letter by letter, or word by word. Teaching can be made interesting and innovative. Good teaching enables students to learn to read and read to learn. The role of the teacher in the teaching – reading process should be of a companion rather than boss.

Using scanning skills in teaching is valuable for several purposes. Firstly, they are an aid in locating new terms, which are introduced in the chapter. Unless you understand the new terms, it is impossible to follow the author's reasoning without dictionary or glossary. Thus a preliminary scanning of the chapters will alert you to the new terms and concepts and their sequence. When you locate a new term, try to find its definition. If you are not able to figure out the meaning, then look it up in the glossary or dictionary.

Secondly, scanning is useful in locating statements, definitions, formulas, etc. which you must remember completely and precisely. Scan to find the exact and complete statement of a text, the formula of a particular compound in the given text. Also, scan the charts and figures, for they usually summarize in graphic form the major ideas and facts of the chapter.

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COMMUNICATION AS AN INTEGRATED APPROACH IN ENGLISH LEARNING PRACTICE

(Adambaeva Sh.A.)

Kyzylorda Secondary School 112, ,
The Republic of Kazakhstan

Abstract

Purpose – The paper is aimed at discussion of the ways of successful English teaching.

Methodology – Communicative activity and role play activity are considered in the article on the base of the carried analysis and drawn conclusions.

Originality/value – English teaching for real communication.

Findings – Communicative activities and games have become an integral part of most classes of foreign language teaching. They tend to attract students to the real or realistic communication where language accuracy is less important. The teacher should not have spare time. The goal is the successful achievement of communicative tasks. The teacher should not rely on the dictated material, but on the specific forms of activity. In other words, such kind of activity should become real communication.

Keywords - English teaching, communicative activity, and role play activity, integrated approach, and real communication.

Introduction

Teaching is a wonderful profession. Each of our days is different of one before. To create the classroom environment we will explore methodologies and pedagogical styles that maximize our effectiveness. Why did Communicative Approach become popular so quickly since the early 1990s? The answer is very simple: people are learning English is not only for passing exams in their institutions, but for using it in future jobs and trips, that is for communication: intercultural, business, communication, Internet. When we want to use the

Communicative Approach we must have the following three components information opinion gap choice feedback. Goal of language learning is Communication. Games provide realistic communication opportunities according to G.Rogova (Methods of teaching pp20-21). The goal of teachers who use CA is to prepare our students to communicate competently, that is to be able to use the language appropriately in a given social context.

They must also be able to manage the process of negotiating meaning with their interlocutors. Language learners need to recognize that speaking involves three areas of knowledge: (according to Dickerson, Wayne pp.30-31.2000) – Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation -Functions (transaction and interaction). Knowing when clarity of message is essential (transaction / information exchange / and when precise understanding is not required (interaction/relationship building / - Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (See J. Morley, Washington DC 1994) in order to be able to speak a foreign language you need to listen, to understand what you have heard and to speak. With the assistance of experienced and patient teachers, such as us, students will be able to overcome the language barrier. Especially that the nature of such a barrier is fear, e.g" What if I say smth stupid?", "What if look silly?", "What if they don't understand me?" Or insufficient knowledge, or both reasons simultaneously. According to (Graham Carolyn, 1987 pp20-21). It is not a secret that we all start learning a foreign language in school, then continue doing that at University and still most of us cannot speak a foreign language. It is because of the fact that schools or institutes of higher

education mainly give theoretical knowledge: grammar, structure of a language, reading and don't teach conversational English.

In the CA to language teaching this means modeling speaking practice in authentic situations; those that learners are likely to encounter when the students use the language outside the classroom. One of the main goals of us English teachers is to prepare students become and remain autonomous language learners long. In order to know English better the students should: enrich the vocabulary, use new words in grammar structures and conversation, read in English as much as possible, write in English not only exercises given by the teacher but do it in their own diary; write about the things which the students have already learned in English.

Communicate if possible with English- speaking people; it will help you a lot. We must remember the rule: the students learn speaking by speaking. If we want our students' speech to be understood correctly we should work hard on their pronunciation. The learners will already be familiar with certain teaching and learning techniques that can readily be used in teaching pronunciation.

Main part

According to Ur (1996, p120), of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. Indeed, whether for business or pleasure, a primary motivation to learn a foreign language is to be able to converse with speakers of that language. This explains why so many language learners are very interested in the speaking skill. However, in addition to being an important skill, speaking is also a great challenge for foreign language learners, and students must master several difficult micro skills, including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions.

To complicate matters, students in English as a foreign language (EFL) environment have few opportunities to speak English outside of the classroom. As a Chinese proverb says, "Poverty gives rise to a desire for change", and researchers and teachers now agree that there is no solution but reform. Opinions are divided on how to go about making change in the way English is taught, although many see a problem with the traditional overemphasis on grammar and vocabulary in English classes where students receive intensive but separate practice in reading, writing, and listening, with no speaking involved.

Even speaking classes do not provide chances for oral interaction, as most of the teachers talk on and on throughout the lesson without giving students any opportunity to speak, thus turning the class into a listening exercise. A reasonable solution is to support a more integrated approach, where speaking is added to reading and writing lessons to ensure that students receive essential practice in oral communication.

Speaking opportunities allow students to integrate at least three skills. It has any advantages, as it adds variety, encompasses students' different strengths, and creates interactive possibilities by focusing on both productive and receptive skills .In addition, the interesting topics associated with reading and writing lessons lend themselves well to speaking tasks. This facilitates students' acquisition of English by providing them with topics to discuss and opportunities to test their language hypothesis. In many cases, integrating skills will require teachers to shatter the boundaries between the traditional courses where the four skills are taught separately. To institute such a change, I introduced an oral language component into my intensive reading classes for intermediate level English majors.

Reading to speak

The following three activities provide students with opportunities to practice their spoken English. According to Swain (1995 pp20-24) when students produce English they may notice a gap between what they want to say and what they can say, leading them to recognize those language structures or elements that they do not know or know only partially. But to me, a more important point is that the activities that appear in this article can help students notice the gap between what they

said and what they wanted to mean, thus making them more from focusing their attention on meaning to focusing their own form. That is why these three activities stick to one basic principle - focusing students' attention first on meaning and secondly on form. The integration of speaking and reading activities can be used in both intensive and extensive reading classes. Each activity is designed around a different reading text. The time allocated for each activity may be varied according to the difficulty of the task and the time limits of the class as a whole.

Activity 1: Read to act

This activity is designed to act out a story they read from a textbook or other source. The text selected for this activity should contain a plot involving more than one person. The plot should be represented through dialogues, so abstract stories may not be suitable. Students are encouraged to use their imaginations and make changes to the plot and dialogues in their performance for making interesting the performance.

Step 1: The whole class is divided into groups, and each group selects a director. The job of the director is to assign different roles to students and organize the rehearsal.

Step 2: Students scan the story while focusing on the plot, which will be expressed through their acting.

*Step 3:*The directors lead their respective groups in planning, they only rely on their memories for the performance.

Step 4: Students take notes about key words they will need to deliver their lines.

Step 5: Students rehearse their performances a second time and at the end a competition is held to see which group offers the best performance. A drama component makes a reading assignment more interesting it is also easy to achieve four-skill integration with an acting project through delivering in an interactive setting.

Activity 2: Read to debate

This activity requires students to engage in a debate from an article that they find in a textbook or other source. The students discuss a controversial issue, and be within students' ability to discuss

Step 1: Students scan the text while focusing on the controversial topic.

Step 2: Students form pairs and debate the issue with their partner. One student will argue in favor of the issue and one will argue against it.

Step 3: Students scan the article again to discover useful expressions and additional ideas and then take notes of key words they will need. A debate can deepen students' understanding of the issue discussed in the text.

Activity 3: Read to interview

This activity is more flexible. It is organized from different genres, including persuasive, argumentative, or narrative texts.

Step 1: Students scan the text to get as many ideas as possible.

Step 2: Pair work where one acts the interviewer and the other the interviewee. One asks questions and the other answers for using the ideas or facts.

Step 3: Students switch roles for finding new partners and must play a different role. This activity provides orally represent ideas from the text they have read. According to (Selected material, 2000-2004, pp12-16). With the current emphasis on communication games appear to hold a solution for us. In the course of a game, learners are engaged in an enjoyable and challenging activity with a clear goal, the students are practicing language. Some games offer the chance to develop the fluency, using their speech more freely. Our aim is to initiate the communication. The frequency of the games depends on an information gap so that one student talks in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange). Television and radio games, imported into the classroom, often provide good fluency activities, as the following examples demonstrate**.**

In «Twenty Questions» the chairperson thinks of an object and tells a team that the object is either animal, vegetable, or mineral. The team has to find out what the object is asking only "yes/no" questions such as Can you use it in the kitchen? Or is it bigger than a person? They get points if they guess the answer in 20 questions or less.

«Call my Bluff» involves two teams. Team A is given a word that members of the other team are unlikely to know. Team A finds a correct dictionary definition of the word and then makes up two false ones of their own. They read out definitions and Team B guesses it.

In «Fishbowl» two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.

Memory game begins with one student saying sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order, for example,

*Student 1:/ went shopping.

*Student 2: / went shopping and bought a jacket.

*Student 3: / went shopping and bought a jacket and a cap, and so on.

One student who cannot add to the list or makes a mistake in ordering the words has to drop out of the game. Word association requires students to name all the words they know associated with any lexical category. One student says a word from the category, then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. For the category classroom, for example, the game might begin this way:

*Student 1: chalk

* Student 2: book bag

*Student 3: tape recorder

*Student 4: ruler

Anyone who can't think of a word immediately has to drop out of the game. The last player remaining is the winner. This game may be exploited while working with words related to any topic.

Miming can be used as a guessing game. This wordless activity leads the learners to talk quite naturally. Someone mimes an action and the others try to guess what it is. This kind of guessing game can provide further practice of a wider variety of lexical and grammatical units, such as those related to occupations. One student chooses a job and mimes a typical activity that it involves. The others try to guess the job by asking either about the activity or the job, for example, Do you work outside (in an office)? Do you wear a uniform (use a tool)?. The student miming provides only non-verbal clues to help the rest of the class guess what job is.

Guess the tool provides a good opportunity to develop students' skills in defining words and paraphrasing. For the game I put the students in pairs, facing each other, and give a card with two words written on it to each student and ask them not to show each other their cards. The two words written on the cards are a tool and a related occupation, for example, saw the carpenter, chalkboard and teacher. One at a time, each student describes the tool without saying its name. The other student has to guess the tool and name an occupation that uses the tool for example, Student 1: It is used for painting walls and doors. * Student 2: It is paintbrush. A decorator uses a paintbrush. Most of the learners, who used the communicative activities and games have been positive in their practice, because they encourage learners to take the initiative in learning process for making it memorable and therefore successful.

Conclusion

Integrating speaking skills improves students' communicative competence, deepen students' understanding of the reading material, reveal any problem, let them apply the information they have read into authentic speaking practice that improves their fluency. I want to point out that teaching speaking is our important task, because communication is the best tool in teaching. A language lesson should include a variety of activities that combine various types of language input and output. It is more motivating to result in effective language learning. While teaching you can't stop, you should look for something new in teaching.

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TEACHING ENGLISH PRONUNCIATION TO A RUSSIAN SPEAKER (A SINGLE-CASE ANALYSIS)

(Akhmetova A.)

Nazarbayev Intellectual School of Chemistry and Biology,
The Republic of Kazakhstan

Abstract

Purpose : This article presents an analysis of a reading sample given by a Russian speaker; and it reveals five problematic-pronunciation features distinct from standard British-English pronunciation. Based on these troublesome areas, an individual lesson plan was outlined for improving the speakers' pronunciation.

Methodology: Since the research does not lend itself to statistical significance, a qualitative research methodology was considered to be more appropriate for speech sample analysis [6]. This method allowed for purposively selecting a target speaker with a pre-intermediate level of English, the level which is particularly dealt with in secondary schools. The speaker is a 14 year-old Russian student studying in a secondary school in Kazakhstan. She was given a short paragraph in English and asked to read it out loud. Her speech was recorded and examined for phonology.

Originality/value: There has been much debate over whether "teaching English pronunciation according to standard rules," seems to be more justified in spite of all advantages of "English as a Lingua Franca (ELF)."[1] The strongest reason for standard rules is the absence of a standardized ELF. To have a kind of pronunciation so that learners can be mutually understood wherever and with whomever they communicate is essential.

Overall, a non-native speaker will learn English pronunciation efficiently, if a single and clear model is given from the outset.

Findings: This article presents an analysis of a reading sample given by a Russian speaker; and it reveals five problematic-pronunciation features distinct from standard British-English pronunciation. Based on these troublesome areas, an individual lesson plan was outlined for improving the speakers' pronunciation.

Keywords: pronunciation, speakers, phonological systems, analysis

Introduction

Pronunciation is kind of a "calling card" of a speaker that unconsciously draws the attention of an interlocutor. Natural sounding speech has proven to help avoid misunderstanding, and it leaves a more positive impression on a listener. Such benefits are especially important during employment interviews, business negotiations, and other spheres of life.

Teaching English pronunciation to Russian speakers might be challenging due to significant differences between phonological systems. The absence of equivalent sounds, and the presence of articulatory differences in consonants and vowels, creates difficulties in pronouncing English correctly. Furthermore, rhythm and stress patterns of English are particularly demanding for Russian speakers [1].

Several studies have examined differences between English and Russian phonology, and their implications for teaching English phonology to Russian speakers [2], [3]. While most were based on comparing the phonological systems, there is not much research conducted on a speech analysis of a non-native speaker. Even less literature considers the variety of English pronunciation regarded as suitable for language teaching.

[1] English used as Lingua Franca can be characterized by features basically found in learner languages and by strategies to facilitate and simplify the target language.

Although there is no unanimously adopted “standard pronunciation,” most accept Received Pronunciation (RP) to be “correct,” in that it doesn`t show any local differences that might be regarded by some to be wrong or non-standard [4].

Presumably, RP is most widely used in the academic world. According to Palmer (as cited in Close, 1971 [5]), this variety of “standard pronunciation,” is especially suitable for teaching English. There are a number of reasons for that:

Firstly, it has been adopted by a majority for whom English is a native language, and even for whom it is a foreign language.

Secondly, for over 50 years, RP has been presented in significant reference books, textbooks, and other materials, for the teaching of EFL and ESL. It has been a standard in English teaching materials not only in Britain but in many other countries as well.

Thirdly, RP has been most clearly, entirely, and consistently described, compared to other varieties. This may be a reason for employing and presenting it in textbooks and dictionaries, as a standard. As Daniel Jones states (as cited in Trim, 1961 [4]): “I do not regard R.P. as intrinsically 'better,' or more 'beautiful,' than any other form of pronunciation. I have recorded it because it happens to be the only type of English pronunciation about which I am in a position to obtain full and accurate information.”

Main part

A detailed analysis of the tape recording has revealed several pronunciation features which were distinct from RP. I will focus on five mistakes in pronunciation which are often repeated in the speech and are the most common trouble areas for Russian speakers. To make the information more accessible, the results will be presented in a table.

I. Vowel /æ/.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
nd / lænd /, *happening* /'hæp(ə)nɪ ŋ /, ***a****nd*/ ænd /, *had*/ hæd /, *that*/ ðæt /, *than*/ ðæn /.	In order to pronounce /æ/ one needs to raise the front of the tongue, near open the mouth and spread the lips [7].	The speaker often replaced the phoneme by a more close sound similar to /e/. Thus, following words are pronounced: *happening* /'h**e**penɪ ŋ/, *had* /h**e**d/, *that* /z**e**t/, *than* /z**e**n/, land/lend/, and /end/.

II. Vowels /u/ and /u:/.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
Could /k**u**d /, *over*/'ə**u**və /, grown-ups /'grə**u**nʌ ps /, to/ t**u** /	In producing /u/, the back of the tongue is raised considerably high, the lips are rounded without protrusion [7].	In spite of the longitude of the vowels, words in the first and the second rows were articulated similarly. The sound pronounced by the speaker is close to the sound /u/ however it is a bit longer (but not longer than /u:/). It is produced with more elongated and rounded lips. The back of the tongue is closer to the soft palate and jaw is opened further than in the sounds /u/ and /u:/
Too / t**uː** /, *into*/'ɪ nt**uː** / *who*/ h**uː** /, *do*/ d**uː** /, and *CO2* / siː ə**u** t**uː** /.	In articulating /u:/, the back of the tongue is raised higher and the muscles of the articulating organs are tenser than for /u/. The lips are also rounded without prominence. Phoneme /u:/ is always longer than /u/ [7].	

III. Consonants /θ /- / ð /.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
the consonant /θ/: *thought /θɔ ː t/, something /'sʌ mθɪ ŋ/, things/θɪ ŋz/.*	In producing phoneme /θ/, lips are spread, the tip of the tongue and the upper teeth form a narrow air channel; The air is lightly breathed out through the gap, and the acoustic effect is that of pure breath [7].	Throughout the text phoneme /θ/ is substituted with the Russian consonant which is very similar to English /s/: *thought /sɔt/, something /'sʌmsɪŋ/, things/sɪŋz/.*
the consonant /ð/: *There /ðɛ ə/, the /ðɪ //ðə/, weather/'weðə/, others/'ʌ ðəz/, than /ðæn/, with/wɪ ð/, that /ðæt/.*	In the utterance of sound / ð/ speech organs occupy the same position as in phoneme /θ/, however it is voiced, while /θ/ is breathed [7].	While, phoneme / ð/ was replaced by a sound similar to the English /z/: *There /zeia/, the /ze/, weather/'veza/, others/'azes/, than /zan/, with/vɪz/, that /zat/.*

IV. Consonants /w/-/v/

Words in a text	Standard pronunciation	Non-native speaker pronunciation
where /wɛ ə/, *weather*/'weðə/, *was* /wɔ z/, *heatwaves*/'hiː tˌ weɪ vz /, *were* /wə:/, *which* /wɪ ʧ / *went* /went/, *when* /wen/, *with* /wɪ ð/.	Sound /w/ is a voiced consonant. In articulating it, lips are pushed forward as to say /u/ however tongue and lower lip drop shortly. The muscular tension is concentrated on the lips, which makes /w/ a consonant, while the vowel /u/ has the muscular tension spread over all the speech organs [7].	The phoneme /w/ is pronounced as /v/ in the given words as following: *where* /veia/, *weather*/'veza/, *was* /vɔ z/, *heatwaves*/'hɪ tveɪ vz /, *were* /vɔ /, *which* /vɪ ʧ / *went* /vent/, *when* /ven/, with /vɪ z/.

V. Rhythm

Regarding prosody of the speech sample, some features notably affect the degree to which the speaker sounds “natural.” The one I will attempt to analyse is “rhythm.”

In Standard English, speech rhythm is realized through placing stressed syllables at roughly regular intervals of time. The unaccented syllables are fitted into the available intervals between the stressed syllables. If there are a number of unstressed syllables in succession, they are pronounced quickly to fit into the available time [8]

In Russian, unlike English, practically every word is pronounced with the same prominence, except prepositions which are attached to the content words [9].

It can be noticed from the speech sample that the speaker occasionally stresses some function words which are not usually stressed in standard British English pronunciation. This might be the major reason for her failure to produce speech with regulated beats.

Individual lesson plan for improving the five pronunciation features of the speaker

Before proceeding to phonetic exercises the learner should understand how particular sounds are produced. For this reason, the student is asked to watch videos, about the sounds she needs to improve, on the BBC learning English site [10]. It is useful for the learner to listen and see how sounds are produced by a native speaker. There are side and front views of the presenter in the video recordings, so that a listener is able to see lips and tongue movements and can imitate easily.

Firstly, the presenter gives a brief description of a sound. Then, she pronounces a sound in isolated form and asks to try to pronounce it several times. She also provides articulatory instructions in a very simple and understandable way. Later on, she proposes some words which contain this phoneme and asks the listener to repeat them after her.

I. Vowel /æ/ vs. /e/

After /æ/ is established, it is necessary to teach the learner to distinguish this sound from /e/ which was the common mistake in her speech sample. For this, the following exercises can be offered.

1) Minimal pairs distinction. This exercise allows isolating and concentrating on the contrast sounds that prove most troublesome for the learner. It also gives the learner the possibility to differentiate phonemes as the same or different.

Procedure: The learner should listen and repeat the following words:

Brendan-Brandon	lead-lad
messed-massed	sender-sander
pest-passed	bettor-batter
head-had	ketch-catch

[11]

2) Test the teacher. With the help of this exercise the learner will be able to cheque if she can distinguish /æ/ from /e/ in her pronunciation. It will also show the learner the importance of pronouncing these sounds correctly as they can change the meanings of the words.

Procedure: the learner should read the words aloud and the teacher should write down the word which was pronounced twice in the each line:

1. sat-set-set
2. men-man-man
3. pan-pen-pan
4. met-mat-mat
5. bet-bat-bet
6. back-beck-back
7. pet-Pat-Pat
8. bag-bag-beg

If the teacher writes down the correct word, the learner should proceed to the next line. If the teacher hesitates or writes down the wrong one, the learner should retry until the teacher is able to hear the repeated word.

3) Tongue twisters. The tongue twisters below were specifically selected for distinction of /æ/ and /e/ vowels. It might be useful to learn some of them by heart, as generally they assist in developing “phonemic awareness” and the skill to recognise and manipulate sounds in speech. Moreover, practicing them frequently develops better articulation.

Procedure: The learner should read following tongue twisters paying attention to the sounds being practiced. Teacher should listen to the speech and make necessary corrections. Then the student should try to read the sentences as quick as possible without making phonetic mistakes.

1. Lassie headed back to Peg and Allen for ten apples.
2. Ted tampered a tad in Brad's bread and jam.
3. Dan's den is a sad shed back of Beck's badly built bed and breakfast.
4. Hedley sadly said sending Sally a man was extra bad.
5. Stan stemmed his temper tantrum and lent Landry a bank cheque.

II. Vowel /u:/ vs. /u/

After the learner gets an idea of how these vowels are produced and what the difference is between the two, the following exercises can be completed to check understanding and to consolidate skills acquired while watching the video.

1) Sort out the words. This exercise will help the learner to recognise and differentiate between sound /u:/ and it`s short counterpart.

Unlike sounds /æ/ and /e/, it is more difficult to master /u:/ and /u/ as similar combinations of letters can represent both of the sounds. For example: g**oo**d/gud/ and f**oo**d/fu:d/. Therefore, the learner should learn such words by heart.

Procedure: The learner should listen and put the given words into the appropriate column. If a word has a long vowel the learner should place it in the left column; if short, in the right. After the words are arranged, the learner should listen to the words again and repeat after the recording.

Soup, rude, push, pull, bull, hoof, true, hood, root, soon.

/U:/	**/U/**

Correct answers: /u:/-soup, rude, fool, hoof, true, root, soon.
/u/-push, pull, bull, hood.

[10]

2) Find the odd word. This task will help the learner to memorize the pronunciation of the words and recognise short and long vowel distinction.

Procedure: This exercise consists in reading the following lines of words and choosing the one which is pronounced differently. Afterwards, the learner should check her answers with an audio recording and correct mistakes if any. The audio recording can be played several times if any confusion arises.

1.	who	cool	fruit	push
2.	school	could	wood	hood
3.	should	good	mood	cook
4	good	book	food	look

Correct answers: 1) push; 2) could; 3) mood; 4) food.

[10]

3) Minimal pair sentences. Dictation. This exercise will help the learner to differentiate between the sounds /u/ from /u:/ in larger language units. Correction lies in differentiating phonemes both in listening and writing.

Procedure: The teacher should read the following sentences to the learner, placing emphasis on short and long vowel distinction. The outcomes of the exercise will show whether the learner can distinguish the sounds by ear and write them down correctly. After the sentences are written down, it is useful for the learner to read them again.

The fool fell in the full pool.
Look! There is some soot on your suit.
Luke took a good look at this book.
Who`d seen a bull with a hood?

III. Consonants /θ/ and /ð/ vs. /z/ and /s/

1) This exercise is a variation on the use of minimal pairs which assists in "training the ear" of the student in differentiating the sounds.

Procedure: The teacher's task is to read one of the contrasting words aloud and the learner should decide which sound is pronounced every time and underline the appropriate word. Any items which cause problems should be repeated.

/θ/-/s/	**/ð/-/z/**
sin-thin	lathe- lays
seem -theme	lithe- lies
tenth- tense	bathe -bays
sick-thick	tithe -ties
saw- thaw	clothing- closing

2) Information Gap Exercise. This exercise practices both hearing and pronouncing of the consonants.

Procedure:

The teacher and the learner sit opposite each-other and take turns asking which words go into the empty boxes. First, the learner fills her empty boxes and then she reads her words to the teacher. The following questions can be used in this exercise:

"Can you tell me the word which is in the 4th (5th, 7th etc) box?"

"Could you repeat that please?"

Teacher`s table:

1) clothe	2)	3) thumb	4)
5)	6) thimble	7)	8) sink
9) sank	10)	11) bathe	12)

Student`s table:

1)	2) thick	3)	4) theme
5) then	6)	7) lithe	8)
9)	10) sin	11)	12) tense

3. This is another variant of using tongue twisters.

Procedure: In this task, the teacher reads the following tongue twisters and the learner chooses one of the italicized words. After the task is done, the learner should read the tongue twisters, pronouncing voiced and voiceless consonants.

/θ/

Nothing is *worth/worse* thousands of deaths.

It seems themes are *thought / sought* by thousands of mythical misses.

Mr. Smith's teeth are *thin/sin* and lethal.

/ð/

Bathing in the *bathe/bays* is soothing to those teething brothers.

Those of the southern and northern areas are still *writhing/rising* and seething.

Though dough is worthy, it is worthier with their father's *ties/tithe.*

IV. Consonant /w/ vs. /v/

After watching the video it is useful to do the following exercises for more practice:

1. Words with /v/ or /w/. This exercise will help the learner to practise her listening in differentiating sounds /v/ and /w/.

Procedure: The teacher should pronounce the words given below. The learner should listen to each word and circle /v/ if she hears /v/, circle /w/ if she hears /w/, or circle × if she hears neither.

Words: Vile, when, fest, water, rowing, very, mooing, wood.

1. v	w	×	5. v	w	×
2. v	w	×	6. v	w	×
3. v	w	×	7. v	w	×
4. v	w	×	8. v	w	×

2. Fill the missing word. This exercise might be quite tricky as the learner should be very attentive in differentiating which of the sounds /w/ or /v/ were pronounced in the word as both of the variants will be suitable in the sentence. Thus, it might show the student the importance of differentiating /w/ and /v/ in words on hearing and while pronouncing.

Procedure: The student should listen to the tape recording and fill the gaps with missing words. The recording can be played twice if necessary. After the answers are checked the learner should read the sentences, paying attention to pronunciation of phonemes in the words.

1. My friends had a lot of _____in their basement.
2. His poetry is becoming_____.
3. Her story was disturbed by a_____.
4. A _____was used in the experiment.
5. The cows were_____ in the pasture.

Correct answers: vines; worse; wail; viper; mooing; [11]

V. Rhythm.

1) "Introducing rhythm"

One of the effective ways to introduce clear rhythmic patterns to the learner is applying "non-sense" syllables along with tapping out rhythm, keeping the beats constant.

There are three sentences below, and each of them has a succession of nonsense syllables above. "*Tum"* is used for accented syllables and "*ti"* for unaccented ones.

Teacher should explain that in spite of the quantity of "ti`s" in succession, the learner should spend the same time between all "tum`s". There are three "tum`s" in each example below, therefore the same time should be spent for each of the sentences. This means that the third example should be pronounced much quicker than the first and the second ones.

This exercise might give an idea of rhythm to the learner. It is necessary for the teacher to draw the learner`s attention to the fact that function words are not usually accented but that mainly content words` syllables are emphasized. The learner should try to pronounce the phrases below taping on a desk or table at each accented syllable as she says it.

1) `Tum ti `tum ti ti `tum ti `Raj ne`glected his `studies.
2) `Tum ti ti `tum ti ti `tum ti `Raj has ne`glected his `studies.
3) `Tum ti ti ti `tum ti ti `tum ti `Raj has been ne`glecting his `studies.

[8]

1) "Ear training".

This exercise is aimed to train the learner`s listening in perceiving rhythmic patterns. A teacher should read the following sentences twice with the correct accentuation. The learner should underline the accented syllables but not the whole words if they contain more than one syllable.

A show has been arranged.
He invited us to the party.
Everyone agreed.

He drank a glass of milk.
Don`t offend the judge.

2) "Production".

In this exercise the learner should try to read the sentences given below with the correct accentual and rhythmic patterns. The teacher should check the learner`s reading and correct it if necessary. If the learner finds it difficult to pronounce the sentences in one smooth attempt, she might want to highlight accented syllables or write "non-sense" syllables above the phrases before reading them out loud. This will facilitate the pronunciation.

1) We think he is right.
2) I`m looking for stamps.
3) He injured his shoulder.
4) Turn off the light.
5) We couldn`t find the ball [12].

These exercise might give the learner a better understanding into rhythmic patterns of English and relative importance of parts of the utterance. In order to automotize rhythm in speech, the learner should do a lot of reading, trying to speak out all the sentences with the correct accentuating. Listening to native speech and trying to imitate it is also desirable.

Conclusion

Pronunciation should be considered integral to English language teaching, for the reason that it is obviously one of the main things which affects communication. Absence of proper pronunciation can easily become the culprit of misunderstanding or offence among people.

To reiterate, pronunciation has been defined as the way a word is pronounced with reference to a recognized standard. Although there is no consensus in adoption of standard pronunciation, Received Pronunciation (RP) is considered to be the most neutral and "correct," and it is the most clearly described, and fully developed. This variety of pronunciation has been regarded as particularly suitable for language teaching given its adoption for standard use in many English teaching books worldwide.

The single case analysis has been conducted proceeding from the standard British English pronunciation or RP. A reading sample of a Russian speaker has been analysed where five pronunciation features are found to be distinct from RP. These mistakes were revealed in pronouncing the sounds /æ/, /u/, /u:/, /θ /, / ð **/,**/w/ and the rhythm of the speech sample.

Due to the significant difference in phonological systems of the two languages, Russian speakers find it considerably difficult to master English pronunciation. The absence of equivalent sounds makes Russian learners to substitute them with the ones existing in Russian. This often leads to confusion among some words as it was seen from the analysis.

In order to improve the five pronunciation features, a variety of exercises have been proposed to the non-native speaker. Though a communicative approach to pronunciation is said to be effective by some, for this speaker, it would be a waste of time integrating pronunciation exercises with communicative activities, since pronunciation is the only aspect she doesn`t command. Therefore the exercises were chosen from the most common ones focusing on the area of pronunciation problematic for the speaker.

The proposed phonetic exercises are aimed to help the learner to articulate the sounds correctly and differentiate them from the mistaken sounds. The exercises for rhythm are organized such that the learner can get familiarized with the rhythm and the way it is produced, and then she can practise it in listening and production.

Overall, mastering pronunciation is one of the most difficult aspects in language learning, therefore, it should be introduced at the beginning level and practiced continuously.

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ICT AS MOTIVATIONAL TOOL IN THE LANGUAGE CLASSROOM

(Amangeldikyzy A.)

Kyzylorda School-Lyceum 264, ,
The Republic of Kazakhstan

Abstract

Purpose: This article discusses the integration of information and communication technologies (ICT) into the practice in the English language and its benefits, goals and results as a means of effective motivation of learning English.

Methodology: The English language teachers try to vary their lessons using different resources. The teacher emphasizes the use of ICT to enhance and extend existing classroom practice, as well as changes in terms of new forms of activities, with the addition of practical purposes.

Originality/value: A gradual process of pedagogical evolution is obvious; teachers develop new strategies for the possibility of checking knowledge using ICT.

Findings: In particular, they overcome the potentially obstructive role of some forms of ICT, by focusing students on core learning objectives.

Key words: ICT, assessment, motivation, learning English

Introduction

How can we make our students interested in learning English? How to organize time management? How can we make lessons motivating? Where can we find motivating resources? How can we involve students in their learning? How can we plan interesting and varied activities?

The implications for the traditional academic curriculum of introducing a robust set of cross-curricular tools and resources are considered, along with the influences of established curriculum practice and policy upon teachers' willingness to develop new forms of activity and pedagogy[1].

According to Olson (2000), such strategic decisions and change models are politicized, and do not attend to the culture of classroom practice and the pivotal role of the teacher in effecting change. He suggests that integrating new technologies challenges teachers and, thus, requires innovators to understand and 'engage in conversations with teachers about their work culture, the technologies that sustain it and the implications of new approaches for those technologies' (p. 6) [1].

The application of ICT in English lessons allows for:

- expansion of spheres of self-employment activity due to the possibility of organizing a variety of learning activities, including individual, group works at the workplace
- individualization of the learning process
- increasing the motivation of learning by computer visualization of objects
- Independence of the selection mode of training activities and organizational forms of education.

The using of computers in the classroom for foreign language greatly increases the intensity of the learning process. It's using contributes assimilation of much larger amounts of material; in this case, the material is well assimilated.

The primary objective is to find out what the students are interested in and then use this in class, provide students with a motive for getting interested in language learning, to improve time management.

Background and Methodology Some insight can be derived from theories of mediated action which describe how cultural tools are used to extend learners' cognitive capability; they focus on the constraints and affordances which devices can introduce (Wertsch 1998). Using computer tools helps to decontextualize learning, to make explicit that which is implicit, and to accentuate that which is often unnoticed. They uniquely offer new ways to express and make visible key relationships and

structures within the subject matter (Noss and Hoyles 1996). The introduction of ICT has the potential to change the system of constraints and affordances which frame activities such as writing[1]

We need to give students the reason to learn and show them how English is useful, for example, in education, work or travel to other countries. I teach 10-11 years old children, so they do need motivating resources and varied activities to develop their interest. Learners need to see where they are heading for, and digital technology provides some excellent opportunities to do that. We know that our students have changing expectations on technology because they have been born into the digital age. It quite naturally is a part of their life. But we have to remember that doesn't mean they know how to use it for learning. They can read, but we know very well that doesn't mean they know how to learn from a book. So it is up to the teachers to work out how to help our students make the most of technology.

- The advantages of using ICT:
- we can make language learning useful and problematic, increase the cognitive motivation of students to the teaching;
- we can improve the quality of visual aids;
- we can save time;
- we can simplify controlling the teaching activity; we can organize such kind of works as individual work, pair work, and group works.

With the help of Internet in the lesson we can:

- Insert network materials in the lesson (integrate them into the teaching program)
- Form and increase reading skills by using materials of different categories
- Enlarge vocabulary
- Motivate students to get more interested in foreign language learning

The disadvantages of using ICT: not all classrooms have interactive board and projector; we have to search additional materials, and the internet connection is not available in many schools, or only ICT classroom has the internet connection.

Nowadays every classroom has a computer, and it is not the valuable resource. The more valuable it becomes the living experience of teacher's work by using information technology. Using ICT at the lesson gives more opportunities for the solution of cognitive tasks, learning motivation, and self-fulfillment, it means that we have all conditions for the completing development of the individual student. It is important to note that from a methodological point of view the online resources help to make more exciting the process of foreign language learning because they provide an opportunity for teachers vary the ways of presenting information and making learning practically.

It is also notable that individuals' attitudes, confidence levels, cognitive and emotional styles, and social identities can influence their voluntary participation in the use of ICT (i.e. 'psychological access': Wood in preparation), and this may apply to teachers as well as students.[1]

There are some aspects of using ICT in teaching foreign language:

- Cultural development of students
- Improving the skill level
- Developing computer skills

The network is a valuable resource for English teachers, he/she can find the full explanation of modern teaching technologies, authentic materials, have an opportunity to develop his/her proficiency, can share their practice with other teachers from the whole world.

We get a chance to use a significant amount of additional materials, such as worksheets, YouTube video, authentic materials, and board games. It is suggested that ICT is powerful in creating an interactive environment in lessons, in which the students can experience how to use the target language spontaneously. To use ICT effectively in the classroom, we must notice that modern teacher should be technically competent him/herself.

There are three main questions for teachers:

1) Are you skilled in computer use?

2) How often do you use a computer in your lesson?

3) What aids are necessary to be used for the strengthening of motivation in learning the English language?

What goes in the lesson plan? We have the textbook but what other resources can I use that my students will be interested in? I'm going to share my experience of using some motivational apps. I suggest you find them interesting and use in your teaching practice.

Kahoot! is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages![3] So, when one of my colleagues an ICT teacher showed me the *Kahoot!* Application, I thought how it could help my students practice all four skills in my lesson. Devised from typical behavior, gaming and teaching models, the *Kahoot!* pedagogy creates a cycle which encourages both independent or collaborative research and creation, while also empowering learners to present and share their new-found knowledge with their peers, in a playful and social manner[3]. You need mobile phones and projector and an Internet connection. You have to create their quizzes on specific topics; your students will enjoy playing *Kahoot!* during the lesson.

First, I tried *Kahoot!* with homework, unfortunately, it was not successful due to the internet connection. There were 12 students in my class, and it was not possible to connect all of them to the internet. Next, I tried *Kahoot!* in group work. It was successful because students were divided into four groups so as only four devices were connected to the internet. Group work was excellent for *Kahoot!* This type of software motivated my students to learn vocabulary, in groups they did the quiz, which I had prepared before. The app shows the time and correct answers at once.

This app helped to increase students' interest; they got motivated, and they started learning better. After using *Kahoot!* application, they found out that their mobile phones might be utilized in the language learning too. Nowadays parents buy mobile phones to their children, and almost all my students have them. How do children enjoy their mobile phones? They just sit and play games, before using the application *Kahoot!* my students do not know that mobile phones can be used for educational purposes. As a result, they liked the app you can integrate *Kahoot!* onto your lessons on consolidation stage to fix up the vocabulary. You may use pictures or not; it is up to you.

There's also another great little app I use. It is *Plickers. Plickers* is a powerfully simple formative assessment tool. I've learnt this app at the seminar that was organized in Kazakh-Turkish Lyceum, an excellent app for those who want to get interested their learners at the lessons. For this, you need your mobile phone, projector and unique cards (You can print *Plickers* cards at plickers.com/cards)[4]. You also can download *Plickers* in play market, and you should sign up to *Plickers*. There are four sides on the card, and there are four letters A, B, C, D. Learners answer the questions by turning the card. Each direction you turn your card represents an answer choice. Learners hold the cards with their answer upright at the top of the card. Each card is unique and has a unique number that can be assigned to individual students. You can use the app in every lesson at the beginning, in the middle or at the end of the lesson. My students look forward playing with cards. First, I explained them *Plickers* as a game not as the assessment test in order not to lose their interest. Three lessons after I told them that we were going to use *Plickers* as an assessment test. Because *Plickers* is such an interactive tool with a highly visual experience, most of the successful presentations are the ones that demo Plickers and even integrate it into the session. For example, any voting or questions you may pose to your group could be done using *Plickers*. An example of this is if you are doing a presentation on formative assessment tools then you can use *Plickers* to have the audience vote on their favorite formative assessment tool they saw in the session.[4]

Problem-based learning is a pedagogical approach very commonly used across the education sector. Problem-based learning encourages active learning, use of real-world scenarios, social learning, and the application of knowledge to new situations. A wide range of digital technologies can adequately support problem-based learning, and encourage learners to develop creative thinking skills. It is always a visual outcome that we are looking for. I think they find it fun that it is modern technology. And sometimes that masks the fact that they are really creative. I am trying to encourage

students to use their mobile devices that they have access to. I prefer it because I think it makes the lesson more alive. So you are not really sitting at a desk, not wanting to do much because it is too boring. It engages you a lot more. I certainly think the apps enhance creativity. It is a new challenge for students that they have not met before. They enjoy using mobile technology for their social lives. And I am trying to convince them that it is also useful in their professional lives.

Conclusion

This paper examines the integration of information and communication technology (ICT) into mainstream classroom practice in English lesson. Its advantage, aim and result using the practical motivation in English teaching. How secondary teachers of English try to vary their lessons using resources. Teacher accounts emphasized both the use of ICT to enhance and extend existing classroom practice, and change regarding emerging forms of activity which complemented or modified practice. A gradual process of pedagogical evolution was apparent; teachers were developing and trialing new strategies specifically for mediating ICT-supported learning. In particular, these overcame the potentially obstructive role of some forms of ICT by focusing pupils' attention onto underlying learning objectives.

The practicing of ICT in Internet resource is critical, so as teachers must be engaging for their students, to keep pace with the time, to master professional skills and the level of intellectual development. However, it is not necessary to think that computer is not a general-purpose device. The lesson with the help of ICT must not be on the central point. Such type of teaching intends the contribution of educational goals achievements, without limiting the meaning of this tool as the primary means of giving knowledge. The process of lesson's elaboration using ICT should be worked out methodically and based scientifically. The analysis of results can show that students consider using of ICT in the classroom as an important pedagogical strategy in enhancing the skill of speaking. In this digital age, you can demonstrate your ICT skills in the lessons using these apps. I think they are useful apps that help us with homework.

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INTERAKTIVNYE METODY OBUCHENIYA V PREPODAVANII PROFESSIONAL'NO-ORIENTIROVANNOGO RUSSKOGO YAZYKA V VUZE [INTERACTIVE EDUCATING METHODS IN TEACHING PROFESSIONALLY-ORIENTED RUSSIAN LANGUAGE IN UNIVERSITY]

(Asavbaeva G.B., Okusheva K.K.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose – тhe article show how the interactive teaching methods that focus on direct student's participation and their active involvement in teaching learning process improve their results in education.

Methodology - active learning methods.

Originality/value – To see the competent worker in the labor market and promote socialization of individuals/students, education system should include interactive training forms and also during the studying process develop qualities such as independence, responsibility, creativity, communicational skills, personal interest. Author finds that these qualities could help individuals to be demanded on the labour market .

Findings – In the classes for professional-oriented Russian language, it is possible to use "cerebral assault", guided discussion, role-playing games. Training activities that consider interactive teaching methods - is an important "driving force" of general education.

Keywords - Modernization, interactive methods, training, competence, educational process, motivation, "brain storm", role playing, guided discussion.

Введение

Процессы модернизации системы высшего профессионального образования затрагивают все принципиальные вопросы подготовки бакалавров и магистров XXI века. В этой связи возникает необходимость создания условий для формирования автономности студента, индивидуализации образовательной траектории, удовлетворения познавательных интересов и разностороннего личностного развития. Переход на двухуровневую систему обучения влечет за собой изменения в требования к образовательному процессу. Одним из таких изменений можно считать требование к использованию в процессе обучения студентов интерактивных методов обучения, при которых формируются и развиваются такие качества, как самостоятельность, ответственность за принятие решений; познавательная, творческая, коммуникативная, личностная активность учащихся, определяющие поведенческие качества компетентного работника на рынке труда и способствующие социализации личности.

Основная часть исследования

В условиях развивающего обучения необходимо обеспечить максимальную активность самого студента в процессе формирования ключевых компетенций, так как последние формируются лишь в опыте собственной деятельности. В соответствии с этим многие исследователи связывают инновации в образовании с интерактивными методами обучения, под которыми понимаются «… все виды деятельности, которые требуют творческого подхода к материалу и обеспечивают условия для раскрытия каждого ученика» [1, с.144].Слово «интерактивный» произошло от английского «интеракт» - взаимодействовать, находиться во взаимодействии, действовать, влиять друг на друга. Интерактивное обучение представляет

собой совместное проблемное обучение посредством действия, обучение в сотрудничестве студентов с преподавателями и друг с другом.

Исследователями неоднократно отмечалось, что интерактивные методы позволяют задействовать не только сознание человека, но и его чувства, эмоции, волевые качества, то есть включает в процесс обучения «целостного человека». Помимо более эффективного усвоения материала, данные методы позволяют избежать однообразия в преподавании, помогают пробудить интерес к дисциплине.

К обязательным элементам интерактивного занятия следует отнести: мотивацию, целеполагание, согласование предполагаемых результатов, своевременное информирование, собственно интерактивный блок, анализ, подведение итогов и самооценку.

Воскобитова Л.А. выделяет особенности интерактивных методов, при использовании которых принципиально иначе выстраивается взаимодействие преподавателя и студента:

во-первых, они всегда связаны с «погружением» студента в ситуацию профессиональной деятельности, где взаимодействие преподавателя и студента строится не по поводу знаний, а по поводу их применения путем выполнения каких-либо элементов профессиональной деятельности;

во-вторых, использование интерактивных методов требует принципиально иного дидактического материала. В основе таких заданий, как правило, применяются материалы из реальной практики, поэтому и подбор учебного материала и формулировка заданий должны отвечать «деятельностному» подходу: деятельность должна быть совершена «здесь и сейчас», то есть в группе во время занятия, на глазах у остальных студентов, выступающих в роли активных наблюдателей, которые также вовлекаются в «деятельностное» обучение;

в-третьих, изменяется роль преподавателя в его взаимодействии со студентами и характер взаимодействия самих студентов между собой. Преподаватель, применяющий интерактивные методы обучения студентов, сознательно отказывается от роли человека, обладающего знанием и транслирующего его. Он ставит себя на уровень взаимодействия со студентами в поиске ответа на поставленный вопрос, или в выполнении определенного действия [2, с.16-19].

В ходе интерактивного обучения студенты учатся критически мыслить, решать сложные проблемы на основе анализа обстоятельств и соответствующей информации, взвешивать альтернативные мнения, принимать продуманные решения, участвовать в дискуссиях, общаться с другими людьми. Для этого на занятиях организуются парная и групповая работа, применяются исследовательские проекты, ролевые игры, идет работа с документами и различными источниками информации, используются творческие работы.

Студент становится полноправным участником учебного процесса, его опыт служит основным источником учебного познания. Педагог не даёт готовых знаний, но побуждает участников к самостоятельному поиску и выполняет функцию помощника в работе, «повышает мотивацию и вовлеченность участников в решение обсуждаемых проблем, что дает эмоциональный толчок к последующей поисковой активности участников, побуждает их к конкретным действиям, процесс обучения становится более осмысленным» [3].

В последнее десятилетие вместе с приходом информационно-коммуникационных технологий получили быстрое распространение новые образовательные технологии, направленные на дальнейшую активизацию познавательного процесса с конечной целью повышения качества образования и усиления автономности студента. Новый социальный заказ на самостоятельно думающих, профессионалов в своей области требует дальнейшего смещения акцента с того, что осваивает студенты на то, как это освоение происходит, и какая роль в этом отводится студенту.

Меняется и взаимодействие обучающихся, которые вовлекаются в профессиональную сферу. Роль наблюдателей позволяет даже студентам, не исполняющим непосредственно задание, тем не менее, активно следить за работой других, задумываясь над тем, как бы мог поступить он сам [4].

В преподавании различных дисциплин в вузе могут быть использованы следующие интерактивные методы: «круглый стол», «экспертная оценка», «сократовский метод», «мозговая атака», самопрезентация, видеоконференция и др.

Одним их самых популярных интерактивных методов обучения и работы в группах является мозговая атака (или мозговой штурм, банк идей), которая применяется с целью выдвижения различных вариантов решения проблемы, «атакуя» ее одновременно с разных сторон.

«Мозговой штурм» – это простой способ генерирования идей для разрешения проблемы. Во время мозгового штурма участники свободно обмениваются идеями по мере их возникновения, таким образом, что каждый может развивать чужие идеи. Данный метод, направленный на генерирование идей по решению проблемы, основан на процессе совместного разрешения поставленных в ходе организованной дискуссии проблемных задач. Задание может содержать профессионально значимый или междисциплинарный вопрос. При этом все идеи и предложения, высказываемые участниками группы, должны фиксироваться на доске (или большом листе бумаги), чтобы затем их можно было проанализировать и обобщить. Последовательное фиксирование идей позволяет проследить, как одна идея порождает другие идеи. Дух соревновательности активизирует мыслительную деятельность обучающихся.

Рассмотрим *пример*, предлагаемый авторами настоящей статьи на занятиях «Профессионально-ориентированный русский язык» студентам, обучающимся по специальности «Информационные системы».

Проблемы для «мозгового штурма:

Вреден ли компьютер для здоровья человека?
Внешние носители информации – недостатки и достоинства.
Интернет в решении твоих профессиональных задач.
Компьютерные вирусы – как предохранить компьютер.
Информационные технологии в твоей профессии.
Роль математики и физики в создании науки информатики.

Цель: выявление информированности или подготовленности аудитории в течение короткого периода времени

Задачи: сформировать общее представление у студентов по заданной проблематике, развить коммуникативные навыки.

Методика проведения:

1. Задать участникам определенную тему или вопрос для обсуждения.
2. Предложить высказать свои мысли по этому поводу.
3. Записывать все прозвучавшие высказывания (принимать их все без возражений). Допускаются уточнения высказываний, если они кажутся вам неясными (в любом случае записывайте идею так, как она прозвучала из уст участника).
4. Когда все идеи и суждения высказаны, нужно повторить, какое было дано задание, и перечислить все, что записано вами со слов участников.
5. Завершить работу, спросив участников, какие, по их мнению, выводы можно сделать из получившихся результатов и как это может быть связано с темой тренинга.

После завершения «мозговой атаки» (которая не должна занимать много времени, в среднем 4-5 минут), необходимо обсудить все варианты ответов, выбрать главные и второстепенные.

Метод «мозгового штурма» позволяет вовлекать в активную деятельность максимальное число обучающихся. Применение данного метода возможно на различных этапах занятия: для введения новых знаний, промежуточного контроля качества усвоения знаний, закрепления приобретённых знаний (на обобщающем занятии по конкретной теме курса).

С точки зрения развития профессионального языка, студенты приобретают личный опыт чтения статей по своей специальности, благодаря чему расширяется словарный запас компьютерной терминологии.

Эффективным методом обучения русскому языку является ролевая игра. Разыгрывание ролей – представляет собой определенный вид деятельности, направленный на активизацию личности. Это *образное обучение*, каждый участник является носителем определенного образа-роли, который он демонстрирует перед другими участниками.

В основе разыгрывания ролей лежит заранее подготовленная ситуация, по которой необходимо не только представить ситуацию, но и разыграть ее в лицах: *представьте себе, что в вашем вузе, на вашем факультете проводится «День открытых дверей». На встрече с выпускниками школ присутствуют: студенты, преподаватели, представители приемной комиссии, представители общественных организаций и др.*

Прежде всего, выбрать руководителя «Встречи…» и распределить роли выпускников, которые хотят получить ответа на вопросы, связанные с выбором профессии и поступлением на ваш факультет. Подготовьтесь отвечать на следующие вопросы «абитуриентов»: Каких специалистов готовит ваш вуз, факультет? Каковы возможности специализации на вашем факультете? Каких качеств требует от человека ваша профессия? Как организована подготовка специалиста данного профиля в вузе (общие курсы, спецкурсы, связь с производством и т.д.)? Каковы условия приема на ваш факультет?

Этот метод близок к методу анализа конкретных ситуаций и методу деловой игры. При организации этого метода необходимо четко обозначать регламент и продумывать систему оценивания. Во время проведения ролевой игры целесообразно применение разнообразных интерактивных приемов, в частности демонстрации, активного включения, экспертной оценки и др.

Таким образом, ролевая игра формирует умение доказывать, обосновывать свои действия, вносит разнообразие в работу, содействует активизации внимания, повышению интереса к занятиям, обеспечивает глубокое понимание учебного материала.

Одним из актуальных сегодня интерактивных методов является направляемая дискуссия. В направляемой дискуссии могут принимать участие две или более малые группы. Необходимо заранее спланировать цель и те вопросы, на которые будут даваться ответы в ходе дискуссии. Группы, в свою очередь, готовят и представляют аргументы по обсуждаемой программе с заранее заданных позиций, при этом они могут и не соответствовать их собственным мнениям.

Тема дискуссии, предлагаемая студентам: «О случайном и закономерном в научных открытиях». В подготовке используются дополнительные материалы из журналов «Наука и жизнь», «Знание – сила», «Техника – молодежи», а также данные из рефератов, докладов, курсовых работ по специальным дисциплинам. При этом предлагаются следующие вопросы: «Как делаются открытия?», «Что требуется для того, чтобы сделать открытие?».

При проведении направляемой дискуссии каждому студенту должна быть предоставлена возможность высказаться. С этой целью можно использовать такие методики, как «билеты на высказывание», «разговор по кругу», «колесо слов» и др.

Для создания во время применения данного метода обстановки доверия и взаимоуважения важно выработать общие правила обсуждения. Завершить дискуссию можно беседой, постановкой одного из предложений, требующего завершения, голосованием студентов по вопросу, обсуждением их собственных мнений. Подводя итоги, ведущий выражает свое отношение к поставленной проблеме и обобщает мнения участников.

Дискуссия позволяет выявить различные взгляды относительно противоречивых вопросов, формирует навыки высказывания собственного мнения и выслушивания иных, развивает логическое мышление.

Заключение

На основе вышеизложенного можно сделать вывод, что обучающему целесообразно сочетать различные методы и формы организации образовательного процесса, чтобы достичь наибольшего эффекта от их использования.

Рассмотренные интерактивные методы могут быть применимы при обучении различным дисциплинам в профессиональных образовательных учреждениях как среднего, так и начального, и высшего профессионального образования для формирования компетенций. А в своей концептуальной основе – при проектировании инновационных педагогических технологий, обеспечивающих подготовку высококвалифицированных профессиональных кадров.

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TEACHER TECHNOLOGY CHANGE: ATTITUDES TO BLENDED LEARNING

(Azhigaliyeva A., Kiremsheyeva I.)

Miras Unviersity,
The Republic of Kazakhstan

Abstract

Purpose – The purpose of this article is to share the findings of the study conducted to investigate the level of ICT use among teachers. Also, this study explores the attitudes of University teachers towards blended learning.

Methodology – The pilot study employs quantitative methodology. It utilizes questionnaire as the research instrument. The questions of the questionnaire pertain to the objectives of the study. The data collection was based on the questionnaire distributed to the respondents. The answers were analysed using descriptive statistics.

Originality/value – The methodology of cooperative learning has not become standard practice in many classrooms in Kazakhstan. This presentation will present cooperative learning activities that help students to organize their ideas when writing.

Findings –Table No 2 shows the results of the question on the use of hardware in teaching. For the purpose of finding out the frequency of using ICT tools the respondents were asked to respond to 5-Likert-scale. The answers show a positive trend of the use of hardware listed in the question. All items have been shown to be used by respondents. The most popular ICT tool used every lesson is Personal computer, whereas DVD player and data project have been specified as the least ones.

Keywords – ICT, blended learning, cooperative learning, personal computer, DVD player, data project

Introduction

The use of ICT for educational purposes is very important because it provides opportunities to operate in the information age. However the successful integration of ICT in teaching and learning process is highly dependent on the preparation and attitudes of teachers. The purpose of this article is to share with the readers the findings of the study conducted to investigate the level of ICT use among teachers. Also, this study explores the attitudes of University teachers towards blended learning.

Despite decreases in computer access, technology is not being used as a tool believed to be the most powerful. Past studies suggest that effective integration depends on teachers' attitudes and skills in using ICT. [1] To answer questions related to the importance of technology training we discuss the literature related to the question. Yet, the main goal of this pilot study is to examine technology integration through the lens of the university teachers in Shymkent. The study uses quantitative methods to find out teachers' ICT usage and their attitudes towards it. For that purpose, the research group designed a questionnaire to determine (a) the range of technology used in a local educational context; (b) teachers' attitudes towards technology use to teach English.

Main part

The Use of Information and Communication Technology (ICT) in Education.

The world is changing. The last few decades have seen a dramatic rise of technologies within the field of education. The integration of technology in the process of teaching and learning is thought by many researchers and to increase student and teacher productivity as well as to make vast amount of information available. [2]

Peck and Domcott (1994) point out ten reasons that technology should be used in schools: (1) Technology enables teachers to individualize instructions, which allows students to learn and develop in their own pace in a non-threatening environment; (2) Students need to be proficient at accessing,

evaluating and communicating, and information; (3) Technology can increase the quantity and quality of students' thinking and writing through the word processors; (4)

Technology can develop students' critical thinking and allowing them to organize, analyze, interpret, develop, and evaluate their own work; (5) technology can encourage students' artistic expression; (6) Technology enables students to access recourses outside the school; (7) Technology can bring new and exciting learning experiences to students; (8) Students need to feel comfortable, since they will become an increasingly important part of students' world; (9) Technology creates opportunities for students to do meaningful work; and (10) Schools need to increase their productivity and efficiency. [3]

Teachers' attitudes towards technology use to teach English.

Saeideh Bolandifar (2013) outlined reasons, factors leading teachers to integrate internet technology in classes. Based on the findings of the study, almost all of the teachers believed that integrating internet in English language classes will increase the motivation of students and make learning process more interesting for them. They tended to describe technology as a useful source for communicating with other people around the world in the target language.

Teachers believed that through using internet technology they will be able to access to a wide range of information and learning materials which can develop language learning of students. Some of them stated that they could make classes more engaging for students if they use different language websites. Moreover, one of the teachers claimed that internet-assisted language teaching help teachers to become familiar to new teaching methods and materials. [4]

Methods

The pilot study employs quantitative methodology. It utilizes questionnaire as the research instrument. The questions of the questionnaire pertain to the objectives of the study. The data collection was based on the questionnaire distributed to the respondents. The answers were analysed using descriptive statistics. The participants of the study were 21 university teachers, 27,57 % of whom with 11-20 years of teaching experience (this is the biggest number of respondents. The table below represents teaching experience specified by the respondents to question No 1

Table 1

Teaching experience (years)	Percentage	Number of respondents
0-1	**9,52%**	2
2-5	**23,81%**	5
6-10	**19,05%**	4
11-20	**28,57%**	6
21-30	**4,76%**	1
30+	**14,29%**	3
Total		21

Results

Part 1. The range of technology used in a local educational context (Q2-3)

Question 2. How often do you use the types of hardware listed below in your teaching?

Table No 2 shows the results of the question on the use of hardware in teaching. For the purpose of finding out the frequency of using ICT tools the respondents were asked to respond to 5-Likert-scale (Never, once a month, once a week, more than once a week, every lesson). The answers show a positive trend of the use of hardware listed in the question. All items have been shown to be

used by respondents. The most popular ICT tool used every lesson is Personal computer, whereas DVD player and data project have been specified as the least ones. 46,67% of respondents said that they never use tablets (their), however, students' tablets are used in 26,67% participants 'classes

Table 2

	Never–	Once a month or less/–	About once a week	More than once a week	Every lesson	Overall
Audio/CD player	**0,00%** 0	**0,00%** 0	**40,00%** 6	**33,33%** 5	**26,67%** 4	15
DVD player	**12,50%** 2	**37,50%** 6	**25,00%** 4	**18,75%** 3	**6,25%** 1	16
Data projector	**31,25%** 5	**37,50%** 6	**12,50%** 2	**12,50%** 2	**6,25%** 1	16
Personal Computer (PC)	**5,56%** 1	**27,78%** 5	**0,00%** 0	**27,78%** 5	**38,89%** 7	18
Tablet	**46,67%** 7	**13,33%** 2	**0,00%** 0	**26,67%** 4	**13,33%** 2	15
Tablet (your students')	**26,67%** 4	**20,00%** 3	**0,00%** 0	**26,67%** 4	**26,67%** 4	15
Phone (yours)	**37,50%** 6	**12,50%** 2	**12,50%** 2	**12,50%** 2	**25,00%** 4	16
Electronic dictionary	**6,25%** 1	**0,00%** 0	**18,75%** 3	**25,00%** 4	**50,00%** 8	16
Interactive whiteboard	**26,32%** 5	**31,58%** 6	**0,00%** 0	**21,05%** 4	**21,05%** 4	19

The responses to question 3 (Table 3) also measure the use of software (AudioCD, DVDs, Videos or downloaded Audio, On-line Dictionaries, Socialmedia) by 5 Likert-scale items (never, once a month, once a week, more than once a week, every lesson).

Table 3

	Never–	Once a month or less–	About once a week	More than once a week	Every lesson–	Overall–
AudioCD	**7,14%** 1	**7,14%** 1	**14,29%** 2	**28,57%** 4	**42,86%** 6	14
DVDs	**30,77%** 4	**30,77%** 4	**23,08%** 3	**7,69%** 1	**7,69%** 1	13
Videos or downloaded Audio	**0,00%** 0	**23,53%** 4	**29,41%** 5	**23,53%** 4	**23,53%** 4	17
On-line Dictionaries	**5,26%** 1	**5,26%** 1	**21,05%** 4	**15,79%** 3	**52,63%** 10	19
Socialmedia	**6,25%** 1	**31,25%** 5	**18,75%** 3	**25,00%** 4	**18,75%** 3	16

The answers clearly indicate Online dictionaries, Audio CDs to be the most frequently utilized items, 52,63% and 42,86% of respondents, respectively, use them every class. Opposing to this, 30, 77% of the respondents never use DVDs.

Part 2. Teachers' attitudes towards technology use to teach English (Q4-8)

Question 5. Which of these statements best represents your own attitude to blending learning and teaching?

Despite that most of the most number of teachers responded (88,89%) are comfortable with using new technologies, 75 % claimed that it worries them whether equipment will break down during the class. Interestingly, the majority do not agree that students understand technology better than they do.

Items	Percentage	
	Strongly disagree &disagree	Strongly agree &agree
It worries me whether equipment will break down during my class	25,00	75,00
I have problems adjusting to the pace of technological change	66.67	33.33
I am not comfortable with using new technologies in the classroom	88.89	11.11
My students understand technology better than I do	61.11	38.89

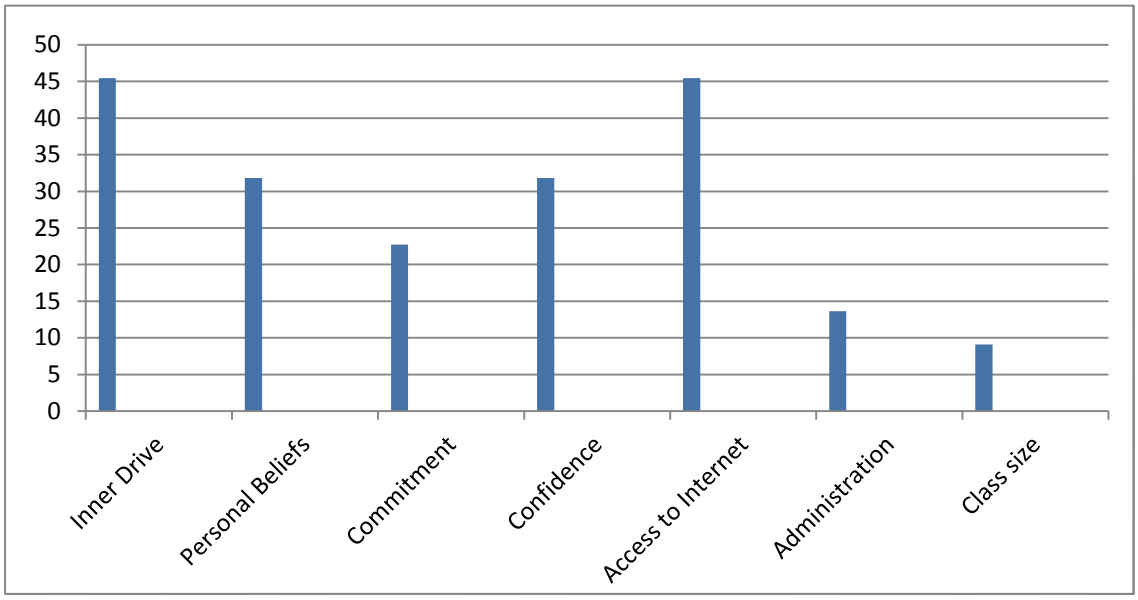
Question 5. Who is responsible for the technology use for English classes?

Three options had been given to choose from – teachers, students and management. No one responded that student are responsible for the use of technology in English classes. 80 % of respondents see teachers as the liable for the integration of technology into classroom, and only 20% think that the school management should be responsible. This allows the assertion of the teachers' awareness of the dependence of the use of technology on teachers.

Question 7. What is prior to the integration of technology into classroom?

This question was designed to find out what factors teachers think are the most important in the integration of technology into classroom. The two answers were possible to this question.

The diagram related to question 7 shows that Inner Drive (45%) and Access to the Internet (45%) are prior in the integration of technology into English Classroom, according to the responses.



On contrary, the class size and administration are the least major, 13% and 9% respectively. The remaining three items – Personal beliefs and Confidence have been specified by respondents at an equal rate 31%, 31% and little less (23%) think that Commitment is prior in the integration of technology into classroom.

Question 8. Would you like to attend professional development workshops to learn technological skills?

Finally, we asked the participants whether they would you like to attend professional development workshops to learn technological skills. The answers to this question revealed teachers' attitudes towards the change to implementing technology and bringing about improving to the way students learn in much more effective ways. In fact, 100% of respondents answered "yes" to the question. In other words, teachers possess strong desire to learn more to integrate fully the use of ICT into their teaching.

Discussions

Overall, the pilot study revealed the satisfactory level of using ICT in educational context by University teachers in different universities of Shimkent. The modes of hardware like personal computer, interactive boards, students' tablets and mobile phones are being used on weekly basis. According to the results, the use of software items listed is lower, videos and audio material from the internet, social media have been mention to be employed once a month or less. However, online dictionaries appear to be frequently used by university teachers for educational purposes.

The findings of this study have also given the deeper insights to teachers' attitudes towards the use of information and communication technology in the process of teaching English, moreover, it showed their positive attitudes towards it, as well as their willingness to participate in professional training sessions. However, the findings also showed that there should be taken more actions to promote the use of ICT in English lessons. As a suggestion, it could be understood that in order to fully integrate the use of ICT into their teaching, they need a lot of time, especially those who are not competent with ICT but have the intention to use in their lessons.

Conclusion

Since this pilot study was a pure quantitative study, by just utilizing the use of a questionnaire as the tool of data collection, it can be proposed that further research will employ other instruments like interviews and classroom observations to collect deeper information regarding the teacher' attitudes and to understand more on challenges that they encounter in using ICT in teaching English.

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FORMIROVANIE TRYOH"YAZYCHNOJ KOMPETENCII STUDENTOV SREDSTVAMI MUL'TIMEDIA
[FORMATION OF STUDENTS' TRILINGUAL COMPETENCE BY MEANS OF MULTIMEDIA]

(Balova T.G., Danilova G.A., Chzhan E.E.,,Karachevtseva M.V., Geiger Nolan)

Daulet Serikbayev East-Kazakhstan State Technical University,
Sarsen Amanzholov East Kazakhstan State University,
Ust-Kamenogorsk Polytechnic College
The Republic of Kazakhstan
MA, Philadelphia

Abstract

Purpose – development of the author program and multimedia complex for teaching professional English (hereinafter referred to as Program), ensuring the formation of non-linguistic students' trilingual competence.

Methodology - pedagogical theories of student-centered learning; linguistic ideas of the relationship between language, speech and speech activity; lingua-didactic theories on communicative and competence-based approaches to language teaching; methodology of interactive learning with multimedia.

Originality/value. The novelty of the Program concept is to form a trilingual competence through integration of the content in the English, Kazakh and Russian languages, as well as integration of linguistic and professional competence based on the model of a specialist professional activity. A comparative analysis of Kazakh and English identified similarities in grammar and word-building systems, construction of sentences. Transposition phenomena are taken into account (transfer of similarities) in the construction of words and sentences.

The Program is based on English grammar and suggests three-level language acquisition. Grammatical material is presented in accordance with key morphological and syntactic patterns of the Kazakh and Russian languages, necessary for the formation of the communicative competence at the basic level of training. The linguistic features of the languages are considered when designing exercises on comparisons (in English, Kazakh and Russian). The Program covers all kinds of speech activity (speaking, listening, reading and writing). Glossary is in English, Kazakh and Russian.

Findings. The Program and multimedia complex were tested in three colleges of Ust-Kamenogorsk. The results of the final certification of students of experimental groups confirmed the effectiveness of the Program. The results of the student survey showed that the multimedia complex meets the needs of students both in relation to their profession and in language learning; significantly increases the motivation to learn languages. Most of the students stated that the Program content stimulates the search for new information about studied processes, promotes self-knowledge acquisition.

Teachers who participated in the experiment on the Program implementation in general gave positive reviews and recommendations for its use in the educational process. The copyright certificate № 874 on the Multimedia Complex «English for IT-specialists» was received in Astana, 2014.

Keywords – linguistic competence, trilingual competence, professional english, author program, multimedia complex.

Введение

Успешность реализации Государственной программы инновационно-индустриального развития Республики Казахстан в немалой степени зависит от подготовки специалистов, конкурентоспособность которых определяется трёхъязычной компетенцией. Вопрос трёхъязычия был поднят президентом Н. Назарбаевым в своём послании народу Казахстана:

«Казахстан должен восприниматься во всем мире как высокообразованная страна, население которой пользуется тремя языками: казахский язык - государственный, русский язык как язык межнационального общения и английский язык - язык успешной интеграции в глобальную экономику» [http://www.akorda.kz].

Для заведений высшего и среднего специального образования возник важный социальный заказ на подготовку высокообразованных специалистов со знанием трёх языков. Для выполнения данного заказа необходимы отечественные программы обучения профессиональному иностранному языку, формирующие поликультурную и полилингвальную личность будущего специалиста [1].

В процессе обучения языкам должны активно использоваться информационные (мультимедийные, сетевые, коммуникационные) технологии, которые обеспечивают вариативность форм и методов обучения, гибкость подходов к разработке его содержания и, как следствие, высокое качество знаний [2, 3].

Особую значимость приобретает задача формирования трёхъязычной и медиа компетенции ИТ-специалистов.

Исходя из вышесказанного, актуальным становится вопрос разработки программ обучения профессиональному иностранному языку, ориентированных на формирование трёхъязычной компетенции обучающихся.

Концепция авторской программы обучения профессиональному английскому языку, обеспечивающая формирование трёхъязычной компетенции

Цель разработки Программы - формирование у студентов неязыковых специальностей трехъязычной лингвистической компетенции, понимаемой как способность и готовность осуществлять иноязычное повседневно-бытовое и профессиональное опосредованное и непосредственное общение с носителями языка в пределах, достаточных для реализации своих профессиональных обязанностей.

Основной *задачей*, конкретизирующей цель, является формирование таких составляющих трёхъязычной компетенции, как:

- знания, навыки и умения во всех видах речевой деятельности и способность реализации профессиональной компетентности средствами английского, казахского и русского языков;
- представление о культуре родной страны и страны изучаемого иностранного языка, навыки использования полученных представлений в непосредственном и опосредованном иноязычном общении;
- развитие способности и мотивации к самостоятельному изучению языков за счёт практического применения полученных знаний, навыков и умений.

Методологической основой для разработки Программы послужили: философские взгляды и педагогические теории о личностно-ориентированном обучении и субъектно-субъектных отношениях педагога и обучаемых [4]; лингвистические идеи о соотношении языка, речи и речевой деятельности; лингводидактические теории о коммуникативном и компетентностном подходах в обучении языкам; методологии взаимосвязанного обучения двуязычной и многоязычной личности иностранному языку с базовым первым языком и языком-посредником [5]; теоретические положения модульной проектной и многоуровневой технологий обучения языкам [6].

Новизна предложенной Программы заключается в методике формирования речевой компетенции посредством *интеграции содержания английского, казахского* и *русского языков*. Поскольку английский язык является флективным аналитическим, казахский - агглютинативным, а русский язык - флективным синтетическим, обучаемым достаточно сложно воспринимать и понимать эти языки в едином контексте. Сравнительный анализ казахского и английского языков показал, что существуют определённые сходства в словообразовательной и грамматической системах, в построении предложений.

Программа построена на английской грамматике и предполагает трёхуровневое овладение языком. Овладение казахским языком предполагает базовый уровень обученности, в содержание Программы включены грамматические модели казахского языка, необходимые для формирования коммуникативной компетенции с учётом явлений транспозиции или положительного переноса одинаковых языковых универсалий - сходств при построении слов и предложений. Все представления о языке и особенностях его употребления формируются синхронно.

Грамматический материал излагается в соответствии с казахской лингвистикой на основе ключевых морфологических и синтаксических моделей казахского языка. Лингвистические особенности языков были использованы при разработке системы упражнений, связанных с составлением сравнений (на английском, казахском и русском языках).

Модели организации речевой работы охватывают все виды речевой деятельности (говорение, аудирование, чтение и письмо). Глоссарий Программы составлен на английском, казахском и русском языках.

Интеграция языковых компетенций и компетенций профессиональных. Для успешной реализации трансформации учебно-познавательной деятельности в профессиональную в качестве основного ориентира в Программе выступает *модель профессиональной деятельности* конкурентоспособного специалиста. Содержание Программы рассчитано на обучение ИТ-специалистов, её тематика соответствует специфике профессии и предполагает овладение профессионально-направленной лексикой.

Для создания поликультурной среды на занятиях и формирования трёхъязычной языковой компетенции в Программу включены профессиональная ИТ-терминология на английском, казахском и русском языках.

Мультимедийный комплекс поддержки Программы. Учебно-методическая поддержка Программы реализована в виде мультимедийного комплекса (МК), который может быть использован для проведения аудиторных занятий и самостоятельной работы студентов, в том числе для дистанционной технологии обучения в среде Интернет. МК представляет собой электронный образовательный ресурс модульной архитектуры, каждый учебный модуль которой – это автономный, содержательно, тематически и функционально полный мультимедиа Flash-продукт.

На рисунке 1 представлены основные элементы интерфейса МК: содержание, страница глоссария и интерактивный фрагмент обучения.

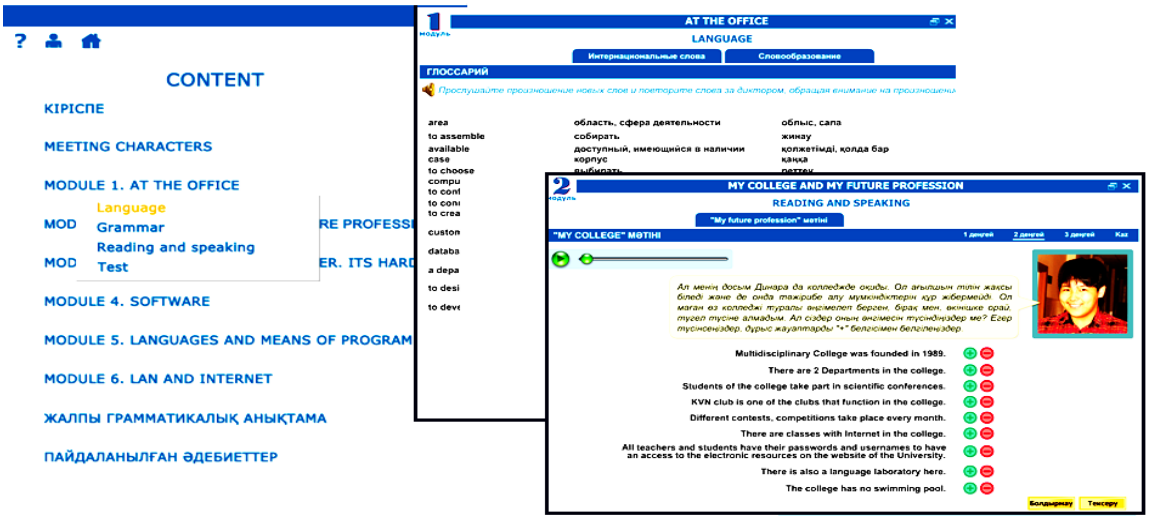

Рисунок 1 – Основные элементы интерфейса мультимедийного комплекса

Модули имеют унифицированную архитектуру, связаны между собой логикой обучения, в каждом определены разделы Language, Grammar, Reading and speaking и Test.

МК содержит общий грамматический справочник, который включает теоретический материал по всем грамматическим темам модулей.

Полученные результаты (выводы)

Апробация Программы и мультимедийного комплекса проводилась в трёх колледжах Усть-Каменогорска: колледж Казахстанско-Американского Свободного Университета, Политехнический колледж и колледж имени Кумаша Нургалиева.

Результаты итоговой аттестации студентов экспериментальных групп подтвердили эффективность Программы.

Результаты анкетирования студентов показали, что мультимедийный комплекс отвечает потребностям обучающихся как в профессиональном отношении (97%), так и в изучении языков (95%). Учебный материал доступен для понимания (90%), удобно структурирован (100%), содержит оригинальные иллюстрации и чёткие красочные рисунки и схемы (100%), значительно повышает мотивацию в изучении языков (96%). Большинство студентов (90%) отметили, что содержание текстов и задания стимулируют к поиску новой информации об изученных процессах, способствуют самостоятельному приобретению знаний.

Преподаватели, участвовавшие в эксперименте по внедрению Программы в учебный процесс, в целом дали положительные отзывы и рекомендации к применению в учебном процессе.

На Программу получено авторское свидетельство № 874 на ЭВМ «Мультимедийный комплекс «English for IT-specialists», Астана, 2014.

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K VOPROSU O POVYSHENII EFFEKTIVNOSTI INTEGRIROVANIYA ANGLIJSKOGO YAZYKA V SISTEMU VYSSHEGO OBRAZOVANIYA [TO ISSUE OF INCREASING THE EFFICIENCY OF THE INTEGRATION OF ENGLISH IN THE HIGHER EDUCATION SYSTEM]

(Bukhantceva A.E.)

D. Serikbayev East Kazakhstan state technical university
The Republic of Kazakhstan

Abstract

Purpose – To pay attention to the problem of increasing the efficiency of the integration of English in higher education, to reveal the most significant approaches to studying of a foreign language, based on the teaching experience.

Methodology- There is the method of theoretical analysis and systematization of accumulated professional experience in this paper.

Originality – The paper disclosed consistently problems of the studying English at the present stage. The paper identified some integration methods of studying foreign language in higher education.

Findings – The ability to free navigate in the global information space, increase the role of communicative culture and communicative competences, helps to stimulate the study of the English language. Development of communication skills by increasing the level of integration of the English language in the education system contributes to the professional development of students and faculty, development interpersonal and intercultural relations.

Keywords – English language, higher education, communication skills, intercultural communication

Введение

В современной системе высшего профессионального образования проблема межкультурного и межличностного общения стоит особенно актуально. В век высоких технологий, всеобщей глобализации, распространения Интернет-ресурсов повышается роль коммуникативной культуры, коммуникативных компетенций, в том числе и на иностранном языке. Проблема коммуникативных компетенций включает в себя навыки и умения анализировать ситуации различного общения и применять эти навыки в профессиональной среде. Умение дифференцировать, систематизировать, анализировать глобальное информационное пространство является приоритетным в любом виде деятельности человека. Слабые навыки коммуникации в языковом профессиональном пространстве изолирует человека, не дают получить расширенные фундаментальные знания. Развитие теории и практики архитектурного проектирования в каждой стране имеет свои специфические особенности, свои исторические этапы и профессиональные черты. Политика активного внедрения иностранного языка в систему образования выдерживалась только в крупных городах. В последние несколько лет заметны изменения и в региональных областях. До настоящего момента изучение иностранного языка базировалась на личностной мотивации студента или преподавателя. Однако, в настоящий момент заметны тенденции системного внедрения иностранного языка в учебный процесс Вузов. Например, в Казахстане введение трехъязычного образования, обязательная академическая мобильность магистрантов, приглашение иностранных преподавателей для чтения лекций и для обучения иностранному языку.

Основная часть исследования

В каждой стране есть свои специфические черты высшего образования, ведущие отрасли промышленности, научные центры. Знание английского языка может позволить углублено изучать и перенимать иностранный опыт работы. Огромное количество зарубежной литературы и Интернет-ресурсов на русском языке предлагается преподавателям и студентам. Однако, подлинное погружение в тонкости профессии, свободное понимание специальной терминологии возможно только при хорошем знании языка. Беспомощность, невозможность напрямую общаться с иностранными специалистами ограничивает возможности профессионального роста и получения новых знаний. Ничто так не обогащает профессиональный багаж как поездки в ближнее и дальнее зарубежье, прослушивание лекций, приобретение практических навыков. Главным средством передачи информации является язык как инструмент межличностного, бытового и профессионального общения. Обогащение знаниями, обмен опытом, знакомство с теми или иными школами, вузами, с работой фирм и предприятий является главным источником профессионального роста. Повышение профессиональной квалификации граждан создают предпосылки для экономического роста государства. В результате изучение иностранного языка становится одним из приоритетных направлений в государственной политике.

В теории и практике современной архитектуры формирование стилистических направлений, новых знаний консолидируются, в том числе и в западных странах. Ведущими школами архитектуры являются США, Германия, Италия, Англия и другие страны. Перевод специальной литературы по архитектуре часто передача не только смысла, но и авторского видения переводчика. В результате знакомство с профессиональной литературой, особенностями творчества происходит как бы через посредника. Многое зависит от компетенции переводчика, его осведомленности в особенностях профессии. Ограничение, лишение профессиональной свободы, прямого коммуницирования возникает, в том числе и от незнания иностранного языка. Ведущие архитекторы современности Норман Фостер, Сантьяго Калатрава, Заха Хадид создают свои объекты по всему миру, выпускают книги на иностранных языках, выступают на конференциях, публикуют статьи. В результате для большинства преподавателей и студентов-архитекторов эта информация остается малопонятной.

Одной из важных проблем эффективного интегрирования английского языка в систему профессионального образования остается формирование внешней мотивации преподавателей и студентов. Создание условий для эффективного включения английского языка в профессиональную сферу деятельности должно стать главным направлением политики государства и вузов. Выделение большего числа грантов, специального финансового фонда под международные поездки и проекты и т.д. Эти важнейшие внешние факторы стимулирующие изучение иностранного языка не являются единственными. Первостепенным фактором в активном интегрировании английского языка становится внутренняя мотивация личности. Одними из главных подходов в обучении английскому языку является:

Личностно-ориентированный подход в изучении английского языка создает наилучший результат (создание условии через которые совершенствуется иностранный язык); Программно-целевой (обучение подчиняется конкретным программам- целям); Личностно-деятельный (организация деятельности способствующей оптимальному результату).

В настоящий момент есть хорошие примеры личностно-ориентированного подхода в изучении английского языка. В течении последних лет в Усть-Каменогорске в ВКГТУ им.Д. Серикбаева работала летняя языковая школа. Приглашались преподаватели из США, в результате создавались оптимальные условия для изучения английского языка. Общение с носителями языковой культуры делает изучение иностранного языка интересным, живым и результативным. Элементы игры, особая ментальность, нетривиальная атмосфера создают свободное общение и дают максимальный эффект.

Любые формы коммуникаций с носителями языка являются наиболее эффективными, отсюда главным в учебной стратегии вузов остается создание соответствующих программ в этом направлении. Они включают в себя: зарубежные командировки и конференции, выставки, симпозиумы, приглашение лекторов для чтения курса лекций, проведения практических занятий и выполнения проектных работ.

Одним из эффективных способов изучения иностранного языка является личная заинтересованность с эмоциональной окраской. Обаяние и компетентность талантливого лектора, носителя языка также вызывает желание достичь высокого уровня знания иностранного языка. Создание профессиональной конкурентности среди преподавателей и студентов приводит к повышению внутренней мотивации к совершенствованию. Этому может способствовать ряд стимулирующих факторов: зарубежные командировки, дифференцированная оплата труда и пр. Система различного рода поощрений всегда являлись главными стимулами повышения уровня знания иностранного языка.

Таким образом, существует огромное количество способов и методов повышения эффективности интегрирования английского языка в систему высшего образования.

Полученные результаты (выводы)

1 Проблема коммуникационных компетенций в сфере высшего образования остается на данный момент наиболее острой. Развитие навыков коммуникации за счет повышения уровня интеграции английского языка в систему образования способствует профессиональному росту студентов и преподавателей, наращиванию межличностных и межкультурных связей.

2 Одним из важных путей повышения качества человеческого капитала в любой стране является повышения уровня профессиональных компетенций, что невозможно без знания иностранного языка. Обмен опытом, зарубежные командировки, участие в международных проектах, прослушивание курса лекций в зарубежных университетах и т.д. Умение свободно ориентироваться в глобальном информационном пространстве способствует повышению профессиональной квалификации специалистов и стимулирует рост экономики государства.

3 Существует огромное количество способов эффективного интегрирования английского языка, многие прошли апробацию и применяются. Но повышение эффективности внедрения английского языка требует системного методического подхода в профессиональном образовании. Преподавание отдельных групп на английском языке должно стать привычным делом, приглашение зарубежных преподавателей, обмен студентами, магистрантами необходимо осуществлять последовательно и системно. Работа с иностранной литературой и Интернет-ресурсами, осуществление межличностных и межкультурных связей должно стать часть профессиональной, культурной и деловой жизни общества.

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NEW STRATEGIES IN TEACHING LISTENING THROUGH THREE LANGUAGES APPROACH

(Galkevich A.)

Abay Kunanbayev Saran Humanitarian-Technical College,
The Republic of Kazakhstan

Abstract

Purpose: The work is dedicated to the problems of forming listening skills and deep comprehension of listened material. The inculcation of three languages approach is considered closely in the teaching listening. The article seeks to examine new methods in teaching listening comprehension through the implementation of the trilingual approach.

Methodology: Teaching listening through three languages approach.

Originality/value: The author reveals the main problems when working with audio in the foreign language class, considers creative solutions to emerging challenges in listening to the audio material.

Findings: The solution of problem of comprehension listening. Presentation of new ways in teaching listening with using three languages approach.

Key words: approach, listening, questions, team work

Introduction

Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener attempts to understand the intended message of the oral text so that he or she can respond effectively to oral communication.

The article is dedicated to the problems of forming listening skills and deep understanding of listened material. In this article are considered the main stages of listening and ways of improvement comprehension of listened audio material or video material. Continually teachers confront with difficulties of misunderstanding listened material by students. Dolefully known fact is student's imagination if the student hasn't understood the gist of the information he or she will contrive some facts. This picture exists in schools and in colleges the reason is erroneously organized work with listening. Teachers mustn't forget the important role of listening at the lesson.

Main part

Theorists realized that listening is not a passive but an active process of constructing meaning a stream of sounds. Students attempt to grasp the fact and feelings in what they hear by attending to:

1) What the speaker says 2) How the speaker says 3)The context

Listening is one of the main kinds of speech skills, which is stood as a case in the aim and means of teaching in the English language. The practice shows that listening arouses difficulties at students who study English isolated from original language midst. The following situation makes undoubtedly an impact on the forming at students their speech skills; it is known that conversation will not exist. It means that the process is two-sided. If teacher doesn't pay attention on listening the student will be able only speaks but not all understand, for student it will be one of the main problems. In my work I have found the solution of this problem. The decision was to conduct an experiment with one group at the foreign department. The group has been prepared for IELTS 'International English Language Testing System'' since 2014. One book was chosen "Vocabulary for IELTS''. The book includes CD disks for listening and topic for discussion.

In work with listening the teacher must remember listening Process-Stages they are:

1) Pre-listening	2) While-listening	3) Post-listening

Pre-listening

First of all the teacher should tell their students that they shouldn't worry if they don't understand every word they hear. The teacher must explain that not every word important for understanding. Students should know or guess what they are listening for before they start. Brainstorm students' ideas on the topic they are going to listen to. This will help to focus them. Teacher should explain that students should focus only on the information they need. In this stage of work with listening the way of using three languages may be used.

The first step is introducing new words "Pre-listening" which will be used during the lesson. The words are introduced in the following way; new words are written in three languages words are written on cards. The group is offered to find Russian and Kazakh definitions to English original words. The students work in groups, they try to compound definitions with new words; for this task they have only five minutes.

The second step is checking the strict accuracy in matching definitions and correctness some mistakes (if they have been done). The students read definitions and teacher says right or wrong. When the teacher checked the definitions if there are some mistakes in the matching definitions the teacher gives one minute for correctness mistakes. When one minute has passed the teacher checks again and corrects the mistakes if they are. The teacher has already introduced new lexical material upon theme. The teacher asks students to express their opinion upon lexical theme.

The third step is called "imagination" at this stage students express their estimates upon theme. Students have just matched new words and they have got the skeleton now (figuratively), their task is to grow thews (figuratively). This task helps to develop students' critical thinking. One after another they express their estimates using the following cliché like these; *it seems to me.., in my view/opinion..., I'm sure….* The teacher listens to them and chooses the right variant or the variant which is close to the original name of the theme.

Continue this work the teacher can use some another ways for organization work with pre-listening. The students are offered to work with jigsaw puzzles, the signal words and signal pictures are enciphered the task is collecting puzzles and guessing the theme of discussion. The teacher can use "magic cube" the cube thrown by students one by one, according to the score on the magic cube the teacher explains the task. The teacher does presentation with tasks upon listening, it looks like "My game" the students choose number and the teacher shows the promptings upon theme.

Example: The score at the cubes is eight, the teacher clicks at the question number eight and student reads prompting. The prompting is: Social and emotional milestones. The prompting is number ten: Cognitive and communicative milestones. The students discuss and call the theme "Mental and physical development"

Another very effective way of pre-listening stage is role playing. The teacher gives students some key words which are connected with theme of future listening. The students have only five minutes and they have to make up dialogue and play it by roles. The teacher has to divide students into teams or groups.

For organization work at this stage of listening teacher can use a wide variety of different tasks which were worked out by author. All tasks are worked out with using three languages.

While-listening

As a general principle, the teacher can try to play the recording once for overall comprehension. Then the teacher must play the recording again for specific details. The teacher tells students to note any dates, people or places they hear. The teacher has to divide students into groups and give each group a different listening task (e.g. different questions). The teacher asks all students come to him, the teacher offers students to choose one sheet with question, one question for one student. It is not efficiently to ask students answer all questions upon the text. The main idea of this task is the insight of information. The students must try to hear the answer for their questions. The audio material will be listened only once. When the audio material has been listened, the students answer one by one for their questions. If they haven't heard the information the teacher doesn't

prompt them, teacher asked students during the second time listening, try to hear the answer for his or her question. Then swap their answers and have students listen again and check their classmates' answers. The teacher must not be afraid to repeat the recording… especially the parts students have most trouble understanding.

The teacher can use a lot of exercises at this stage of listening, they are:

Answering 1-2 guiding, factual and straight forward questions (purposeful listening to scan/skim): yes- no questions, multiple choice, completion, matching, filling gaps, tick the correct answer

Post-listening

Post-listening is very important part of listening, it shows the result of understanding of listened information. At this stage students can answer or make up questions upon the listened information and topic. The students can share their experiences or those of people they know who have the same situation.

When students have already listened audio material the teacher can organize work upon listened material. More detailed questions, opinion questions or hypothetical questions can be used at this stage but the teacher has not to forget to use three languages it very important for students to be able to make up questions and answer for questions using three languages. The most important factor of post- listening work is team work. The team work helps students to communicate with each other and it raises the feel of rivalry. The students like to take part in competitions which are organized by the teacher at the lesson. The teacher mustn't forget about that the listening and speaking have interrelationship and the teacher can use the following general Tips for developing speaking skills.

a) Increase listening time in class and at home using Internet, and CDs

b) Identify students' weaknesses: causes and solutions

c) Identify students' preferences in listening

d) Treat listening as a challenging mental and linguistic task

e) Focus on content, not delivery

f) Don't worry too much about students' mistake

g) Use physical skills to ease listening tasks and nervousness: use eyes contacts, body language and gestures.

Conclusion

It is very important to organize work upon listening and adhere to the main stages of listening. In our days the English language takes the main role in our modern society and the teachers of the English language are responsible for our future generation. Our future generation will be able to communicate with foreign students and with each other using there languages fluently in their speech. The teachers of Kazakh, English and Russian have to use this methodic at work with listening.

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ANALIZ POLIYAZYCHIYA V KAZAKHSTANE
[POLYLINGUISTICS ANALYSIS IN KAZAKHSTAN]

(Ismailova G.K., Khassenova K.E.)

Semey Shakarim state university,
Republic of Kazakhstan

Abstract

Purpose - Necessity of polylinguistics education development. Currently throughout the universities of Kazakhstan are designed the concept of multilingual education development, accepted plans for multilingual education introduction, developed on the basis of the legal documentation centers open multilingual education. The purpose of writing this article is to analyze the language proficiency of students on the basis of the official information posted on the website of the National Testing Center of the Ministry of Education and Science of the Republic of Kazakhstan.

Methodology – Statistical, comparative and continuous sampling method

Originality / value – Is in knowledge of languages by students

Findings – Necessity in further development of polylinguistics education in higher school system. As a result analysis showed high results of English proficiency of learners and has proved necessity of the further multilingual education development in higher education.

Keywords – Polylinguistics education, languages, education

Введение

Высшее образование играет важную роль в обеспечении профессиональной подготовки компетентных и конкурентоспособных специалистов для всех отраслей экономики республики в интеграции с наукой и производством.

В Казахстане функционирует 131 вуз (9 национальных, 31 государственный, 13 негражданских, 1 АО, 1 международный, 16 акционированных, 60 частных) [1].

Функционирует АО «Центр международных программ», основным предметом деятельности которого является осуществление комплекса мероприятий по международным программам подготовки, переподготовки и повышения квалификации кадров за рубежом, в том числе международной стипендии Президента Республики Казахстан «Болашак». С 1994 по 2013 годы. присуждено 10346 стипендий, выпускников - 6282 человека.

Повышение квалификации преподавателей проводится как за счет средств республиканского бюджета, так и за счет внебюджетных средств. В течение 2013 года 6379 (15,3 %) преподавателей прошли курсы повышения квалификации на базе вузов, предприятий, инженерных лабораторий, отраслевых центров. Вместе с тем, в вузах работа в данном направлении не систематизирована, не обеспечивается финансирование программ повышения квалификации.

Расширено право вузов в определении содержания образовательных программ бакалавриата до 55 %, магистратуры до 70 %, докторантуры до 90 %. Это повышает академическую свободу и мобильность вузов, позволяет учитывать особенности рынка труда конкретного региона в соответствующих кадрах. За счет средств РБ проводится работа по написанию и изданию учебников на казахском языке. Также переводятся и издаются на казахском языке зарубежные учебники. За 3 года реализации программы в библиотеки вузов поступило около 300 новых учебников тиражом свыше 350 тыс. экземпляров.

Казахстан вошел в число стран, принявших Национальные рамки квалификаций. Принятая рамка квалификаций совместима с Европейской рамкой квалификаций. Развивается

академическая мобильность студентов и преподавателей на основе принятой Стратегии академической мобильности Казахстана до 2020 года. За 3 года более 1,7 тыс. студентов и магистрантов прошли обучение в зарубежных вузах.

К реализации совместных образовательных и исследовательских программ привлекаются зарубежные ученые. За 3 года приглашено более 4,2 тыс. зарубежных ученых и преподавателей из вузов Европы, США, Российской Федерации, Юго-Восточной Азии, Республики Беларусь, Украины.

Получает развитие и внутренняя академическая мобильность. Она развивается на основе межкафедральных связей. Такие договора имеют 72 вуза, что позволило охватить внутренней академической мобильностью более 1100 студентов, 250 магистрантов, 16 докторантов, 360 преподавателей.

Выполнение параметров Болонского процесса способствует гармонизации отечественных образовательных программ с зарубежными, увеличению доли сопоставимых образовательных программ и интернационализации высшего образования. Внедряется казахстанская модель перезачета кредитов по типу ECTS.

В вузах реализуются образовательные программы по педагогическим специальностям, разработанные совместно с зарубежными партнерами. В 41 вузе на педагогических, технических, естественно-научных специальностях внедряются программы полиязычного образования. В том числе в 15 вузах по 13 педагогическим специальностям обучаются более 1200 человек [1].

Высшая школа Казахстана должна стремиться к достижению мирового уровня образования и к вхождению в единое образовательное пространство. Механизмом достижения поставленных целей является выполнение параметров Болонского процесса [2]. Они включают трехуровневую систему высшего образования, кредитную технологию обучения, академическую мобильность студентов и преподавателей, а также контроль качества высшего образования. Президент Республики Казахстан Н.А.Назарбаев ставит перед системой образования задачу подготовки конкурентоспособного специалиста, владеющего несколькими языками. В Послании Президента «Новый Казахстан в новом мире» предложена реализация культурного проекта «Триединство языков». Осознание полиязычного образования как ценности обуславливает актуальность реализации научных проектов и разработки практических действий, направленных на формирование полиязыковой личности [3].

Исторический путь развития казахстанского общества определил специфику проблем, связанных с судьбой каждого из этих языков. Кроме того, современное состояние языковой политики в стране обусловлено объективными реалиями динамичной трансформации общественно-политической, социокультурной жизни мирового сообщества в целом.

Казахский язык приобрел статус государственного языка, это означает, что он призван объединять всех граждан страны и выполнять консолидирующую функцию в социуме. Русский язык в силу массового владения им является фактором расширения информационных горизонтов в современном мире. Английский язык на сегодня представляет собой одно из необходимых условий подлинной конкурентоспособности нации. В этих условиях актуализируется проблема становления и развития полиязычного и иноязычного образования [4], [5].

На сегодняшний день уже можно констатировать тот факт, что полиязычие является неотъемлемой частью составляющей современной теории и практики преподавания языков, важной составляющей общей образовательной политики казахстанских и зарубежных вузов. Данное утверждение находит свое отражение в многочисленных документах Совета Европы и Болонского процесса. В условиях образовательных реформ, в том числе в высшем образовании, в Республике Казахстан возникла необходимость пересмотреть существующие положения в области языковой политики, переосмыслить принятые подходы к изучению языков.

Основная часть исследования

Проведем анализ владения языками учащимися на основании официальной информации, размещенной на сайте Национального центра тестирования Министерства образования и науки Республики Казахстан [6].

Из итогов ЕНТ в разрезе областей Казахстана по сдаче казахского языка можно проследить самый высокий балл по г. Алматы, г. Астане – 20,64 и 19,27 баллов соответственно. Средний балл в целом по республике составляет 18,33 балла, что соответствует оценке 4 «хорошо».

Из итогов ЕНТ в разрезе областей Казахстана по сдаче русского языка можно проследить, что лидирующие позиции занимают г. Астана, Жамбылская и Северо – Казахстанская область – 18,38, 17,32 и 17,29 баллов соответственно. Средний балл в целом по республике составляет 16,7 балла, что также соответствует оценке 4 «хорошо».

Английский, немецкий и французский языки выбираются абитуриентами целенаправленно, желающими поступить на филологические языковые специальности.

Процент выбора абитуриентами немецкого и французского языков невысокий – 0,07 и 0,02 процента соответственно от количества всех сдававших абитуриентов. При этом не все регионы Казахстана задействованы в сдаче этих языков. Несмотря на то, что особое влияние данная тенденция не оказывает на результаты сдачи ЕНТ, наиболее высокий средний балл по немецкому языку в г. Астана, ВКО и СКО – 20,77, 20,2 и 19,4 балла соответственно, а по французскому - г. Астана, Костанайская область, г. Алматы – 21,75, 19,0 и 18,17 баллов соответственно. Средний балл по немецкому и французскому языкам составляет 18,96 и 16,56 балла соответственно.

Из итогов ЕНТ в разрезе областей Казахстана по сдаче английского языка можно проследить самый высокий балл по г. Алматы, Павлодарской и Северо-Казахстанской областям – 20,25, 19,68 и 19,63 баллов соответственно. Средний балл в целом по республике составляет 18,93 балла, что соответствует оценке 4 «хорошо». Однако, нельзя забывать о том, что процент сдававших английский язык составляет всего 10,9 %.

Сводная таблица итогов ЕНТ по Республике Казахстан в разрезе предметов показала, что наиболее низкий балл по русскому языку в школах с обучением на казахском языке – 13,15 баллов и наиболее высокий балл по английскому языку.

Итоги ЕНТ 2015 года в ВКО по языковым дисциплинам показывают, что средний балл составляет от 14,19 до 20,2, что соответствует лишь оценке «хорошо»: по казахскому языку – 18,45; по русскому языку - 16,35; английскому языку – 18,36; немецкому языку – 20,2.

В 2014 году ГУ имени Шакарима был включен в перечень вузов РК для обучения по полиязычным программам. В связи с этим, а также по причине того, что в Казахстане наблюдается нехватка специалистов, владеющих иностранными языками, в том числе английским, на основании принятой программы развития полиязычного образования руководством университета было принято решение о формировании полиязычных групп. С этой целью было проведено тестирование студентов 1 курса в январе и августе 2015 года.

По результатам первоначального теста, проведенного в январе 2015 года, произведено распределение по уровню знания английского языка согласно европейской шкале:

Уровень А 1 - А2 - 177 студентов, Уровень В 1- 170, Уровень В 2 – 160, Уровень С 1 -20

В целом 527 студентов показали положительные результаты. 151 студент показали нулевые результаты владения международным языком.

Тестирование по английскому языку (PlacementTest) для студентов 1 курса, обучающихся по специальностям педагогического факультета, филологического факультета, физико-математического факультета, факультета естественных наук, проводимого в августе 2015 год показало следующие результаты.

Филологический факультет («Казахский язык и литература»; «Казахский язык и литература в школах с неказахским языком обучения»; «Филология: казахский язык»). Присутствовали 30 человек, 30 студентов с нулевым уровнем владения английским языком.

Физико-математический факультет («Математика», «Физика», «Информатика»). Присутствовали 46 человек. Итог – 3 человека с уровнем А1, 43 студента с нулевым уровнем.

Факультет естественных наук («Начальная военная подготовка», «Физическая культура и спорт», «Химия», «Биология», «География»). Присутствовали 43 человека. Итог – 4 человека с уровнем А1, 39 студентов с нулевым уровнем.

Педагогический факультет («Педагогика и психология», «Педагогика и методика начального обучения», «Дошкольное обучение и воспитание», «Музыкальное образование», «Изобразительное искусство и черчение», «Профессиональное обучение», «Дизайн»). Присутствовали 68 человек. Итог – 6 человек с уровнем А1; 3 человека – А2; 3 человека – В1; 1 человек – В2; 2 человека – С1, 53 студента с нулевым уровнем.

Если в январе месяце 2015 года результаты тестирования по английскому языку довольно неплохие, то в августе месяце данные показатели являются явно неудовлетворительными. Из всех 183 респондентов 21 студент имеют определенный уровень владения английским языком, что составляет 11 % от всех протестированных обучающихся 1 курса.

Полученные результаты (выводы)

В настоящий момент повсеместно в вузах Казахстана разрабатываются концепции развития полиязычного образования, принимаются планы внедрения полиязычного образования, на основе разрабатываемой нормативно-правовой документации открываются центры полиязычного образования. Базируемые на принципах «Государственной программы развития образования Республики Казахстан на 2011 – 2020 годы», обеспечивающих комплексную и глубокую модернизацию образования на всех его уровнях [2], уже существующие концепции развития полиязычного образования определяют цели и содержание иноязычного образования в том или ином вузе, в соответствии с международно-стандартными требованиями, представляют собой комплекс взаимоувязанных по ресурсам и срокам мероприятий, охватывающих изменения в структуре, содержании и технологиях иноязычного образования, системе управления, нормативно-правовой и материально-технической базах, методологического сопровождения при осуществлении образовательной деятельности.

Таким образом, анализ показал невысокие результаты владения английским языком обучающимися и обосновал необходимость дальнейшего развития полиязычного образования в системе высшей школы.

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THE RESEARCH OF THE FUNCTIONAL AND SEMANTIC IMPORTANCE OF PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE

(Kapysheva G.K., Ziyanova K.A.)

S. Amanzholov East-Kazakhstan State University,
The Republic of Kazakhstan

Abstract

Purpose – research of a phraseological subsystem of language. Researches in the field of cross-cultural communication allow us to find points of a divergence and contact in questions when, why and as these or those language means have to be used.

Methodology – description of the phraseological unit from the point of view of its semantics

Originality/value – in modern linguistics the tendency to the description of language processes in indissoluble communication is noted

Findings – the significative component of phraseological value is the content of concept realized in this value

Keywords – phraseological unit, functional semantic method, phraseological value, semantic field, stylistic coloring

Introduction

It was in recent years declared many approaches to research of a phraseological subsystem of language. There are new attempts to characterize the phraseological unit from the point of view of its semantics. In modern linguistics the tendency to the description of language processes in indissoluble communication with requirements of communicative and cognitive activity of the person is noted. Reflection of the world in language consciousness of native speakers is most actively studied.

We will consider the basic concepts of phraseology; the understanding of phraseology is given "narrow" and "wide". Supporters of "narrow", lexicological understanding of phraseology consider the phraseological unit as an equivalent of the word and take type of a constant context into account. Supporters of "broad" understanding reduce phraseology to science about compatibility of lexemes and consider phraseological units as steady combinations in the form of any phrase.

S.G. Gavrin considers phraseology volume widely and approaches phraseological system from the point of view of a functional and semantic complication. This approach allows to study and describe phraseological objects both in respect of their stability, and from the point of view of their reproducibility. In unions such value isn't removed; in unities - it is complicated by semantic two-planned character, but removed hardly; in phraseological combinations - it is complicated by the insufficient clearness of value of phraseologically limited component.

A.V. Kunin refers their stability to the most important aspects of studying of phraseological units, and also distinguishes a number of indicators of this or that degree of stability. Phraseological stability is considered as the complex phenomenon which consists of stability of the use, phraseological value, syntactic and morphological stability, impossibility of education on the generating model of a variable combination of words, separate structuredness.

In recent years interest in research of a phraseological subsystem of language increased. Focus of research was displaced from how language is arranged, how it functions; from the description of language as systems of forms, to the description of language in operation. "Functional approach is, first of all, approach communicative. Functional and onomasiological research of phraseological units assumes the description directed from the contents to a form. Such principle of the description is capable to reflect a way from the thought arising in consciousness of the speaker, from knowledge to means of its expression.

The phraseology arose and develops on a joint of such largest branches of linguistics, as a lexicology, semasiology, syntax, morphology, stylistics, sociolinguistics, psycholinguistics, cultural linguistics. Phraseology is a multidimensional branch of science about language which uses the most various linguistic methods for research of the object. Difficulties are connected, generally with the difficult nature of phraseological units. Likening of the phraseological unit to the word is based on semantic unity peculiar to it: abilities to have uniform in separable value.

Questions of the volume of the concept "phraseological unit", of a phraseology place among other disciplines of linguistics and are to this day disputable. A variety of approaches isn't a stumbling block, and, on the contrary, allows to study this science from all directions, to give it the most complete description. In turn, studying of phraseology is represented to us now the most actual since it has a direct bearing on increase of cultural level of the speech and speech skill. In our research we rely on some earlier used classifications, with additions and explanations.

We will address to functional semantic method of research of phraseological units based on the description of language in operation. Functional research assumes the description of functions of language. The complicated method of S.G. Gavrin was further one of the methods which formed the basis of a functional and semantic method of research of phraseological units. Any steady combination of words is considered by the scientist as complicated, i.e. functionally and semantic complicated.

In texts of various types of phraseological units carry out various functions - descriptive, characterizing, terminological and others.

The interaction of functions is characteristic of idioms and idiophraseomatisms, e.g.:

Like a shot - 1) quickly, promptly, at full speed; 2) instantly, at once; 3) very willingly, with pleasure. The following functions are evident here: 1) the intensity function; 2) the expressively-figurative function; 3) the function of speech compression.

Functions of phraseological units form two principal kinds of binary oppositions, i.e. regular pair oppositions: 1) stylistically neutral functions - stylistically marked functions; 2) usual functions - occasional functions [1, 37-38].

Main part

The presence of these oppositions can be explained by the asymmetry in the sphere of functioning of phraseological units and is one of the important elements of the phraseological system [2, 146], [3, 50].

In functional and semantic classification we make a start from the principle of an originality of the semantic organization of phraseological unit and its function that is defined by absolutely certain speech task. Thus, characteristic qualities of phraseological unit is its figurativeness representing the speech value and the functional and semantic originality which is expressed in complication of semantics and function. In particular, functional differentiation on nature of reflection of reality (naming of object of reality) and the message on something is peculiar to phraseological units.

It is important to allocate actually a phraseological unit form, i.e. its component structure with all changes and the structural organization, and the paradigmatic forms of the phraseological unit consisting of modifications of a material basis and the structural organization.

However, objectively it is possible to judge similarity or distinctions of phraseological units not only in speech parts of which their components consist, but also on the functions which are carried out by them. "The cumulative semantic identity of multilingual phraseological units sometimes remains at their incomplete aspect identity as well". The exhaustive description of any separate language phenomenon assumes allocation of a set of various aspects in it, forms, values, realization and other distinctions.

Inclusion of this phenomenon in various communities is based on a sign of any identity (formal, semantic, functional, etc.), at differences from other elements of such communities. Functional and onomasiological research of phraseological units assumes the description directed from the contents to a form.

There are aspects of phraseological value and types of the relations of phraseological units in the light of the theory of a semantic field. As V.N. Thalia notes, specifics of value of idioms are shown in what they qualify these or those signs of the designated which for this reason acts in the form of categorial "subject", and" predicate" in it belongs to other class of the designated, whereas knowledge about its properties is set in the metaphorical basis. Thereof, in value of idioms two "representatives" of the world take place. "Valid" is the standard representation acting as a denotat, and figurative is a gestalt structure.

Still there are different points of view of rather hierarchical structure of phraseological value. A.V. Kunin emphasizes that the significative component of phraseological value is the content of concept (the set of properties, signs and relations of subjects displayed in consciousness, distinctive properties) realized in this value. Through a denotative component of value the concept volume is realized on the basis of identification of a minimum of the generalizing signs of a denotat, i.e. the whole class of uniform subjects (general), unique objects (single) or abstract values.

Phraseological value is considered, first of all, as difficult unity of significative-denotative and connotive components in the integral communication of the last with a cognition and such cognitive structures as concepts, frames, schemes, scenarios, semantic networks, mental spaces, etc.

The statement that the phraseological unit possesses a lexical meaning, it is represented incorrect in view of the fact that phraseological value is characterized by obligatory existence of a connotive component. The semantic structure of the phraseological unit is wider than its value and Kunin is defined by also internal form, creation of all education in general, type of its grammatical meaning, and also system language and speech communications.

Phraseological units enter various syntagmatic relations with other units thanks to features of their value. Besides, to phraseological units the paradigmatic relations which reflect their opposition and at the same time similarity with each other on existence of the general sign or the general associations are characteristic.

Semantic field is a form of systematization of language values. All dictionary structure breaks up to groups (semantic fields). Semantic fields are interconnected among themselves in hierarchical structure, i.e. there is a submission form, both units, and fields depending on semantic signs.

We will address to linguocultural essence of the phraseological unit. At a present stage of development of phraseology interest in the directions allowing to look in a new way at confrontational phraseology increases. Besides, value of national and social factors is very great.

Discussion of a problem of use of ethnocultural change of lexical semantics in line with cognitive semantics allows to consider not only tightly linguistic, but also conceptual levels of lexical units. This statement extends equally, both on studying, and on the description of phraseological units. According to scientists, it is expedient to learn language in the context of "native" and "foreign" cultures.

The understanding of a concept as "culture micromodels" is accepted by the fundamental and perspective direction of studying of semantics of language units. Potential of research of conceptual aspect of the substantial party of language increases thanks to possibility of attraction of external and internal parameters of identification of relationship of concepts in this culture and similar to them in another.

The concept as the linguistic phenomenon is unit of mental and psychological resources of our consciousness, and that information structure which reflects knowledge and experience of the person, all picture of the world reflected in human mentality. One concepts have language "binding", others exist in mentality in the form of special representations - images, pictures, etc.

As for phraseological units, information is transferred in the concentrated look here, is shorter and is laconic. These units are more exact, than lexical, achieve the object thanks to bright figurativeness. In the research of phraseological units we adhere to the point of view of scientists about expediency of studying of language in the context of "native" and "foreign" cultures. Researches in the field of cross-cultural communication allow us to find points of a divergence and contact in questions when, why and as these or those language means have to be used.

The major function of any unit of language including the phraseological unit is the pragmatic function, i.e. purposeful influence of a language sign on the addressee. The pragmatic orientation is peculiar to any text which influences phraseological units used in the text, and that is promoted by their considerable pragmatic potential. Phraseological units strengthen pragmatic orientation of the text or its part - a context.

Conclusion

The stylistic function is a special, in comparison with neutral way of expression, purposefulness of language means for achievement... of stylistic effect with preservation of the general intellectual content of the statement. The stylistic function realizes in speech connotative features of a phraseological unit [4, 218]. In the language there is only stylistic coloring. The idea about it is given by marks and comments in stylistic dictionaries which, unfortunately, are still far from being perfect. Comparison of a phraseological unit with its variable prototype also helps to reveal stylistic coloring.

Phraseological units belong to language means which pertinent use can make good impression about speaker, promote creation and realization of a communicative orientation of the speech. Pragmatical and cultural aspects are involved, now, also in problems of the translation of units from one language into another. The knowledge of language contacts belonging to this or that to "speech society", and "the speech ethnography" includes studying of that is necessary for receiving communicative knowledge in different types of society.

In our opinion, in questions of studying of language, these aspects play a significant role, both at comparative research of languages, and in translation cross-cultural communication and reflection of interaction of languages and cultures in translation process.

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PROBLEMY OBUCHENIYA INOYAZYCHNOMU PROIZNOSHENIYU V KAZAHSKOI SHKOLE [PROBLEMS OF TEACHING ENGLISH PRONUNCIATION IN KAZAKH SCHOOL]

(Kdyrbayeva Z.)

State enterprise «Secondary school Atameken»
The Republic of Kazakhstan

Abstract

Purpose - This article is about some difficulties in the pronunciation of bilingual students at their foreign lessons.

Methodology – teaching pronunciation in bilingual classes using communicative method

Originality/value – It is not necessary to have orthoepic pronunciation in order to make an oral utterance or read aloud in a foreign language for others to understand. For all these purposes, it is enough to have approximated pronunciation.

Findings – They face a lot of phonetic rules which are seem unmanageable and boring for them. The basic outlook here is to find more effective way in approximate pronunciation by.

Keywords -. orthoepic pronunciation, approximated pronunciation,

Введение

Теория обучения иноязычному произношению в условиях билингвизма является очень трудным явлением.

Для общего развитие науки указывает Р.Ю.Барсук введения общих законов для улучшения обучения иностранным языкам в условиях национальной школы недостаточно, так как наряду с общими в ней имеются свои закономерности, свои специфические трудности.[1]

Особенности обучения иноязычному произношению

Если учесть специфику казахской школы то обучение иноязычному произношению в условиях билингвизма является очень актуальной.

А. Васильев указывает на существования двух видов иноязычного произношения, усваиваемого в результате обучения:

1) орфоэпическое произношение;

2) аппроксимированное произношение, т. е. произношение, приближенное в той или иной степени к орфоэпическому произношению.

Иноязычное орфоэпическое произношение – это такое произношение, которое практически совпадает с литературным (стандартным, образцовым) произношением образованных естественных носителей изучаемого языка. Приобретают орфоэпическое произношение обычно учащиеся специальных языковых (преимущественно высших) учебных заведений, причем далеко не все, а только те, которые усиленно работают над своим иноязычным произношением и обладают хорошими фонетическими способностями. Однако владение орфоэпическим произношением совершенно необязательно для понимания других лиц, говорящих с орфоэпическим произношением (как естественных носителей данного языка, так и владеющих им в качестве неродного языка). Необязательно владение орфоэпическим произношением и для того, чтобы сделать свою устную речь и чтение вслух на неродном языке понятными для других лиц, владеющих этим языком. Для всех этих целей достаточно владение аппроксимированным произношением.

Аппроксимированное произношение является таким произношением, в котором, как и в литературном произношении, отсутствуют так называемые фонологические ошибки, но которое

отличается от последнего наличием нефонологических ошибок такого качества и в таком количеств которые все же позволяют понимать устную речь и чтение вслух на данном языке.

Здесь же достаточно сказать, что к фонологическим ошибкам относят замену одной фонемы (смыслоразличительного звука) другой, в результате чего одно слово принимается слушающими за другое, ср., например, table[t] — *стол,* но cable [к] — *кабель.* К нефонологическим же ошибкам относится замена одного аллофона (оттенка, варианта) какой-либо фонемы другим аллофоном этой же фонемы, например замена альвеолярного оттенка фонемы [t] в слове table зубным оттенком этой же фонемы. Нефонологические ошибки не приводят к смешению слов, но слишком большое их количество сильно затрудняет, а иногда делает вообще невозможным понимание устной речи и чтения вслух.[2]

Я согласна с мнением А.Васильева в том, что мы не сможем полностью обучать тонкостям литературного произношения иностранного языка, но аппроксимированное произношение нам более доступно. И этих навыков нам достаточно чтобы речь была понятной.

Чтобы красиво окрашивать свою речь нам необходимо правильное произношение. Основные навыки правильного произношение начинаются обучением фонетики в средней школе.

Неправильное произношение предложений – ошибки в фразовом ударении и мелодике – значительно затрудняет понимание текста. Эти ошибки приводят к неправильному пониманию смысловых связей слов и частей предложения и даже к непониманию целых предложений, если неправильная интонация приводит к смешению приказаний с просьбами, вопросов с утверждениями и т. д. [2]

Исходя из специфики нашего казахского региона и менталитета народа, нужно отметить что у нас национальным языком является казахский язык ,а второй русский.

Овладеть вторым языком для нерусского учащегося означает научиться «перебазировать» свое мышление, научиться оформлять свои мысли с помощью иной языковой системы,отличной не только по звучанию но и по семантике» на родном языке.[3].

Заключение

Необходимость создания механизма для билингов при обучении иностранному языку объясняется тем, что под влиянием среды родного языка притупляются не только произносительные навыки в иностранном языке, но и слуховые представления, что создает своеобразную замкнутую двустороннюю связь этих аспектов, так называемые слухо-произносительные автоматизмы, которые не осознаются говорящим при пользовании родным языком. Слух билингвального говорящего настроен на волну родного языка, улавливая в звуках двух языков лишь общее и отбрасывая то, что отличает их друг от друга. Постепенно усиливается акцент в иностранном языке. Проявление иноязычного акцента не носит случайный характер. Этого можно избежать, если сознательно использовать опору на родной. Вот почему надо рассмотреть эту проблему и осуществить постановку иноязычного коммуникативного произношения на основе наших непосредственных наблюдений в процессе обучения иноязычного произношения в казахской школе.

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TEACHING ENGLISH TO YOUNG LEARNERS

(Kibatbayeva M.)

Semey School-lyceum 7,
The Republic of Kazakhstan

Abstract

Purpose- to reveal the characteristic features of teaching English as a foreign language for young learners in Kazakhstan.

Methodology- Comparative teaching methodologies. Role plays as a method of teaching. Communicative approach.

Originality/value- the main value of the work is the author's vision how to create a safe, stress-free environment that everyone can enjoy learning in.

Findings- This article will be useful for young teachers who have just decided to work in a primary school. There are many varieties of types of work with the vocabulary and grammar of English language at different stages of the lesson.

Keywords – young learners, functional English, positive feedback, ecouragement.

Introduction

English is a language originally from England. This language is recognized as International language, and it is used in many country as the first language, for example the United Kingdom, USA, Australia, New Zealand and many others. Nowadays, English becomes very important and becomes very popular language especially for countries which of the first language is not English for example in Kazakhstan. In Kazakhstan, English is taught to students since elementary schools as foreign language.

Students at this level are just starting their academic careers. School may be intimidating for some of the students in your class so, in order to encourage everyone to participate, it is important to make your lessons relaxed and fun. YL Students will be learning very basic material but you can design creative lessons that get students moving around and speaking with one another. Young learners are generally very enthusiastic about songs, especially if they can sing along, and active games. Be sure to provide lots of encouragement and positive feedback. You want to create a safe, stress-free environment that everyone can enjoy learning in.

Main part

The primary focus of these lessons will be on communication and laying a solid foundation for further English coursework. Students should practice the different sounds of the English language and learn material such as the alphabet, numbers, colors and shapes. You will introduce vocabulary words gradually and may choose to study some simple structures that relate to everyday life too. It could be that reading and writing never enter into your classes but a focus on speaking and listening will help students become more comfortable and confident with English.

A first general rule is to forget teaching grammar to young learners but instead concentrate on simple, useful phrases and conversations. Functional English in other words.

By this we mean don't get them to learn and practice the present continuous, instead get them to talk about what they are doing and what their friends are doing. Young children do not tend to think in the abstract so make things real: talk about what they see and what they did and what they will do. Don't practice conjugations, instead read books together and get them to talk about their family and pets.

In general children have much shorter attention spans than adults. This means that while it is easy to get them motivated and involved, it is also very easy to lose them if the activity is too long or

complex. This being the case, it's wise to break your lesson down into small segments. On the same lines, it's also useful to break any instructions down into small units (which you should do with any class).For example, each activity should have an average length of perhaps 5 – 15 minutes at most. Once you see the children are getting a little bored or distracted, move on to something new.

There are many other things you can do to ensure that students succeed in class. There is no need to assign homework at this stage but be sure to track individual and class progress so that students can visually see what they have learned and how they are doing. Encourage students to try their best and create a constructive learning environment where students do not need to worry about making mistakes. Create activities and exercises that are entertaining. Help students learn how to interact with one another as well as how to speak English. Students will also feel more comfortable if you stick to a regular schedule so if you decide to make changes, implement them over a period of time rather than all at once. Constantly review and avoid introducing too much new vocabulary at a time. Students may not remember material from one day to the next so repetition is important. The more students are exposed to certain material, the faster they will learn it. This is how native speakers learn English, by listening to people around them and expanding their range of vocabulary gradually.

Try to avoid using punishment with children (and with classes in general, but especially in the TEYL classroom). They will be noisy at times and every so often there might even be a tantrum. But stay calm and let it pass. Instead, reward positive behavior. It is a slightly longer process but worth it in the long run. Children will work because they want to please you, rather than because they are afraid of you.

Children love stories and there are plenty of books you can use – children's books in English are fine with the right class since they are often very well written using very simple language. However, make sure to try and teach much of the key vocabulary beforehand in other activities so the children do not lose track during the story telling and wander off (either mentally or literally). Children also love games and songs so use them liberally in your class. Avoid pointing out mistakes; instead, praise and point out correct English.

Characteristics of very young learners: They need to feel safe; they have short concentration span; they need concrete experiences in order to understand; their first language is still developing; their writing and reading skills are still rudimentary; They are readily engaged in play.

Conclusion

So to teach very young learners it is important to remember that young learners need a lot of recycling and repetition. They cannot comprehend abstract ideas, so go for concrete examples, practical instances of language in use to be able to understand them and reproduce them. Younger learners need to be taught meaningful English. It is useless to teach them grammar since they still struggle with grammar in their mother tongue. It is preferable to help very young learners to memorize whole chunks rather than go into detailed descriptions of structures. Teaching chunks of language in context may be a great idea. Using songs, games, fairy tales, stories, short conversations, dance, play provide good exposure to language. Using a lot of visual aids, colors and music can be fun and enhance retention. Focus must be on fluency rather on accuracy.Very young learners need to learn by doing. Use of their motor skills to cut out shapes and glue them might be fun and helpful to L2 acquisition. You play an important role in helping them develop into lifelong learners. Foster a love of learning by creating lesson plans that appeal to them, suit their maturity level, and focus on what will help them excel in future English courses.

INTERACTIVE TEACHING AS A PRIORITY DIRECTION IN EDUCATION

(Kultanov B.B.)

Korkyt Ata Kyzylorda State University,
The Republic of Kazakhstan

Abstract

Purpose - The paper is aimed at discussing the importance of creating a comfortable learning environment in which students feel their intellectual consistency.

Methodology - analyzing data situation, the solutions, using acquired theoretical knowledge

Originality/value – The paper draws attention to comfortable learning environment which makes productive the process of learning. The educational process should be organized so that virtually all students appeared to be involved in the learning process.

Findings – When in comfortable learning environment, students feel their intellectual consistency. The task of trainees is to analyze data situation, the solutions, using acquired theoretical knowledge.

Keywords - educational process, learning process, intellectual consistency

Introduction

Today it has become clear that it is necessary to control not the individual, and its development process. This means that priority is given to the teacher's pedagogical methods of indirect impact: a failure occurs on the frontal methods, slogans and appeals to refrain from excessive didacticism, edification; instead come to the fore dialogical methods of communication, the joint search for the truth, bringing development through the creation of situations, a variety of creative activities.

The essence of online learning is that the learning process is organized in such a way that almost all the students are involved in the learning process, they are able to understand and reflect on about what they know and think. Joint activity of students in the learning process, development of teaching material means that each individual brings their own special contribution, is the exchange of knowledge, ideas and methods of activity. Moreover, it happens in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the very cognitive activity, it transforms into higher forms of cooperation and collaboration.

Characteristics, the essential feature of the online forms - a high level of one-directional activity of the subjects of interaction, emotional, spiritual union members.

Main part

Chinese parable says, "Tell me - and I'll forget; show me - and I will remember; let do - and I will understand. " In these words is reflected the essence of interactive learning. When using an interactive method of teaching the student becomes a full participant in the process of perception, his experience is the main source of academic knowledge. The teacher does not provide ready-made knowledge, but encourage learners to self-search. Compared to traditional forms of employment, changing the interaction of the teacher and the learner in an interactive learning: teacher activity gives way to the activity of the learners, and the task of the teacher is to create conditions for their initiatives.

The teacher refuses the role of a peculiar filter, passed through a learning information, and serves as an assistant in the work, one of the sources of information. Interactive learning is widely used in intensive training. For learning and applying these methods, the teacher must know the different methods of group interaction. Interactive training provides mutual understanding, cooperation, mutual

enrichment. In any case interactive methods do not replace lectures, but contribute to a better absorption of the lecture material and, most importantly, form opinions, attitudes and behavior skills. [1].

The use of modern interactive methods of education develops the competence-based approach of learning and enhances the possibilities of the key professional competencies of specialiast. Key competences - is a set of basic knowledge, common (generic) skills, personal qualities, allowing to achieve positive results in occupational and other areas of life. Key competencies, we believe, represent the highest level in the hierarchy of competence, as they have interdisciplinary nature, showed in various spheres [2].

The transition to the competence approach in the organization of the learning process involves extensive use in the educational process of active and interactive forms of employment (computer simulations, business and role-playing, case studies, psychological and other training) combined with extracurricular work [3].

Innovative teaching methods have the following advantages:

- individual approach to each student;
- active participation of a group of students in the class;
- free and engaged student learning;
- More than a deep understanding and mastery of the material;
- clamping and consolidation of the knowledge, skills and abilities;
- development of the skills needed for learning throughout life;
- increasing interest in learning among students and improve attendance;
- Getting inner satisfaction of the students and the teacher;
- motivation of students to the collection, analysis and synthesis of the material;
- Improve the relationship of disciplines, enhancing of the interdisciplinary culture.
- Interactive teaching methods carry certain disadvantages:
- Sometimes prior learning is not conductive to the proper preparation of students;
- The training time is increasing that might reflect negatively on other disciplines;
- is a partial loss of control over the students, if they work in groups, someone can do more work, and some less;
- perhaps a decrease of acquired knowledge of the fact that the more time spent by students to the analysis of a specific problem.

Modern education - a problem-based learning - that is, type of training, aimed at creating and resolving problem situations.[4]. In my lectures and practical classes on discipline: "Bases of economic theory" I use interactive methods on the example of business games, presentations and case-study.

Business game

Based on the course "Bases of economic theory", choose the theme: "The financial system of Kazakhstan." Role play involves the distribution of roles between students, as an example: government, tax authorities and traders. After the distribution of roles, the students carefully study the economic situation and ways of solving problems.

Presentation

Students are encouraged to prepare presentations in small groups. They are divided into 3-4 person mini-group and discussed the topic related to supply, demand and market price.

The mini-group students are collecting information, statistical data, and then all together, analyze and summarize the information and then make a single presentation. I prepare the tests, crossword puzzles on major issues of the topic. Then, the teacher evaluates the work of small groups and work groups as a whole.

Case-study

The main objective of teaching students is to make quantitative and qualitative analysis of companies. When writing cases it is also necessary to make a plan, describe real events, mark key

points, the theoretical and practical problems, give students the opportunity to discuss them and try to solve on their own. During training the instructor should only guide students to search for information, to analyze critically and work in a group.

For training on the basis of this method, students need to be divided into sub-groups of 3-4 people, set a specific time to complete a task. At the end of the teacher should summarize the work of the students.

For example, it is possible to offer activities of the national companies of JSC Kazakhtelecom, JSC "FoodMaster Company" KazMunayGas JSC, KazTransGas JSC, etc.

On the basis of Korkyt Ata Kyzylorda State University there was held a workshop on interactive learning methodology where I was trained. During the seminar the following issues were discussed: theoretical and methodological substantiation of interactive learning; goal-setting matters; method of planning activities; interactive teaching methods and techniques; issues of assessment and evaluation methods; objectives and tasks of the teacher, as well as its role in the credit system of education.

Conclusion

The main objective of this training is to equip students with the knowledge of basic economic concepts, the objective laws for the understanding of the complex processes in the modern economy, to help to navigate in the socio - economic reality.

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OPYT PREPODAVANIYA DISTSIPLINY KOMMERTSIALIZASTII PRODUKTIVNYH INNOVASTIY NA ANGLIYSKOM YAZYKE [EXPERIENCE OF THE PRODUCT INNOVATIONS COMMERCIALIZATION DISCIPLINE TEACHING IN ENGLISH]

(Malyshev N.P.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose – to share with experiences, to describe problems and to outline the paths of an improvement in the teaching of special disciplines in the commercialization of the results of scientific activity by instructors not by the carriers of the English.

Methodology – description, comparison, structuring and the analysis of training courses on special disciplines in the poly-tongue groups of economic specialties; quantitative and qualitative assessments.

Originality/value – scientific novelty and practical value of a study consists in the fact that the author used of instruction innovation components and the methods of the teaching of special disciplines, including slides, by audio and video, supply with sounded by the carriers of English in his work together with the traditional forms.

Findings –the concrete educational methods and the proposals, which make it possible to increase percent articulation by the trainers of special terminology in the English, are given.

Keywords – teaching of special disciplines, instructors not by the carriers of English, innovation components.

Введение

Полиязычное обучение (русский-казахский-английский языки) является одним важнейшим шагом вперед на пути к реализации концепции развития образования в Республике Казахстан на долгосрочную перспективу.

Согласно концепции, знание трех языков является жизненно необходимым требованием для современных специалистов и выпускников высшей школы. Стремительное развитие науки и техники в современном мире требуют идеального знания английского языка, на котором в мировом сообществе представлена основная информационная база знаний.

В 2012-2013 учебном году с группы 10-БМ-1п начался мой эксперимент и отработка первого опыта преподавания на английском языке специальной дисциплины «Управление хозяйственной деятельностью предприятия», закладывающей, на наш взгляд, общие представления о процессах управления бизнесом создания продуктивных инновационных продуктов с последующей их коммерциализацией.

Какой-либо организационной или методической подготовки преподавателей-инициаторов проведения занятий на английском языке со стороны учебного отдела (по структуре 2012-13 уч. года) не проводилось. В частности, такая работа, на наш взгляд, должна была начаться с разработки положения о полиязычном обучении, разработки форм и методов морального и материального стимулирования, как студентов, так и не англоязычных преподавателей, и ряд других мер. На предложенный автором проект положения со стороны руководства учебного отдела не было каких-либо замечаний, но и самого положения не было принято. Каждый преподаватель «варился в собственном соку». На наш взгляд, следовало бы подготовить для преподавателей специальный тренинг или даже курс, например, «Английский язык для

специальных целей для преподавателей неязыковых дисциплин». Результатом этого курса стала бы готовность преподавателей использовать английский язык в процессе обучения студентов по специальным дисциплинам. По окончании курса преподаватели должны были быть готовы использовать английский язык в контексте преподаваемой ими дисциплины, проводить анализ потребностей студентов, разрабатывать программу курса и учебный план, подбирать учебный материал. Кроме этого курс стимулировал бы преподавателей неязыковых дисциплин писать научные статьи на английском языке для публикации в зарубежных научных изданиях с не нулевым импакт фактором, принимать участие в международных конференциях, читать лекции на английском языке, устанавливать контакты с зарубежными коллегами.

Все это не может не отразится на качестве проводимых занятий по специальным дисциплинам на английском языке, а самое главное нанесло существенный моральный удар по преподавателю.

Научная новизна и практическая значимость исследования заключаются в том, что автор впервые в стенах нашего университета использовал инновационный подход к преподаванию специальных дисциплин коммерциализации продуктивных технологий [1]. Визуальный показ фрагментов видео лекций носителей языка, таких как R.Kaplan, J.Abraham, M.Porter [2], Brian Tracy [3]. Использовались знания, полученные им в процессе зарубежной стажировки в George Mason University and EDI World Bank (США).

Что значит для не англоязычных преподавателей подготовить курс по специальной дисциплине в объеме допустим 3-х кредитов?

Впервые пришлось столкнуться с необходимостью подготовки на английском языке цикла лекций, практических занятий, СРС и СРСП, включая подготовку вопросов промежуточного и контрольного этапа оценки знаний, полученных студентами. Что должно стать основой для такой работы преподавателя? Оригинальные англоязычные учебники и пособия, по которым преподаватель, как правило, должен написать собственноручно конспект лекций минимум на 30 часов и другие учебные материалы. Но таких учебников нет. Или комплексы УМКД на русском и/или государственном языках и непрофессиональный их перевод на английский с последующим пересказом (зачитывание, вынесением на слайды и т.д.) обучающимся. Ответы на эти вопросы остаются открыты, нет ответов и у руководства Управления по академической деятельности университета.

Первый путь в настоящее время не осуществим в явном виде, но является, на наш взгляд, наиболее верным в активизации английского языка по специальным предметам в нашем университете. Второй ведет, на наш взгляд, к простой профанации идеи полиязычия. В чем это выражается? Взять, например, перевод названия дисциплины «Управление хозяйственной деятельностью предприятия» на английский язык. Открываем Google и все в порядке. Или переводим дословно. Но на самом деле получается абсурд (с вероятностью 0,95).

В университетах англоязычных стран дисциплины с таким названием нет ни в силлабусах, ни в учебных программах. Но мы продолжаем перевод уже всего УМКД, так как впереди аттестация или аккредитация и т.д. Срочно нужен полный комплект УМКД, включая конспект лекций, вы только вдумайтесь в это. При этом материал должен быть готов к началу учебного года или семестра. В результате ни тот, ни другой перевод не будут соответствовать оригинальному понятию изучаемой англоязычной дисциплины. Следовательно, преподаватель будет передавать знания студентам по такой дисциплине, которая в англоговорящей среде не востребована.

Основная часть исследования.

Как обстояли дела в нашем случае? Остановимся на дисциплине «Управление хозяйственной деятельностью предприятия» и ее полный комплект УМКД на русском языке.

Поиск альтернативной по названию и содержанию дисциплины в зарубежных университетах не увенчался успехом.

По результатам электронной переписки автора с зарубежными коллегами выбор перевода был сделан в пользу «Management of Business Enterprise», который и закрепился в нашем университете на английском языке. Был разработан полный комплект УМКД дисциплины «Management of Business Enterprise», который и пополнил учебно-методическую базу кафедры.

За семестровый период проведения занятий с группой, на наш взгляд, особого опыта еще не было наработано. А вот трудностей было предостаточно.

Первое. Знания разговорного английского языка (при отсутствии общения с носителями этого языка) явно недостаточно, чтобы читать лекции и проводить практические занятия на этом языке.

Второе. Чтобы читать лекции на английском языке и вести практические занятия необходимо не только говорить на этом языке, но самое главное, думать на этом языке. Этого как раз и не всегда получается в виду отсутствия общения с носителями языка. Обещанная учебным отделом стажировка преподавателей, которые вошли в группу полиязычного (английского) обучения, в университете не была организована ни до начала занятий, ни в настоящее время.

Третье. Заявка на оригинальные учебники и учебные пособия, лицензионное программное обеспечение по указанной дисциплине на английском языке не была реализована.

Четвертое. Огромное количество времени уходит на подготовку занятий: поиск оригиналов учебно-методических материалов, их понимание самим преподавателем, переработка материала для формирования лекции, практического занятия, неоднократное проговаривание этого материала на английском языке и только потом выход к студентам. На наш взгляд, на данном этапе приобретения опыта преподавания на английском языке трудоемкость подготовки и проведения занятий на русском и английском языках соотносится как 1:10 соответственно.

Это далеко не полный перечень проблем преподавания на английском языке, с которыми столкнулся автор.

Но есть и положительный опыт.

Лекции. Это устная английская речь (хотя и не всегда правильная с точки зрения грамматики английского языка и произношения) преподавателя, комментарии слайдов, визуальный показ фрагментов видео лекций носителей языка с последующим обсуждением услышанного и увиденного студентами исключительно на английском языке.

Практические занятия, СРС и СРСП. Работа студентов в компьютерном классе с использованием лицензионного программного продукта с английским интерфейсом (к сожалению, пока только демоверсия) для разработки стратегии управления предприятием и его развития. Командный разбор Case Study. Домашняя работа студента с сайтом Интернет BusinessDictionary.com и др.

Владение английским языком – это не просто пункт в резюме, или как сейчас модно в «портфолио», дающий преподавателю преимущество перед конкурентами в своей профессиональной области. Это навык, который способен и должен обеспечить адекватное отношение работодателя к такому преподавателю. По статистике, специалисты со знанием языка «стоят» на внутреннем рынке труда на 25-45% дороже (это не относится к приглашенным лекторам из-за рубежа, стоимость часа работы которых не с нашей).

Согласно данным одной из рекрутинговых компаний уровень дохода руководителей, владеющих иностранными языками, выше на 17%, а специалистов — на 21%. Но это в теории, а на практике совсем другое. Лет так через пять-шесть, когда в обществе идея владения (владения, подчеркиваю, а не знания) как минимум тремя языками сбалансируется можно смело сказать: “I'm possess the English language”.

Поэтому автор придерживается известной пословице “A bit in the morning is better than nothing all day”.

В 2013-2014 учебном году вновь пришлось идти по неизвестному пути. Пришлось готовить две новых специальных дисциплины на английском языке. Одна для бакалавров, другая для магистрантов. Проблемы те же, но положительных результатов и накопленного опыта стало больше.

Одним из перспективных инструментов овладения студентами знаниями специальных дисциплин (востребованных в англоговорящей среде) на английском языке является Case Study. Например, такие.

Case Study A. Company plans to invest $ 15,522 to construction of residential houses. It has two investment projects: A and B. According to project, A house is built in two stages. The first phase will return for the first year $ 10,000 of income, during second year construction of second stage, which expenses is equal to income from first stage. In the third year, the investor will receive $ 10,000 of income. According to the project B two houses built immediately, and the investor will receive income only in third year, in the amount of $ 22,100. Identify and draw on the axes of time cash flows generated by each of projects. Calculate net present value at time 0 for each project at r = 10%, r = 20%, r = 30%, and make schedules for both functions NPV (r) on one drawing. At which values of r company should prefer project A, under which - Project B.

Case Study B. Company considers accepting one or more investment projects among three, following investment information is known (KZT) and present value (PV) at moment 0 (KZT): project 1: 200000 and 290000; project 2: 115000 and 185000; project 3: 270000 and 400000. Within simultaneous implementation of projects 1 and 2 necessary investments are summarized. Within simultaneous implementation of projects 1 and 3 volume of investment is 400000 KZT. Savings achieved by using in both cases the same equipment. In both of these cases, current values at time 0 are summarized. Within simultaneous implementation of projects 2 and 3 there will be no investment savings, but present value at moment 0 will be 620000 KZT. Increasing achieved with the help of marketing. Within simultaneous adoption of all three projects, the necessary investments are summarized, and need to expend additional 125,000 KZT on expansion of industrial areas. Present value at moment 0 summarized. Which projects company should take to get most pure present value at time 0? Gold mining company considers project of development of a new mine: expected to invest to production of 1600 thousand KZT, receive in the first year of 10000 thousand KZT of income, deplete mine, and for the second year reclamation mine territory, investing to it 10000 thousand KZT. Make function schedule of this project NPV(r).

Что в итоге, чему научились студенты. Ниже сокращенно приведены, ответы (без корректировки) одного их них на заключительном этапе обучения по дисциплине “Management of Business Enterprise”.

Студентка U.Vyhodtseva (ныне магистрант СПбПУ).

Question 1: Strategic planning elements.

Answer: Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. Generally, strategic planning deals with at least one of three key questions: 1."What do we do?" 2."For whom do we do it?" 3."How do we excel?"

In many organizations, this is viewed as a process for determining where an organization is going over the next year or—more typically—3 to 5 years (long term), although some extend their vision to 20 years.

The key components of 'strategic planning' include an understanding of the firm's vision, mission, values and strategies.

- Vision: outlines what the organization wants to be, or how it wants the world in which it operates to be (an "idealized" view of the world). It is a long-term view and concentrates on the future. It can be emotive and is a source of inspiration. For example, a charity working with the poor might have a vision statement, which reads "A World without Poverty."
- Mission: Usually the first act in establishing organizational direction (в установлении организационного управления) is determining an organizational mission. Organizational mission is the purpose for which the Organization exists. An organization mission is very important to an organization because it helps management increase the probability (увеличить вероятность) that the organization will be successful.
- Values: Beliefs that are shared among the stakeholders of an organization. Values drive an organization's culture and priorities and provide a framework in which decisions are made. For example, "Knowledge and skills are the keys to success" or "give a man bread and feed him for a day, but teach him to farm and feed him for life". These example maxims may set the priorities of self-sufficiency over shelter.
- Strategy: Strategy is a complex of actions or policy designed to achieve (предназначенная для достижения) a major or overall goal (главной или общей цели). Most companies have strategies, but far fewer (далеко не все) achieve them. The most important part of implementing the strategy is ensuring the company is going in the right direction which is towards the end vision.

Strategy realization essential elements (существенные элементы реализации стратегии): Motivational leadership (мотивационное руководство) - achieves on personal growth, motivation of employees. Turning strategy into action (превращение стратегии в действие) – includes some steps. This element connects result with strategic initiatives and projects. Performance management (управление производительностью) – involving the construction of organizational processes and capabilities necessary to achieve performance through people delivering results.

Question 2: Business plan of the enterprise and its content.

Answer: A business plan is any plan that works for a business to look ahead, allocate resources, focus on key points, and prepare for problems and opportunities.

Unfortunately, many people think of business plans only for starting a new business or applying for business loans. However, they are also vital for running a business, whether or not the business needs new loans or new investments. Businesses need plans to optimize growth and development according to priorities.

A simple startup plan includes a summary, mission statement, keys to success, market analysis, and break-even analysis. This kind of plan is good for deciding whether to proceed with a plan, to tell if there is a business worth pursuing, but it is not enough to run a business.

A normal business plan (one that follows the advice of business experts) includes a standard set of elements, as shown below. Plan formats and outlines vary, but generally, a plan will include components such as descriptions of the company, product or service, market, forecasts, management team, and financial analysis.

Your plan will depend on your specific situation. For example, description of the management team is very important for investors while financial history is most important for banks. However, if you are developing a plan for internal use only, you may not need to include all the background details that you already know. Make your plan match its purpose.

What is most important in a plan? It depends on the case, but usually it is the cash flow analysis and specific implementation details.

Cash flow is both vital to a company and hard to follow. Cash is usually misunderstood as profits, and they are different. Profits don’t guarantee cash in the bank. Many profitable companies go under because of cash flow problems. It just isn’t intuitive.

Implementation details are what make things happen. Your brilliant strategies and beautifully formatted planning documents are just theory unless you assign responsibilities, with dates and budgets, follow up with those responsible, and track results. Business plans are really about getting results and improving your company.

If you have the main components, the order doesn't matter that much, but here's the outline order which is suggested in Business Plan Pro and LivePlan software: Executive Summary: Write this last. It's just a page or two of highlights. Company Description: Legal establishment, history, start-up plans, etc. Product or Service: Describe what you're selling. Focus on customer benefits. Market Analysis: You need to know your market, customer needs, where they are, how to reach them, etc. Strategy and Implementation: Be specific. Include management responsibilities with dates and budget. Management Team: Include backgrounds of key members of the team, personnel strategy, and details. Financial Plan: Include profit and loss, cash flow, balance sheet, break-even analysis, assumptions, business ratios, etc.

Question 3: Risk assessment. Ways to reduce of the risks.

Answer: According to the Committee of Sponsoring Organizations (COSO), Enterprise Risk Management (ERM) is a process, affected by an entity's board of directors, management and other personnel, applied in strategy setting and across the enterprise, designed to identify potential events that may affect the entity, and manage risk to be within its risk appetite, to provide reasonable assurance regarding the achievement of entity objectives.

COSO describes eight components of ERM. One of the components of ERM is Risk Assessment. Risk Assessment means that risks are analyzed, considering likelihood and impact (принимая во внимание вероятность и сильное воздействие), as a basis for determining how they should be managed. Risks are assessed on an inherent and a residual basis.

Entrepreneurs face typical business risks but he can reduce these risks and their personal liability through focusing on specific risk-reduction measures. Risk management techniques include risk reduction, risk transfer and risk avoidance.

There are eight steps every entrepreneur can take to reduce business risk and liability (by Bert Markgraf, Demand Media). Select a business structure that limits personal liability. Transfer risk to insurance companies. Perform a risk analysis. Transfer the risk of activities with severe consequences (серьезные последствия) but high benefits to other parties. Reduce risk from product failure and use a quality assurance program. Reduce risk of surprises in operating results by keeping accurate records and instituting effective controls. Reduce financial risk by managing your accounts receivable to minimize outstanding balances and identify poor credit risks. Reduce financial risk by keeping outstanding loans (непогашенная ссуда) and financing needs to a minimum.

Question 4: License Software Project Expert.

Answer: Project Expert is a software system designed to create and analyze financial models of newly created or currently operating enterprises independently from its business attitude and/or scale. This program allows modeling the activity of different size enterprises – from small to very big. It helps to make any difficult projects for managers.

Project Expert doesn't require being good at mathematics and programming. It is required only knowing describable business.

Basic steps:

-construction of the company model and its economic environment in frameworks of project of its development;

-definition of necessary in project finance temporally;

-working out of finance strategy;

-analysis of forecasting finance results;

-business planning and creation of business plan – document which contents text part and necessary final tables, diagrams;

-analysis of the current status of the project during its implementation.
The content of the Project Expert includes nine parts: project, company, environment, investment plan, operation plan, finance, financial results, project analysis and actualization.
Как видите ответы впечатляют.

Можно было бы продолжить и представить ответы других студентов и магистрантов, но объем статьи имеет свои пределы и оставим это на будущее.

Полученные результаты (выводы)

Полиязычное обучение (изучение и овладение специальными дисциплинами коммерциализации продуктивных инноваций на английском языке) – новый этап развития образования не только в нашем университете. Имеется достаточно много проблем и не решенных задач, которые сдерживают широкое внедрение этого важного государственного процесса. Формальный подход недопустим. Хотелось бы, чтобы оно стало на твердые ноги силами наших казахстанских преподавателей, а со стороны администрации факультета и университета нашло адекватную им поддержку и понимание того, что это совершенно другой уровень трудоемкости и ответственности педагогической деятельности.

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USING SIMPLE TECHNIQUES TO ENHANCE YOUNG LEARNERS' ORAL AND WRITING DISCOURSE

(Mikheyeva Y.)

"LinguaTown" Language Centre, Semey, Kazakhstan

Abstract

Purpose: The paper is aimed at showing on the steps displayed on the classroom wall as a reference or a guide at work that and make them with enthusiasm and creativity and a sense of competition.

Methodology: Scaffolding young learners in developing their own stories with the use of helpful activities which are aimed at students' ability to write logically and grammatically correctly.

Originality/value: The steps when displayed in the classroom serve as guidelines for children in building speaking skills.

Findings: These techniques are quite successful with children and encouraged young learners to continue the writing task based on the oral discourse produced in relation to the pictures and the stories.

Key words: young learners, creativity, speaking skills.

Children according to their characteristics and natural state may not see the point of English. But they do see the point of doing interesting tasks, games and activities.

Introduction

Students generally find it difficult to sustain conversations in English, because it is not spoken out in the community. Teachers have always been concerned with how to help their students produce longer pieces of discourse, how to give them opportunities to develop oral skills throughout the course so that they would be able to engage in realistic talk. This article describes some techniques that allow students to structure their oral and writing discourse in meaningful ways, which may be useful for other teachers in similar contexts.

"Grammar Land", a strategy of building sentences

Teaching grammar to young learners is very specific. Children don't respond very well to explicit input and work on language systems (grammar, vocabulary, pronunciation). They want to *use* language, not to study it in its own right. In the given method teaching of grammatical aspect of speech is with the reliance on the perception. We use grammatical modeling as a way of forming the approximate basis of students' grammar actions as psychologists think that modelling in the early age is the most natural form of teaching to generalize actions. Practice shows that we are able to realize all three functions of this model: a) generalizing which is to generalize a great amount of phrases with the same structure, but with different lexical filling; b) planning where with the support on the models a child can create phrases and even whole utterance that have phrases with different structures; c) controlling where with the help of the model a child can correct it himself.

In our classes we don't study grammar as a part of linguistics but travel around the "Grammar Land" with its strange inhabitants: nouns, adjectives and verbs. Pupils learn how these things "live', "work" and "make friends"

The biggest difficulty in the process of consciousness for young children is sentence building (word order, auxiliary verbs) and differentiating types of the sentences.

In this method geometric figures that are familiar to children are used as components of the model: a square, a triangle and a circle with different additional elements. On the whole the model shows morphology-semantic connections in the context of the sentence.

Each component of the sentence model means the whole syntactical unit. For example, the circle with arrows (like hands on the clock) can mean the following time expressions: on Sunday, in the morning, every day, in winter, at five o'clock and etc.

The components of the model can be used as parts of the model but separately as well. For example studying the structure students are offered a great amount of exercises to identify the components of the sentence and match them with the appropriate geometric figures. Among other words children choose nouns and subject pronounce and liken them to the square, verbs to the triangles, time expressions to the circles and etc. With the help of these geometric figures they are taught to differentiate different parts of speech. They also know the position of the article in the model - they put it before the square or if it's plural, they put **–s (-es)** after the square.

Going further in their studying children need to differentiate the types of the verbs. For different types of the verbs they have triangles with different colors. They can describe things with the help of verb to be, talk about what they are able to do with *can* (black triangle structure) or speak about their every day activities with white triangle structures.

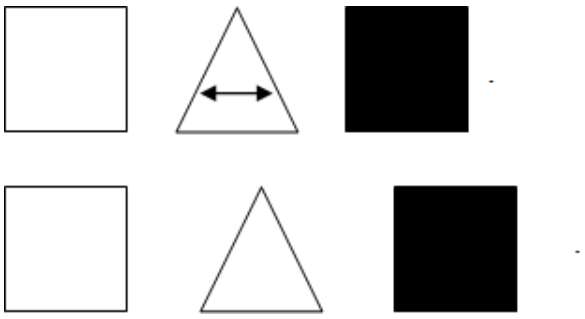

Figure 1. Using geometrical figures for grammatical modeling

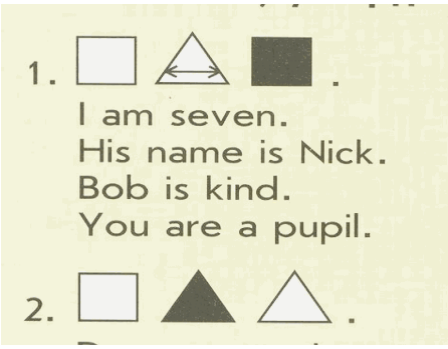

Figure 2. Examples of grammatical modeling

Children also divide all the verbs in "weak" and "strong" verbs. "Strong" verbs are those that can help "weak" verbs to ask questions and say "no". With the help of this differentiation children are easy to understand how to make questions or negative sentences.

As a variation for sentence structures models of trains can be used, where each part of a sentence "travels" in its own carriage to follow the order and the rule.

Trains can be different colors to represent different tenses. They have different routes. Each route has its own rules, its own helpers, passengers and word "indicators".

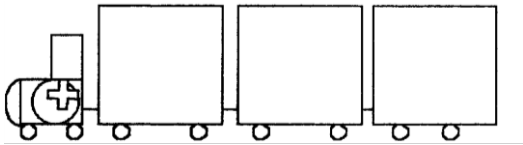

Figure 3. Using “train” structure to help students follow the order of the rules

When children learn how to make a sentence and the position of words in the sentence, they are very enthusiastic to find appropriate figures and put them in the correct place. This work is exciting like a puzzle. They are happy in their endeavors to make their sentences longer. And they are very successful in acquiring knowledge – playing with these puzzles they derive the grammar rules themselves. Doing something yourself is always more useful and productive than learning it by heart.

Creating Texts

As a result of this work, children start to create their first texts, describing fairy-tale’s and comic’s characters. These texts are very short at the beginning and after a while they get longer and more creative.

This writing is called guided writing where the teacher guides students to write texts in quite restricted or controlled tasks by offering samples, models, possibly useful language items, advise, organizational frameworks, etc.

First they create the text together in the class, making new sentences one by one. The atmosphere is competitive. They can also do this in groups creating two different texts about one character and after that present them in one-minute speech to the whole class. In the result they compare whose narrative is longer and more interesting.

To consolidate the material children make their stories at home and present them next class to their classmates .The others listen, guess who this text is about by asking clarifying questions and may add the information.

These techniques are quite successful with children and encouraged young learners to develop their ability to write logically and grammatically correctly. But they practice not only writing, but their speaking and listening skills. These structures help them analyze what they are writing and saying. They use this technique as a guide at work because it helps them visualize how to organize their speaking turns. So the product is largely correct.

Conclusion

We found that the students produced more organized oral discourse and seemed more confident when facing a speaking challenge. The techniques are practical and easy to teach and use. They also more confident about how to answer a specific task and that this confidence appears to have a positive impact on the students’ fluency and accuracy.

Hopefully these techniques will contribute to shaping students’ thinking and, as a result, their oral discourse. If our students learn to conceive of ideas following a strategic organization reinforced by modeling, then their discourse will be framed within the structure provided and away from random oral discourse.

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ANGLIYSKIY YAZYIK V SOVREMENNOY ARHITEKTURNOY TERMINOLOGII [ENGLISH LANGUAGE IN THE MODERN ARCHITECTURAL TERMINOLOGY]

(Mikhnova P.V.)

D. Serikbayev East Kazakhstan state technical university
The Republic of Kazakhstan

Abstract

Purpose - The paper deals with identifying the links between the modern social processes, new types of architectural spaces, modern styles and the terminology of contemporary architectural theory.

Methodology- The paper based on the experience of teaching the theoretical disciplines, analyzing the formation of the conceptual apparatus of the modern architectural theory and problems of professional communication and interpretation of new terms.

Originality – The paper contains a description of new types of spaces (co-working center, event hall, chill out zone, ect), their original titles and versions of translations. Architecture is the intersection of different spheres of public life. Relationships society-economics-architecture-linguistics are interrelated.

Findings –The process of globalization, strengthening of international relations have led to an increase of English words in the Russian language. New forms of employment and leisure activities in post-industrial conditions have led to the emergence of new types of spaces and new architectural terminology. Knowledge of English facilitates communication, interpretation of the term in the context of increases competence and competitiveness of professional. Therefore, Subject-language integrated English language learning at all levels of education so important.

Keywords – Globalization, international language, social processes, post-industrialism, linguistics, architecture, freelance, co-working center, event hall, loft-style.

Введение

Язык - важнейшая часть культуры народа, выражающий его индивидуальность, историю, менталитет. Различия в языке отражают различия в национальной ментальности и каждый язык характеризуется своей уникальной "картиной мира" [1]. Процессы глобализации, формирования интернациональной культуры привели к пополнению русского языка иностранными словами, в большей степени английскими. Сегодня английский занимает совершенно особое положение и превращается в lingua franca - язык межнационального общения всего человечества [2].

С развитием рыночной экономики в 1990-е годы лексика русского языка активно пополнилась новыми английскими словами - маркетинг, менеджмент, консалтинг, которые сегодня воспринимаются естественно и не требуют перевода. Однако в последнее время появились новые термины, которые могут быть не понятны без перевода широкой публике - дауншифтинг, краудфандинг, гринвошинг и пр. Новые термины стали неотъемлемой частью и образовательного процесса в связи с подписанием Болонского соглашения: эдвайзер, тьютор, кредит. Развитие академической мобильности, интеграция образовательного пространства, оперативные онлайн - коммуникации привели к появлению "дедлайнов" и "фидбэков".

Приживаемость английских слов в русском языке объясняется особенностью английского языка кратко заменять длинные словосочетания, передавать различные семантические оттенки, а также заменять привычные русские слова на непонятно-интригующие английские, якобы повышая статус обозначаемого.

Таким образом, в разных сферах жизнедеятельности все чащи появляются английские заимствованные слова. Понимание этимологии слова, его оригинального перевода существенно упрощает профессиональную коммуникацию, интерпретацию термина в соответствующем контексте.

Основная часть исследования

Данная статья посвящена обогащению архитектурной терминологии английскими словами за счет появления новых типов пространств и их англоязычных названий. Следует отметить, что выражение "язык архитектуры" подразумевает прежде всего художественные средства - пропорции, пластику, цвет, орнамент, но есть область теории архитектуры, архитектуроведения, архитектурной критики, где средством выражения является слово. Статьи, очерки, обзоры на русском языке не обходятся без английских слов и выражений, многие из которых давно в нашем лексиконе - хай-тек, лофт-стиль, шоу-рум. За последние десятилетие появилось большое количество новых терминов и для правильной интерпретации необходимо знать оригинальный перевод. К таковым относятся новые типы пространств - коворкинг-центры, хакер- спейсы, ивент-холлы, чилаут- и лаунж- зоны.

Архитектура во все времена отражала социальные процессы и социальную структуру общества. Как отметил Х. Делитц, архитектура - это точнейший сейсмограф общественных изменений [3]. Современное постиндустриальное общество породило новые формы занятности людей и в последние годы распространился такой тип производственной деятельности как фриланс (freelance - внештатно, вне договора). Фриланс связан в основном с работой за компьютером и распространён в таких областях деятельности как архитектура и дизайн, журналистика, перевод, консультационная деятельность. Соответственно, человек, занимающийся фрилансом - фрилансер (freelancer - свободный работник). Многие фрилансеры работают дома, но иногда домашняя атмосфера не способствует работоспособности из-за различных отвлекающих факторов. Таким образом, новые формы производственных процессов людей, мобильность привели к появлению новых типов пространств- "третьих мест", т.е. мест после дома и офиса. Концепция "третьего места" впервые была изложена американским социологом Р. Ольденбургом.

Наибольшую популярность в качестве третьих мест обрели коворкинг-центры или коворкинги (co-working - совместная работа). Слово "коворкинг" имеет несколько семантических дефиниций. Это и неформальные объединения людей, работающих дома и обменивающиеся результатами труда посредством Интернета [4] и само пространство для работы, где могут работать люди разных специальностей, обсуждать свои идеи, создавать новые команды, работать над стартапом (startup - начало процесса). Пространство коворкинга может напоминать микс офиса и кафе, где кроме традиционных рабочих мест могут быть гамаки, диваны, место для велосипеда. В таких зонах есть вай-фай, необходимая оргтехника, кулеры, чайники. Ключевым значением термина "коворкинг" является "совместно". Зная оригинальный перевод легче сориентироваться в каком именно значении употребляется слово.

Прообразом коворкингов во многом послужили хакерспейсы — пространства для общения людей со схожими интересами в научных и технических областях, первые из которых появились в США и Германии в середин е 90-х годов. Одним из первых на постсоветском пространстве появился коворкинг-центр "Зона действия" в лофт-проекте "Этажи" в Санкт-Петербурге. Пространство настолько мобильное и трансформируемое, что может отвечать всем насущным потребностям - работать индивидуально, отдыхать, проводить треннинги, лекции, мастер-классы и пр. (Рис. 1).

Другой пример многофункционального пространства - ивент-холл (event hall - зал для событий) - помещение, которое может быть залом для банкета, научного мероприятия, концерта, поэтому и закрепилось общее понятие от слова event - мероприятие, событие. В современных интерьерах часто используется термин чилаут- и лаунж зона.

Рисунок 1 Коворикнг-центр "Зона действия".
Лофт-проект "Этажи". Санкт-Петербург [5].

Такие зоны могут быть и дома и любом общественном здании. Интересно отметить, что первоначальный перевод слова "чилаут" (to chill out — «успокаиваться», «расслабляться») связан с легкой музыкой для отдыха. В дальнейшем так стали называть зоны отдыха, где ключевым понятием осталось "отдых", "расслабление".

Следует отметить, что коворкинг-центры, ивент-холлы, хакер-спейсы отражают идею лофт-стиля, т.е. реконструкцию заброшенной фабрики, завода, мастерской. Большая часть третьих мест изначально были промышленными зданиями, которые в силу экономических процессов, переходу к постиндустриальному обществу стали реализацией новых форм трудовой деятельности или досуга.

Рисунок 2- Ивент-холл Усть-Каменогорск [6]

Рисунок 3- Чилаут на чердаке Москва [7]

Таким образом, явно прослеживается последовательная связь социально-экономических факторов, архитектуры и архитектурной терминологии (Рис. 4).

Социально-экономические потребности
Новые формы занятости, образования, досуга.

↓

Архитектура и дизайн
Новые типы пространств. Концепция третьих мест.

↓

Лингвистика.
Формирование современного языка архитектурной теории.

Рисунок 4 Взаимосвязь социальных процессов, архитектуры и архитектурной терминологии

Полученные результаты (выводы)

Таким образом, на основе вышеизложенного можно сделать следующие выводы:

1 Язык, являясь самой динамичной частью культуры быстрее всего реагирует на любые изменения в разных сферах жизнедеятельности человека. Ряд событий последних десятилетий - переход на рыночную экономику, подписание Болонского соглашения, развитие Интернет-коммуникаций, а также масштабный процесс глобализации, усиление международных отношений привели к активному увеличению английских слов в русском языке.

2 Архитектура стала одной из сфер, где все больше появляется английских слов. Это связанно со свойством архитектуры улавливать и отражать любые изменения в обществе, реагировать на социальные потребности. С одной стороны процесс глобализации, академическая мобильность, роль английского языка как международного привели к употреблению английских слов в архитектурной теории, научных статьях. С другой, социально-экономические факторы привели к появлению новых типов пространств, аналоги которых уже существовали в Америке и Европе, поэтому вместе с самими новыми пространствами пришли и их англоязычные термины.

3 Налицо тенденция интенсификации проникновения английских слов в профессиональный архитектурный глоссарий. Новые термины появляются настолько быстро, что не зная языка, без перевода невозможно понять смысл, что осложняет процесс

коммуникации. Знание иностранного языка всегда открывало больше возможностей и перспектив, но современные реалии таковы, что владение английским языком превращается из желательного критерия в обязательный. Как отметила Красикова Е.Н.: "...важно учитывать, что незнание глобального английского вскоре может оказаться серьезным препятствием для социальной адаптации и развития личности в новом глобальном мире" [1]. Освоение английского языка становится обязательной компетенцией архитектора для обеспечения конкурентоспособности на рынке трудовых ресурсов. В связи с этим на всех уровнях образования идет усиление предметно-языкового обучения английскому языку.

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E- PORTFOLIO IMPLEMENTATION IN TEFL

(Nurseitova Kh., Mironova M.)

Gumilyov Eurasian national University,
The Republic of Kazakhstan

Abstract

Purpose – the introduction of the notion of E-portfolio, their classification and the platforms to create them.

Methodology – functional approach, comparative analysis.

Originality/value – the implementation of E-portfolio during the course "Public Speaking in English" for the specialties of Department of International Relations of ENU.

Findings – Electronic portfolios can be the most important and flexible tools for teaching English.

Key words: e-portfolio, process oriented, product oriented, platform, to share, course materials.

Introduction

People develop portfolios at all phases of the lifespan. Educators in the Pacific Northwest (Northwest Evaluation Association, 1990), created the following definition of portfolio: "A portfolio is a purposeful collection of student work that exhibits the students' efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection; the criteria for judging merit, and evidence of student self-reflection." Moreover, electronic portfolios enhance critical thinking skills and skills to work in the team as well as individually. Portfolio Types according to teacher's vision can be divided into two groups:

Process oriented portfolios document the processes of learning and creating, including earlier drafts, reflections on the process, and obstacles encountered along the way. They may be organized into skill areas or themes, yet each contains a student's work from the beginning, middle, and end of a learning unit. The artifacts can be compared providing evidence about how the student's skills have improved: identifying how skills have changed, celebrating accomplishments, and establishing present and future challenges.

Product oriented portfolios are collections of work a student. The aim of this portfolio is to document and reflect on the quality and range of accomplishments rather than the process that produced them. It generally requires a student to collect all of her work until the end, at which time she must choose artifacts that represent work of the highest quality.

Main part

In teaching practice the following e-portfolio platforms can be used to create the space for you and your students' activities:

Table 1. Available e-portfolio platforms

Epsilen	http://www.epsilen.com
Digication	http://www.digication.com
RCampus	http://www.rcampus.com
TaskStream	https://www.taskstream.com/pub
Mahara	http://mahara.org
Angel ePortfolio	http://www.angellearning.com/products/eportfolio
PebblePad	http://www.pebblepad.co.uk
Webfolio	http://www.nuventive.com/products_iwebfolio.html

If you're looking for an e-portfolio platform, weigh your list of needs, both present and anticipated, against the capabilities and costs of the many options currently available. Replacing paper E-portfolios by electronic ones is the newest innovative way to present the material. E-portfolios can also be used not only to teach but to grade. The most popular among teachers are mentioned below in Fig. 1.

Figure 1. Popular E-portfolio types.

E-portfolios are "dynamic, developmental spaces representing your professional 'self' on the Web," says a Penn State website that offers help and services to students, alumni and faculty looking to build an e-portfolio. "They are becoming standard practice for academics, students, and professionals and typically include examples of skills and achievements, as well as a reflective blog element."

Why Portfolios? Portfolio assessment has become more commonplace in schools because it allows teachers to assess student development over periods of time, sometimes across several years. In my teaching practice the e-portfolio is created for the course “Public Speaking” and for the students of International Relations Department of ENU (see Fig 2).

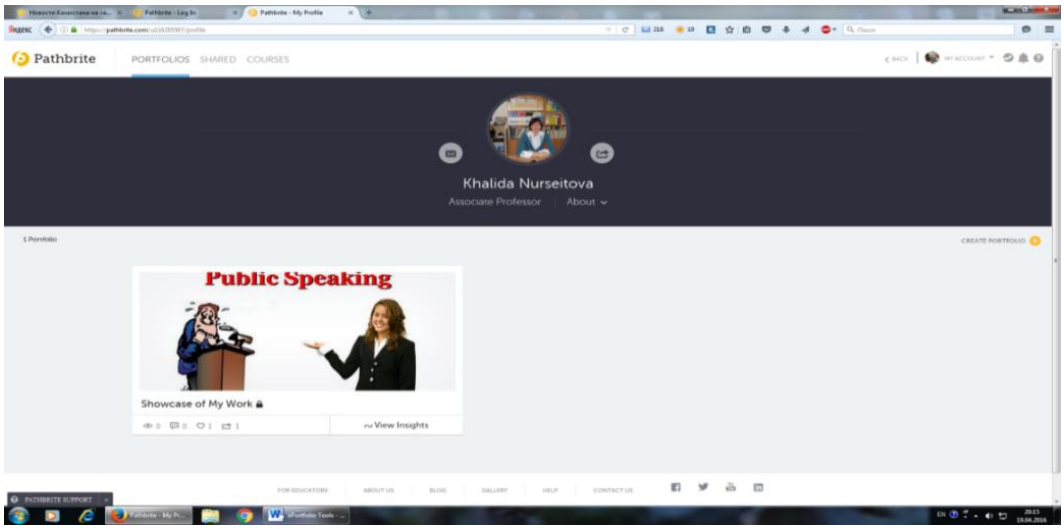

Figure 2. The e-portfolio for the “Public Speaking” course

Your profile is created and the course materials are uploaded and ready to be implemented during the semester. The documents I have: the syllabus, books used for this course, videos and presentations or important links. Let me show you what is inside the portfolio (see Fig.3).

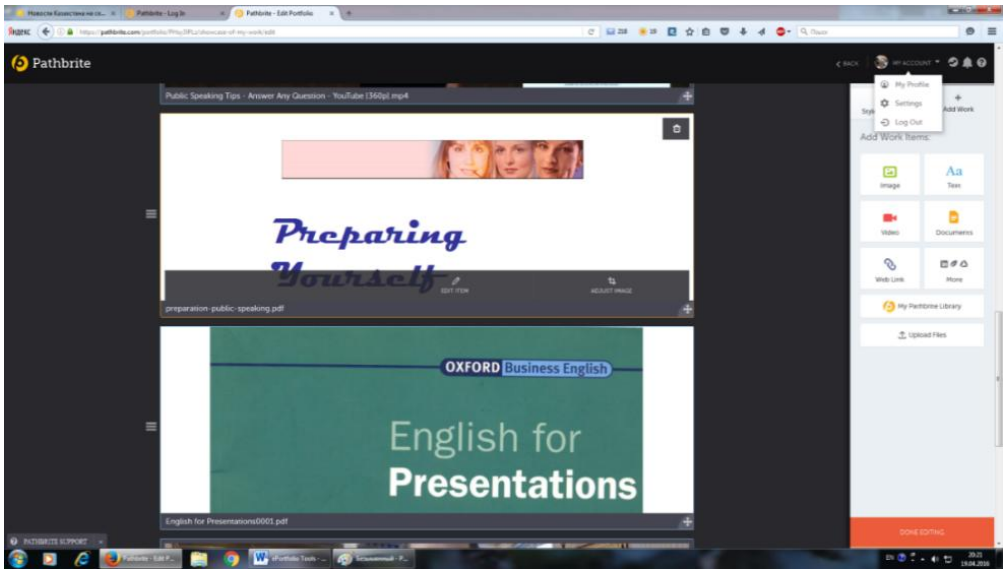

Figure 3. The content of an E-portfolio

From the right side as you can there are various types of materials that can be in your e-portfolio. Moreover, these files are available for your students during the course if they want to watch again the video or to have a look at the tasks given for each week they have access to this platform. The teacher shares the portfolio by means of the below-mentioned interface you can see how you engage your students (See Fig.4).

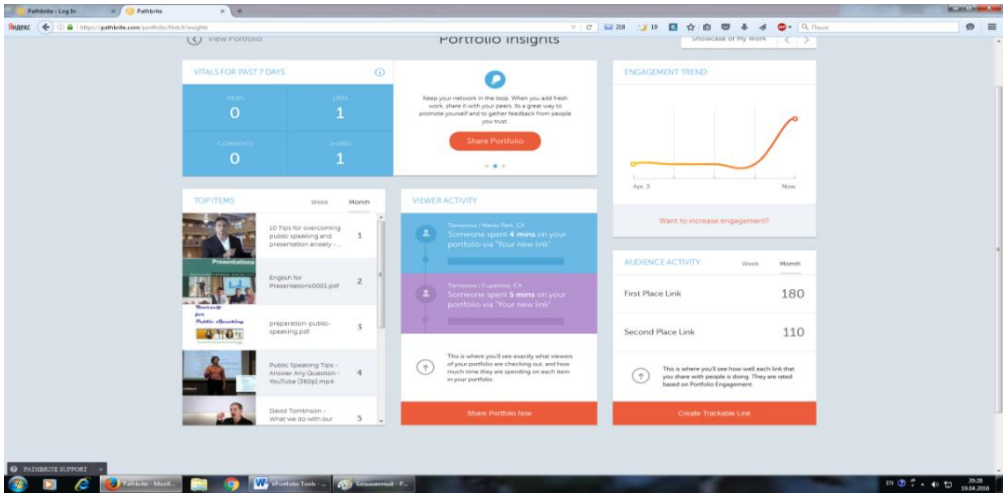

Figure 4. Engaging interface of an E-portfolio

Share Your Portfolio part is shown above and once you've edited your portfolio you can share it via email, Facebook, LinkedIn, Twitter, or use a pre-populated embed code. You can also choose to share your portfolio with a course you're enrolled in or a community. So, your course material can be

enriched by the help of the students and they can also upload their presentations during the semester and be viewed by all participants of this course and comments can be given under each project for peer- and teacher-assessment of the final creative work.

Conclusion

The course materials can be updated and collected year by year to demonstrate the flexibility of this e-portfolio and its uniqueness in comparison with paper made portfolio. At the end of the course, the students can express their opinions how to improve this course and every semester group portfolio can be stored to compare with the future projects. Electronic portfolios are among the most important tools in your digital kit as a teacher. In its basic definition, an educational e-portfolio is a digital collection of student work that evidences mastery of a set of skills, applied knowledge, and attitudes.

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EFFECTIVE INNOVATIVE STRATEGIES FOR TEACHING ENGLISH

(Orlova Y.)

A.Kunanbayev Saran Humanitarian-technical College,
The Republic of Kazakhstan

Abstract

Purpose – the introduction of effective innovative strategies for teaching English.

Methodology – functional approach.

Originality/value – the use of Isikava's Diagram (Fishbone), Rotating circle, Carousel, Diamond Ranking and Fist-to-Five for training reading, writing, listening and speaking.

Findings – the usage of these strategies develops students' critical and creative thinking, ability to form their opinions and make a research.

Key words: innovative strategies, Fishbone, Rotating circle, Carousel, Diamond Ranking, Fist-to-Five.

Introduction

When students come into the classroom they are given stickers of different shape and color. What for? For the organization of work in groups which helps students feel not only more comfortable, confident and relaxed but also provides maximum activation of communicative activity. How to find the group-mates? The answer is easy: students find people with the stickers of the same shape and color and form the groups. Yellow hearts sit together. Light pink hearts sit together too. Green hearts sit together and orange apples sit together too. So students work in groups. One by one in their groups they have to introduce themselves during one minute: name, school they came from and one thing about themselves they are proud of. Then they choose a speaker who will tell about every member of the group and one person who will tell about the speaker. To do the task students have 7 minutes. When time is over, speakers tell about the members of their groups and the person, who is talked about, stands up.

Main part

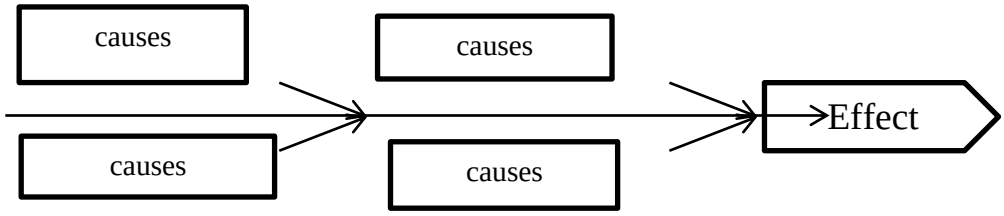
When all members of all groups are presented, teacher offers to watch some video. After watching students predict what they are going to talk about. Teacher confirms they are going to talk about environmental problems.

Teacher asks students to find a partner and make a pair. Students stand with their partners face to face and all of them must make two circles: the inner and the outer ones. What for? They say one word, phrase or sentence upon the topic they are going to discuss. Teacher claps, the inner circle doesn't move, the outer one moves on one position clockwise having a new peer to talk to. Teacher does it several times until partners are opposite each other again. This strategy is called "Rotating circle". Students work with others, think about the material they have watched, discuss that material and tell their opinion.

Teacher asks students to make groups of 4-6 and join their hands. Teacher gives markers of a different color to each group. So they work in groups again.

Teacher says that students will work on the strategy which is called "Fishbone Diagram" or Isikava's strategy [2]. Why Isikava's strategy? In the honor of its author Isikava Kaoru. He's a Japanese professor of Tokyo University. Why fishbone? If you look at the paper the teacher is going to give, you will see a fish skeleton with bones. Isikava's diagram stimulates students' critical and creative thinking, helps students to find relationship between causes and compare their importance. It helps to arrange creative group work.

Teacher tells students to refresh the work in the rotating circle in their minds. What word or phrase do they remember most of all? In their groups students are given two minutes to discuss the words they remember and choose only one to be the Effect. They write this word in the head of the fishbone.



Teacher asks how they think what their aim is. The aim is to define causes which lead to effect influencing it. Students have 5 minutes for discussion and writing the causes on the bones.

When time is over everybody stands up and every group choses a secretary who takes a marker. When teacher claps, groups move from table to table clockwise. Students read the effect and causes of the other groups, think of the information they would like to add, secretary uses the marker and writes down everything the group hadn't written. They move until they come back to their tables. Students examine their fishbone, read "new" causes written by others. This method is called "Carousel". It helps to form collaborative teamwork, thinking and decision-making skills.

The next activity students are going to do is called "Diamond Ranking". This method is aimed to setting of priorities of information and ideas. It helps students to consider and express their justifications for ranking certain issues above others.

Students are given 5-7 minutes for ranking the causes which lead to the effect. They rank causes from less important to more important ones.

In the end of work teacher uses one more activity which is called "FIST-TO-FIVE". Teacher offers:

- show the fist those who think they have no success in the tasks;
- show 3 fingers those who think they have a bit of success in the tasks and have to work more;
- raise 5 fingers up those who think they're satisfied with the work and achieved all aims.

Conclusion

This activity encourages students to determine how confident they feel achievement of what was expected by the end of a lesson or session. It might also be used by students as a means of expressing how confident they are that they know the answer to a question or how well a class or group may have learned an issue or topic.

APPLICATION OF GRAPHIC ORGANIZERS TO BETTER TEACHING AND LEARNING ENGLISH

(Ostroverkhova L.)

Semey School-lyceum 7,
The Republic of Kazakhstan

Abstract

Purpose: This article considers different organizers of the texts, including various graphs and tables that present the main ideas of the texts.

Methodology: This article gives detailed analyses of various graphic organizers.

Originality/value: Visual representation of information is an innovation in education. Visual aids, such as pictures, graphic organizers, charts, videos, smart boards, computers, help students understand and realize the main ideas of the lesson. Visual learners focus on process rather than product, so they need to develop their organizational and thinking skills alongside language skills. In order to meet these learners' needs teachers employ different visual tools. Graphic organizer is one of the most effective visual tools in teaching and learning English.

Findings: Graphic organizers can benefit teaching and learning a lot. They make study interesting and efficient by showing relationship, visualizing and simplifying ideas, and organizing information.

Keywords: teaching process, Visual aids, learners, Graphic organizers

Introduction

It's difficult to imagine the teaching process without the use of visual aids. The use of visual aids in teaching foreign languages is an important strategy. A graphic organizer is a graphic representation of information that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept map, flowchart, mind map and more. [1]

Main part

A graphic organizer, also known as a knowledge map, a concept map, a story map, a cognitive organizer, an advance organizer, or a concept diagram, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. With the help of a text structure we can show how the information within a written text is organized. This strategy helps students understand that a text might present the main idea and details; a cause and then its effects; and different views of a topic. [2]

Graphic organizers are a way to visually arrange and classify information. They are also used to demonstrate comprehension of reading material. Students can use organizers individually, in small groups, or as a whole class under a teacher's direction. At the lessons of English graphic organizers can be used as a pre-reading activity to activate background knowledge of a topic that students are going to read about. Then graphic organizers can be used after students have read a text in order to assess their comprehension of reading material.

Graphic organizers can be classified according to their design or function. Functionally, graphic organizers can be grouped into two categories: those that depict basic information structures (whole-to-part, cause/effect, etc.) and those that serve specialized needs (project planning, goal setting). For the language classroom, the most common functions are describing, comparing and contrasting, classifying, sequencing, cause and effect, decision making.

A wide variety of designs for depicting the same basic information structures serve the purpose of visually revealing to learners how the information is structured. Some common designs include: Clock, Cluster/Word Web, Describing Wheel, E-Chart, Fact and Opinion, Five W's Chart, Flow Chart, Four-Column Chart, Goal-Reasons Web, Hierarchy chart, Idea Wheel, KWL/KWHL Chart, Ladder, Observation Chart, Persuasion Map, Planning Chart, Progress Report, Sequence Chart, Spider Map, Step-by-Step Chart, Story Map, T-Chart, Time Line, Tree Chart, Venn Diagram.

Graphic organizers take many forms according to the following categories:

Relational Organizers	**Category/Classification Organizers**	**Options and Control Device Organizers**	**Compare Contrast Organizers**	**Concept Development Organizers**
Storyboard Fishbone or Ishikawa diagram Cause and effect web Chart	Concept mapping KWL tables Mind mapping Sequence organizers Chain Ladder Cycle	Control panel (engineering) Graphical user interface	Dashboard (business) Venn diagram	story web word web circle chart flow chart

Choosing the appropriate organizer involves consideration of function, purpose, the nature of the material/information, the classroom activity and personal preference. When a teacher wants to choose an organizer for his/her lesson it’s necessary to answer some initial questions :

- Is only one topic involved, or are there many?
- Is it a complex topic?
- Is the information linear or cyclical?
- Are there similarities and differences, pros and cons?
- Is time involved? Are there hierarchical levels?

There are six common designs of graphic organizers and their functions:

- spider - adding more details to a single topic
- fishbone - cause-and-effect factors associated with a complex topic
- cluster - a network of ideas based on a stimulus
- cycle - recurring cycle of events, with no beginning and no end,
- continuum - topic with a definite beginning and end and a sequence in between
- Venn diagram - similarities and differences

The teacher's role in the use of organizers is important. Learners need to be trained to use graphic organizers and it is the teacher's job to introduce them gradually and systematically, beginning with simple mind maps to brainstorm topics and KWL charts to provide a purpose for reading a text.

KWL chart

What I **K**now about	What I **W**ant to find out	What I **L**earnt about .....

Other typical uses include planning writing (the map or chart may be included in a portfolio), recording vocabulary thematically or in lexical sets, following the characters or story in a narrative and breaking down the content of a text.

Responsibility for graphic organizers can gradually be turned over to the learners. Typically, this happens in the following stages:

- The teacher constructs the graphic organizer, provides students with a copy, and tells them how and when to complete it.

- The teacher and students co-construct graphic organizers showing important ideas as the content is explored.
- Teams of students construct graphic organizers cooperatively with the teacher acting as a guide.
- The students construct graphic organizers independently.

In the early stages, it is a good idea for the teacher to keep a selection of organizers at hand so that learners have a choice and can experiment with a wider range of designs. Graphic organizers are as useful for teachers as they are for learners. They are a valuable tool in lesson planning, syllabus design, report writing and research as well as providing an insight into the individual learner's thought processes and learning style. [3]

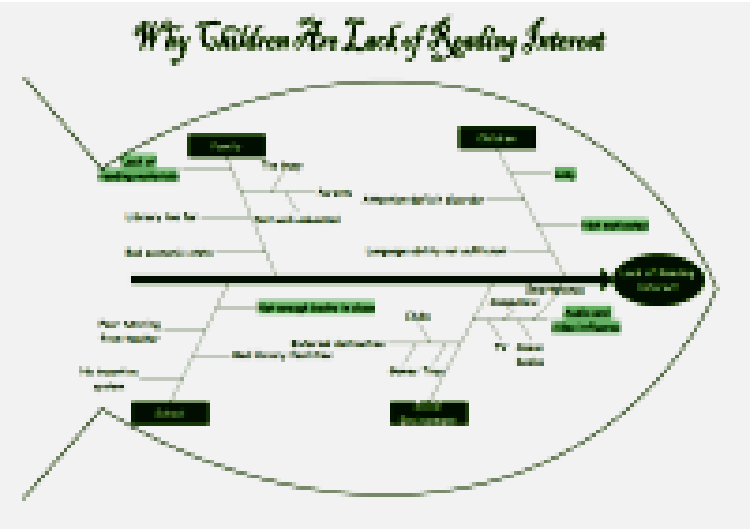
Where to find graphic organizers? There are numerous educational websites which offer a wide range of graphic organizers to download (usually in pdf format) free of charge, with permission to print and copy for classroom use and advice on how to choose and best utilize them.

Overview of Popular English Language Arts Graphic Organizers

Graphic organizers are of great help for teaching and learning for their feature of visualization. Teachers can use graphic organizers to empower their students, arouse their curiosity and have fun in study. The given below examples of popular graphic organizes show relationship, visualize and simplify ideas, organize information.

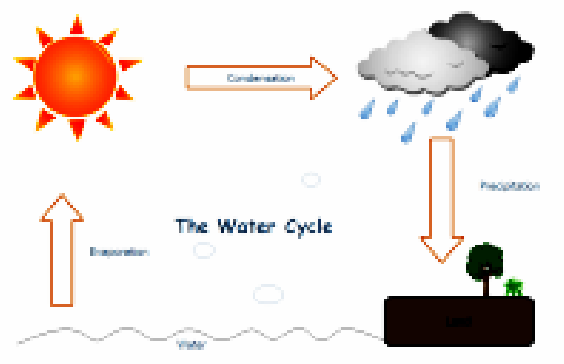
1. Show relationship

With vivid shapes, symbols and connectors, graphic organizers visualize the relationship between different parts. For example, help students see and understand the common points and differences of things. A fishbone map (Ishikawa's Cause & Effect diagram /fishbone chart) is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. If the topic involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas, it’s great to use a fishbone diagram as a graphic organizer. The fishbone diagram is like a spider map, but it works for more complex topics - topics that require more details to be enumerated. It helps student find out the causes and results of an event.



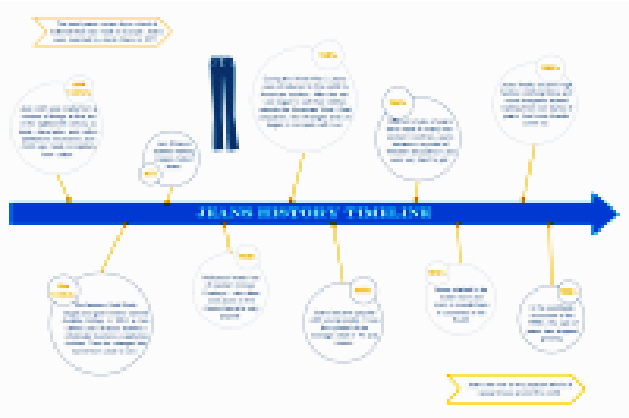
2. Visualize and simplify ideas

Since a picture is worth a thousand words sometimes, graphic organizers can simplify complicated ideas by visualizing them. Seeable ideas are more comprehensible especially for visual learners. The picture below shows water cycle.



3. Organize information

When there is a large amount of information, it is hard for the brain to decode and digest it. Graphic organizers can organize the information in a logical way. If the learning process lasts for a long time, to comprehend and memorize information in a structural way is easier. For example, a "timeline" is especially helpful for remembering the chronological sequence of historic events. (picture 1) A "storyboard" can help students summarize a story in terms of time, place, event and climax. (picture 2)



Picture 1

Picture 2

Benefits of graphic organizers for teaching and learning English

Graphic organizers can benefit teaching and learning a lot. They make study interesting and efficient by showing relationship, visualizing and simplifying ideas, and organizing information.

Graphic organizers include various kinds of graphs and diagrams that organize ideas visually. They help readers to classify ideas and communicate effectively. They are of great help for teaching and learning for their feature of visualization. Teachers can use graphic organizer to empower their students, arouse their curiosity and have fun in study.

The advantages of using graphic organizers in class are the following:

- Graphic organizers provide learners with a different way of seeing and thinking about information.
- Language barriers (words, grammar) are removed, so that learners can focus on the connections between information.
- The visual display conveys complex information in a simple-to-understand manner. Showing (as opposed to telling) how information is structured is a way of facilitating understanding. In most cases, dual-presentation (visual representation plus is more successful than either approach alone, regardless of whether the student is a visual or auditory learner.

- Analytical, critical, planning and creative thinking skills are developed. To create the map, the learner has to identify the relationships between items, examine the meanings attached to them, regard which the information is more important and decide where each item should be placed on the map. Students are more likely to become strategic learners.
- A lot of information can be converted into a structured, easy-to-read, graphic display. A large amount of information can be displayed to provide the "big picture" of a topic.
- Changes can easily be made to allow learners to take different perspectives and clarify their thoughts. Organizers are easy to edit, revise, and add to.
- Creating the map helps the learner to generate ideas and see the possibilities associated with a topic as the map grows.
- Graphic organizers have multiple uses. They can be used to structure writing projects, summarize reading texts, organize and store vocabulary, and help in problem solving, decision making, studying, planning research and brainstorming.
- Subject- matter is comprehended faster and more efficiently. Because the demands of processing the language are reduced, content can be considered at more sophisticated levels.
- While organizers often represent an individual's arrangement of information, they can also be used at group or class levels. A class flow-chart of the storyline of a class reader may help all the students to follow the plot.
- Since most graphic organizers use short words or phrases, and sometimes drawings, they can be used with all levels and with young and less-able learners.
- The teacher is given a record of the learner's thinking process. Graphic organizers can be used for assessment of students' knowledge and they can help a teacher to understand the content, thinking skills and creativity of his/her students. [4]

From this research we can come to a conclusion that graphic organizers can bring many benefits to teachers, students, writers, designers and so on. They guide people's thinking for their advantage of clarity to enhance understanding. Graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students can also turn to graphic organizers for writing projects.

In addition to helping students organize their thinking and writing process, graphic organizers can act as instructional tools. Graphic organizers illustrate students' knowledge about a topic or section of a text, they show a teacher whether his/her students have gaps in their knowledge or improvement.

Graphic organizers can benefit teaching and learning a lot. They make study interesting and efficient by showing relationship, visualizing and simplifying ideas, and organizing information. Graphic organizers include various kinds of graphs and diagrams that organize ideas visually. They help readers to classify ideas and communicate effectively. They are of great help for teaching and learning for their feature of visualization.

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THE EFFICIENCY OF NON-TRADITIONAL LESSONS IN TEACHING ENGLISH LANGUAGE

(Rakhmetova S. S.)

Nazarbayev Intellectual School of Chemistry and Biology,
The Republic of Kazakhstan

Abstract

Purpose - The main idea of this article the efficiency of use of non-traditional types of lessons in English language teaching. The purpose of non-traditional forms of the lesson is to develop students' language skills and communicative abilities.

Methodology – communicative language teaching

Originality/value – This is one of the active teaching methods, contributing to the development of creative abilities of pupils, develop their independence, increase interest in the subject ,to increase knowledge and memorizing of material.

Findings – Lessons increase students interest to English and undoubtedly raise their abilities to speak, think in English language. The role of non-traditional lessons is great in teaching literate, skillful and talented students.

Keywords -. creative abilities, communicative language teaching, non-traditional lessons, English language teaching

Introduction

Advanced pedagogical ideas are the basis for updating the content of education .According to this there have been developed variety of non-traditional lessons which solve such problems as how to use different means and strategies of teaching English during lessons ,motivate students .Non-traditional lessons are widely used at many schools nowadays. It is one of the active ways of teaching which contributes to the development of students creative abilities, self-learning and independence in searching necessary information, increases students' knowledge and motivation in study, memorizing a new theme and vocabulary.

Students in our days should be adapted to different life situations and able to solve problems. To practice students critically thinking ability teachers present them with situations in the class in which they need to figure things out for them like developing personal experience and applying it in finding not one but multiple solutions of the problem. One of the qualities to be successful student is leadership. If a student is able to lead others it definitely help him to advance and develop his personality. To get these results in English lessons students are encouraged to take different roles within their group for each task. Sometimes they can be 'manager' and at other times they can be 'organizer' or 'a graphic designer'.

There are many roles that students can perform during a lesson with their peers that allows them to work with others in a more collaborative way. Also students need to be initiative and contributive, imaginative and well-informed about the news happening in the country and the world. All these qualities can be raised at non-traditional lessons. Learning English is supposed to form students' communication and thinking in a foreign language, interact with English speaking world. English is recognized as a world language of communication, business, science and culture. Therefore teaching English is the time requirement. For this reason many teachers see the non-traditional lessons effectiveness in teaching a foreign language.

Main part

The goal of my teaching is to enhance students interest and strengthen their motivation towards English using new technologies and innovative English lessons. Students are the pedagogical team which is able to participate all in work under teacher's guidance.

At every lesson teacher works with individual students or whole class. More able students teach students with less ability and support them. Such type of work promotes interaction between students. It is not important only the external appearance of teacher and students' activities but also its content.

In our days there are more than twenty types of non-traditional lessons. Many scholars group lessons according to their common features and subdivide lessons into types according to their teaching methods and organization forms. Regardly to this lessons can be distinguished as:

1. Lessons of communicating new knowledge. They are: lecture-lesson, conversation lesson, movie lesson, lesson using technology.
2. Lessons of fixation knowledge and developing skills and abilities: independent work, laboratory and practical work.
3. Lessons of systematization and revision: conversation, workshops.
4. Combined lesson performs functions of all lessons. All stages of cognitive activity are conducted in this lesson.
5. Lessons of verification and control of knowledge :control work, question-reply, testing, peer and self-assessment.

In our days there are used a lot of types of lessons. They are: integrated lessons and game lessons, conference and lecture-lessons, contests and workshops, competitions and advertisement lesson.

Of course, different lessons are valuable for their cognitive and upbringing importance taking into consideration national features and culture, historical and economic industries based on methodology. So, existing of new lesson types allow teacher to lead teaching process on scientific-methodological base, to learn from the innovative teachers, to apply famous scientists, educators works deeply in their practice.

Nowadays non-traditional lessons are viewed from different point. Since our country gained independence, mother tongue got its state status, we have had many changes in our life. There arose opportunities to express personal talents freely. But we cannot conclude from this that teaching approaches and strategies will be researched in details. On the contrary, teacher has some issues as on what level the lesson is given or comply with the technical requirement. Achieving lesson goals and conducting lesson on high level depend on every teacher's proficiency, creativity.

School teachers work hard in a constant process of educating young generation. Teachers who work trying to give the younger generation a quality education, good upbringing on non-traditional lessons reached high students' motivation to the subject. Such kinds of lessons can be considered "Drama lesson", "Debates lesson", "Conference lesson", "Theatrical", "Treasure island", "Workshop lesson", "Game lesson", "Travel lesson", "Tale lesson", "Auction" etc. lessons.

"Round table"Lessons. These lessons are gradually becoming very popular with teachers. The content of such lessons is usually a conversation on a certain topic or problem which is understandable and important for students. Students and teachers sit around a table and keep conversation on a definite topic. One of the commonest used lesson types at English lessons are games. Games make students interested in the lesson. In addition to discussions and debates games particularly role playing games in English lessons are the most informative teaching methods from the perceptive point of view. During the game student overcomes his stiffness and anxiety. "Role play" develops communication skills: writing letters, reading, speaking, listening. By engaging in role-play, students imagine themselves in the role of someone else in a particular situation, behave properly according to the rules of this game. Social (doctor, salesman), interpersonal (friends, classmates), psychological (neutral, positive, negative characters) roles that are performed by the students, contribute to the fact that they learn to communicate and discuss issues , understand and appreciate their classmates, solve problems. The ultimate goal of any role-playing game is the acquisition of new knowledge and practicing their skills. To play roleplaying games in the English lessons, properly, it is necessary to form the student needed social skills and suggest sample of dialogical speech in English. Exercises on

the skills of a phone conversation, microdialogues from a few replies on the given topic, making dialogues in English, reading and playing out these dialogues by heart in pairs are very useful in this case. During role-playing games students strive to speak fluently.

Conclusion

Students work assessment involves following criteria: learners language competence, how well student is informed in the topic, his cognitive abilities. The student who leads the game has the cards with questions and tasks .Participants play people of different professions: doctor, teacher, pilot, journalist. Actually, students come up with their own phrases. Students work in groups of two or three .They think of some roleplays in an airport or on a plane. They choose a place and some characters. Another situation is for a roleplay .There is going to be held the International Students Science Conference. In turns, students will be a speaker, a participant, an interpreter, some of them may be the judge.

As an example of lesson journey we may take the lesson “Travel to London”. Students are divided into groups and get the roles of tourists and a guide. They discuss the ways of travelling, sightseeing in a form of questions-replies themselves. During this lesson they draw, ask questions, making up sentences. Lessons increase students interest to English and undoubtedly raise their abilities to speak, think in English language. The role of non-traditional lessons is great in teaching literate, skillful and talented students. The progress of the country depends on how well the coming generation is educated and intelligent.

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TEACHING THE ENGLISH LANGUAGE IN D. SERIKBAYEV EKSTU WITHIN THE FRAMEWORK OF "STEP-BY-STEP TRANSITION TO THE ENGLISH LANGUAGE OF INSTRUCTION" PROJECT

(Sarsembayeva A., Golubykh I.)

D.Serikbayev East Kazakhstan State Technical University,
The Republic of Kazakhstan

Abstract

Purpose: the paper presents the analysis of level teaching English and the student language training taking into account the world practice and the practice in Kazakhstani universities. We have also studied the experience of integrating English into the academic process as a compulsory subject ("The English Language", "English for Special Purposes", "The English Language Professional") and developing level-based teaching English to the main subject teachers as one of the priority orientations of the university activity.

Methodology: the analysis of the data and references, comparative analysis, systematization, graphic modeling

Originality/value: the paper is topical foreshortened of major reforms in the education system going on in Kazakhstan, and it presents the practical experience of integrating English into the higher education system. The substance of "Step-by-Step Transition to the English Language of Instruction" Project is the claimed orientations and set objectives, specifically, advancing the language and methodological teaching of the Foreign Languages sub-department teachers; language teaching to the university faculty who teach main subjects according Reference Level Descriptions (based on Common European Framework of Reference; multi-level teaching the compulsory and integrated English to the university students.

Findings: the analysis of global and national experience of teaching basic and integrated English; developing the "Step-by-Step Transition to the English Language of Instruction" Project; description of the Project realization practical experience.

Keywords – language teaching, the program of multi-level language teaching, level-teaching, progress monitoring, international certification

Introduction

"Industrialization and Economical Growth", the President's reform involves one of the major orientation – "step-by-step transition to the English language of instruction in the educational system, high and higher schools" with the goal of increasing the competitiveness of the graduates and export potential of the educational sector. That is why "Step-by-Step Transition to the English Language of Instruction" Project in D. Serikbayev EKSTU for 2015-2018" has been developed. It includes three major orientations:

- advancing the language and methodological teaching of the Foreign Languages sub-department teachers;
- language teaching to the university faculty who teach main subjects according to Reference Level Descriptions (based on Common European Framework of Reference, *CEFR*) (Picture 1);
- level-based teaching undergraduates and graduates ("The English Language", "English for Special Purposes", "The English Language Professional") and integrated English for the main subject teachers (Picture 2).

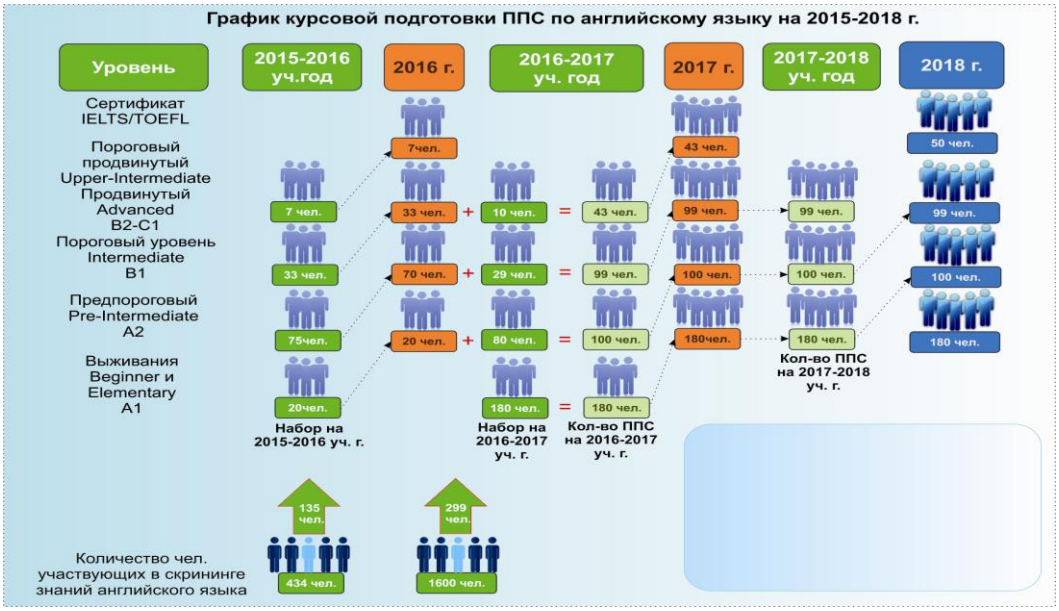
Main part

*Project utility substantiation***:** 1) the Project target group unites D. Serikbayev students and teachers**;** 2) the current situation description: the students' and teachers' poor knowledge of the

English language (level A0 - A2); no motivation; insufficien number of activities for teachers' qualification improving; poor implementation of the English language into the academic process and professional activity; the absence of the necessary material and technical basis; poor academic and publication mobility of the students and teachers; the absence of international joint projects with the partner universities.

Major activities within the Project framework:

1. teaching the English language courses according to the levels and training the learners to take and pass IELTS/TOEFL supported by the university;
2. purchasing 15 licences of "English Discoveries Online Intranet" online course for desk tops;
3. providing the reading hall with the literature and teaching programs in English;
4. purchasing the academic literature for teaching classes;
5. organizing activities for the student academic mobility (studying in a partner university during a term);
6. improving qualification during academic and scientific internships in the organizations and universities of Australia, Europe, and the USA;
7. inviting teachers and scientists, native English speakers, to conduct the academic activities and workshops.



Picture 1. Course teaching to D. Serikbayev EKSTU teachers

Within the network of "Improving the Language and Methodological Training of the Foreign Language Sub-Department Teachers" orientation we carry out several activities, that is:

I Teaching the English language teachers of the Foreign Languages sub-department on the basis of combined course of improving qualification using innovative methods and modern technologies in the English language teaching by Edusoft Company (Israel) which includes:

1. A classroom workshop in innovative methods and modern technologies for English teaching in EKSTU for 24 academic hours (since 12.12.2015 till 15.12.2015);
2. 4-month distance academic course of improving qualification using the advanced methods of modern technologies for English teaching;
3. Distance final methodological workshop for 6 hours.

The English language teachers who will pass the necessary tests of the course with get Edusoft International Certificate.

II The international certification of the sub-department teachers by passing IELTS, TOEFL.

The English language teachers get training and take the language exams organized by LLP InterPress Exam Center, Almaty.

III Taking the advanced courses in IT competence organized in the university.

The sub-department teachers take training courses for 72 hoursin working with the programs of inforgraphics (Adobe Illustrator, Corel Draw), "Prezi Editor.

Besides, a number of sub-department teachers take seminar-training "Modern (Effective) Teaching Technologies". The workshop program is oriented towards present requirements of the teacher's continuous professional development, supposing having some definite scope of knowledge and competences to do the research of their practice with the goal of improving the students teaching and educating process.

"Language training of the university faculty who teach main subjects according to Reference Level Descriptions (based on Common European Framework of Reference, *CEFR*)" supposes realization of the following activities:

I. Systematic monitoring of the English language acquisition.

In September-October 2015. 136 university teachers took tests to determine their level of the English language knowledge. The test was developed on the basis of TOEFL and included reading (5 questions to each of the 2 texts), writing (5 tasks to fill in the semantic gaps in the text), listening (5 questions for one audio text – either a dialogue or a monologue) and vocabulary and grammar (30 tasks with 4 answer choices each). Table 1 show the testing results.

In December 2015 the Foreign Language sub-department teachers completely developed the test content and forms in Master-Test program . this gives the opportunity of continuous monitoring the English language learning progress and making the common database of the university teachers. The database will help to place the teachers according to the university activity orientation (educational, scientific, and entrepreneurial), and also to calculate the academic mobility of the university faculty.

Table 1. The results of the university teachers test in September-October 2015.

Level	The number of teachers
A1 (Elementary)	20
A2 (Pre-Intermediate)	76
B1 (Intermediate)	33
B2 (Upper-Intermediate)	7

II. the English language level-based teaching the university teachers

We use two teaching orientations: course teaching in the classroom and autonomous the English language learning within the framework English Discoveries Online Intranet.

Classroom English language teaching the B1level teachers supposes teaching spoken English for 156 academic hours and has the goal of developing the following competences: to understand major ideas of clear messages in the literary language on various topics usual for work, leisure-time, public places, etc.; to be able to communicate in many situations visiting English speaking countries; to be able to compose coherent message on well-known or special interesting topic; to describe impressions, events, hopes, desires, to state and explain one's opinion and the plans for the future. The training suggests the final examination and teacher's certification.

The teachers of B2 level are trained for taking IELTS for 136 hours, the successful passing in turn supports the international language certification of the university teachers. During the course the teachers are taught to understand the general content of complicated texts on abstract and certain topics including highly specialized texts; to talk fast and spontaneously to communicate with English speaking people without any difficulty; to make clear detailed reports on different topics and express their view of the major problem, etc.. The training also suggest studying the academic voice, flexible and effective use of language for the communication in the scientific and professional activity.

Multi-functional integrated system of the English language teaching – English Discoveries Online Intranet includes:

- multi-media course of spoken English, subdivided into ten sub-courses and three advanced courses. The multi-media course lasts at least 1200 academic the following special tools must be available during within the course framework: wide variety of audio recordings that along with the speech recognition technology is a simple and effective solution to listen continuously and training the correct pronunciation with following assessment; multi-media interactive dictionary; audio and video files with different accents, most of them are North American (the USA. Canada); interactive texts to – reading along with listening and video files.

Each general course includes 8 modules. Each module includes the following sections: listening, reading, speaking, grammar, and the Internet skills.

III. Getting actual IELTS, TOEFL Certificates.

In 2015-2016 academic year 7 university teachers are taking the language training to take and pass IELTS. At least 43 teachers are planned to be trained for the following two years.

"Level-based teaching basic and integrated English for the main subjects to undergraduates and graduates of the university supposes the realization of the

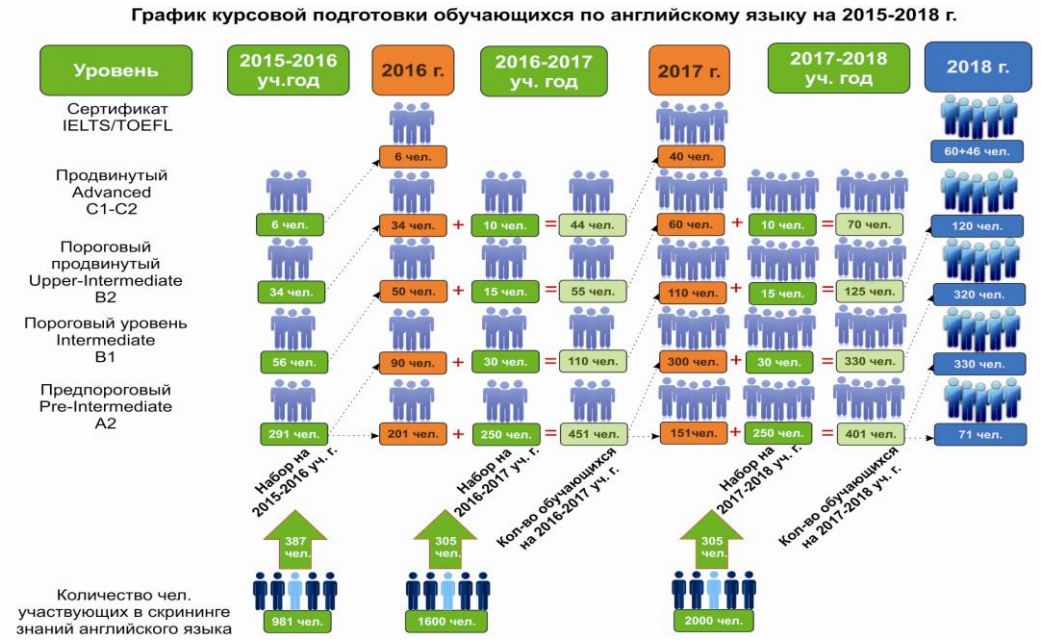
following activities (Picture 2):

I. The students English language level monitoring

Since 07.09 till 19.09.2015 nine hundred eighty one first-year students took tests to determine their level of the English language proficiency. Table 2 shows the results of students testing.

Table 2. The results of the university students test in September 2015

Level	The number of students
A1 (Elementary)	594
A2 (Pre-Intermediate)	291
B1 (Intermediate)	56
B2 (Upper-Intermediate)	34
C1 (Pre-Advanced)	7



Picture 2. Course training students of D. Serikbayev EKSTU

To create the common database of the students' English acquisition level we developed the computer based placement test system. Each student can take a test using his or her login and password. Each test includes listening, reading, grammar and writing tasks that allow to determine the level of the English language proficiency B1, B2 or C1. The student has an opportunity to take a language course. A0, A1, and A2 levels foresee the basic training practical classes and additional taking multi media general English speaking course in the English Discoveries Online Intranet system. Students' test results allow to create the common database according to the university students' English acquisition level. It will further allow to integrate English into the academic process and determine the number of courses in English to be taught.

II. Developing multi-level language training

To organize the level student teaching the teachers of the Foreign languages sub- department have developed the multi-level language teaching programs. The programs development was organized by the following stages: the analysis of the existing authentic programs (curricula) and teaching-methodological literature, particularly, "Common European Framework of Reference (CEFR monographs; holding methodological workshops in developing curricular and materials; developing curricular; developing and selecting the corresponding teaching and test materials. "Additional English Language" teaching course is a part of elective courses base, and successful acquisition of the knowledge, skills, and competences as well as the whole training material suggests the certification according to Common European Framework of Reference, *CEFR*.

III. Organization of level teaching English (A1, A2,B1, B2; C1), A-Beginner/ Elementary, A2-Pre-Intermediate, B1-Intermediate, B2-Upper-Intermediate, C1-Advanced according to Reference Level Descriptions (based on Common European Framework of Reference, CEFR.

In the result of the testing 96 students are taking extra courses at the Foreign Languages sub-department. There are 3 groups of students possessing B1 level (56 students), 2 groups of students with B2 level (34 students), 1 group of students with C1 level (preparing for taking and passing IELTS) (6 students).

To organize the teaching we developed the courses programs, calculated the number of academic hours per a course, and the level training course duration. We developed the individual training trajectory for each student, the monitoring system of the student success and final control, selected corresponding authentic academic literature. The teachers who have the International certificates and took the corresponding methodological training at international workshops teach the courses.

In 2015 Тілашар» Scientific-Practical Center was established in the university. Today, there are 2500 book titles in foreign languages including 620 titles in English, 102 titles of electronic books in the Center. Besides, the Center is equipped with modern multi-media equipment and WI-FI zone which allow to work with the academic materials and scientific literature on-line.

Conclusion

According to the preliminary analysis of the Project realization we suppose to get the following outcomes in accord with the Road Map for 2015-2016 academic year:

1. 34 students will improve their English up to C1 level, 50 students will improve their English up to B2, 90 50 students will improve their English up to B1. 33 teachers will improve their English up to B2 level; 70 teachers will improve their English up to B1 level.

2. IELTS certificate getting: 6 students, 15 teachers of the Foreign languages sub-department, 7 teachers of the majoring department are planning to get the certificate.

3. 15 teachers of the Foreign languages sub-department are planning to improve their IT competence.

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COMPLEMENTARY LANGUAGE EDUCATION: A NECESSITY OR A REQUIREMENT?

(Sulkarnayeva A.)

Kazakhstan Branch of Lomonossov MSU
The Republic of Kazakhstan

Abstract

Purpose -to define the importance of complementary language education

Aims

- to observe background for complementary language education;
- to compare CLE junior and teenage learning groups;
- to consider specific features of CLE.

Methodology - To achieve the stated purpose we used the following methods:

theoretical analysis, synthesis, inductive method, deductive method, literature review, experiment.

Originality – defining of methodological and pedagogical special features of complementary language education, its balanced traditions

Findings – a great paradigm change from 'learning language in theory' to 'learning language in practice' defined a clear necessity for CLE.

Key words –CLE, learning groups, necessity, paradigm, experience, mandatory, active development, education system, foreign language

Introduction

The paper deals with a topical issue of complementary language education (further as CLE) and covers the following aspects: 1) analytical observation on background for complementary language education; 2) analytical comparison on CLE junior and teenage learning groups; 3) specific features of CLE and conclusion. The topic seems to stimulate teachers` interest as it has not been thoroughly discussed before. Therefore, the author believes it to be of real importance within the framework of the present conference. Some details are to be briefly considered below.

Needless to say that complementary language education has undergone its several stages of transformation within its active development in the Republic. In Kazakhstan teaching and learning English as a foreign language has become mandatory since the 90-s. Although school programs for education were worked out by the Ministry of Education and implemented universally, there appeared a number of diverse problems, e.g. knowledge gaps, mixed abilities, teacher / learner proficiency, overcrowded groups, small number of lessons per an academic week, etc. Thus, both teachers and learners came to understanding that complementary language education was necessary. A question has arisen whether it is a learner`s necessity or a teacher`s requirement? The author makes an attempt to consider the topic and offer the explanation upon the aspects outlined in the paper.

Main part of the research

The system of foreign language learning has its long historical and cultural traditions in Kazakhstan. In the early 90-s the educational system encountered the necessity of substantial transformation in order to carry out the purpose of integrating our country into the world economic community; the purpose was designated by President Nursultan Nazarbaev. Multilingual education, including foreign language learning/teaching, became the subject of increased attention for our society: 1) laws about languages and their new state were discussed and laid down; 2) status and context of learning foreign languages (mainly, English) were mentally, socially and legislatively

changed. Subsequently the key idea of the modernized foreign language learning and teaching was capaciously and accurately expressed by the President in his annual Speech-2006: 'Kazakhstan must be understood and accepted by the world community as a highly educated country, whose population uses three languages: Kazakh is the state language, Russian is the language of international communication, and English is the language of successful integration into the global economy' [1].

At the beginning of the 1990s English was widely understood as one of the main tools of the cognitive and professional activity for both teachers and learners. Based on my own life and professional experience I can assert that learning English has become an imperious want. However, at that period it was too early to speak about any new forms of education (information technologies, e-textbooks, online learning and teaching), since these forms required a sufficient number of bilingual professionals who could be able to speak both native and foreign languages fluently. Realizing the necessity of promoting these forms of education, Kazakhstan actively developed the policy of overall foreign language education.

This stormy integration process in the foreign language education was accompanied by international activity of schools and universities in:

- academic mobility for students and school teachers / university professors;
- school and university student exchange programs for a semester / academic year;
- CCUSA, Work and Travel youth programs, etc.;
- participation of education managers and officials in different international educational programs;
- projects by foreign organizations (e.g. British Council, USA Embassy, Soros Fund).

Thus, learning English and some other world-spread languages under the rapidly changing economic and socio-cultural conditions became a vital need for both trainers and trainees. A foreign language (on a par with a native one) carried out ‘the function of obtaining professional or self-education knowledge as a key aspect of intercultural communication and poly-cultural upbringing’ [2].

In the middle of 2000s a number of serious conceptual documents were devised and implemented into the education system: ‘Concept of Foreign Language Education Development for Kazakhstan’ (FLED for short, 2006) headed by Sagima S. Kunanbaeva [3]; ‘Education Concept for Foreign Languages Learning at Primary and High Schools’; Bologna Convention of Education signed by Kzakhstan in 2010 [4].

The author`s personal experience in observing this gradual foreign language education modernization allows identifying the following conceptual and documentary paradigms: 1) legislative determination of languages status (Kazakh, Russian, English); 2) establishment of hierarchical educational institutions (schools, colleges, universities) providing advanced learning of both native and foreign languages; 3) acquirement of professional education and experience both for trainees and pedagogical personnel; 4) implementation of new forms for research staff education according to the Bologna Declaration, i.e. PhD and MA levels; 5) transformation of Qualification Center into Education Institute for advanced training of administrative and research pedagogical personnel.

It seems necessary to stress one of the main mental and cultural paradigms in foreign language education, namely its active direction to intercultural communication *de facto*. There occurred a great paradigm change *from ‘learning language in theory’ to ‘learning language in practice’*. This change, being rather imperceptible at a first glance, has actually led to the entire system modernization of foreign language education in Kazakhstan. The described aspects of foreign language education transformation represent a consequence of this changed paradigm in mental perception, education and life of Kazakhstan new generations.

On a par with my colleague Olga Tyomkina – a school English teacher in her past and a private tutor for complementary English in her present – a decision to analyze the present situation for complementary English education as well as to describe the practical experience of such teaching has been made up. It should be noted that generalized conclusions are provided through the prism of professional experience and a small-scale research; the description comprises both the colleague`s and the author`s personal complementary teaching language experience, which is analyzed on the basis of

Astana City; it has been partly and previously described by Olga Tyomkina in her research paper devoted to CLE in junior and senior school groups [5].

It should be definitely stressed here that the practical experience is based upon teaching *complementary* English, i.e. learners attend additional classes (courses) of English collaterally with their mandatory everyday school language lessons. These complementary English classes are not based at the school learners are assigned to, but at other educational centers (often private).

Practical experience within the framework of the programs for complementary language education embraces two (conditionally) age-related groups: junior school learners (1-4 grades) and senior high school learners (5-9 grades). In this paper, these groups are further titled as juniors and seniors for short. Psychological and age-related features of these learning groups are always taken into account when devising a program for complementary language education.

Junior group (shared experience described by Olga Tyomkina, Astana). Various methodological sets published by British (mostly) and American publishing houses have turned out to be used well at lessons for complementary education. A set consists (as a rule) of a textbook, CDs with audio and video data, student workbook, teacher guidance and teaching package (posters, maps, photos, tests, etc.), additional reading book and test materials.

Teaching English to this group always takes much time for the teacher`s preparation and pedagogical efforts within a lesson. The principle of devising a complementary language course is based on the methodology offered by the set in a certain sequence: phonetics; vocabulary and grammar; four skills training: reading / listening / speaking / writing; socio and cultural aspects.

Let us review each of them in more details. Phonetic exercises are mandatory within complementary English teaching for they allow mastering sound and letter combinations. Phonics is necessary for decoding a spoken language as well as memorizing and reproducing pronunciation standards; and it contributes to reading skills improvement and fast mastery of orthography rules (audio and visual memory) also.

Vocabulary teaching involves systematic (step-by-step) learning. The first level is introduced according to the selected topic; it is clearly illustrated by flash-cards and recordings, later it is practiced in the reading process and consolidated in lesson exercises. The second level is represented in reading texts (neither illustrations nor translation offered). Its aim is to activate the cognitive abilities – the learner should surmise the word meaning from the context and verify the guess in the glossary. A similar approach helps the author and her colleague (as language teachers) develop the learner`s creative approach, critical thinking and academic independence.

Grammatical structures are on the based upon reading texts. While working with a text (translation and exercises) the learner finds it considerably easier to focus on the structure itself and see it in a 'piece-to-piece' form of rules and examples. Its automatism is consolidated in the grammatical exercises.

Four skills – reading, listening, speaking and writing – are always integrated and correlate in each lesson. Reading texts contain well-known and new vocabulary, creating a reasonable balance for its mastering and decreasing the learner`s natural fear of non-understanding the content. Listening is built on the main lesson text, the content of which is necessary to understand while listening. Speaking is practiced in pair work (T↔L or L↔L) in the way for each learner to use well-known and new vocabulary in the previously learnt and new grammatical structures. However, writing covers all previous aspects; and in its essence it is also speech but written. Writing allows us see the learner`s success or failure in the process of acquiring new vocabulary and grammar as well as understanding printed and oral communication.

Considerable attention is paid to different oral activities, i.e. songs, poems, tongue-twisters, short quatrains. Our experience shows that using such forms contributes to learning process optimization and 'discharges' the learner`s stress, since it 'switches' him/her to what is understood as a game. Actually, such forms seem to be the best examples of all skills consolidation in writing and speaking (pronouncing clichés, correct intonation, grammatical structures, lexical models).

It should be emphasized here that complementary foreign language education has its special features, different from learning within mandatory school language program. *So the accent displaces from insignificant amount of homework to intensive class work. This is the obvious difference to be considered and taken into account.* Depending on the lesson type, the following homework tasks are offered to the learner: vocabulary learning / consolidation, grammatical exercises (two or three in number), learning by heart, short text writing. While in class most of the lesson time is given to speaking. The described above lesson structure implies the learner`s speaking based on the lesson material. In this case all the four components are consolidated in the spoken language.

Intermediate conclusion by the author. *This age group is mostly interested in learning a language as a game; clear purposes and tasks are determined by parental wishes; in many respects success of complementary teaching depends on systematic learning.*

Senior group (shared experience described by Olga Tyomkina, Astana). In this age group other methods of teaching are used as they should correspond to pedagogical requirements for psychological and physiological features of the teenager development. The methodological recommendations for grammar and basic language skills development lie in the foundation of complementary teaching for teenagers. The purpose of attending complementary language classes by teenagers is mostly their need in learning grammar, pronunciation and help in school homework. Complementary language education program includes the method of grammar teaching, which is used for native speakers. From this viewpoint, various learning sets are required for teenagers of different types of perception. As each teacher knows there are various sets aimed at various skills, i.e. some mostly develop speaking while others strive for developing writing.

A basic difference of teaching at this level is introducing extensive material about English-speaking countries, culture and communication standards, contemporary topics interesting for teenagers as well as materials for self-control and individual consolidation. The learner is given more independence, which assumes active introspection of his/her language learning. Preparation for international examination on British or American English knowledge comes out as additional stimulation to more active independent learning. It goes without saying that this process is actually completely controlled by the teacher, but the form of this control is unobtrusive and of recommendation in order to support the learner in his/her mastery of language.

Let us emphasize that *knowledge assessment in its traditional understanding is unacceptable for complementary language teaching*. Here the teacher manifests the maximum of pedagogical creativity for constant motivation. For this very reason, much more attention is paid to self-control and self-analysis. The criteria of knowledge assessment proposed in various learning sets (published in the UK or the USA) are rather objective and emotionally neutral for learning assessment. It is the learner to pass these self-control tasks and tests; and it is the learner to check the assessing tasks up in the Keys section. The learner can see the results (correct answers and/or points) and then makes an attempt (recommended by the tutor) to analyze his/her mistakes. In its turn it helps revise the learnt material time and again as well as consolidate it for future.

Intermediate conclusion by the author. *It is also necessary to say that for this age group a clear final goal of complementary language learning, that is to master a specific language level* (Pre-Intermediate, Intermediate, Upper-Intermediate), *is more essential than for the junior group. As our experience shows, it may be explained by the fact that teenagers are to choose their future occupation and university specialty (faculty / department), to say nothing of their future profession. Thus, this age group shows intense personal motivation in language learning as the means of achieving specific aims in future.*

Different tasks used for both age groups are as follows: audio and video programs, game elements in the process of teaching/learning, short presentations or short reports and posters upon a definite topic, studying of customs, traditions and culture of English-speaking countries, meetings with native speakers and volunteers from the UK and USA.

Analyzing the effectiveness of complementary language education, we would like to provide some statistics. Let us conditionally take 100 learners in each age group. During one academic year the junior age group shows a 90% result of successful language learning that can be explained by two basic by parameters: 1) constant parental control; 2) systematic homework preparation. The percentage of success is considerably less in the senior group – approx. 70%; here there is neither strict parental control upon the homework done nor heavy home workload.

Many learners of these two groups participate in regional and republic contests and Olympiads on the English language; become prizewinners and grant-holders; subsequently they enter Kazakhstan and overseas universities.

Let us emphasize that the data represent results on language learning in specific groups and, naturally, have an average index for the last three academic years. It is obvious that only regular learners persistent in their both class and home workload reach real success in complementary language education.

Conclusion

Due to a number of diverse problems characteristic for school education in past and in present, which we have mentioned above (knowledge gaps, mixed abilities, teacher / learner proficiency, overcrowded groups, small number of lessons per an academic week, etc.), there has arisen a question upon complementary language education: whether it is a learner`s necessity or a teacher`s requirement? In the early 90s it became obvious both for teachers and learners that complementary language education was *de facto* necessary. In the author's opinion, a great paradigm change from 'learning language in theory' to 'learning language in practice' at that period of time defined a clear necessity for CLE. It may explain the demand for CLE in present days as well.

In fact, for most learners CLE is a result of the learner`s personal motivation; it is voluntary as the learner can see the future perspectives of his/her further development. On other hand, there is a language teacher`s requirement for CLE. Why does it happen? Any teacher (officially assigned to a school / college, etc.) has to follow the mandatory curriculum irrespective of knowledge gaps his/her learners may have or their mixed abilities or overcrowded groups or a small number of lessons per an academic week. The teacher has to make his/her teaching / learning indices develop and improve. However, a certain number of his/her class learners are neither able to follow the curriculum non-stop nor to show regular and good learning outcomes for different reasons (psychological, physical, mental, medical, etc.). In this case there arises a *forced* necessity for the learner to catch up with the class and cope with the curriculum material in order to be assessed better by the school teacher. Frankly speaking, the disadvantages of the mandatory curriculum cause a necessity for complementary language education.

Complementary foreign language education has its special features, different from learning within mandatory school language program:

- insignificant home workload and intensive class workload;
- learning language as a game;
- clear purposes and tasks determined by parental wishes and teacher`s requirements;
- systematic learning at individual pace;
- extensive material on countries, culture, communication;
- self-control and individual consolidation;
- self-assessment;
- intense personal motivation for future aims.

In conclusion, the author can assert that for the last fifteen years complementary language education has formed into the independent educational subsystem of Kazakhstan education system. The main objective of CLE is to understand more, to speak and write better *in a foreign language*. Complementary language education has its methodological and pedagogical special features; it has its

balanced traditions as well as enjoys its steady demand and, in the essence, it is the integral part of the continuous process of education.

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TEACHING ENGLISH TO VERY YOUNG LEARNERS. BEST PRACTICES FOR TEACHING ENGLISH TO VERY YOUNG LEARNERS.

(Tatarnikova D.A.)

Ust-Kamenogorsk School 42,
The Republic of Kazakhstan

Abstract

Purpose - to develop practical recommendations for successful English language teaching of Very Young Learners

Aims

- to give general characteristics of Very Young Learners
- to define the learning needs
- to give practical tips for successful teaching

Methodology - To achieve the stated purpose we used the following methods: theoretical analysis, synthesis, inductive method, deductive method, literature review

Originality – the personal experience as well as experience of another teachers have been analyzed and the most essential recommendations have been selected and provided.

Findings – Teaching young learners is different from teaching adults. Taking into account the authors' successful experience some recommendations are summarized in the article.

Key words – Very Young Learners, successful English language teaching, learning needs, personal experience, recommendations, interest in learning English, practical tips.

Introduction

"Don't give up.
I believe in you all.
A person's a person,
No matter how small."
Dr. Seuss

These words of famous children's writer always remind me, that I can encourage my young and very young learners to develop an interest in learning English, which will stay with them long after they have finished my classes. Teaching young learners is different from teaching adults.

Children tend to change their mood every other minute, and they find it extremely difficult to sit still. Nevertheless, I'm sure, teaching young learners is so amazing, so unique! Every day brings surprises and delight. We just need to think of them as learners, as first language learners and as learners of English.

When I've started my teaching practice, it was really complicated for me to work with so small children. At the University, we've learned only about middle school and high school students. And my first class after graduation was 3-4 years old kids. I've been working in the private children's developing center. So… Young teacher and very young learners. We were growing together and learning together.

Main part of the research

Very Young Learners, what are they?

To teach them we should understand their personality and their needs. Here are general characteristics of VYL, that teacher needs to consider:

- They learn very quickly.

- They have so much fun with learning.
- They have incredible energy.
- Everything is new to them.
- They are such active learners, processing new experiences, asking questions, trying things out, experimenting, practicing over and over until they master new skills.
- They have fun with language.
- They ask questions all the time.
- They have a short concentration span.
- They need hands-on, concrete experiences in order to learn effectively.
- They need multi-sensory experiences.
- Their first language is still developing rapidly.
- Little boys tend to be somewhat less advanced in linguistic skills, fine motor skills and concentration.
- Most are in the first stages of learning to read and write.
- They may not be ready for co-operative play or pair/group work, preferring to engage in parallel play or side-by-side activity.
- They find it difficult to sit still.
- They need and enjoy lots of repetition.
- Much language development in both first and second languages is inner (i.e. they understand more than they say).
- They may not be ready for certain structures and complexities in either first or second language.

What do they need to learn?

Children need a variety of experiences with a concept in a variety of situations with a variety of people. Each new experience will result in some modifications, extension or limitation of the concept. The following are some of the clusters of concept that young children should become familiar with over time:

Identification of objects. Such as body parts, clothing, objects in the classroom.

Classification according to color, shape, size, number, function and kind. Beginning with what is immediate, personal and concrete; comparing and contrasting these.

Spatial relationships such as near, far, in front of, behind, under, and over. Activities such as games, handicrafts and tidying up can all involve opportunities to develop children's awareness of spatial relationships.

Temporal relationships such as past, present and future, before and after, and since and during.

Emotional and familial relationships: love and hate, happiness and unhappiness, family, friendship, self and others.

Practical tips for successful teaching

Tip #1

Don't afraid to be silly!

All children enjoy the humor of funny and unusual words. They don't forget funny and emotional lessons. Just add some humorous poems, stories in you lessons. Books like "Green eggs and ham" by dr. Seuss will help you. Ask your little students, do they like green eggs? Show them green eggs! Make monster puppets, give them absurd names, make machines with 'junk', cut up pictures of animals they know the names of and invent some new ones (have you ever seen a kangdogcow before?). Make them laugh and they'll be happy! A little bit silly teacher = happy students.

Tip #2

Use toys and games

Use all kinds of toys: teddy bears and dolls, puppets, finger puppets, cars and trains, toy animals. It really works! Flashcards are good, but toys are much better! You can make role-plays, practice small conversations, identifying objects, memory games and many other wonderful things.

I have a doll called Leva. Like my VYL, he, too, is learning English and the children love him. Not only does he provide continuity between lessons, he also helps the children to feel powerful and knowledgeable as they coach him, correct his mistakes and teach him new words. I love to make stories with the children about him and find this is a successful way in which to introduce and reinforce key language items

Children are tired of all electronic devices, computer games, mobile applications, etc. Parents not often play toys with their children. They'll enjoy playing with toys in the English classroom. Especially they'll enjoy playing board games: blocks, puzzles, domino and bingo games. All of these are splendid way to learn first vocabulary.

Tip #3

Let them move

Learn song and rhymes with movements and actions. Let them rest and move around the classroom, while they listen the song. And learn new songs every time. I've met a lot of teachers, who complain me, that children don't like songs and rhymes. They do like, but sometimes teachers use only couple of hackneyed songs like 'Head and shoulders, knees and toes' and their little learners just got bored. Try to search something new for children and for yourself. These are my favorite, you may easily search them in the internet and use in your classroom: 'Itsy Bitsy Spider', 'The Hokey Pokey', 'Who took the cookie?', 'This old man', '5 little monkeys', 'Put on your shoes', 'Open, shut them', 'One potato, two potatoes', 'Walking in the jungle', 'If you are happy', 'One little finger', 'Hickory Dickory', 'Wheels on the bus', 'Do you like broccoli ice-cream?', 'London bridge is falling down', 'Old MacDonald had a farm', 'Finger family', 'Eeney Meeney Miney Moe'. Always sing them with actions!

Tip #4

Arts and handicrafts

Many of the materials for the VYL are bright, jolly and fun, and there's nothing wrong with that. But the Arts (music, dance, painting, drawing, drama) all have a role in helping us to communicate with the child in a very special way. When we work through and with the Arts, we reach the sensitive, aesthetic and spiritual aspects of the child and turn our lessons into something special, which stays with the child for the rest of his/her life.

Of course, teacher's main role to teach them English, but handicrafts – is a good way to make them first writing. Tiny books with first vocabulary, paper planes and boats, paper puppet. If they'll make it, be sure they'll remember the word!

Tip #5

Surprises

These are what you keep in your 'magic box or bag' (i.e. your contingency plan!) If you find they complete what you had planned for the whole lesson early (and this often happens) or interest and concentration are waning at some point in the lesson, gather them round you in a circle, play some special music, and, with some ceremony, engage them in guessing what is in the bag or box today.

Tip #6

Parents are your best helpers

Parents of the VYL may be excited about their child learning English at such an early age. However, they may also be confused if their experiences of learning language were of boring textbook exercises and formal grammar. They may be wondering how we can teach English to a 4 year old. Also, if they don't speak English very well they may feel nervous about how to support their child in case (as one parent said to me "I get it wrong"). It is up to us to take the lead, and warmly welcome parents to talks, workshops and opportunities to see how we do things. If you are brave, invite them in small groups to watch you in action. Alternatively video some lessons and show them at a parents

evening. If we are clear about our methods and rationale, and we explain them clearly, parents will feel reassured and secure. If we go one step further and offer guidance on how they can offer support at home, they will feel much more involved and valued. We need to convince them that, even if they don't speak English perfectly, they can help.

Conclusion

The best way to sum up all my thoughts is:

I hear and I forget,
I see and I remember,
I do and I understand.

The VYL needs to do in order to learn effectively. Teaching them is challenging, fascinating, exhausting, exciting and FUN.

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CREATING A STORY IN THE ENGLISH CLASSROOM

(Yechina Y.G.)

M. Kh. Dulaty Taraz State University,
Republic of Kazakhstan

Abstract

Purpose - The paper is aimed at discussing activities for creating stories at an English lesson

Methodology - developing problem-solving and primary narrative skills, classified vocabulary use, narrative schematic structure.

Originality/value – practical exercises are used in the process of learning to create short stories in English language in oral or written form. The paper provides the teachers with both entertaining and efficient tasks, ideas about developing the skills of creating a story in the English classroom step-by-step from the intermediate to the advanced level basically. Though most exercises may be also adapted by the teachers in terms of vocabulary and grammar use to guide the students with the lower-level knowledge.

Findings – the paper presents recommendations for the implementation of practical exercises for creating stories.

Keywords - problem-solving, short stories, create, primary narrative skills

Introduction

A story is an essential part of every person's life. Our life is a story. We live in the world full of stories. Our narrative skills originate and are in constant development since childhood. Children tell what have happened to them in the kindergarten, describe a toy they would like to have and prove how much care they'll provide to it trying to picture a wonderful life after its purchase by the parents tired of something small and broken always scattered all around the house. Adults prefer telling the stories of their first love, travel, fishing or hunting adventures.

So, telling a story is a natural process being improved in the course of time. The role of a teacher in this case is to organize this process, to help students successfully cope with it. A student learning to create a story orally or in writing is not necessarily going to become a famous writer, but is a person willing to express his/her emotions, finding the way to share ideas and expose thoughts on the topic.

Main part

To start teaching the process of creating a story in its any form is better with the ready-made stories parts sorting and logical sequencing. It's very important here as well as in other tasks preparation to choose a short story suited to the level and interests of the class. Having cut the story into strips, ask your students tell it in the right order to the rest of the class.

One more good activity for beginners is a game called "Choose your own adventure narrative", which aims at developing problem-solving and primary narrative skills. The participants are given the cards describing different life situations with 3 possible answers on them and the direction to go to the particular card number depending on the chosen answer (a set of 74 cards).

So, having started with the 1st card discussion each member of the group is able to make up his own scenario. This game underlines the leading role of the author in creating each story and a chance to change it many times during a narrative. The detailed description of this game and photocopiable cards can be found in the handbook for language teachers "Stories. Narrative activities in the language classroom" by Ruth Wajnryb.

card 1 You were living in a small flat in your town, and you had a poorly paid and boring job. You went for a few job interviews, and you were successful in all of them. You had the choice between: **a** a sales position for a computer company. There was no retainer but it offered a 50% commission on anything you sold, plus a car. **b** a poorly paid but rewarding job helping people. **c** a job with average pay that required you to leave your town. If you choose: **a** go to card no 2. **b** go to card no 3. **c** go to card no 4.

Table 1. Example of a situational card

The next step in teaching storytelling is to provide your students with a guided writing based on the classified vocabulary use. Each group creates one story on a sheet of paper with the approximately 50% of the narrative given on it. The task is to insert the necessary words throughout the text choosing between the characters, places of setting, types of activities, etc. Optional classified vocabulary lists are better to be provided to the group members to speed up their work. The task presents a narrative structure of the whole story in general.

When the students are skillful enough in sorting, sequencing, problem-solving, it's high time to introduce the basic stages of a narrative: beginning with an orientation - moving to a complication - ending in a resolution. The core elements of an orientation are *where? when? who?* The complication is usually an event or situation that creates a problem in the story. The resolution is understood as a plan for solving the problem, a decision made by the characters. The more advanced level of the elements of the narrative schematic structure presentation includes *abstract*, *orientation*, *complication*, *evaluation*, *resolution* and *coda*.

Beginning	**abstract** **orientation**	An optional part of the story, usually only a sentence, summarizing the story that the listener is going to hear Orients the listener to where/when the story is, who is in it, etc.
Middle	**complication** **evaluation**	A crisis or problem in the story that creates the drama A personal comment on the events in the story
End	**resolutions** **coda**	How the complication is solved An optional ending which rounds off the story, explaining why the story was worth telling

Table 2. The narrative schematic structure

"The coda is often not an explicitly evaluative comment. It could be as simple as a wry remark or a non-verbal signal (a shrug, a facial expression). In spoken language, it's often a cliché or proverb (e.g. *It just shows you*, *Small world*, *hey*?, *Isn't that amazing*?). It also signals that the narrative is finished.

The evaluation can occur at any stage in the narrative. In fact, it may occur a number of times and can overlap with the coda" [1; 34].Having introduced the stages of a narrative, prepare a copy of the text with the resolution stage missed. Ask the students to write their own resolution to the given story and discuss its possible variations. In fact, any narrative stage may be chosen to be written down, but complication, resolution and coda are mostly used for this purpose due to their variability and unexpectedness.

Creating a complete story is the most difficult task for all levels of students. Some of our teachers unfortunately restrict this activity to making up a story or a situation with the use of new words and phrases, commenting on a proverb or a quotation, writing a film or a book review. The students are not always aware of what commenting or reviewing is, and replace it with summarizing or retelling, and expressing their point of view in the end of the utterance or writing.

One can recommend here a variety of activities both interesting and stimulating your students' creative skills. "Introduce the class to the concept of Guatemalan worry dolls. These are tiny dolls about 3 cm high, and they originate with the ancient tribes of Guatemala. The Guatemalans believed that their troubles were caused by the Gods as a punishment for wrongdoings. Legend has it that if you take a doll and tell it about a worry that you have (one worry to each doll), then put it under your pillow before going to sleep at night, when you wake in the morning your worry will be gone. The user is warned not to lose any of the dolls because this would mean the end of their mystical powers" [1; 78]. The task of attaching a real or imagined worry to a doll can be used to develop story-telling, speaking and listening in the groups of intermediate and advanced level students.

One more is the activity to create a short story (at least having 10-12 sentences) following the narrative schematic structure and basing on the photos of shadows. A teacher starts with the simple images presenting easy-to-describe actions passing to the more complicated ones. The stories may be different and funny due to the students' power of imagination.

Images - generally a good source of creating stories. Photos and copies of paintings, postcards and comics arouse great interest of students and spice up the lesson. One of such tasks "Flashbacks" is described in Ben Goldstein's resource book for the language classroom "Working with images". Having shown the image *Four thoughts* (one can see here 2 young people sitting together embracing and 2 others – separately on the seashore, all of them facing the sea and giving you the chance to guess about their emotions) to the students, the author suggests a teacher to "tell the class that this photo is the final image of a story or the last scene of a movie. The students individually reconstruct the story of that night in their imagination" [2; 127]. Later they are invited to work in groups where each student narrates his/her story to the others. As a result one volunteer from each group tells their flashback story to the rest of the class. There also maybe a kind of competition for the best story presented by the groups.

Conclusion

Story-telling is a strong incentive for language development and foreign language learning in particular. Teachers can easily master its principles and use them in teaching English.

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CHARACTERISTICS OF SPEECH ETIQUETTE IN KAZAKH, ENGLISH AND RUSSIAN LANGUAGES AND THEIR INFLUENCE ON THE FUTURE SPECIALIST DEVELOPMENT

(Yerezhepova S. K., Popkova Y. V.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose- Language learners should study specific concepts characteristic of the members of a specific ethnic and language community which reflects its culture, customs, traditions, etc. Our study aims at investigating peculiarities of speech etiquette to justify the complex of activities in training technical university students.

Methodology- Works by N.I.Formanovskaya, S.S.Dryga, L. Tanaka form the methodological basis of our research.

Originality/value- the main value of the work is the theoretical material on the research problem, the purpose of a substantiation of system of work on learning the speech etiquette in Kazakh, Russian and English languages for practical classes in Kazakh-language instruction groups of a technical University.

Findings-The study of the forms of speech etiquette in Kazakh, Russian language and their corresponding clichés in the English language will result from the research as a component of linguistic communication promoting mutual enrichment of the three languages and facilitate the development of techniques and methods of training, contributing to the further languages development.

Currently, the theory and practice of teaching languages faced with the challenge of developing the spiritual values of a student, to enhance the Humanities content of education, to better realize the educational potential of a discipline applied to the student's personality.

There are a number of aspects in training speech etiquette as a component of the country culture including the cognitive aspect dealing with motivation, a developing aspect, facilitating the mastery, an educational one promoting both, etc. We know that foreign language culture, serves as the content of education and a means to achieve the goal of education, e.g. to develop a highly moral and ethical person through dialogue of cultures. The success of mastering etiquette phrases depends on the students' ability to apply a variety of them in speech.

Keywords – speech etiquette, speech communication, extra linguistic, language standards.

Introduction

The etiquette speech patterns are closely linked with ethnic culture of the country, so in different languages speech etiquette can be considered from the point of view of linguistic norms. Among the three investigated languages, the most similar are the speech etiquette phrases of apology.

The most significant differences are in formulas of speech etiquette in the lexical, phraseological and grammar levels, thus when learning a second language it is necessary to consider not only its grammar structure, but the features of national perception of the learner's world. The problem of successful verbal communication in a new communicative-speech situation is considered to be one of the urgent issues of linguistics, due to the globalization of the world information environment and expansion of international contacts.

Speech communication, including speech etiquette perceives all types of institutional and everyday communication because of its thematic unlimited, genre originality rapid response to changing world to capture everything new, even the slightest one; it is considered to be the most "globalized" and relevant, i.e. reflecting the most recent trends and phenomena of social reality [2].

We believe that the coverage of the speech etiquette issue in mass media is due to its significant role and dynamic processes caused by globalization. As the head of the state N. Nazarbayev said at the "NurOtan" XV Congress, "We should develop not only our language, our culture, we need to keep up with the times. The knowledge of three languages, education, teaching youth, I think is the right thing, for it is the imperative of our time" [3]. According to N. Nazarbayev, the geographical location of Kazakhstan, its further development require that our people speak three languages. Annually 80% of the 11 million of world published books are in English, and in order not to lag behind, we must know English. The President also noted that we must maintain the Russian language as one of six world languages[3].

As we see it, first of all people should learn speech etiquette in Kazakh, Russian and English languages. As you know, the speech etiquette is an important value that has evolved with the evolution of man, with success and achievements as the results of innovative development. Without the development of various forms of speech etiquette it is impossible fully operational in the lives of individuals, in different forms of social environment and social change. All problems between people are solved through negotiation, are directly linked to the formulas of speech etiquette. Speech acts is impossible without communication between the individual and the individual, mutual understanding between a man and society, cognition and culture. Language proficiency is seen as the main means of linguistic communication, as a result of the demand of speech experience. In all societies, all their members should treat speech etiquette as an integral part of life.

Main part

Mastering any foreign language involves communication and immersion into verbal environment. Any communication process begins with the speech contact, greetings.

The patterns of speech etiquette are closely connected with the ethnic culture of the people, so there are significant differences in formulas of greeting, farewell, requests, gratitude, etc. in different languages.

Speech etiquette can be defined as a system of national specific requirements to the form, content, procedure, character and situational appropriateness of utterances adopted in a culture [4, 1]. Speech etiquette according to N. I. Formanovskaya gives the following definition: "Speech etiquette refers to the rules for verbal behavior, the system of specific national set phrases for communication, adopted and prescribed by the society to establish contact with the interlocutors, maintaining and breaking contact according to the chosen mode"[5, 3]. Speech etiquette, in particular, includes the words and phrases for farewells, requests, apologies, for various situations, forms of address, intonation features, characteristic of polite speech, etc. The study of speech etiquette, occupies a special position joined in linguistics, theory and history of culture, Ethnography, area studies, psychology and other Humanities.

If we consider the etiquette of speech from the linguistic point of view, the elements of the system of speech etiquette can be implemented on different linguistic levels:lexical, idiomatic, grammatical, stylistic, intonational, orthoepic, organizational and communication, etc. The specific feature of speech etiquette is in its ability to characterize both a daily language practice and a language norm [6, 5].

On the other hand, speech etiquette can be considered from the point of view of language standards. So, the proper, normalized speech includes certain notions of the standards in speech etiquette. For example, every native speaker is aware of apologies for being awkward; however, some of them are standard ("*Извините меня*, *Прошу прощения"*) while others are not recommended by norms, e.g. "*Извиняюсь"*. The use or misuse of units of speech etiquette can also be the subject of *normalization*, for example: apology phrase is appropriate if a speaker disturbs his companion too often he should not apologize each time, as his interviewee can feel uncomfortable, etc. In addition, violation of the norms of the literary language, especially if it looks like negligence, can be considered as a violation of speech etiquette.

Thus, the requirements of speech etiquette are an integral part of an active and passive language practice of a native speaker; on the other hand, these requirements are associated with a certain level of speech competence. For example, every native speaker since childhood is taught to greet people on meeting.

It is impossible to speak about the high level of language proficiency, if it does not include knowledge of the rules of verbal communication and the ability to apply these rules in practice. It is especially important to be aware of the differences in national speech patterns. For example, each language has its own system of addressing people which has been formed for centuries. If translated literally, the meaning of these references is sometimes distorted; so, “Dear” in English is used in formal references, whereas the corresponding Russian word “Дорогой” is used generally in less formal situations. Also in some foreign languages the question “How are you?” should be answered: “Fine”. The answer “poor” or “not very well” is not appropriate: the person does not need to clarify his problems. Russian language speakers answer the same question in a neutral way, rather with a negative connotation: “ничего; помаленьку”. It is known that differences in speech etiquettes and in the rules of speech behavior are the competence of a special discipline, culture-oriented linguistics.

All three investigated languages have in their vocabulary a great variety of greetings phrases for different speech situations.

Special attention should be paid to the fact that the Russian language is characterized by the greeting “Hello”, which means “be healthy” in the Kazakh language for the end of conversation, to say goodbye. (Goodbye/Sau boliniz ,literally: be healthy/ До свидания).

The greeting phrases in Kazakh and English languages do not mean wish of health, as in Russian, these are the question phrases: Salemetsin be?! (literally: Are you healthy?) /How do you do? (literally: How are you?).

Thus, in the view of the above, the ethno-linguistic differences between the three languages are emphasized. It is important to pay attention to the nature of these differences: the Russians at the meeting, express wishes of good health, and the Kazakhs first ask about state of health, and wish health at parting. So we can conclude that a speech act of farewell in Kazakh culture is more prominent than in than Russian. Russian farewell phrase is to indicate at the next meeting: “до свидания, до встречи, до завтра” or expressing formal apology for possible offence, if you say good-bye for a long period of time: “Прощай, Прощайте”; compare with Kazakh: Saubolynyz (literally: be healthy), Kuriskinshe, Kun Zhaksy (literally: see you, have a good day). The word “Hosh”, meaning “See you!” is not typical in Kazakh, since that word cannot convey attention to the interlocutor [9, 87].

There is also a specific formula of greeting in the Kazakh language used by men only: “Assalaum ahalaikum” and the response to it “Wahalaikum assalam”. Women mustn’t use greeting women. This is due to the etymology of this phrase: it is of Arabic origin and is associated with Muslim religious beliefs. In the Muslim world, men have more rights than women, which is reflected in the traditions and rituals of the Islamic peoples.

Also it is common that Kazakhs ask about the farming affairs when they meet. The origin of this speech etiquette phrase is connected with the nomadic Kazakhs, when the life of a nomad completely depended on his household, his cattle. And the state of household indicated his success in business. Only after that you could ask about the health of the man himself and members of his family.

It is important to remember that the Kazakh language emphasizes respect for elders, so the younger should greet the elder people first [10, 97].

However, while addressing a respected old person, the so-called “aksakal”, one must wait for his attention, but not to be the first.

When meeting each other for the first time, an Englishman asks a question, not specifically about health, but about the situation in general:”How do you do”. Therefore, the state of health isn’t the most important indicator of a state of affairs in English culture. Other phrases of greeting between

close or socially equal people, such as “Hello/ hi” also do not contain wishes for good health (compare with “Привет” in Russian).

While making farewells an Englishman is neutral to the interlocutor: the most common form of farewell “Good-bye” does not contain the intention for a quick meeting or wishes for health. This phrase has a formal nature.

Among the three investigated languages, the most similar are the phrases of apology of speech etiquette. That can be explained by their later origin, as compared with greetings and farewells. They preserved their lexical meaning which expresses a confession of guilt and/or request for forgiveness. Usually these formulas are followed by specifying for what exactly should be forgiving (I beg you pardon/ Извините/ Кешіріңіз/I'm sorry).

Conclusion

There is a contraposition of English, Russian and Kazakh languages in the category of the presence or absence of plurals when referring to one person. The English consider the use of adequate formal Missies, Mister with the name of the person. In Russian and Kazakh ethnic traditions, it is common to emphasize respect for the plural instead of singular forms when addressing to one person. Thus, the role of the person for applying is of great importance. The official style has a mandatory provision to address “You” to one person.

The most significant are the differences in formulas of speech etiquette in Russian, Kazakh and English languages on the lexical-phraseological and grammatical levels. This is due to the fact that national specific features of speech root in these levels. Vocabulary reflects parts of the world, and grammar reflects features of the worldview of a nation. That is why when learning a second language it is necessary to consider not only its grammatical structure, but also the peculiarities of national world perception, which are incorporated in the subconscious mind and are reflected in the set expressions including the formulas of speech etiquette.

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TILDERDI OKITUDAGI OZINDIK ZHUMISTARIN UYIMDASTIRU BARISINDAGI KREATIVTILIKTI DAMITU
[ABOUT CREATIVITY IN TEACHING LANGUAGES FOR ORGANIZING STUDENTS' UNSUPERVISED WORK]

(Yerezhepova S.K., Yesimzhanova G.T.)

D. Serikbayev East Kazakhstan state technical university,
Republic of Kazakhstan

Abstract

Purpose – the study aims to determine means and techniques of realizing creativity on the basis of its concept in the course of teaching languages. Unsupervised work is known to be in the limelight of language experts, teachers and teaching methods specialists. It is the unsupervised work that develops students' thinking and creativity, the ability to figure out a solution to a problem as well as the ability to apply their knowledge in a completely new situation. In the course of unsupervised activity a student demonstrates his/her personality and personal interests, activity, initiative and creative approach. The unsupervised work is an important factor in the system of a competent specialist training as it comprises a necessary condition for forming training needs in self-organization, solving professional problems creatively.

Methodology – The study is based on the works of such scholars as V.K.Buryak, E.Y.Golant, B.P.Esipov, R.G.Lemberg, R.M.Mikhelson, I.I.Podkasisty, E.S.Sablik, M.N.Skatkin and others. The study is grounded on the principles of determinism, activity approach, and the conceptual provisions of the theory of creativity.

Originality/value – The aspects of creativity and its content have been revealed in unsupervised work in teaching languages; the implementation of a creativity function in self-study students work scheduling has been presented. **Findings –**The findings of the study can be applied by teachers of languages. Materials of the work can be used in scheduling and for students' independent work.

Keywords – creativity, unsupervised work, methods and techniques, interactive technique, creative work.

Кіріспе.

Жұмыстың маңызы. Жұмыстың маңыздылығы. Мәселенің өзектілігі.

Қазіргі кезде бүкіл дүние жүзілік білім әлеміне кіру мақсатында Қазақстанда білімнің жаңа жүйесі құрылуда. Бұл үрдіс педагогика теориясы мен оқу-тәрбие үрдісіне нақты өзгерістер енгізумен қатар жүргізіледі. Елімізде болып жатқан түрлі бағыттағы өзгерістер білім беру саласына жаңаша қарауда: мұғалімнің, оқытушының оқу–тәрбие үрдісін жаңаша тұрғыда ұйымдастыруды, білім алушылардан танымдық, шығармашылық потенциялдық дамытуды талап етеді. Мемлекетіміздің білім беру жүйесінде жаңа бағыт, жаңа мазмұн жүріп жатыр.

Заманауи талабына сай білім берудің негізгі сатысында тілдер оқытудың мақсаты – тілінің қоғамдық-әлеуметтік мәнін түсінген, тілдің қызметін жүйелі меңгерген, коммуникативтік құзыреттілігі, қарым-қатынас жасау біліктілігі дамыған дара тұлға даярлауға мүмкіндік туғызу болып табылады. Бұл кез келген грамматикалық ереже тек білім қоры қалпында қалмай, білім алушының өмірлік танымының, айналамен тіл табысуының басты базасына айналуы қажет екендігін көрсетеді. Тіл арқылы оқушылардың, студенттердің логикалық ой жүйесін дамытудың жолдарын белгілеудің маңызын айқындайды. Осыған орай, барлық ғылым саласында қарқынды ғылыми-техникалық процесстің дамуы кезінде оқыту үрдісінде білім алушылардың өзіндік оқу жұмыстарын оңтайлы ұйымдастырудың тиімді әдістері мен тәсілдерін, оқыту түрлерін, нысандарын іздестіру өзекті сипатқа ие [1].

Кез келген тілді оқыту түйсік, сезім, ойлау, зейін, қабылдау сияқты психикалық процестерге тікелей байланысты. Ал оқушының, студенттің өзіндік жұмысы – бұл тапсырмаларды өзінше, креативті орындауға, танымдық әрекеттерге қызғушылығының қалыптасуына және нақты бір ғылым саласында білім жинақтауына бағытталған білім алушының оқу әрекетінің ерекше түрі болғандықтан, аталған психикалық процесстерді ерекше назарда ұстауымыз қажет. Өзіндік жұмыстар оқушылардың, студенттердің өз күштеріне сенімділігін және жауапкершілігін арттырып, өзіндік баға беру қабілетін қалыптастырады. Өзіндік жұмыстар білім алушының өздігінен ойлау қабілетін кеңейтіп, ізденісін сонымен қатар, білім беру ісінің сапасын арттыруда да мәні зор.

Өзіндік жұмысты ұйымдастыру мәселесіне көптеген зерттеулер арналған. Олар педагогикалық әдебиеттерде алғаш өзіндік жұмыс мәселелерін В.К. Буряк, Е.Я. Голант, Б.П. Есипов, Р.Г. Лемберг, Р.М. Микельсон, И.И. Пидкасистый, Е.С. Саблик, М.Н. Скаткин еңбектерінде зерттелініп, оқу үрдісінде білім алушылардың өзіндік жұмысын жүйелі түрде қолдану негіздері қарастырылды. Оқушылардың, студенттердің өзіндік жұмысын ұйымдастырудың мәнін дидактикалық тұрғыда қарастырғандар: А.Е. Абылқасымова, Н.А. Адельбаева, С.И. Архангельский, М.В. Буланова-Топоркова, М.Г. Гарунов, И.И. Кобыляцкий, Р.Н. Низамов еңбектері арналған.

Өз бетімен жұмыстың мағынасы оқушының, студенттің өзіндік ізденісіне, әрбір өтілген тақырыпты шығармашылықпен меңгеруіне, оның білімін көтеруге жол ашады.

Зерттеудің негізгі бөлімі.

Зерттеудің негізгі ережелері, зерттеу көрсеткіштері.

Қазіргі білім беру стратегиясы барлық білім алушыларға өз таланттарын және шығармашылық талаптарын, жеке жоспарларын іске асыруларына мүмкіндік жасауда. Бұл позициялар отандық білім беру мекемелердің гуманистік даму тенденциясына сәйкес келеді. Білім алушылардың жеке мүмкіндіктерімен оқытушылар хабардар болып, оларды үздіксіз дамытып арттырулары қажет. Ұжымдық немесе жеке оқу түрі болсын бүгінгі таңда білім беру орындарында оқушылардың, студенттердің шығармашылық әрекеттерімен байланысты ойлау қабілеттерін дамыту өзекті мәселе. Біздің ойымызша, шығармашылық – дамудың көрсеткіші креативтілік болып табылады. Оқушылардың, студенттердің креативтілік белсенділігін қалыптастыруда оқу материалдарының маңыздылығы дәрежесіне қарай оның құндылығын анықтап, сабақ беру мен оқу үрдісін ұйымдастыра білудің маңызы зор.

Тіл үйрету үрдісінің мақсатын жүзеге асыруға көмектесетін, адамды креативтілік, ізденіс әрекетке бағыттайтын, қажетін өтеуге талпындыратын маңызды факторлардың бірі – мотивация. Мотивация – бұл жеке тұлғаны немесе топты ішкі немесе сыртқы әсерлер ықпалнан өз қажеттіліктерін қанағаттандыру және ұйымның мақсатына жету процессі. Бұл міндеттерді шешу үшін мотивацияның әртүрлі әдістері қолданылады.

Оқыту процессі екі жақты процесс болғандықтан, тек мұғалім, оқытушы өзінің іс-әрекетінің дұрыс болуына қанағаттанып қоймай, оқушылардың және студенттердің де танымдық әрекеті мен белсендігін дамытуға ерекше көңіл аударуы тиіс. Мұның өзі оқыту ісі мен студенттің болашақ маман болып дамуы мен қалыптасуына әсері туралы өте күрделі психологиялық және педагогикалық мәселе қазір де маңызы аса зор.

Жоғарыда айтылғанды ескере отырып, оқытудың тиімділігін арттыру мақсатында жаңа білім парадигмасына сүйене отырып, біз оқыту технологияларын тиімді жақтарын таңдап алуымыз қажет және оқыту – тәрбие үрдісінде озық технологияларды белсенділікпен енгізілуі керек. Зерттеуші ғалымдар оқудағы креативтілік белсенділікті қалыптастыру мәселелерін тәжірибеде шешудің түрлі жолдарын бөліп көрсеткен.

Өзіндік жұмысты креативтілікті белсендіру мақсатында келесі қызығушылықты ояту стратегияларды, мысалы, болжау кестесі, тірек сөздер, венн диограммасы, миға шабуыл, топтастыру т.б. қолдануға болады. Аталған шараларды алғашқы кездерде барлық сынып не болмаса топ ұжымымен өткізуге болады. Мағынаны тану кезеңінде пікір-талас, бағытталған

оқу, insert, түртіп алу, кубизм сияқты әдіс-тәсілдерді пайдалануға болады. Ой толғаныс кезеңінде эссе, топтастыру, бес жолды өлеңдерді кірістіреміз. Миға шабуыл стратегиясының өзіндік ережесін сақтап, дұрыс пайдаланса оқушының, студенттің шығармашылық ойлау қабілетін жақсы дамытады. RWCT бағдарламасындағы (болжау, кубизм, пікірталас т.б. стратегиялар) оқушыларды, студенттерді ойлаудың жоғары деңгейіне көтереді [3]. Ең бастысы шыңға шығуға талпыну бірте-бірте білім алушының қажеттілігіне айналады. Ол ешкімнің жетектеуінсіз танымдық тапсырыстар жасауға үйренеді. Оқушылар оқу үдерісіне белсенді қатысқанда тиімділікпен оқиды. Зерттеушілер оқитын пәніне қарамастан, басқа оқу нысанында ұсынылған сол ақпараттан гөрі, шағын топтарда жұмыс істейтін білім алушылар, әдетте, оқытылатын нәрсе туралы көбірек біліп, соның нәтижесінде алған білімін ұзақ сақтайтындығын дәлелдеп отыр [4]. Ж. Пиаже бұл туралы былай жазады:

Адамның ақылы өзін таниды, яғни психологиялық тілмен айтқанда, басқа заттармен немесе басқа ақылдар мен қатынаста ғана болады» [5].

Бірлескен жұмыс барысында шағын топ мүшелерінің барлығы да өзара қарым-қатынасқа егізделген әрекеттерді атқарады. Жаңа әдіс-тәсілдерді сабақта қолдану тиімді болуы үшін, алдымен сабақ барысында проблемаларды анықтап алу қажет. Кейін сол проблемаларды шешуде оқыту мен оқуда жаңа әдіс-тәсілдерді таңдап қолдану қажет. Оқушылардың, студенттердің креативтилігін дамытуда интерактивтік әдістер де қолдану керек. Интерактивті оқытудың оқытушы мен студенттердің өзара әрекеттесуі арқылы жүзеге асатындығын біз білеміз. Сабақтағы интерактивтік әрекет өзара түсіністікке, өзара әрекетке, қатысушының әрқайсысына қажет мәселені бірлесіп шешуге алып келетін - ұйымдастыру және сұхбаттасып қарым-қатынас жасауды дамытуды ұсынады. Интерактив бір көзқарастың немесе бір ғана сөйлеуішінің басым болуы жағдайын болдырмайды. Сұхбаттасып оқыту барысында білім алушылар сыни ойлауды, тиісті ақпарат пен белгілі жағдайды талдау негізінде күрделі мәселелерді шешуді, балама көзқарастарды салыстыруды, дұрыс шешімдер қабылдауды, дискуссияға қатысуды, басқа адамдармен тиімді қарым-қатынас жасауды үйренеді. Ол үшін сабақта жекелей, жұптық және топтық жұмыс ұйымдастырылады, зерттеу жұмыстары, рөлдік ойындар қолданылады, құжаттармен және түрлі ақпарат көздерімен жұмыс жасайды, шығармашылық жұмыстар пайдаланылады. Біздің ойымызша, интерактивті оқыту білім алушының мотивациясын арттырады, терең ойлауға үйретеді, серіктестік қарым-қатынасқа үйретеді, төзімділікке, тілектестікке, әдептілікке баулиды. Ал оқушы, студенттер үшін - өз ұстанымын дәлелдеуге үйретеді; топтың бірлігін қалыптастырады; тартысты жағдайларды шешуге және ымыраға келуге үйретеді; өмірлік құндылықтарды қалыптастырады. Жаңа технологияларды сабақта қолдану тіл үйренушінің танымдық қызметін қалыптастырады, белгілі бір мәселелерді шешуде өз бетінше әрекет жасауына ықпал етеді. Ең басты мақсат - тілді үйрену, меңгеру дағдысын қалыптастыру. Әдістемелік және ғылыми материалдарды зерделей келе, сабақтарда түрлі әдіс-тәсілдерді қолдана отыра, ақпараттық-комуникациялық технологияларды пайдалану білім берудегі ең маңызды әдістерінің бірі болып табылатына көз жетеді. Осы технологиялар арқылы оқушылар, студенттер сабақтарда сын тұрғысынан ойлау қабілеттерін дамыта отырып, тұжырымдау, пайымдау, дәлелдеу, салыстыру дағдыларын алады.

Алынған нәтижелер (қорытындылар).

Қорытынды, зерттеу нәтижелері, практикалық ұсыныстар мен ұсынымдар.

Қай әдісті қолдану түрлі себептерге: сабақтың мақсатына, қатысушылар мен мұғалімнің тәжірибесіне, олардың талғамына байланысты. Көптеген әдістердің атауының шартты түрде екендігін де айта кеткен жөн. Бір ғана атау бірнеше мазмұнды белгілеу үшін жиі қолданылса, керісінше бір ғана әдіс түрлі атаулармен кездеседі[6]. Интерактивті оқыту технологиясының моделі: проблемалық шығарма әдістері, презентация, пікірталас, топпен жұмыс, миға шабуыл әдісі, сыни тұрғысынан ойлау әдісі, викториналар, мини зеттеулер, іскерлік ойындар, рөлдік

ойындар, тренинг т.б. Инновациялық технологиялар оқытудың интерактивті әдістерін ұтымды қолданумен байланысты.

Қазіргі кезде сабаққа қойылатын талаптар өзгерді. Сабақ бұрынғы өз функцияларын өзгертті, бұрын тек қана ақпарат беретін болған болса, қазіргі кезде ол сол ақпаратты рационал алатынды үйрететін болу қажет. Тәуелсіз мемлекетімізге еңбекқор, кәсібін терең түсінетін, өзінің білімі мен іскерлігін жан-жақты қолдана білетін мамандар қажет. Қазіргі Қазақстан білім беру жүйесі жаңа өзгерістерді әлемдік білім беру тәжірибелерін пайдалана отырып, баланың жеке дара күшінің дамуын қамтамасыз етеді. Жаңа педагогикалық іздену және оларды қолдануға бағытталған жеке тұлғаның қалыптасу деңгейінің сапасына, үнемі өсіп отыруына сәйкес, педагогикалық құралдарды да тұрақты жаңарту қажет деп есептейді. Бүгіндері мұндай жаңарту педагогикалық ғылым мен мектеп тәжірибесінің үздіксіз сабақтастығы арқылы көрінуге тиіс. Мұнда педагогикалық технологиялар көмегімен күнделікті оқытуда педагогикалық жағдайларды оқу – тәрбиені үздіксіз алдын – ала жобалау жолына ауыстыру, оларды күнделікті сабақта қолдану көзделеді.

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OKYTU YRDISIN ZHETILDIRUDEGI TOPTYK ZHUMYS TURLERIN UIYMDASTYRUDYN MANYSY
[GROUP WORK AS MEANS FOR ACTIVATION OF STUDY PROCESS]

(Zhaxylykova B.S., Baibatanova F.I.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose - to find out the dependence of students' cognitive activity results on the choice of work form at the classes; to distinguish advantages and disadvantages of group work in organization of class work; to provide activity during study process, to achieve high level of material digestion.

Methodology – Methodological base of the experience is made up of ideas of D.B.Elkonin, N.M. Shchurkova, professor N.Z. Kurmanova.

Originality/value – methods of group work enable to build up the education process on brand new level that meets all requirements of modern society.

Findings – Efficiency of this technique is proved by the results of study process, as well as by individual achievements of students in different intellectual competitions and creative contests. Due to the technology of group work lack of communication problem is solved; monologue and dialogue speaking skills are formed, also students learn to set questions and answer them, to participate in conversations and dialogues (to understand the other people's opinion and to accept the right on different opinion); to improve the skills of speech culture from the standpoint of norms and accuracy, to use different sources of information for solution of communicative tasks.

Keywords - team work, achievement of success, positive interdependence, personal interaction, cooperative solution of tasks, search for ideas and plots, distribution of duties, individual responsibility, personal contribution, team result, communication skills, joint assessment of the work procedure, summarizing.

Кіріспе

Топтық жұмыстың тиімділігін анықтамас бұрын, алдымен «топ» сөзіне психологиялық тұрғыдан анықтама бергенді жөн көрдік. Топ – жалпы белгілердің негізін (мақсат, іс-әрекет түрі, әлеуметтік деңгей, жас ерекшелігі, адамдар саны және т.с.с.) құрастырған адамдардың әлеуметтік жиынтығы. Топ – жалпы белгілердің негізін (мақсат, іс-әрекет түрі, әлеуметтік деңгей, жас ерекшелігі, адамдар саны және т.с.с.) құрастырған адамдардың әлеуметтік жиынтығы [1]. Топ – әлеуметтік тұтастықтан белгілі бір нышандары негізінде бөлінетін адамдардың шектеулі шамадағы қауымдастығы; бұл нышандар атқаратын қызметтерінің сипаты, әлеуметтік не таптық қатыстылығы, даму деңгейі және т.б. болуы мүмкін. Топты адамдардың санына байланысты саралау: үлкен, шағын, кіші топтардеп бөлу кең тараған. Топтардың шамасы, құрылымы мен құрамы өздері сол үшін топтасқан іс-әрекеттің мақсаттары мен міндеттеріне қарай анықталады.

Топ мүшелерінің бірлескен қызметінің мазмұны топ ішіндегі динамиканың барлық үрдістеріне себепкер болады, бұлар: тұлғааралық қатынастардың дамуы, серіктестердің бір-бірін қабылдауы, топтық нормалар мен құндылықтардың, ынтымақтастық және өзара жауаптылық нысандарының қалыптасуы. Өз кезегінде топта қалыптасқан қатынастар топтық іс-әрекеттердің нәтижелілігіне әсер етеді. Топтар, әдетте, әлеуметтік-психологиялық зерттеулердің объектісі болады. Бұл орайда, топ ішінде дамитын үрдістерде, сондай-ақ іс-әрекеттің тұтас субъектісі ретінде басқа топтармен өзара әрекеттестік үрдісінде әлеуметтік

қатынастар жүйесіне қамтылған топтың өзі де зерттеледі [1]. Осы топтың ішінде біздің зерттеу обьектіміз – іс-әрекеттің түріне қарай ойын, оқу, еңбек топтары.

Негізгі бөлім

«Топтық жұмыс» термині барлық ұстаздарға таныс болғанымен, біз практикада көптеген қиындықтарға тап боламыз және оларды бізге шешу қажет. Осы орайда, мынадай сұрақтар туындайды:

- Топтарда жұмыс не үшін қажет?
- «Ынтымақтастық» және «бірлескен оқу» дегеніміз не?
- Топтарда қалай жұмыс істеуге болады?
- Топты ұйымдастыру ережелері
- Топтардың түрлері мен көлемі. Топ мүшелерінің саны қанша болуы керек?
- Мұғалімдердің рөлі

Топтар түрлі тәсілдермен құрылады:

а) Кездейсоқ іріктеліп алынған топтар.

ә) Жекелеген мүшелердің нақты мықты қасиеттеріне қарай құрылатын топтар.

Топтық жұмысты бастамас бұрын топтың көлемін (шағын топ, жұптар, үлкен топ) анықтап аламыз.

1) Шағын топ: 4-6 оқушыдан тұратын топ.

Мұндай топтарда жұмыстың көптеген түрлерін жүзеге асыруға мүмкіндік туады. Сабақта аса белсенділік таныта қоймайтын оқушылардың өз ойын айтып, ортақ мәселені шешуге араласа бастайтындығы байқалады.

2) Үлкен топ: 7-8 оқушыдан тұратын топ.

- Ортақ мәселені талқылау барысында әртүрлі көзқарастарды қарастырып, тыңдау мақсатында тиімді.
- Топ мүшелері артқан сайын ұйымдастыру, жоспарлау мен арадағы қарым-қатынас жасау, қатысушылардың білімін анықтау қиындайды.

Жұптық жұмыс: тапсырмаларды бірлесе орындап, шешім қабылдауда, мәселелерді бірлесе шешуде, бірін-бірі оқыту үшін тиімді. Жоғарыдағы айтылған тұжырымдамаларды ескере отырып, шағын топпен жұмыс істеуді таңдадық.

Бірлескен оқу дегеніміз не? Бірлескен оқу өзара іс-әрекет жасау философиясы, ал бірлескен жұмыс соңғы нәтижеге немесе мақсатқа жетуге бағытталған өзара әрекеттің құрылымы болып табылады [1]. Топтарға біріктіріп жұмыс жүргізу топ мүшелерінің ерекше байқала бермейтін қабілетін, басқа оқушылармен өзара қарым-қатынас жасау белсенділігін, белгілі бір ереже шеңберінде әрекет жасау, өзгенің пікіріне баға беруге, өз әрекетіне баға беруге, бір сөзбен айтқанда оқушының жан-жақты әрекетін дамыту механизмі деуге болады. Бірлескен оқу – бұл оқыту мен оқу тәсілі, аталған тәсіл проблемаларды шешу, тапсырмаларды орындау немесе әлдебір өнім жасау үшін оқушылар тобының бірлесіп жұмыс істеуін білдіреді. Бірлескен оқу оқуды табиғи әлеуметтік әрекет ретінде қабылдауға негізделген, оған қатысушылар бір-бірімен әңгімелеседі және осы әңгімелесу арқылы білім алады.

Әрбір студент оқу үрдісіне белсенді қатысқан жағдайда, оның логикалық ойлауы, сөйлеу тілі, өз әрекетін жоспарлай алуы, айналасындағы оқушылармен өзара тиімді қарым-қатынасқа түсуі, өзгенің пікірін тыңдай білу, оқушы бойындағы сенімділік, ой-пікірін ашық білдіру қабілеттері дамитыны сөзсіз. Аталған әрекеттерді оқушы бойында дамыту үшін сабақ беретін топтарда топтық жұмыс түрін қолдану бірінші кезекте маңызды деп шештім. Әрбір студенттің топта бірлесіп жұмыс жасай алуы, топ мүшелерінің қызметтерін өзара іштей бөлісуге жаттықтыру бүгінгі күнгі сабақ өту тәсілін заман талабына сай өзгертудің алғашқы баспалдағы болмақ.

Зерттеу әрекетімді жүргізу үшін сабақ беретін топтарымның ішінен «BP-1» тобын таңдадым. Топтағы оқушылардың білім деңгейлері, өзіндік қабылдаулары, топ мінездемесі әртүрлі болғанымен жас шамалары ұқсас болғандықтан мені ізденіске жетелеп, қызығушылығымды туындатты. Сабағыма топтық жұмыс тәсілін қолдануда сауалнама нәтижесі , әріптестер мен куратормен пікірлесе отырып зерттеу нысаны ретінде білімді қабылдау деңгейлеріне қарай А-студент, В-студент, С-студентті анықтадым.

А-студент өз әрекетіне сенімді, кез келген жағдайда алдыңғы қатардан көрінуді көздейді, бойында білімі, өзіндік сенімділігі болғанымен айналасындағы оқушыларға үнемі көмек көрсете бермейді, мінезінде шыдамсыздық басым. Бұл оқушының бойындағы үстемділік қасиетін басу үшін айналасындағы құрбыларына көмек көрсете білуге, шыдамсыздық қасиетін сабырмен тыңдауға жеткізу үшін топтық ережені үнемі есіне саламын, көшбасшылық қабілетін топтық жұмыс барысында тапсырманы орындауда қолдануға бағыттаймын.

В-студент тапсырма жеңіл түрде болса сенімді белсенділік танытады, күрделене түскенде мұғалімге сұраулар қойып, кей жағдайда алаңдаушылықтан жұмысты орындаудан қашқақтайды, түсінбеген кейіп көрсетеді. Ортада өзін салмақты ұстайды.Күрделі тапсырмаларды орындауда жақсы нәтижеге қол жеткізу,бойындағы сенімділігін жетілдіру, салмақты мінезін маңызды мәселелерді шешуде құнды ойларын шығара білу қасиеттерін дамытуға қол жеткізгім келеді.

С-студенттің бойында ұяңдығы басым, әрекетіне сенімсіз, жауап бергенде қорқыныш сезімі байқалады, пікір еркіндігі нашар деңгейде, яғни кей жағдайларда білгенін шатастырып айтып тұрады. Бұл студенттің бойында өзіне деген сенімділікті жетілдіруге, пікірін еркін айтуда қорқыныш сезімін жеңе білуге қолдау көрсету қажеттігі туындап отыр.Бірлескен оқу жағдайында оқушылар құрбы-құрдастарымен қарым-қатынас жасауға, идеяларды ұсынуға және қорғауға, әртүрлі ұстанымдармен алмасуға, басқа тұжырымдамаларға күмәнмен қарауға және жұмысқа белсенді қатысуға мүмкіндік алатыны белгілі (Smith and MacGregor, 1992). Мерсер (2005) құрдастар тобындағы өзара қарым-қатынас оқуда маңызды рөл атқаратынын көрсетті. Студенттер жұпта немесе топтарда жұмыс істегенде , олар «оқытушы-студент» сұхбаты түріндегі өзара іс-қимылға қарағанда мейлінше «симметриялы» болып табылатын өзара іс-қимылға тартылады, осылайша негізделген дәлелдерді келтіріп, қадағаланатын оқиғаларды сипаттауда түрлі мүмкіндіктерге ие болады [2].

Қорытынды

Әлемдік деңгейдегі білім берудің қазіргі парадигмасы оқытудың нәтижеге бағдарлануы, оқушының жеке тұлғасына бағытталуы, ал оқыту әдістерін тұлғааралық қарым-қатынастарға бейімдеу болып отыр. Демек, студент білімді дайын күйінде оқытушы түсіндірмесінен алмай, өзінің өмірлік тәжірибесіне сүйену арқылы танымдық «жаңалық» ашуы, шығармашылық тапсырмаларды орындау негізінде әр түрлі өнімдер жасауы тиіс. Нәтижесінде оның дүниетанымы кеңейіп, өзіндік пікірі мен көзқарасы қалыптасуы керек. Топтық жұмыс мынадай жетістіктерге жеткізетініне көзіміз анық жетті:

- Топтық, жұптық жұмысты пайдалану сабақтың нақты мәнін терең ашуға көмектеседі.
- Студенттердің барлығын сабаққа қатыстыруға мүмкіндік туады.
- Олардың әрқайсысының деңгейі анықталады.
- Студенттердің көбін бағалауға мүмкіндік туады.
- Студенттерді ізденіске баулып, жұппен, топпен жұмыс істеуге үйретеді.
- Студенттердің қабілеттері, сөз саптау еркіндігі, ұйымшылдығы, шығармашылық белсенділігі артады.
- Жеке тұлғалық сипатын дамытуға, шығармашылығын шыңдауда, өзіне деген сенімін қалыптастырады.

Оқушыларды топқа бөлгеннен кейін топтың жекелеген мүшелері бір-бірін құрметтей отырып жұмыстанатын дәрежеге жеткізу керек, яғни жұмыстың алғы шарттарының бірі топ

мүшелерінің ынтымақтастығы арқылы күтілетін нәтижеге жетуге негізделген. Мұғалім топтарға арналған ережелерді әзірлей отырып немесе топ мүшелерінің жеке ережелерін келісуі арқылы топтық жұмысқа бейімдейді. Қандай топтық жұмыс болмасын сол топты құрайтын нақты адамдарға арналған ереже құрылғаны маңызды. Ережелерде адалдық мәдениетін күшейту, ұжымдық жауапкершілік белгілеу, тыңдау машықтары тәжірибесін дамыту, топ міндеттері мерзімін сақтау, шығармашылық пен стандартты емес, идеяларды бағалау, қайырымдылық ескерілу керек. Топтық ережені күн тәртібінде бақылауда ұстау арқылы топтық жұмыстың өнімді болуына қол жеткіземіз. «Топ мүшелеріне адамдармен жұмыс істеу үшін оларды жақсы көру міндетті емес екенін ескертіледі. Кәсіби өмірде сияқты топтық жұмыста адамдар топ құрамында жұмыс істейді, жеке дау-дамайларды барлық топтың алға жылжуына кедергі жасамайтындай етіп шешу керек. Сонымен қатар, топтық жұмысты ұйымдастырушы ұстаз «Топ ережелерін қабылдаған әрбір адамды бұл топтан тыс жеке блок құрудан сақтап, алға қарай апарады. Адамдар бастапқыдан-ақ айтылған пікірлермен келіспеген жағдайда да әрбір дауыс естілуге құқылы. Топтың әрбір қатысушысы өз көзқарасын, пікірін білдіруін ынталандыру керек, олар естілмей қалмасын. Топ жұмысына топ мүшелерінің әрқайсысы тең дәрежеде қатысуға тиіс. Бұл олардың әрқайсысы бір нәрсені істеу керек дегенді білдірмейді. Бәрінен де, міндеттер топ мүшелеріне қалай бөлінетіні туралы ақылдасып шешкен дұрыс болады.

Осы тәжірибені іске асырудағы мақсатым:іс-тәжірибемде топтық жұмысты қолдану оқушының сабаққа белсенді қатысуына қаншалықты ықпал ететіндігіне көз жеткізу. Зерттеу әрекетін іске асыруда сабақта топтық жұмысты қолдану арқылы оқушы іс-әрекетіндегі өзгеріс нәтижелерін бақылау. Топтық жұмыс соңында студенттің тақырып бойынша топпен жұмыс жасауға дағдыланғанын, қарым-қатынас және сөйлеу мәдениеті артып сабаққа қатынасу белсенділігі артқанын байқадым.

Оқыту үдерісінің қай кезеңінде топтық жұмысты ұйымдастырған маңызды, ол топтық жұмыс тапсырмасының мақсаты қандай, топпен жүргізілетін жұмыс неге қол жеткізді, олар нені білу керек еді, топтың бір-бірін оқытуы қалай жүргізілгенін оқытушы реттеп отыруға тиісті. Студенттер қандай стратегиялар пайдаланды, қандай дағдыларын қолдана алды, оқушылардың топтық жұмыс жасауына не кедергі болғанын бақылай алуға тиіс. Сонымен қатар, оқытушы өз кезегінде оқушыларға қолдау көрсетіп, сабақ соңында топтағы жұмыс үдерісін және оның нәтижелері туралы ойлануға түртті болу керек. Сауатты ұйымдастырылған топтық жұмыс қана студенттердің бірлескен оқу ортасын құруға мүмкіндік береді. Топтық жұмыстың маңыздылығы да осында.

Әдебиеттер тізімі

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PART 4
CONTENT AND LANGUAGE INTEGRATED LEARNING AT ALL LEVELS OF THE EDUCATION SYSTEM

4-БӨЛІМ
БІЛІМ БЕРУ ЖҮЙЕСІНІҢ БАРЛЫҚ ДЕҢГЕЙІНДЕ АҒЫЛШЫН ТІЛІН ПӘНДІК-ТІЛДІК БІРІКТІРІП ОҚЫТУ

ЧАСТЬ 4
ПРЕДМЕТНО-ЯЗЫКОВОЕ ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ НА ВСЕХ УРОВНЯХ СИСТЕМЫ ОБРАЗОВАНИЯ

THE ESSENCE, CLASSIFICATION AND DIRECTION OF PEDAGOGICAL INNOVATIONS

(Abdrakhmanova D.)

M.Kh.Dulaty Taraz State University,
The Republic of Kazakhstan

Abstract

Purpose - The article describes modernization of education content in Kazakhstan at the present stage of society development mainly connected with innovation processes in the organization of foreign language teaching.

Methodology – Modern pedagogical techniques such as cooperative teaching, project methodology, the use of new information technologies and Internet resources help to realize a student-centered approach in teaching, providing personalization and differentiation teaching based on children's abilities and their level of training.

Originality/value – The main objective of foreign language teaching is the formation and development of student's communicative culture, teaching to the practical mastery of a foreign language. The teacher's task is to create the conditions of practical language learning for each student, to choose such training methods that would allow each student to show their activity, their creativity. The teacher's task is to activate student's cognitive activity in the process of teaching foreign language.

Findings – The priority direction of the modern school development became the humanistic direction of teaching, in which the leading place takes personal potential (the principle). It takes into consideration student's needs and interests, the implementation of differentiated teaching approaches.

Keywords - cooperative teaching, student-centered approach, personalization, differentiation teaching, humanistic teaching

Introduction

Technology is becoming increasingly important in both our personal and professional lives, and students are using technology more and more. Yet teacher training programmes often ignore training in the use of Information and Communications Technology (ICT), and teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology. In the modern life the role of foreign languages is growing.

Knowledge of a foreign language gives the opportunity to join the world culture, to use in their work extensive potential of Internet resources, moreover work with information and communication technologies (ICT) and multimedia teaching aids. In this connection there accurse need to develop a technique of using computer information technologies in teaching foreign languages. New information pedagogical technologies become part of the teaching process.

Computer technology and foreign language lessons - the actual trend in modern methodology, requiring new approaches and innovative solutions.

Modernization of education content in Kazakhstan at the present stage of society development mainly connected with innovation processes in the organization of foreign language teaching. The priority direction of the modern school development became the humanistic direction of teaching, in which the leading place takes personal potential (the principle). It takes into consideration student's needs and interests, the implementation of differentiated teaching approaches [1;3].

Main part

In recent years, increasingly raises question of the new technology application at school. It is not only new facilities but also new forms and methods of teaching, new approach of teaching. The

main objective of foreign language teaching is the formation and development of student's communicative culture, teaching to the practical mastery of a foreign language.

The teacher's task is

- to create the conditions of practical language learning for each student,
- to choose such training methods that would allow each student to show their activity, their creativity
- to activate student's cognitive activity in the process of teaching foreign language.

Modern pedagogical techniques such as cooperative teaching, project methodology, the use of new information technologies and Internet resources help to realize a student-centered approach in teaching, providing personalization and differentiation teaching based on children's abilities and their level of training.

Forms of work with computer teaching programs at foreign language lessons include: learning vocabulary; practicing the pronunciation; training dialogic and monologue speech; teaching writing; practicing grammatical phenomena.

In English lessons via the Internet can be solved a variety of teaching tasks: develop the reading skills, using materials of the global network; improve students' writing skills; to enlarge students' vocabulary; to form students' motivation to learn English.

One of the technologies, which provide a student-centered learning, is a project method a way to develop creativity, cognitive activity and independence. There are many types of the project work. By M.E. Breygina, projects can be divided into:

- monoprojects,
- collective projects,
- orally-speech,
- specific,
- written
- Internet projects.

Although in actual practice we often have to deal with mixed project in which there is evidence of research, creative, practice-oriented and information. Work on the project is a multi-level approach of language learning, covering reading, listening, speaking and grammar [2;45].

Work on the project - a creative process. The student independently or under the teacher's direction is looking for solutions to some problems; this requires not only knowledge of the language but also the possession of large volume subject knowledge, knowledge of creative, communicative and intellectual skills. The foreign language course project method can be used in the framework of the program material on any topic. Work on the project develops the imagination, creative thinking, self-reliance and other personal qualities.

Also to the modern technologies belongs cooperation technology. The basic idea is to create conditions for active joint students' activity in different educational situations. Students are combined into groups of 3-4 people, they are given one task at the same time saying the role of each. Each student is responsible not only for the result of their work, but also for the result of the group. Therefore, the weak students are trying to find out from the strengths that they do not understand, and strong students tend to faint thoroughly understood the task. And this benefits the entire class, because together the gaps are eliminated.

As for the language portfolio, it builds on the correlation of Kazakh requirements for the acquisition of a foreign language with European systems, which, in turn, is the starting point for the creation of a common educational space. The main criterion for assessing the level of language skills in the language technology portfolio is test. The priority of this technology becomes a reorientation of the educational process with the teacher to the student. The student, in turn, bears a conscious responsibility for the results of his cognitive activity. The above technology leads to a gradual development of students' information self-mastery skills. In general, the language portfolio is multifunctional and contributes to the development of multilingualism [3;17].

Finally, the modular training got its name from the term "module," meaning a "functional unit". The essence of modular training is reduced to self-mastery by student's specific skills in teaching and learning activities. Modular training requires a clear structuring of teaching content. It ensures the development of students' motivational sphere, intellect, independence, teamwork, self-management skills of their cognitive activity. The module creates positive motivation to learn, as a rule, due to its entertaining, emotional content, educational search and relying on experience.

Implementation of modular unit elements is carried out within 45 minutes after the preliminary examination or repetition of the base material within the elective course 1 time per week from the 2 nd to 11 th forms as at lessons and extracurricular time.

Implementation of modular unit elements is carried out within 45 minutes after the preliminary examination or repetition of the base material within the elective course 1 time per week from the 2 nd to 11 th forms as at lessons and extracurricular time.

The method of complete physical reaction. This method is based on two main premises. Firstly, the fact that the skills of foreign speech perception must precede the development of all other skills, as it occurs in young children.

Secondly, the language classes are usually limited by the concepts describing the situation "here and now" and easily explainable examples in the target language. Students should never be pushed to the speech until they feel that they are ready for it.

The method is not suitable for teaching reading and writing, as well as the language, in that volume, which is assimilated in teaching this method, and it's not a natural language of everyday communication.

Natural method. The purpose of teaching is students' achievement the average level of foreign language. The teacher never pays student' attention on the error in the speech, as it is believed that this may slow down the development of language skills. Early production period starts from the moment when students' passive dictionary reaches 500 lexical units.

From the points of view of pedagogy, main component of an innovative approach to teaching is the activity approach. The basis of this approach is the idea that the functioning and development of the individual as well as interpersonal relationships mediated by students goals, content and objectives of the social activities.

Active teaching. Based on the fact that the student is increasingly confronted in real life with the necessity of solving problematic situations. This method is aimed at the development, self-organization and self-development. The basic principle is that the student is the creator of his knowledge. Active learning is definitely a priority at the modern stage of foreign language teaching. Effective management of teaching and learning activities is only possible when it is based on students' active mental activity.

Teaching a foreign language at school by using innovative technology involves the number of psychological approaches, such as cognitive, positive, emotional, motivational, optimistic and technological. All of these approaches are addressed to the individual student.

Teaching a foreign language using the Internet. The introduction of information and communication technologies in the teaching process began not so long ago.

However, the rate of its spread incredibly fast. The use of Internet technology in the foreign language classroom is an effective factor for the development of trainees' motivation. In most cases, students like to work with computer. Since classes are held in an informal setting, students are provided the freedom of action, and some of them can "show off" their knowledge in the field of ICT [4;16].

Prospects of using Internet technology today are wide enough. It may be:

- Correspondence with the people of English-speaking countries, through e-mail;
- Participation in international Internet conferences, seminars and other network projects of this kind.

Creating and placing on a network sites and presentations - they can be created together teachers and students. Furthermore, presentations can be exchanged between teachers from different countries.

Conclusion

As shows the educational experience, work on the creation of Internet resources is interesting for students with its novelty, relevance, creativity. Organization of students' informative activity in small groups makes possible to show each students' activity.

However, it should be noted that information technology, Internet technology - is not a panacea in the way of increasing students' motivation and self-sufficiency in the process of foreign language learning and in the cognitive process. For the achievement of maximum effect it is necessary to use a wide range of innovation, including, of course, a variety of media educational technologies in the teaching process.

The object of development, improvement and optimization of foreign language teaching methods has always been one of the most pressing problems of Kazakhstan education. The researches of pedagogical work in this area have shown that the teaching of foreign languages in school today is impossible without innovation component. In the light of modern requirements to the objectives of foreign language teaching varies status as a learner and a teacher who switch from the circuit "teacher - pupil" technology to student-centered learning in close cooperation.

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INFORMAL PERSONAL NAMES IN KAZAKH, RUSSIAN AND GERMAN

(Abdrakhmanova T. M.)

D.Seribajev East-Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose – the analyze of the structure and semantics of informal personal names in Kazakh, Russian and German.

Methodology – The main methods of our work were descriptive and comparative. Descriptive method was used in describing the composition of informal personal names. Using a comparative method carried out semantic and structural analysis of the derivation of this class of personal names. We used also psycholinguistic experiments. We used the method of component analysis as one of the most effective means of studying the lexical meaning, as well as methods of continuous sampling and field work (the collection of factual material), quantitative calculations, which allowed us to determine the percentage of matched linguistic units on various grounds; in some cases, used etymological analysis.

Originality/value – Relevance of the work is made for the need for a comparative study of informal names in languages of different systems in comparative terms.

Findings – Membership of the Kazakh, Russian, German languages to different structural systems distinguishes their informal personal names with a specific set of structural and word-formation, semantic models and national characteristics of motivation.

Keywords – Onomastics, antroponyms, motivation, pet names, hypocoristic

Introduction Functioning of living language is of interest for the study of the means of expression of certain human communicative intentions in the process of verbal communication. Each language reflects a certain linguistic picture of the world. Linguistic picture of the world reflects the age-old moral experience of the people, their culture, way of life, customs, traditions, rituals.

Communication of people is a multifunctional interaction, including exchange of information, establishing and maintaining contact, the regulation of interpersonal relations. Interpersonal relations, according to A.N. Naubat [1; 389] - status, role, individual - usually regulated indirectly.

Informal personal names (qualitative names, nicknames), in our opinion, are the so-called indicator of human relations. A priori, the names that are used in an informal environment, i.e., in a narrow team, at home among relatives, among friends at school, at university among fellow students, the names which help to establish and maintain contact in a particular community.

Communicative subsystem is used to create units engaged intellectually-communicative function. This, according to D.D. Bayamanova [2 ; 385], is the part of the general system of language, which suggests a certain subordination. Sender, engaging in speech act with the recipients, takes into account the time, situation. He chooses one or another formula of communication, which, in his opinion, are more suitable and correspond to the situation. Taken into account the impact on the interlocutor, the functions that are suitable for this particular communication.

Main part

Communication between different people means by a fact that the sender takes into account the social spectrum and the social status of the people around him.

Here we can quote the words of such scientists N. Pepin and E. de Stephanie who considered that proper names (here we add the unofficial names) are used not only to distinguish, but the

organization of conversation (for example they act as initiators of communication serve as the addressees, etc. .), for the expression of social relations between the speakers (in particular for expression of politeness, intimacy, power), as well as to categorize the participants of communication »[Nicolas Pepin, Elwys De Stefani 2010; S.2]

For example, by using of the official personal names in the speech, are usually taken into account conditions such as the degree of intimacy, social status, and communication time, a place of communication, and others. Depending on the given conditions chosen some form of personal name or nickname.

In Slavic and other Indo-European languages, particularly in the Romance and Germanic languages personal names have in the totality of its formal and informal forms of a wide range of expressive and stylistic values [3, p.194]. V.D. Bondaletov, E.F. Danilina refer to T. Witkowski [4], which analyzed mainly Germanic and Slavic names, he finds them more than ten values: hypocoristic (Kosename, Koseform), respectfully flattering (Schmeichelform), playful (Scherzname, Ulkname), mocking (Spottname), the value of mockery: a) easy (Stichelname), b) caustic (Stochelname), condemnation value (Scheltname) and others.

Each of the main values has a whole range of nuances. In particular, the "pet" names in the Russian language can express: worry (Galyusenka, Vitusenochek), tenderness (Galinka, Galinushka), unnatural affection, mush (Galyunya, Manyunya), familiarity affection (Manyashka, Jackdaw), kindness painted with ironic intonations (Mashentsija), rugged respect (Toljan, Juran), and others. [3, p.195].

An expressive word formation plays an important and significance role in many languages. Particularly diminutive suffixes carry an important meaning. It's significance that the same name can have many different derivative forms, one of them is chosen by speaker to express his opinion and his relation. This choice depends on momentary mood of a speaker or his especial relation exactly this moment. Each suffix passes something own, special relation with its meaning. The main form of Russian names with the meaning "hypocoristic" is built with suffix "-ochka". For example, Lidija – Lida – Lidochka; Ljubov – Ljuba – Ljubochka; Jurij – Jura – Jurochka. A.Vezhbitskaja supposed, that the principal semantic specific character of a suffix "*-ochka"* - twice hypocoristic - It is also stored in the personal name with the suffix, whether it is used in relation to children or adults. Suffix *-enka* joins to the unmarked soft, short form (Katya, Mitya): Katyenka, Mitenka. Suffix -ochka carries a value of endearment in contrast to suffix *-enka* [5, p.122], it means that suffix *-enka* is more caressing and more intimate than *-ochka*.

In Kazakh language affixes such as *-nay, -tay, -jan* carry a sign of "diminutive": Ekonay, Ekotay, Ekozhan from Erbol. These affixes are attached to an unmarked short form, ending in a vowel. Such forms are usually used to children, thereby expressing their love, warmth.

According to T. Zhanuzakov [6, p.66] affixes *-tay, -day*, are used to personally own names with diminutive value. H. Zhubanov writes about the origin of suffixes with the diminutive value *-tay, -day, -tey, -dey* from the words *teg*, tec, meaning race, origin [7, p.65]. To the category of diminutive suffixes apply suffixes such *-sh, -ash, -esh, -kan, -ken, ek, -qay, -gay, -gey* [6, p.66].

There are also a number of suffixes denoting "hypokoristic": *-ko, -koe, - osh, -oesh, ok, - oek, - ka – Erko, Eko, Ekosh, Eroek – from Erbol; Maedoek, Maekoesh, Maekoe – from Maedi; Baekoe, Bako, Baqa – from Baqyt; Raekoe, Raekoesh, Raeukoesh, Rauok – from Raushan.* These forms also include the names of most of the children, but not as small as it is the case with *-nay, -tay, -jan*, as well as appeal to an adult when they want to show their sympathy, intimacy, warmth.

Forms on *-ik, -ok* in Russian are never double diminutive, suggesting not small, but very small size of some objects unlike to conventional forms on *-ochka*, [5, p.124].

Forms of women's names on *-ik* mean "special relationship", personal and playful relationships, while the similar forms of male names haven't such value.

A.V.Suslova and A.V. Superanskaja noted the similarity of forms ending on suffix –ik with common nouns – nosik (little nose), kovrik (little carpet) with similar sounding. This similarity helps

in finding the short form of the name for boys, sometimes it has a positive assessment: Marik, Orik, sometimes it may be neutral: Stasik,Vladik [8, c.114].

A similar mechanism of using of a purely male form for a special relationship to the girls we see in women's endearing forms of names on *–ok (Ninok, Irok*). They are formed on the model of the male pet names like *Igorjok, Dimok*.

Forms like Ninok also sound gently and at the same time playful and involve "special relationship", but they sound a little rougher, in a boyish way and a little more fun than the female form on -ik like Svetik or Lyusik [5, p.125].

In contrast to the Russian language diminutive female form names in the Kazakh language are the same as the male forms: *Nurzhan – Nurila (female); Nurzhan – Nurmuchamet (male); Zheken – Zheksenbaj (male);Zheken – Zhekejim (female); Tokash – Tolykbaj (male); Tokash – Tolkyn (female).*

This addition of the suffix *-an / -en / -ən; -qash / -kesh; -jan, -ash / -esh* to the first syllable carries different meanings: playfulness, playful, friendly disposition and are used in a situation where the interlocutors know each other pretty well.

Forms on -enok in Russian express gentle and patronizing attitude [5, p.127], - suffix -enysh (used to form words denoting young animals), may be used for the expression of playfulness, which has a slightly patronizing or teasing tone: *Nikita - Nikitenok; Clara - Klarenysh.*

Forms on -ushka mostly typical for the rustic speech and folk literature, used by referring to adult (or adults mention), as well as children (or at the mention of them).

A. Wierzbicka believes that typical for these forms is some feeling of pity, compassion for people: Avdotyushka ← Avdotya; Yegorushka ← Egor. In her opinion, the value of expressiveness, concluded in the suffix -ushka reflects an important feature of Russian folk's philosophy, according to which man deserves pity, encouraged by the humility and compassion.

Developing the theme of folk's philosophy, it should be noted the forms on -aqa / -ke, -aqan / -eken, -eke, -banu, -bike, -hanum in the Kazakh language, which are used to express the respect and honor [9, p.35]: *Muzaga ← Muzapar; Toelega ← Toelegen; Saeke ← Saeken; Maeke ← Maeulen; Nuribike ← Nurilae; Dinahanum ← Dinara.* Since the basis of Kazakh folk's philosophy is reverence for adults, respect for both the senior by age, and according to the order, these forms are typical for modern Kazakh language.

Hypokoristic German names (diminutive, pet names) express the emotional evaluation using the following suffixes: *-i - Berndi (Bernd), Franki (Frank), Hansi (Nans); -chen - Gerdchen (Gerd), Ritchen (Rita), Utchen (Uta); -lein - Peterlein (Peter), Jorgilein (Jorg); -e - Hanse (Hans); -er - Jenser (Jens), Lutzer (Lutz); -o - Ronaldo (Ronald); -us - Hubertus (Hubert).*

Meaning of affectionateness and diminutive express suffixes -chen, -lein similar to the common nouns:. Tischchen (table), Buechlein (little book), etc., the suffix -i expresses the meaning of affectionateness and friendly favour.

B. Schmidt includes suffixes such as-o, -e, -i into a number of diminutive suffixes: (*Gerhard - Gero; Godafried, Godberaht, Godebald - Godo; Heinrich - Heine, Heino; Hugbert, Hubert - Hugo; Kuonrat - Kuno; Odfried - Odo, Otto; Sigbert - Sigo, Sicco; Uodalrich, Ulrich - Udo, Uli; Eduard - Ede; Ludwig - Lude; Bernhard - Bero*).

Forms of names on *-o, -e, -i* listed in the Dictionary of German personal names [69] as a short, reduced compared with the above -chen, -lein they express less hypokoristic tone.

Suffixes *-iko, -ilo, -izo - Fridilo (Friedel), Fridizo (Fritz), Godiko (Goedeke), Godilo (Goedel), Godizo (Goetz), Kuonizo (Kunz), Ludico, Ludeco, Luzo (Lutz), Bertilo (Bertold)* express a special relationship when called and denominate know each other pretty well. But they do not mean the pet, rather friendly favour.

Suffix –k - *Gerke* (*Gerlind*), *Alke* (*Adalberta*), *Fulke* (*Volkbert*) – express the same as - *iko, -ilo, -izo*.

Forms of names on *–l - Gretel* (*Margarete*), *Heinerl* (*Heiner*), *Hans* (*Haensel*), *Cristel* (*Cristiana*) – apply to hypocoristic or diminutive forms of names in the Dictionary of German personal names.

Suffix – *z* – *Kunz* (*Konrad*), *Matz* (*Matthias*), *Utz* (*Ulrich*), *Petz* (*Bernhard*), *Lenz* (*Lorenz*) – uses for reducing of names, without expressing especial hypokoristics.

In addition, reduced forms of names are built by force of reduction till the first syllable, for example, *Rimbert – Rim, Markward – Mark, Ursus – Urs.*

There is huge number of versions of names which are built from monosyllabic names with help of diminutive suffixes. Equally with many monosyllabic names there are names which were monosyllabic from the very outset, e.g. *Ernst, Karl, Brechta, Gerda, Ida.*

Conclusion

Thus, as a result of the study revealed the structural model and the word-formation means of creating of the Kazakh, Russian and German informal personal names, compared their structural models, determined the motives of the Kazakh, Russian and German personal names, established general and specific motive signs in terms of ethnic culture, identified gender-specific informal personal names, the basic patterns of naming people with unofficial personal names and their development trends in the comparable cultures.

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11. Nicolas Pepin, Elwys De Stefani (2010; S.2)

QAZIRGI AGYLSHYN TILINDEGI KIRME SOZDERDING NEGIZGI UYRDISI [THE MAIN PROCESS OF ADOPTION IN MODERN ENGLISH]

(Abdrakhmanova T. M.)

D.Serikbajev East-Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose – the analysis of the factors of development of the adoption in modern English.

Methodology – theoretical analysis and generalization of scientific and scientific-methodological literature data; the analysis of adoption's development in English; collection of information; making charts and diagrams; methods of the data mathematical processing.

Originality/value – scientific novelty and practical significance of the research include a more precise definition of the "adoption in English" notion in the context of adoption's words from different languages in modern English and their positive and negative influence on modern English.

Findings – The process of adoption is a long historical process that promotes the enrichment of the language. Borrowing of new words and their adaptation to the language associated with lexicology, grammar of host language.

Keywords – adoption, foreign languages, lexicology, new words, grammar

Кіріспе

Шет тілдерден кірген сөздер тілдің табиғи даму факторы болып табылады. Ұзақ тарихи даму барысында тіл әр түрлі өзгерістерге тап болады, бұл өзгерістер әр түрлі себептерге байланысты болады. Өзгерістер тілдік құрылымның барлық жақтарын қамтиді, алайда олар әр түрлі әсер тигізеді. Әр деңгейдің тарихи дамуы тілдің лексикалық қорының, фонетикалық құрылымының, грамматикалық құрылысының өзгерістеріне әсер ететін белгілі себептерге және жағдайларға байланысты болады. Тілдің дамуына өсу және қирау процесстері тән келеді. Тілдің тарихында шет тілдерден енген сөздер тілдің сол дәуіріндегі дамуын ғана сипаттайтын. Ұсынылып отырған зерттеу ағылшын тілінің сөздік қорының жалпы жағдайын қарастырады, сонымен қатар шет тілден енген сөздерді, сол тілдерден барлық даму уақытында енген процессін зерттейді. Зерттеудің негізгі нысанасы ретінде қазіргі ағылшын тіліндегі кірме сөздердің негізгі үрдісін анықтайды.

Ағылшын тілінің дамуына байланысты мәселе ұзақ жылдар бойы көптеген ғалымдармен зерттеліп келеді. Бұл сұрақ бойынша әдебиеттер өте көп. Оксфорд Сөздігінде жарты милллионнан астам сөздер жинақталған және оның әрқайсысының түпнұсқасы зерттелген. М. М. Гухман, С. Я. Гельберт, Е.Н. Флауэр және т.б. шет ел ғалымдары ағылшын лексикологиясын зерттеумен айналысқан. Олардың пікірлері бойынша ағылшын тілінің сөздік қоры негізінен басқа тілдерден алынған кірме сөздер арқылы байып отыр. Ағылшын тілінің сөздік қорын зерттеуде Н. Н.Амосова, И. В. Арнольд, Ю. А. Дубовский, Н.Е.Латышева, В.Н. Ярцева сияқты ғалымдардың рөлі өте зор. А.А.Потебня кірме сөздерді енгізу барысында, оның шығармашылық бөлігіне назар аударған. «Кірме сөздер» – ол, адам мәдениетінің қазынасын толықтыра түсу, - деп айтқан А.А.Потебня» **[1].** Ең басты мәселе, ағылшын тілі өзінің даму тарихы барысында қандай да бір себептермен көптеген шет ел сөздерінің сөздікке кіруі болып отыр. Мұндай сөздердің қатарында қызметтік сөздер де, сөз тудырушы морфемалар да бар. Ағылшын тілінде мұндай кірме сөздердің көп болуы, кейбір тіл мамандарының ағылшын тілі өзінің ерекшелігін жоғалтты, «будандастырылған тіл» деген пікірлеріне негіз болды. Мысалы, ағылшын тілінің маманы А.Бо ағылшын тілінің сөз құрастырушы қабілеті тез сөне бастады, өйткені жаңа сөз тудыру қажеттілігі туындаса, ол басқа тілге жүгінеді деген **[2].**

Мұндай пайымдаулар шындыққа жанаспайды. Ағылшын тілінде басқа тілдерден алынған сөздердің көптігіне қарамастан, бұл тіл өзінің ерекшелігін жоғалтқан емес. Мысалы, А.Мейе, егер кімде-кім қандай да бір тілдің тарихын зерттегісі келсе, сол тілдің туысқан тілдерімен санасуы қажет, өйткені тілдер тарихының ағымы сөйлеушілер тілінің үздіксіз сезімінен құралған. Осының барлығы тілдің әлеуметтік болмысына сәйкес болады, өйткені кез-келген тіл нақты шектелген қандай да бір әлеуметтік топтың тілі болып табылады [3]. Жинақтаған теориялық материалды жинақтап және талдай отыра, тілдің сөздік құрамындағы кірме сөздерді жіктеуді ұсынамын: 1) кірме сөздің түпнұсқасы бойынша; 2) сөздің қай аспектісі кірме сөз болып табылатыны бойынша; 3)ассмиляция дәрежесі бойынша. *Мақаланың өзектілігі* – ағылшын және басқа да тілдерге кірме сөздер және оларға өзара әсер ететін сөздер үрдісін зерттеу. Адам қызмет етеін ортадағы көптеген салаларда жылдам өзгеріп отырған заманауи үрдістер лингвистиканың маңызды бөлшегі – кірме сөздер мәселесі үлкен орын алып отыр, әр халықтың тіл қатынасындағы ерекшеліктері туралы ақпаратты көрсетіп, олардың өмір сүру салалаларына байланысты анықтап отыр.

Ғылыми жұмыстың мақсаты – ағылшын және басқа да шет тілдердің өзара байланысу үрдісінен пайда болған тілдік қатынастардың даму ерекшеліктерін зерттеу.

Көрсетілген мақсатқа сай зерттеу жұмысын жүргізу үшін келесі міндеттер қойылды: :

– ағылшын тіліндегі кірме сөздердің сіңіп кетуінің тарихи кезеңін анықтау және талдау;

– морфологиялық тиістілігі бойынша кірме сөздерге тарихи-салыстырмалы талдау жүргізу;

- кірме сөздерді енгізу тәсілдерін сипаттау;

– кірме сөздердің түрлерін сипаттау;

– тілдердің дамуына талдау жасау;

– кірме сөздердің функционалдық ерекшеліктерін көрсету;

– кірме сөздердің дамуын және өзара байланысу сипатын анықтау.

Зерттеу нысаны - тіл бірліктері: шет ел тілдерінен алынған кірме сөздер, сөз тіркестері, фразеологиялық тіркестер, аталған тілдердің лексикасындағы қосымшалар.

Зерттеу материалы әртүрлі (ежелгі ағылшын, жаңа және қазіргі ағылшын) кезеңдердегі кірме сөздерді сөздіктерден, американың журналдарынан, гезттерден, көркем әдебиеттен және Интернеттен жаппай көшірме жасап, іріктеу әдісімен алынған 2000 сөз бен сөз тіркестерінен тұрады.

Зерттеудің ғылыми жаңалығы - алғаш рет ағылшын тіліне енген шет тілдік кірме сөздердің негізгі ойына және тілдер арасындағы өзара байланысқа жүйелі түрде талдау жүргізу.

Зерттеудің әдіс-тәсілдері ғылыми жұмыс тақырыбына сай бекітілген. Қойылған міндеттер лексикалық және фразеологиялық бірліктерді таңдау, тарихи-салыстырмалы талдау, сипатты талдау жасау, мөлшерлі талдау элементтері арқылы жүзеге асырылды.

Зерттеудің теориялық мағынасы - тілдік өзара байланыс үрдісіндегі кірме сөздерді талдау арқылы кірме сөздердің пайда болу, ағылшын тілінде олардың ассимиляциялау жолдарын анықтауға ықпал етеді, сонымен қатар Англияның және басқа елдердің тарихи дамуымен байланысын анықтайды, кірме сөздердің сөз жасаушылығын, оның көп мағыналылығын, қазіргі ағылшын тілінде оларды қолдану ерекшеліктерін анықтау және тіл теориясының проблемалық орындарын толықтырады.

Жұмыстың практикалық құндылығы – талданып отырған материалдар мен зерттеу нәтижесінің шешімдерін, фактілер мен ережелерді ағылшын тілінің тарихи грамматикасы, этимологиясы, лексикологиясы бойынша арнайы курстар дайындаған кезде қолдануға болатындығында.

Негізгі бөлім

Ағылшын тіліндегі сөздердің басым бөлігі латын тілінен құрылған себебі латын тілі Христиан шіркеулерінің және Еуропаның интелектуал өмірінің «*lingua franca*» тілі болып

есептелген. Ал 11 ғасырда Нормандардың Англияны басып алуы себепті Норман-Француз тілі сөздерінің белгілері ағылшын тілінде көрініс табады. Орта ағылшын тілінің сөздігінде Роман тілдерінің сөздерімен тығыз байланыста.

15 ғасырда Англияның оңтүстігінде басталған *Ұлы дауыстылардың өзгеруі* бұл Орта ағылшын тілідегі Қазіргі замандағы ағылшын тілінің алғашқы белгілері.

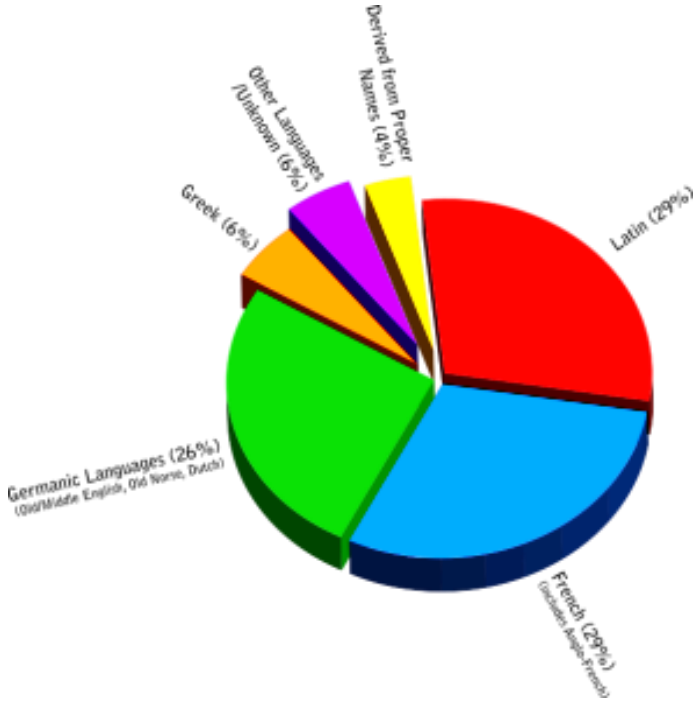
Кірме сөздер атау жағынан да, дәлел жағынан да лексиканың ерекше түрін құрайды. Тіл қатынастары және басқа тілдердің ықпалының басым болуы салдарынан пайда болатын атаулардың қажеттілігін қанағаттандыратын жауаптардың бірі бола тұра, олар сөйлеу барысында сөз табу ауыртпалығын белгілі бір деңгейде жеңілдетеді, осы тілде пайда болған номинативті қуысты [4] толтыру үшін басқа тілдің дайын сөз бірліктері қолданылады. Бірақ, басқа тілден алынған кірме сөздердің ассоциациялық байланыстарын жоғалту, сөздің дәлелденген түпнұсқасын жоғалтуы мүмкін.

Бұл дегеніміз тілді ұғу барысында сөздің мағынасын түсінуге қиындық туғызады. Кірме сөздерді енгізу, бір тілдің элементтерін басқа тілде қолдану процесінде тілдік белгілердің бір-біріне қарама-қайшы қоюы мүмкін. Бұдан қазіргі ағылшын тіліндегі кірме сөздерді енгізу процесі жемісті емес екенін көруге болады. Егер сандық жағынан қарасақ, ол сөз жасаушы, семаниткалық бұрмалау сияқты номинация процесінен төменірек. Бірақ, мұндай пікір қазіргі ағылшын тілінде кірме сөздердің мөлшері аз дегенді білдірмейді. Әлемнің 50 тілінен алынған кірме сөздер ағылшын тілінің лексикалық бірлігінің 75 % пайызын құрайды, сонымен қатар әртүрлі тарихи кезеңдерде енгізілген және даму кезінде әртүрлі жағдайлардың әсерінен енгізілген кірме сөздерге лексикалық біркелкі топтар құрайды.

Ағылшын тіліндегі кірме сөздердің көбі тұпнұсқасында генетикалық сөзтудырушы болып келеді және құрылымды-семантикалық туынды мен сөз шығарушы болып сипатталады: (e.g. `rural` (`ауылдық`) – латын тіліндегі `ruralis`, `rus`, `ruris` (`ауыл`, `шабынды`, `егістік`); `cardiac` (`жүректі) – гректің `kardiakos`, `kardia` (`жүрек`) және т.б.). Кірме сөздердің орны жаңа тілде қызықты. Көптеген кірме сөздер енгізілген жүйенің ықпал етуіне байланысты сол жүйенің фонетикалық, семантикалық, грамматикалық өзгерістеріне ұшырайды. Ассимиляция үдерісінің [5] тереңдігі сондай, тіпті ағылшын тілінде бұл сөздердің шеттен келгені байқалмайды, тек этимологиялық талдаудың көмегімен анықталады [6]. Мысалы, get – `алу`, skill – `істей алу`, sky – `аспан`, – skirt `юбка`, skin – `тері`, they – `олар `, street – `көше` және т.б. сияқты скандинавиялық және ертедегі латын кірме сөздеріне бұлай жасау дұрыс.

Толықтай ассимиляцияланған немесе сіңіп кеткен кірме сөздермен жартылай ассимиляцияланған шет тілі бірліктері өзінің шеттілдік тұпнұсқасын сақтап қалады фонетика жағынан (e.g. garage, chaise-longue, chic), грамматика жағынан (e.g. singular – datum, nucleus, antenna, plural – datd, nuclei, antennae) және семантикалық ерекшеліктері жағынан (e.g. taiga, tundra, borsch, shchi, pelmeni, vodka, valenki, samovar, matrioshka, kopeck, rouble, knout және ағылшындарға ұғымы мүлдем бөлек орыс тілінен алынған басқа да кірме сөздер). Ағылшын тілінің түсіндірмелі сөздіктерінде мұндай сөздерді дәлірек сипаттау үшін лексикографтар олардың таратылған жері, қолданылуы туралы хабар беретін энциклопедиялық ақпаратты қолданады. Сонымен, taiga және tundra сөздерін түсіндіру барысында бұл сөздердің ерекшелігін родтық сипаттама мен диференциялдық белгілері арқылы көрсетумен қатар, ағылшын тілін қолданушыларға ең жақын немесе белгілі реалиялардан бұл реалиялардың айырмашылығын көрсету үшін климаттық зонаның, географиялық кеңістік көрсеткіштері беріледі: taiga – swampy coniferous forest of Siberia, beginning where the tundra ends; tundra –treeless plain characteristic of arctic and subarctic regions. Енгізілген ақша бірліктерінің атауларын сипаттау, мысалы, rouble оның ақша бірлігі ретінде жалпы ақша жүйесінде белгілі бір орын алатынын көрсетіп, және қай мемлекетте қолданылатынын көрсетуді ұсынады rouble – see money table: 100 kopecks, Russia. Диаграммада басқа тілдерден алынған кірме сөздердің пайыздық арақатынасы көрсетілген.

Диаграмма. Ағылшын тіліндегі кірме сөздердің пайыздық арақатынасы.



Қорытынды Сонымен, шеттен кірме сөздерді кіргізу - тілді жаңа сөздермен, сөз тіркестерімен байыта түсетіні ұзақмерзіміді тарихи үдеріс. Ұлты бөлек, менталитеттері, діндері басқа адамдардың өзара қарым-қатынасы жалғасқан сайын, кірме сөздерді енгізу үдерісі де жалғаса береді. Тілге жаңадан кірген сөздер, сол ұлттың тілінің ерекшелігіне байланысты жаңа сипатқа ие болады. Жаңадан сөз тудыру бір жағынан лексикологиямен, екінші жағынан грамматикамен байланысты. Сөз тудырушының лексикологиямен байланысы, бұл әр жаңа сөз тілдің сөздік қорының бірлігі болуында. Жаңа сөздерді тудырушы үдеріс сол тілдің формасына, моделіне сәйкес болады. Сонымен қатар жаңа сөздердің барлығы сөз таптары деп аталатын, қандай да бір лекскалық-грамматикалық сөздер тобына енгізіледі.

Сөзтудырушының лексикамен, грамматикамен тығыз байланысы сөзтудырушы бөлімді тілдің грамматикалық құрылымы мен сөздік қорына оның сипатын кіргізуге ықпал етеді.

Әдетте кірме сөздерді кіргізу жаңа ұғымдардың пайда болуына байланысты.

Кірме сөздерді енгізу үдерісі жаңа сөздердің пайда болуына байланысты болғандықтан, кірме сөздер ерекше, жаңа ұғым туралы түсінік береді, сондықтан кірме сөздерді енгізу бір тілмен ғана шектелмейді. Бір уақытта, не болмаса дәйекті түрде бірнеше тілге кіргізілген түпнұсқасы бір сөздер халықаралық сөздер деп аталады.

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KAZAK TILIN OKUTYDA DENGEILEP OKUTY TEXNOLOGYASUN KOLDANYDUN MANUZU
[THE IMPORTANCE OF MULTI-LEVEL TECHNOLOGY IN TEACHING THE KAZAKH LANGUAGE]

(Abilmazhinova A.B.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose– Level-based training provides every student an opportunity to organize his learning process so that to maximize his ability to work with different levels. The importance of level education provides teaching every student in the zone of the nearest development based on the regional characteristics of his experience.

Methodology – modeling; pedagogical experiment; pedagogical observation, survey, testing.

Originality/value – The main focus of the study is on developing the level differentiation model. Its authors (Zh. A. Karaev, Zh. V. Kobdikova) do not divide students according to their abilities and level of training. The idea of coordination of the learning process from a psychological and moral structure of the developing personality of students can be solved by providing the student the possibility of self-orientation in multi-manifold teaching materials, methods of study, the choice of sustainable levels of teaching, cognitive subject, moral activity and communication. We call this model a multilevel training.

Findings –The student should learn how to use the language units according to the speech situation, read and understand scientific works, special texts. He can also communicate his/her ideas about a particular subject. The purpose of the Kazakh language course at high school based on the free-formed skills of language in everyday communication is to develop students' communication skills in the field of professional communication. The student should master the most common professional vocabulary, scientific terms, complex syntactic constructions, essay writing skills, reporting, reaction to messages, reading skills and understanding specialized texts, giving advice, listening and comprehending information on radio and television.

Keywords – communication skills; level language proficiency; multilevel training.

Кіріспе

Қазақ тілі сабағында кез келген оқытушы студенттердің дүниетанымын, сөздік қорын, ақыл-ой өрісі мен танымдық қабілетін жетілдіруді және жүйелі сөйлем құруға дағдыландыруды көздейді. Қазақ тілін орыс топтарында оқытуда қолданылатын әдістердіңде басқаша болатынын ескеру қажет. Қазақ тілін өзге ұлт өкілдеріне оқытуда қазақ тілі пәнінің міндеті, біріншіден, студенттің сауаттылығын, ойлау қабілетін әртүрлі жаттығу жұмыстарынпайдалану арқылы дамыту. Екіншіден, қазақ тілі пәнінде мамандыққа арналған мәтіндер бойынша студенттердің еркін сөйлеу дағдысын қалыптастыру болып табылады. Студенттің тілін дамыту мақсатында өз бетімен жұмыс істеуге, ойын еркін жеткізуге дағдыландыру қажет. Өзге ұлт өкілдері қазақша сөйлей білуге, жаза білуге, өз ойын анық айта білуге үйрету - басты мақсаттардың – бірі болып табылады.

Аталған мақсаттарды ескере отырып, алға қойылатын негізгі міндеттерге:

- Өзге ұлт өкілдерін қазақ тілінде қарым-қатынас жасауға үйрету;
- Тіл үйренушілерді ұққан материалын баяндауға дағдыландыру;
- Публицистикалық және ғылыми лексиканы дұрыс қолдануға үйрету.

Жоғары оқу орындарында студенттер тілдің фонетикалық, лексикалық, морфологиялық, синтаксистік құрылымын, стилистикалық ерекшеліктерін терең меңгеруге және сөздік қорын байытуға аса назар аударылады. Оқу мақсатының жүзеге асуы – жаңаша оқу формалары, тиімді әдіс-тәсілдермен тығыз байланысты екені белгілі. Қазіргі кезде тілді меңгерту үшін оқытушылар сабақ барысында көптеген тиімді әдіс-тәсілдерді кеңінен қолданады.

Деңгейлеп оқыту технологиясы алдыңғы қатарда, бұл технология оқушының да, оқытушының да белсенді шығармашылық қызметін дамытуға бағытталған. Оқушылардың даму деңгейінің бірыңғай болмауына және қабілеттеріндегі айырмашылықтар мен басқа да себептерге байланысты оқу үздіктері мен үлгермеушілердің пайда болатыны белгілі. Осыған орай, деңгейлеп оқыту технологиясы әр оқушының қабілетіне, мүмкіндігіне, деңгейіне қарай оқытуды көздейді [1,39].

Зерттеудің негізгі бөлімі

Технология – гректің өнер, шеберлік ғылым деген сөзінен шыққан. Яғни, технология бұл өнер, шеберлік. Әр оқытушы топтағы оқушылардың білім деңгейін, ерекшеліктерін ескере отырып, олардың іс-әрекеттерін ұйымдастыра білу өнері, шеберлігі.

Дидактикалық үрдіс ойдағыдай жүзеге асу үшін студенттерді белгілі дәрежеде оқуға қызықтырып, ынталандыру қажет. Оған оқытушы өзінің шеберлігі арқылы және міндетті түрде қызықты, тартымды, өз бетімен білім алуға қолайлы құрастырылған мазмұн арқылы жетуге болады. Студент өз бетімен ең төменгі деңгейдегі тапсырмаларды орындаудан бастайды да, оларды толық орындап болғаннан кейін келесі деңгейге көшіп отырады. Бұл студенттер арасында жарысу жағдайын туғызады, әр студенттің өз қабілетіне, шапшаңдығына сәйкес жоғары жеңгейге көтерілуіне толық жағдай жасайды [3].

Деңгейлік тапсырмалардың негізгі жүзеге асырылу шарты – жеңілденген ауырға, белгіліден белгісізге қарай сатылап динамикалы даму.

Студент білімі деңгейлік тапсырмаларды орындау барысында айқын көрініп тұрады. Әр деңгейдегі тапсырмалардың өзіндік талаптары мен бағалау нормалары болғандықтан, студенттің бағалау жүйесі де бар.

Деңгейлік тапсырмалар арқылы оқытудың маңызды ұстанымдарының бірі – теориялық білімнің жетекші рөл атқаруы. Бұл ұстанымды студентердің теорияны жаттап, есте сақтауы деп түсінбеген дұрыс. Керісінше, оқыту барысында бақылаулар, зерттеулер жасау арқылы өмір заңдылықтарына көздерін жеткізу, қорытынды жасауға дағдыландыру.

Деңгейлік тапсырмалар арқылы оқытудағы тағы бір ұстаным – оқытушы мен оқушы арасындағы қарым-қатынас ерекшелігі. Бұл ұстаным арқылы студенттер ынтымақтастық, өзара сыйластық, түсіністік қасиеттері қалыптасады. Студент қатесі еппен түзетіліп, дұрысы мақталып, жауабы мұқият тыңдалады. Студенттің өз ойын еркін жеткізуі назарда ұсталады. Студенттің пікірімен санасу, оның көзқарасын құрметтеу – аталған ұстанымның негізгі қағидасы.

Деңгейлеп оқыту технологиясында тапсырмаларды орындау, соған сәйкес студент білімін бағалау төрт деңгейге бөлінеді.

Бірінші деңгей – міндетті деңгей. Бұл деңгейде студент мемлекеттік стандарттың минимум талаптарын орындайды. Оқытушының түсіндіріуімен меңгерген білімін, қабылдаған мәліметті кез келген жағдайда тауып, анықтай алуы тиіс. Студентке қиындық тудырмайтын сұрақтар мен тапсырмаларды орындаған студент 5 ұпай алып, дәстүрлі бес баллдық бағалау жүйесінің «қанағаттанарлық» деген бағасына сәйкес бағаланады.

Екінші деңгей – алгоритмдік деңгей деп аталады. Бұл деңгейдің тапсырмасы міндетті деңгейдің тапсырмаларына қарағанда қиындап, тапсырманың мазмұны да, оны орындау жолдары да күрделене түседі. Алған білімін бекіте түсу, одан әрі тереңдету мақсатында берілген тапсырмалар оқушының өз білімін тапсырманы орындау барысында орынды қолдана

білуді талап етеді. Алгоритімдік деңгейдегі тапсырмалар студенттің ойлау қабілетін жетілдіру мақсатында беріледі. Мұндай тапсырмаларды орындаған студент 10 ұпай жинап, дәстүрлі бес баллдық жүйенің «жақсы» деген бағасына сай баға алады.

Үшінші деңгей – эвристикалық деңгей деп аталады. Бұл деңгейде студентке танымдық-іздену түріндегі тапсырмалар беріледі. Эвристикалық деңгейдегі тапсырмаларды орындау барысында студент жаңа тақырып бойынша меңгерген білімдерін жетілдіріп, тереңдете отырып, тағы да жаңа білімді меңгеруі тиіс. Мұндай тапсырмаларды орындаған студенттің білімі 15 ұпаймен есептеліп, бес баллдық жүйенің «өте жақсы» деген бағасына сәйкес бағаланады.

Төртінші деңгей – шығармашылық деңгей деп аталады. Шығармашалық деңгейде тапсырманың мақсаты тереңдетіліп, алған білімінің негізінде студенттің өзіндік ізденісіне жол ашылып, қиялы мен белсенді ой еңбегі жүзеге асырылады. Бұл деңгейдің тапсырмаларын студент өзінің ізденісінің арқасында шығармашылық қабілеті арқылы орындайды. Төртінші деңгейде студент білімі баллдық жүйемен бағаланбайды. Студенттің жеке ізденісі болғандықтан, ынталандырудың басқа түрлері қарастырылады (баспасөз беттеріне жариялау, мақтау қағазымен марапаттау және т.б.) [4].

Деңгейлеп оқыту технологиясының дәстүрлі бағалау жүйесінен өзіндік айырмашылығы бар. Ол әрбір деңгейдің тапсырмаларын орындағаны үшін алған жалпы ұпай санының негізге алынуы. Жалпы ұпай саны 30 болады.

Тіл үйренушінің білімін осындай жолмен бағалау оның білімін обьективті түрде бақылауға және бағалауға мүмкіндік береді. Студенттің өзі неше ұпай алғанын есептей отырып, өзін-өзі бағалай алады. Деңгейлік тапсырмаларды орындау барысында оқушы екілік аламын деп қорықпайды, керісінше жоғары ұпай жинауға ұмтылу пайда болады. Егер студент бірінші, екінші деңгейдің тапсырмаларын толық әрі нақты орындап, үшінші деңгей тапсырмасын жартылай орындаса, онда студенттің білімі мен біліктілігінің аздығын білдіреді. Мұндай жағдайда жіберілген қателері бойынша жасалған қосымша тапсырмалар беріліп, білімі мен біліктілігін дамытуға болады.

Оқытушы студенттердің деңгейлік тапсырмаларды қаншалықты жақсы меңгергенін бақылау мақсатында, тақтаның сол жақ шетіне оқушылардың тізімін іліп, әр тапсырманы қалай орындағын бақылап отыруға болады. Дұрыс болған жағдайда оқытушы «+» белгісін қойып отыру керек.

Деңгейлік тапсырмалар студенттің шығармашылық қабілетін дамытып, іздендіруге жетелеп, пәнге деген қызығушылын арттырады. Мұндай тапсырмалар студенттің ішкі мүмкіндіктері толық көрсете алуына, өзін-өзі тануына, олардың қабілетін, білім деңгейін анықтауға мүмкіндік береді.

Деңгейлік тапсырмаларды орындату арқылы студент білімін әділ әрі дұрыс бағалауға, студенттің оқу белсенділігі, білім алуға деген ынтасы, ойлау қабілеті арттырылады. Деңгейлік тапсырмалар арқылы мысалы, сан есім және оның түрлерін қайталауда қолдануға болады. Топ студенттерін екі топқа бөліп, әр топқа тапсырмалар беру арқылы.Деңгейден деңгейге көшкенде тапсырмаларда күрделене түседі[5].

I деңгей: 1-тапсырма.Сөйлем ішінен сан есімдерді тауып, құрамына, мағынасына қарай ажырат. 1941 жылы 22 маусымда неміс фашистері тұтқиылдан елімізге шабуыл жасады.

2-тапсырма. Реттік сан есім дегеніміз не?реттік сан есімнің цифрмен берілгендегі жазылуы туралы айтыңдар.

2 топ. 1-тапсырма. Мақал-мәтелдердің сөздерін тиісті орнына қойып, құрастыр. Сом, ақша, жүз, болғанша, жолдасың, болсын, жүз.

Сан есім дегеніміз не? Сан есімді қатыстырып сөйлем құраңдар.

II деңгей. Ребусты щешіңдер, жаңылтпашты оқып, айтыңдар.Сан есімдерді қатыстырып, өздерің жаңылтпаш құрастырыңдар. Мысалы: бес түп алма «бестік» алғандікі,

төрт түп алма «төрттік» алғандікі, «төрттік» алған, бес түп алма алмайды, «бестік» алған төрт түп алма алмайды.

III деңгей. Шығармашылық жұмыс. Сюжетті суретке қарап, сурет мазмұнын лайық шағын әңгіме құрастырыңдар (сан есімдерді қатыстыру). Сан есімдердің қайсысының жазылғаны дұрыс. 2004-жыл, 2004 жыл, V том, V-том, және т.б.Сөзжұмбақ шешу және т.б. тапсырмалар.

Алынған нәтижелер (қорытынды)

Тақырып бойынша деңгейлік тапсырма жүйесі дамыта оқыту жүйесін іске асырады. Өйткені, ол студенттің ойлауын, елестету мен есте сақтауын белсенділігін, дағдысын білім саласының дамуын қамтамасыз етеді. Сабақтың ерекшелігі және оның тиімділігін арттырудың негізгі тәсілдерінің бірі-студенттерге деңгейлік тапсырма беру.

Деңгейлеп оқыту технологиясының оқытушыларға тиімді жақтары:

- деңгейлеп оқытуда білім игерудің үш деңгейінің қарастырылуы;
- студенттедің сабақ үстінде бірнеше деңгейде жұмыс жүргізуі;
- білім дәрежесі бірдей топтарды тексеру ісінің жеңілдеуі;
- студенттердің жұмыстарының әділ бағалануы;
- студент пен мен оқытушының белсенді шығармашылық қызметін дамытуы;
- тілді меңгеруге қабілеті бар студенттермен жүйелі жұмыс істеуге мүмкіндіктің болуы [6,15].

Деңгейлік тапсырмалар құрылымы мен мазмұны студенттің қызығушылығын туғызып, терең ой айтуға үйретеді. Деңгейлік тапсырмалар орындату тіл үйренушіге шамадан тыс жүктеме беру емес,керісінше студенттің біліміне, мүмкіндігіне, сұранысы мен қабілетіне сәйкес дайындалған сатылы жұмыстар.

Деңгейлік тапсырмалар студенттердің өз бетімен ізденіп жұмыс істеуіне жетелейді және сабаққа оң жағдай туғызуға әсер етеді. Деңгейлік тапсырмаларды орындау тіл үйренушілердің белсенділігін арттырып, өмірге икемділігін дамытады, олардың сапалы білім алуына жәрдемін тигізеді.

Деңгейлеп оқыту технологиясын оқу үрдісіне енгізу – білім сапасын қажетті деңгейде қамтамасыз етуге оны көтеруге ықпал етеді деп ойлаймыз.

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THE ATTITUDE OF ASTANA STUDENTS TOWARD E-LEARNING

(Alipbay B., Tolesh Zh., Kurmanova A.)

L. N. Gumilyov Eurasian National University,
The Republic of Kazakhstan

Abstract

Purpose - This paper is a research paper based on a recent survey conducted among students in Astana, Kazakhstan. The main aim of the paper is to find out the Kazakhstani students' attitudes toward E-leaning, and identify the features of E-leaning in Kazakhstani socio-economic and socio-cultural background.

Methodology – data collection is carried out using questionnaires, which are then analyzed using the "R" program.

Originality/value – As E-leaning is a new trend and most heated topic in present day education, Kazakhstani teaching staff and students are also highly concerned about it. The advent of information technology made it possible for Kazakhstani education to evolve in the international trend of E-leaning. However, little research has been conducted in this sphere. Whereas, various research works have been conducted and profound research achievements have been gained in most developed countries.

Findings –The results of the survey and analysis show that students of Astana have been very active in e-learning. Yet they have some doubts in wide use of eLearning in the immediate future.

Keywords - E-learning, Kazakhstani education, foreign language, universities in Astana

Introduction

The term e-learning was coined in 1980s (Joi L. Moore, et al, 2010). But e-learning activities has been being practiced since 1960, as the first computer based training program was introduced to the world. This computer based training program (or CBT program) was known as PLATO-Programmed Logic for Automated Teaching Operations. (Saettler, 1990). The Learning and Skills Development Agency in Great Britain defined e-learning as the use of electronic technology to deliver, support and enhance teaching and learning. The European Union defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration” (eEurope 2005: eLearning). Scholars claim that blending of e-learning and face-to-face learning is a trend. (*Krassie, 2008*). The integration of technology and educational research can provide huge opportunities for dealing with learning issues (Giovannina, 2008).

Kazakhstan, realizing the advantage of e-learning has already started to implement it into educational process. Using qualitative method, this study tries to identify the attitude of students of two universities of Astana, Kazakhstan toward e-learning and shed light on the co-relation between students' involvement in e-learning and their attitude to it.

Kazakhstan is aiming to implement the electronic learning system (E-learning) into educational process by 2020, it is an important priority in realization of the State program of educational development in the country (The State program of Education Development in the Republic of Kazakhstan for 2011 – 2020). Having said that, the aim of the development of e-learning is to ensure an equal access of all participants of learning process to the best available resources and technology. It is confirmed that in 2009 over 28 universities offered distance learning technology, and by September 2012 the number of the universities which offer distance learning reached 50 (Tenlik D,

2013). So, in such a historical background, we try to trace the influence of these reforms among our students. Moreover, from the perspective of the educators, it is also important to have an understanding of the students attitude toward the reforms in education and socio-historical trend in general.

To address this knowledge gap this study utilizes the qualitative research method to identify the students attitude toward the e-learning. We conducted a survey among students of two major universities of Astana, Kazakhstan: *L N Gumilyov Eurasian University* and *Astana Medical University*. Reflecting our interest in understanding students opinions on e-learning, this study draws primarily on data collected through survey to address the research questions.

Main part

In this research work, we posed the following questions to which we tried to find answers.

1. What is Kazakhstani students opinion on e-learning?

E-learning is comparatively new in RK. Kazakhstan started its educational reforms just after gaining its independence. So in 25 years of independence, except some basics, educational development is still in its early stage. Although, joining the Bologna process has accelerated Kazakhstani educational integration with the western world, on-line education is still remains an underdeveloped field, being limited to distant courses for exchange-students. With the beginning of the implementation of the E-Learning System by the Ministry of Education and Sciences, this process has recently accelerated. And has e-learning had any impact on students?

2. Is e-learning going to replace face-to-face education?

As technology is forcing various types of workers out of job by replacing these workers with robots (R. H. Mabry, 1986), educational development is also becoming more and more automated. A huge amount of knowledge is stored online and is available for almost all people who have the internet access. Different applications and self-teaching programs are being introduced every single day. All these trends pose a question: are teachers going to be out of job as these smart programs probably can teach even better than them?

260 students responded to the survey questionnaires. The questions posed in the questionnaires are aimed at identifying students involvement in e-learning, their attitude toward e-learning and expectations. Collected data is processed in R program to identify different ratios, patterns and tendencies.

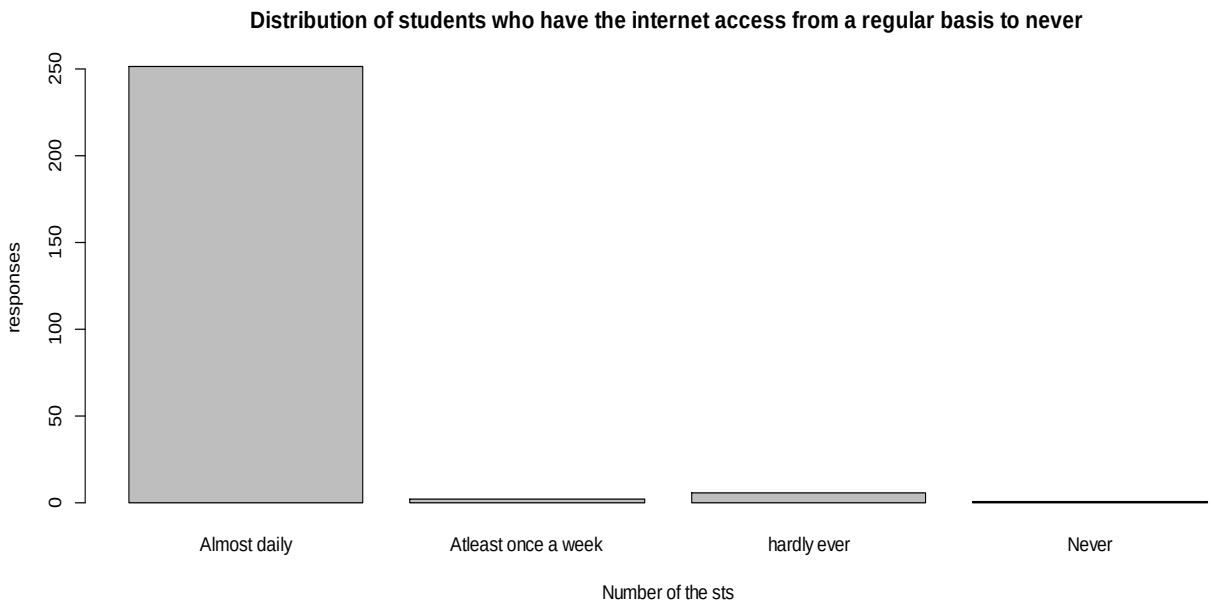
This study is not designed to determine the benefits of e-learning, nor does it try to persuade students go into e-learning. Due to data limitation, we focus on students involvement and their attitudes toward e-learning and try to find co-relation between their involvement in e-learning and attitude toward it.

Out of a total of 262 respondents, 137 are female students and 85 are male, 40 respondents failed to indicate their gender. The gender ratio of respondents is 61.71% female to 38.29% male. 90% of the respondents confirmed that they have an easy access to the internet service, while 10% of the respondents have no available internet service.

An overwhelming 96.6% of the respondents who have the internet access go online almost daily. This high index of internet accessibility confirms Kazakhstan's 55th rank in Networked Readiness Index among 142 countries (Dutta and Bilbao-Osorio, 2012).

Through the analysis of the above data, we found that majority of the students of the two main universities in Astana are active users of online service.

21.19% of the respondents say that they never use online resources in learning a foreign language. 11.86% of the respondents seldom use online resources. And nearly half (41.95%) of the respondents say that they occasionally make use of the online resources when they learn a foreign language. While one fourth of the respondents expressed their total dependence on online resources.



Almost daily	At least once a week	hardly ever	Never
96.54	0.77	2.31	0.38

Figure 1. The distribution of the students who go online with a different timely basis.

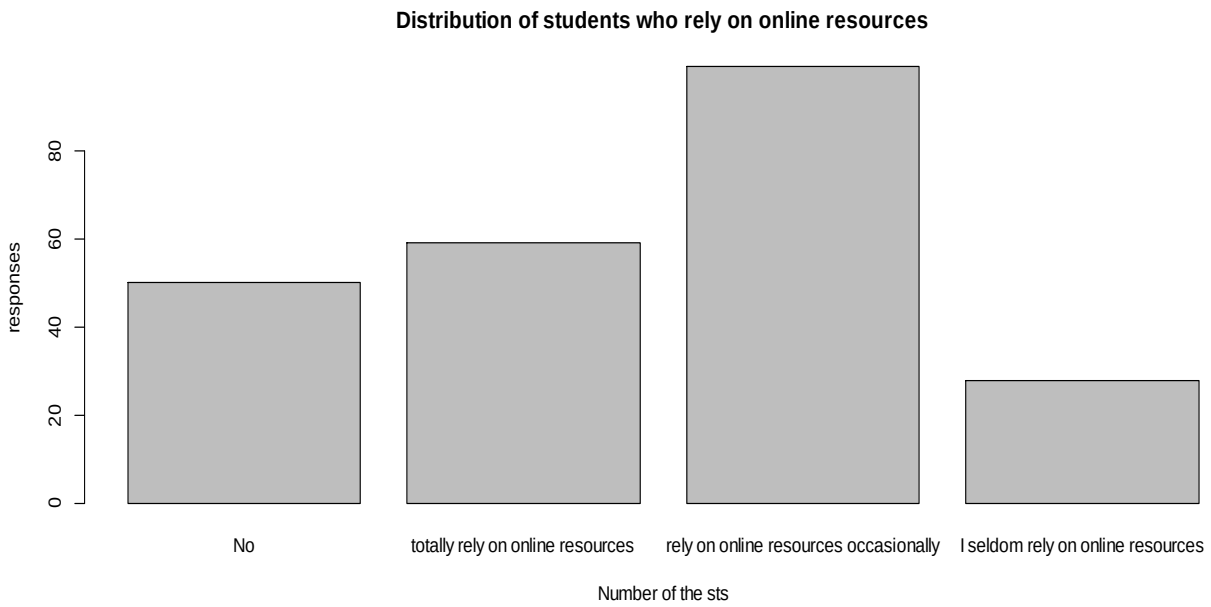


Figure 2. Distribution of students who rely on online resources

As we expected, the majority (80.08%) of the respondents utilize both computers and mobile devices in using online services. While only a small proportions of respondents use only computers (13.28%) or mobile devices (6.64%).

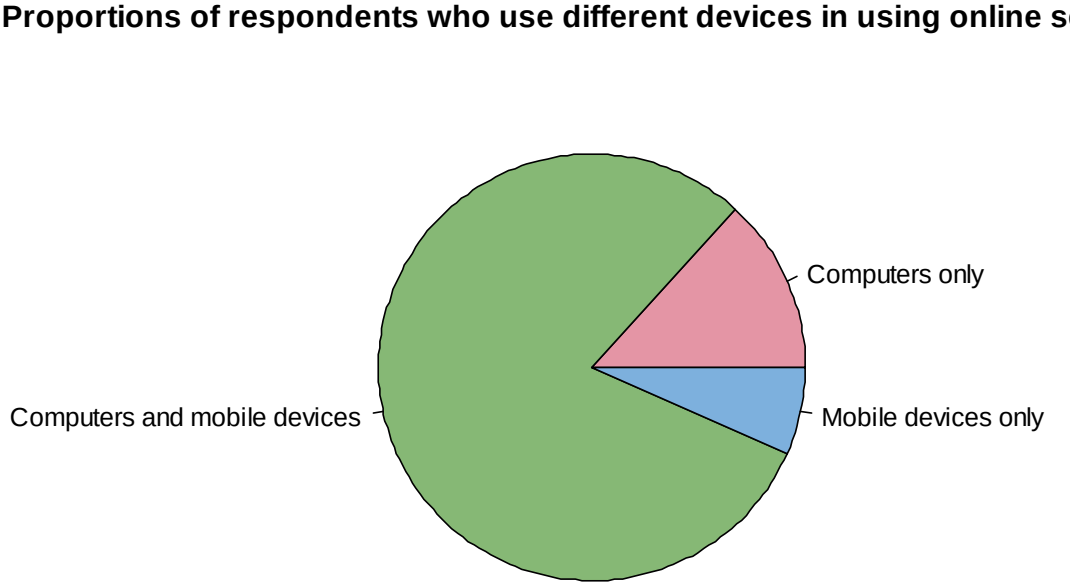


Figure 3. Proportions of respondents who use different devices in using online services

Meanwhile, a big proportion (73.85%) of the respondents believe that teachers do a better job of teaching foreign languages than online resources. We can see that students of Astana city have a lower expectation of the online learning activity. Still, 5% of the respondents strongly believe that online resources are better than teachers.

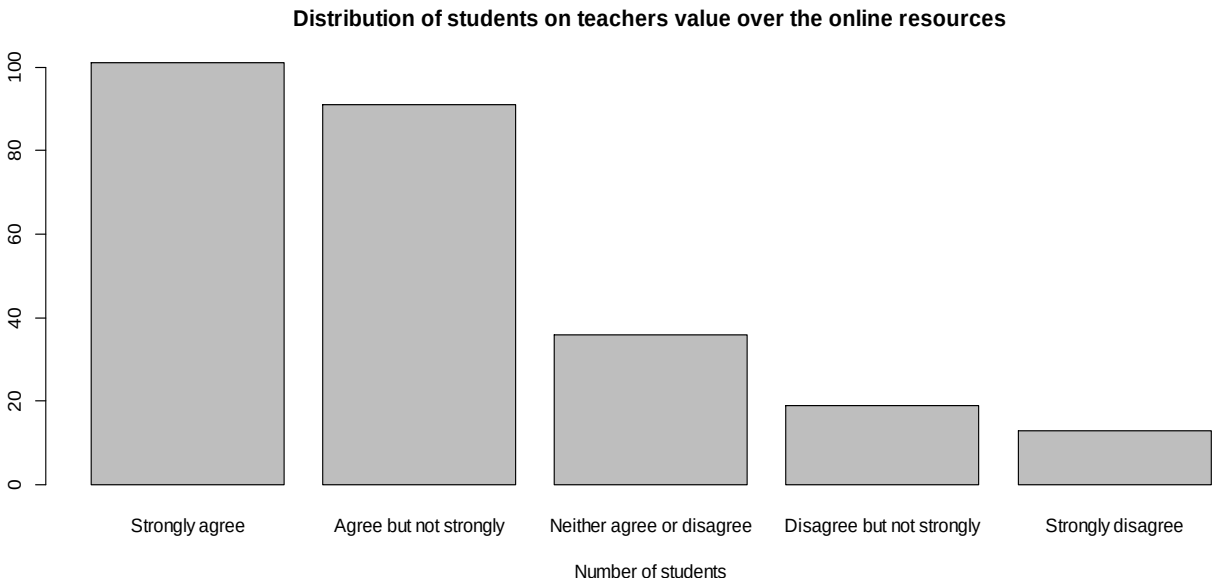


Figure 4. Distribution of students on teachers value over the online resources

To the question if online learning replaces face-to-face learning, 41.01% of the respondents answered positively but expecting it to happen in the far future. 14.01% of the respondents believe that online learning is going to replace teachers quite soon. And almost one fourth of them think this is impossible.

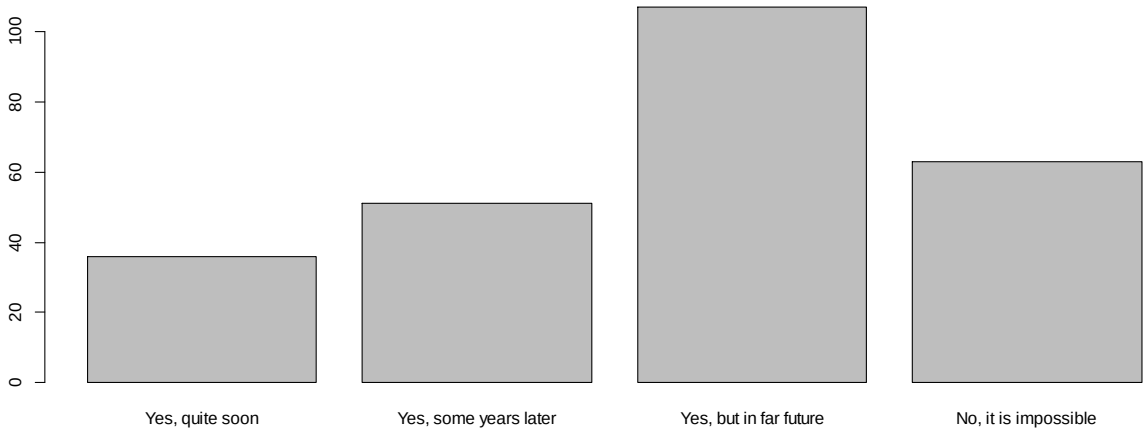


Figure 5. Response to the question if online learning replaces face-to-face learning

A significant portion of the students from Astana have had distance learning experience: 23.02%. And we speculated that students who have had distance learning experience may have a stronger believe that online learning can replace face-to-face learning in a relatively short time. However, the data analysis shows that there is not a strong co-relation between the number of the respondents who have distant learning experience and the number of the respondents who believe that online education can replace face-to-face education.

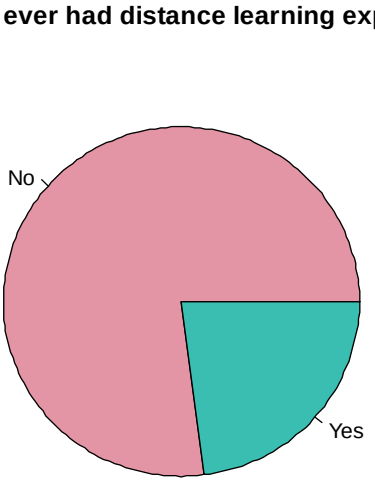


Figure 6. Having had distance learning experience

Table 1 Correlation between the number of students involved in distance learning and their attitude toward if e-learning can replace face-to face learning

Frequency table:

Rc.q7 / *Rc.q6*	*Yes. quite soon*	*Yes, but some years later*	*Yes, but in far future*	*No, it is impossible*
Yes	*23*	*35*	*83*	*51*
No	*12*	*16*	*22*	*8*

Conclusion

The following results are gained through this study:

1. Although e-learning is developing fast and students from Astana are active users of online services, they tend to refer to the online resources less often than we expected. This might be the result of the less developed Kazakhstani content of online learning. Nevertheless, a significant number of students (25%) expressed their total dependence on online resources in learning a foreign language.

2. Majority of the students believe that e-learning can hardly replace face-to-face learning in a short period of time. However, they expect it in far future.

3. Out of expectation, students who have distance learning experience (about 23% of the total respondents) did not show any preference in online learning. They expressed that online learning cannot be a major trend in recent time.

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GLUBINNYJ PODHOD KAK METOD IZUCHENIJA INOSTRANNYH JAZYKOV [THE DEEP APPROACH AS A METHOD OF LEARNING FOREIGN LANGUAGES]

(Arpentieva M.R.)

Kaluga K.E. Tsiolkovski state University, Russia

Abstract

Purpose - the article is devoted to the one of the most interesting and popular approach to the organization of teaching foreign language: the deep learning.

Methodology – the article considers a theoretical and empirical approach to learning, aimed at identifying its styles. It analyzes the ideological, technological features that distinguish it from surface approach and strategic approach.

Originality/value – the Deep, developmental approach is compared with traditional surface, reproducing, and socio-biased (pseudo-developmental), "game", deals with the conditions of productivity and efficiency of training

Findings – the leading idea of this work is the assumption that the context, deep learning, involves the inclusion of personality in the learning process. Involvement enables the person to change, to reassess their views of the world and herself. The student needs the support of a teacher who creates an atmosphere of search, dialogue, cooperation. The teacher has a deep meta-learning skills, including the ability to create an atmosphere of psychological safety, broadcasting knowledge as a fragment of their own and of human experience, to include students in the learning dialogue. In-depth student involved in the teaching and relationships with teachers and pupils, developing their ability to learn and forms a deep and detailed understanding of language and culture. It adjusts the learning process, expands the palette available to him expression patterns and relationships. Surface and strategic approaches to learning are simulations for training and educational activities: students and teacher interact and not so much working, how much "serving" heavy duty. In the case of surface approach, such a serving makes sense: knowledge and skills are quickly lost. In the case of the strategic approach, knowledge and skills are need only as a component of personal success for the sake of which one learns to sacrifice relationships with others and yourself.

Keywords – deep learning, foreign language learning, surface learning, secondary linguistic personality.

Введение

Современные технологии обучения иностранному языку обращены к решению проблем развития и трансформации личности, расширения и углубления постижения себя и мира обучающимися, формирования и развития их отношений к себе и миру посредством вхождения в новую языковую реальность, то есть - вторичной языковой личности. Вторичная языковая личность есть совокупность способностей человека к иноязычному общению на межкультурном уровне и предполагающая адекватное взаимодействие с представителями других культур. Она складывается из овладения вербально-семантическим кодом изучаемого языка, то есть "языковой картиной мира" носителей этого языка и "глобальной" (концептуальной) картиной мира, позволяющей человеку понять новую для него социальную действительность. Развитие у обучающегося вторичной языковой личности делает его способным быть эффективным участником межкультурной коммуникации. Это - собственно стратегическая цель обучения иностранному языку. Вторичная языковая личность человека, овладевающего иностранным языком, формируется под влиянием первичной языковой

личности, сформированной родным для него языком. При этом уровень развития языковой личности, освоенность разных типов понимания и говорения на родном языке связана с готовностью к формированию вторичной языковой личности, освоению типов понимания и говорения на иностранном языке. В ходе изучения иностранного языка чаще формируется неполная модель языковой личности, поскольку, помимо факторов «внутренней» готовности, существует проблема качества и характера обучения новом языку.

Основная часть исследования

Как показывает теоретический анализ имеющихся подходов к обучению иностранному языку, современные, экспериментально-ориентированные, глубинные, модели обучения идут пути развития личности посредством вхождения в новую языковую среду, новую культуру отношений к себе и мира, закодированную в языке и данную непосредственно – в культуре страны. Особенно велико в процессе вхождения в новую для иностранцев культуру, значение глубинного или глубокого подхода к образованию, трансформирующего жизнедеятельность, трансдискурсивного, то есть помещающего субъекта в ситуацию анализа дискурсов (языков) окружающего мира – анализа дискурсов разных языков: своего и иностранного.

Студенты, другие обучающиеся выполняя задание, могут сосредоточиться либо на понимании (deep approach), либо на воспроизведении (shallow approach). Под глубинным подходом подразумевается такая организация обучения, при которой ученик нацелен на освоение смыслов, меж- и метапредметных связей, выход на глубинное понимание изучаемого учебного материала в его взаимосвязи с материалом изучение родного языка и другими учебными дисциплинами и т. д. Обучающийся по логике поверхностного подхода, концентрируется на словах больше, чем на их значении, на форме больше, чем на смысле. Обучающийся в логике поверхностного подхода стремится выяснить, что хочет от него учитель, и выполнить его требования, особое значение имеет метакогнитивность, «глубинный ученик» приобретает способность контролировать свое состояние и уровень обучения: фокус образовательного процесса смещается с учителя на ученика, акцент на том, *как* ученик учится [2]. Использование глубинного подхода в процессе обучения иностранному языку способствует повышению мотивации учащихся, улучшению учебных результатов, таких как способность расширять изученное содержание до более широкого контекста, соотносить его как в целом с новым для них языком, так и с миром, в котором живут или планируют жить учащиеся. Обучение иностранному языку выступает как процесс извлечения и приобретения смыслов, установление причинно-следственных связей между частями изучаемых предметов и с реальным миром, а также как альтернативная интерпретация реальности, постижение мира через ре-интерпретацию знаний. Глубинный, активный, подход в обучении иностранному языку противопоставляется «поверхностному», пассивному. Суть последнего сводится к запоминанию учебного материала (слов и правил) и его воспроизведению с целью выполнения внешних требований, сдачи зачетов и разных «минимумов». Он организован как процесс получения языковых фактов, формирования навыков и умений, которые могут быть «законсервированы» и применены по мере необходимости.

Глубинный подход, напротив, подразумевает «такие смысловые доминанты, как трансдисциплинарность, трансформативность, интегративность, целенаправленность, целостность, глобальность, процессно-ориентированность, сознательность» **(deep learning approach)**. Это также – трансдисциплинарный, в том числе, психолингвистический и социолингвистический подход, расширяющий понимание языковой реальности и стоящей за ней культуры отношений к себе и миру, их осмысления. Он применяется при решении сложных комплексных задач обучения иностранному языку и проблем, для которых необходим выход за рамки привычной модели мира, связанной с родным языком или языками.

Вместе с тем, его задача – углубление знаний о языке, понимание не только смысла слова или языкового правила, но осознание уровня их освоения и собственной роли в этом

процессе: отличительная черта подхода – преобразовательный характер (личностное трансформирование) за счет совместной (в том числе групповой) и саморефлексии, формирования чувства сопричастности к человеческому роду, осознания своей роли в мире, через постижение множественности языковых картин мира и человека: множественности и различий понимания, наличия в множественности сходных и отличных черт.

Формирование вторичной языковой личности означает помещение или, точнее, перемещение ученика, в позицию трансдискурсивного «авторства», переживания себя как субъекта – носителя живого, развивающегося, осмысленного, языка, по сравнению с пассивным воспроизведением и переживанием себя как воспроизводящего сложившиеся языковые клише, чуждые своему миру и языку и используемые по принуждению. Глубинный подход в обучении иностранному языку обращает внимание на психологическое благополучие учащегося как один из решающих факторов обучения. Он отводит учителю особую роль в понимании и приятии учащегося на разных этапах обучения, в создании благоприятной, поддерживающей обучающей среды (facilitating environment). Он подчеркивает роль «межличностного интеллекта» как способности человека взаимодействовать с другими людьми, а также роль «внутриличностного интеллекта» - как способности осознавать себя.

Таблица 1 - Сравнение глубинного и поверхностного подходов

Глубинный подход	**Поверхностный подход**
Изучение новых фактов и идей критически, на основе установления связей включение их в существующие когнитивные структуры Цель обучения совпадает с личными учебными целями ученика. Понять, осмыслить информацию. Внутренние мотивы включения в учебный процесс. Процесс познания и осмысление себя и мира. Ученик сосредоточен на смыслах и значениях, на значимой деятельности, на понимании целостной картины. Происходит осмысление, трансформация, активная работа с контекстом, интеграция новых идей с предыдущими, трансформация личности и учебного материала. У учащегося выражен интерес к изучению предмета. Полон решимости и веры в себя, стремления справиться с заданием и сознательно включен в работу при выполнении заданий. Оперирует ранее усвоенными знаниями как прочной основой для усвоения нового материала.	Принятие новых фактов и идей без критики; хранение их в памяти в качестве изолированных, не связанных между собой элементов. Задается извне, воспринимается как внешнее требование. Выполнить внешние требования, пройти процедуры оценивания. Внешние регуляторы включения в учебный процесс, требования процедур контроля. Избежать наказания и повысить статус. Ученик сосредоточен на частях, фрагментах, не связанных друг с другом, на обучении как деятельности, имеющей смысл для достижения чего-то другого. Способ достижения цели и ожидаемый результат - запоминание, осмысление, воспроизведение учебного материала. Ученик получает информацию обычно пассивно. Не фокусируется на учебной деятельности. Не обладает достаточными базовыми знаниями и умениями, связанными с осмыслением, необходимым для понимания материала. Не хватает времени / слишком большая нагрузка. Выученная беспомощность.
Умеет распределять свое время, владеет тайм-менеджментом, находя время для дел по интересам. Накапливает положительный опыт образования, уверенности в своих способностях понимать и добиваться успеха, самоэффективность	Циничное, «рентное» отношение к образованию, связанное с верой в то, что от ученика требуется только воспроизводить знание. Высокая тревожность и отчуждение. Получение документа об образовании важнее самого образования

Глубинный преподаватель	Традиционный преподаватель
Показывает личный интерес к предмету. Показывает учащимся структуру учебной дисциплины и ее связи с другими. Показывает структуры дискурсов и отношения теорий внутри дисциплины. Концентрируется на изучении ключевых концептуальных вопросов, отводит на это достаточно времени и при необходимости показывает приемы учебной деятельности. Аргументирует неправильность суждений учащихся. Вовлекает в активную работу, учит пониманию. Использует задания, требующие интеграции, комбинирования идей, концепций и др. Увязывает новый материал с известным. Разрешает делать ошибки, вознаграждает усилия. Последователен при оценивании учебных результатов; стремится к доверию.	Демонстрирует незаинтересованность или даже негативное отношение к учебному материалу. Преподносит материал так, что он может восприниматься как набор разрозненных фактов и идей. Разрешает или стимулирует пассивность. Оценивает воспроизводимость небольших фрагментов информации (несвязанные факты, короткие вопросы). Спешит изучить слишком большой объем материала, который изучается поверхностно, обычно в ущерб глубине из-за нехватки времени или знаний учащихся или учителя (преподавателя). Создает ситуацию излишней тревожности, дает мало надежд на успех часто необоснованными утверждениями или чрезмерной нагрузкой. Короткий промежуток между процедурами контроля (короткий цикл оценивания)

Наиболее развернуто особенности глубинного подхода раскрываются при сопоставлении с поверхностным. Такой подход, по сути, аккумулирует современные тренды в развитии образования, хотя внешне не столько интегрирует, сколько противопоставляет себя классическому подходу [1; 2; 3].

«Глубинный учитель» студенто-центрирован, выстраивает образовательную деятельность с учетом значимого для учащегося, организует учебные дискуссии, фокусируясь на жизненных вопросах и проблемах; осознает, что учитель не является единственным источником знаний; соблюдает нравственные и этические нормы, стремится к социальной справедливости; предлагает сотрудничество, работая с разными сообществами как носителями той или иной - значимой для мира - культуры и языка. Быть «глубинным учителем» означает понимать, что значит быть «глубинным учеником», нести ответственность за процесс и результаты обучения.

«Поверхностный преподаватель» полагает, что «учащиеся учатся, *как* думать, когда знают, *о чем* думать», что знания о языке и культуре, с которой он связан, могут быть переданы студентам непосредственно, без их обдумывания, не участвуя в поиске и осмыслении, учебный материал должен быть представлен от лица того, кто им владеет и полное освоение программы очень важно, т. к. поверхностные знания можно углубить, а неполные дополнить сложнее.

Выделяют и третий подход, *прагматический,* социально-ангажированный, ориентированный на учебные успехи и *признание* (strategic / achieving approach) - «хорошо организованная форма поверхностного подхода». Он направлен на получение (академического) признания, то есть максимальных баллов при прохождении процедур оценивания учебных результатов, обучение выстраивается как игровая деятельность с целью повышения мотивации и повышения результатов обучения, его облегчения не столько в плане фасилитации, сколько в плане комфорта и удобства познавательной деятельности. Однако, если обучение иностранному языку становится трудным и/или перестает носить игровой характер, происходит снижение его эффективности [1; 2; 3].

Выводы

Итак, глубинный подход обращает внимание на психологическое благополучие учащегося как один из решающих факторов успешного обучения и отводит учителю особую роль в понимании и приятии учащегося на разных этапах обучения, в создании благоприятной, поддерживающей обучающей среды (facilitating environment.), роль «межличностного интеллекта» как способности человека взаимодействовать с другими людьми и «внутриличностного интеллекта» - как способности осознавать себя в контексте целостного взгляда на человека (interpersonal intelligence, intrapersonal intelligence).

Цель глубинной демократии – освобождение от «интеллектуального рабства». Подготовка переводчиков и других специалистов в области иностранных языков методами глубинного обучения – это и подготовка людей, более свободных в своем сознании и жизни, чем окружающие.

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STUDENTS' FUNCTIONAL LITERACY DEVELOPMENT VIA COMPETENCE-BASED APPROACH

(Bekker M.)

Saran A.Kunanbaev Humanitarian Technical College,
The Republic of Kazakhstan

Abstract

Purpose – The article describes the study of the problem of formation of functional literacy of students, identifies the ways, solving the problem of the formation of functional literacy of students in the conditions of implementation of competence-based approach.

Methodology – The analysis of the conditions for the harmonious and comprehensive development and future competitiveness of Kazakhstan specialists in the international space.

Findings – My presentation purports to reveal the practical problems of formation of functional literacy of students in the conditions of implementation of competence approach and find ways to solve this problem. Performance is based on the main theses:

1) a description of the problem of formation of functional literacy of students;
2) setting goals and objectives of the research problem solution;
3) the expected results of the research problem solution;
4) determine the conditions and factors that influence the research problem solution

Keywords – functional literacy, competence-based, approach, problem solution

Introduction

The problem of activization of informative activity of students, formation of their functional literacy has always been one of the most relevant in the practice of teaching, so is constantly searching for tools to enable effective use of joint cognitive activity of the teacher and students. The interest of teachers aimed at the development of educational technology. The meaning and purpose of any technology - to optimize the process, to exclude from it all activities and operations that are not necessary to obtain the desired result.

The extension of the interpretation of the term "technology" allows the teacher to move from the designation of technical means used for training purposes, to the designation of the process of setting and implementation of specified educational objectives that is guaranteed operational feedback and provided the entire arsenal of psychological-pedagogical, administrative and technical means, methods and forms. When there are various opinions in the classrooms, when they are open to controversy and debate, when they are searching for, then it becomes part of the intellectual development of future specialists and formation of its functional literacy.

The transition to the technological level in the educational process and subsequent implementation of this project helps the teacher to become a professional, liberating his identity, comes as an alternative to formal education, accounts for a significant strengthening of the role of the learner and opens up new horizons for the development of creativity of the teacher.

This implies that today, to be professionally competent teacher is impossible without exploring the whole broad spectrum of educational technologies.

Main part

Educational technologies based on active and interactive forms of knowledge, enable students to be open to learning and be actively involved in relations and cooperation with other participants of educational process; to analyze their activities and realize their own potential; to prepare for what they will face in the near future in life and professional activity; to be themselves, not to be afraid to

express themselves, to make mistakes, provided that they are not subject to this condemnation and not receive a negative evaluation.

Revealing the concept of the competence approach, you can see that it is a set of General principles defining the goals of education, selection of educational content, organization of educational process and evaluation of educational outcomes. Among these principles are the following:

- the meaning of education is to develop the students ' ability to solve problems in various fields and activities through the use of social experience, which is the learners' own experience;
- the content of education represents didactically adapted social experience in solving cognitive, ideological, moral, political and other problems;
- sense of organization of educational process is to create conditions for the formation of trainees ' experience of independent solutions of cognitive, communicative, organizational, moral, and other problems that comprise the content of education;
- assessment of the educational outcomes is based on the analysis of the level of education achieved by students at a certain stage of training.

In the conditions of transformation and globalization, modern society confronts teachers and educational institutions the task of training future specialists, able to:

- focus on changing life situations, independently acquiring the necessary knowledge, applying them in practice for solving a variety of problems encountered to lifelong learning to be able to find their place in it;
- self-critical thinking, to see the problems and look for ways of rational solutions, using modern technology;
- clearly understand where and how the knowledge acquired by them can be applied;
- be able to generate new ideas, to think creatively;
- work competently with information: collect required facts to solve a particular problem , analyze them, to make necessary generalizations, comparisons with similar or alternative solutions, to establish statistical and logical patterns, to make reasoned conclusions, to apply the lessons learned to identify and solve new challenges;
- be sociable, contact in various social groups, be able to work together in various areas, in various situations, preventing or skillfully leaving any conflict situations;
- work independently on the development of morality, intelligence and cultural level.

In the last decades in the theory of teaching foreign languages is firmly the concept of "*intercultural competence*" as one of the indicators of functional literacy, i.e. including the person's ability to participate effectively in intercultural communication. For example, learning a new language, the student broadens not only his horizons, but also the boundaries of his worldview and mindset. Using linguistic-cultural experience, national-cultural traditions and habits, the subject of intercultural communication while trying to consider not only the language code (language experience), but also other customs and habits, other norms of social behavior. Requirements for intercultural communication has put the English teachers to have to teach students at different proficiency skills: to use the foreign language in authentic situations of intercultural communication; to explain and understand at some level, someone else's way of life, behavior; to improve the individual picture of the world through exposure to the language world picture of native speakers.

Formation of functional literacy of students (communicative and socio-cultural development) should be carried out to a greater extent through proper implementation of the encyclopedic approach. This approach provides language learning in close connection with the foreign language culture, which includes a variety of informative information about the history, literature, architecture, life, manners, lifestyle and tradition of the people of the country of the studied language. The involvement of material culture increases motivation teachings of students, which is extremely important as without learning motivation effectively. Socio-cultural competence provides the ability to navigate in social and cultural markers of an authentic language environment, to predict possible socio-cultural interference to cross-cultural communication and ways to resolve them. Socio-cultural knowledge

helps learners to adapt to a foreign environment, following the canons of politeness in a foreign language environment, respecting traditions, rituals and lifestyle of the representatives of another cultural community.

Thus, the formation of functional literacy of students in English language teaching must be based on the following principles:

1. *The didactic principle of cultural resources*. According to this principle in the selection of facts should be:

- to determine the value meaning and the value relevance of selected materials to develop students ' undistorted views about the history and culture of peoples and their languages;
- to realize the extent to which educational material can serve as incentive to familiarize students with concepts such as "cultural heritage", "cultural community", cultural diversity, "language and linguistic culture".

2. *The principle of dialogue of cultures and civilizations.* This principle draws attention to the need for analysis of authentic cultural material from the point of view of potential possibilities for its use in the classroom. This principle also implies that in the formation of cultural space in terms of foreign language learning of communication used cultural material about the country of origin.

3. *The principle of dominance is acceptable methodologically problematic cultural tasks* - directs the teacher to build such a model of learning in which students: – training in the collection, systematization, generalization and interpretation of cultural information; – possess cultural search strategies and methods for the interpretation of culture.

Conclusion

In modern conditions, when expanded professional and personal contacts of teachers and students from different countries, the importance of functional literacy is of particular relevance. But it is necessary to take into account the fact that knowledge of a foreign language nowadays is not just a cultural attribute of the development of the future specialist, but also one of the conditions for successful professional activity.

In this connection, I consider that the development of functional literacy of students is impossible without the use of professional and personal and competence approach to the teaching of English, focused on student's personality and his active participation in self-development, acquiring quality knowledge, professional skills, including teamwork and creative solution to specific problems.

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TEACHING ARGUMENTATIVE WRITING

(Betimbayeva I.B.)

D.Serikbayev East Kazakhstan State Technical University,
The Republic of Kazakhstan

Abstract

Purpose: the given article describes the ways of teaching argumentative written interaction, which is considered a specific communicative skill. Teaching argumentative writing presupposes certain strategies and several stages which are discussed in the content of the article.

Methodology: the analysis of the data and references, systematization.

Originality/value: the domain of the article is actual for modern methodology of foreign languages education. Argumentative competence is difficult to develop as the statistics show that most students are not able to justify their point of view in a foreign language. The national system of education does not provide sufficient sources to develop writing skills in argumentation though it is one of the most crucial parts of being competent and successful in international cooperation and modern labor market.

Findings: the analysis of teaching experience in the domain of argumentative writing; presenting a scheme of argumentation, its structure and staged preparation for argumentative writing.

Keywords – argumentation, argumentation structure, argumentative texts, argumentation teaching strategies.

Introduction

Over the last decade, international cooperation in all the spheres of life, often carried out in the written forms of verbal communication, has increased dramatically. Communication with foreign partners requires the ability to determine the strategy of speech behavior, to choose the practical methods of its implementation in specific situations. The success of communication depends on the ability to argue, to defend one's point of view, that is, the skills of argumentation allows to hold the initiative of communicating, actively and successfully interact with the communication partners. The curriculum of the universities on the discipline of "Foreign language" among the forms of written assignments provides for the writing of reports, reviews and essays. All these forms of written communication require students the formation of the ability not only to expound but also to argue their point of view. However, in written forms of communication this skill is of particular importance, since it is necessary to convince the absent sender. The teaching of argumentation skills as a methodological problem is of particular relevance.

Main part

Among the various scientific approaches to the solution of this problem, it is possible to consider the argumentation as a speech activity conducted through the construction of a certain kind of text classified as argumentative text. The peculiarity of this text is that it adopts a logical-linguistic structure. Argumentative text acts as the external form of the implementation of logically correct thinking. Conclusiveness of the argumentation of the text determines its structure, which is characterized by the obligatory presence of logical components and relationship between them in the form of external and internal means of connectivity. Clearly the structure of the argumentative statements can be found in the theory of Stephen Toulmin in *The Uses of Argument*.

Toulmin's basic conception of argument includes several elements:

- a **claim** based on **evidence** of some sort

- a **warrant** that explains **how the evidence supports the claim**
- **backing** supporting the warrants
- **qualifications** and **rebuttals** or counter arguments that refute competing claims.

Claim: the position or claim being argued for; the conclusion of the argument.
Grounds: reasons or supporting evidence that bolster the claim.
Warrant: the principle, provision or chain of reasoning that connects the grounds/reason to the claim.
Backing: support, justification, reasons to back up the warrant.
Rebuttal/Reservation: exceptions to the claim; description and rebuttal of counter-examples and counter-arguments.
Qualification: specification of limits to claim, warrant and backing.

Although many teachers begin to teach some version of argument with the writing of a thesis statement (a claim), in reality, good argument begins with looking at the *data* that is likely to become the *evidence* in an argument and which gives rise to a thesis statement or major claim. That is, the thesis statement arises from a question, which in turn rises from the examination of information or data of some sort. Once we have examined data to produce a question and have reexamined the data to try to produce an answer to the question, we may have a claim or thesis worthy of arguing. If the data support our answer to the question, it becomes evidence in support of the claim we make. Laid out step by step, it looks like this:

1. Examine data
2. Ask questions based on data
3. Reexamine data
4. Try to answer the questions
5. Data that supports our answer = Evidence

Evidence, to be useful, must be relevant and verifiable.

Warrants are chains of reasoning that connect the claim and evidence/reason. A warrant is the principle, provision or chain of reasoning that connects the grounds/reason to the claim. Warrants operate at a higher level of generality than a claim or reason, and they are not normally explicit. The unstated warrant is: “when you make risky behavior safer you encourage more people to engage in it.”

There are six main argumentative strategies via which the relationship between evidence and claim are often established. They have the acronym “GASCAP”:

- Generalization
- Analogy
- Sign
- Causality
- Authority
- Principle

These strategies are used at various different levels of generality within an argument, and rarely come in neat packages - typically they are interconnected and work in combination.

Common Warrants

1. Argument based on Generalization. It is a very common form of reasoning. It assumes that what is true of a well chosen sample is likely to hold for a larger group or population, or that certain things consistent with the sample can be inferred of the group/population.

2. Argument based on Analogy. Extrapolating from one situation or event based on the nature and outcome of a similar situation or event. Has links to 'case-based' and precedent-based reasoning used in legal discourse. What is important here is the extent to which relevant similarities can be established between two contexts.

3. Argument via Sign/Clue. It is the notion that certain types of evidence are symptomatic of some wider principle or outcome. For example, smoke is often considered a sign for fire. Some people think high SAT scores are a sign a person is smart and will do well in college.

4. Causal Argument. Arguing that a given occurrence or event is the result of, or is effected by, factor X. Causal reasoning is the most complex of the different forms of warrant. The big dangers with it are: Mixing up correlation with causation.

5. Argument from Authority. Does person X or text X constitute an authoritative source on the issue in question? What political, ideological or economic interests does the authority have? Is this the sort of issue in which a significant number of authorities are likely to agree on?

6. Argument from Principle. Locating a principle that is widely regarded as valid and showing that a situation exists in which this principle applies. Evaluation: Is the principle widely accepted? Does it accurately apply to the situation in question? Are there commonly agreed on exceptions? Are there 'rival' principles that lead to a different claim? Are the practical consequences of following the principle sufficiently desirable?

Unlike many forms of writing, academic arguments will often include discussions of possible objections and counterarguments to the position being advanced. Academic arguments typically take place in disciplinary communities in which a variety of competing or divergent positions exist. When preparing to 'speak' to the communities by writing an argument, writers are aware of the arguments against which they must build their claims, and of the counterarguments which are likely to emerge. Dealing with counterarguments and objections is thus a key part of the process of building arguments, refining them, interpreting and analyzing them. There are several main reasons for introducing counterarguments and objections.

1. It demonstrates that the author is aware of opposing views, and is not trying to 'sweep them under the table'. It thus is more likely to make the writer's argument seem 'balanced' or 'fair' to readers, and as a consequence be persuasive.

2. It shows that the writer is thinking carefully about the responses of readers, anticipating the objections that many readers may have. Introducing the reader to some of the positions opposed to your own, and showing how you can deal with possible objections can thus work to 'inoculate' the reader against counterarguments.

3. By contrasting one's position with the arguments or alternative hypotheses one is against, one clarifies the position that is being argued for. When dealing with objections or counterarguments, authors tend to take one of three approaches.

Strategic concession: acknowledgment of some of the merits of a different view. In some cases, this may mean accepting or incorporating some components of an authors' argument, while rejecting other parts of it.

Refutation: this involves being able to show important weaknesses and shortcomings in an opponent's position that demonstrate that his/her argument ought to be rejected.

Demonstration of irrelevance: showing that the issue in question is to be understood such that opposing views, while perhaps valid in certain respects, do not in fact meet the criteria of relevance that you believe define the issue. How well authors produce rebuttals and deal with counter-arguments is an important part of how we evaluate the success of an argument.

Thus, from the point of view of argumentation theory in the first paragraph should be the thesis (position) of the author and his imaginary opponent; the second paragraph leads to the system of reasoning of the author, the third reflects the system of reasoning of an imaginary opponent; the fourth paragraph includes construction of system of arguments, and in the fifth - general conclusion shows why the thesis is true.

The study of the state of communicative competence in written argumentation among university students shows that most students are not able to justify their point of view in a foreign language. This raises the need to study this issue and establish rational methods of teaching writing argumentative speech in a foreign language. Professors teaching first-year writing classes often note that their students don't understand the terms of academic argument. Indeed, our students have several misconceptions about argument:

- Students sometimes confuse argument with debate, taking a strong, oppositional position on a topic and then trying to "win" points.
- Students sometimes conceptualize an argument as a fight: they spar with a text without taking the time to understand it.
- Students sometimes think in black and white, neglecting the nuances of an argument.
- Students sometimes jump on the first bandwagon they find, citing an authority with almost blind reverence and ignoring all other points of view.
- Students can mistake argument for opinion, writing papers that are subjective and self-gratifying rather than objective and reader-based.
- Students sometimes construct a weakly supported or poorly reasoned argument because it is, after all, their opinion, and they have a right to it.
- Students can find themselves overwhelmed by the complexity of an intellectual problem, unable to take a stand.
- Students too often rely on structures that they learned in high school, thereby crippling their arguments from the get-go.

Undoubtedly, an effective model for learning argumentative writing involves complex staged operations: mastering of theoretical knowledge, analysis of the text-sample, preparatory and training stages and practical stage of writing itself. Theoretical material introduced presenting basic concepts of argumentation: the scope of the topics of discourse, its semantic analysis, the structure of evidence, argumentative plan, argumentative paragraph, methods of demonstration the evidence.

Let's consider "The 7 C's of Argumentation":

1. Consider the situation
   - What is the topic?
   - What is my purpose?
   - Who is my audience?
   - What action do I want my audience to take?
2. Clarify your thinking
   - What are you trying to prove?
   - Why do you feel the way you do?
   - What kind of proof do you have?
   - Who will be affected by this?

Teaching Writing Strategy: Students complete one of the following: a Pro/Con chart, a Toulmin outline, or a Think in Threes graphic organizer

3. Construct a claim (thesis statement)
   - A claim is the position statement or the key point of your argument.
   - Three types of claims: *claim of fact*—state something is true or not true; *claim of value*—state something has or doesn't have worth; *claim of policy*—assert something should or shouldn't be done
   - Claims may contain one or more reasons you will prove
   - Write claim as one coherent sentence
4. Collect evidence
   - Facts
   - Examples
   - Definitions
   - Comparison
   - Statistics
   - Experience
   - Analysis
   - Prediction

- Demonstration
- Expert opinions
- Anecdotes/Reflections/Observations
- Quotations

Teaching Writing Strategy: Students need to learn how to identify faulty logic. This is an appropriate place to discuss faulty thinking.

5. Consider key objections—Develop counter arguments

- Point out flaws/weaknesses in arguments on the other side or arguments you don't accept
- List objections
- Recognize or concede another viewpoint when claim has true weaknesses. This adds believability to overall claim.

Teaching Writing Strategy: Students need to learn concession starters—transitional phrases that demonstrate they understand the value of other viewpoints. These include:

I admit that	Even though	Certainly
It is true that	Perhaps	I accept
Of course	I agree that	I realize that
admittedly	granted	I cannot argue that
even though	I agree that	while it is true that

6. Craft your argument

- Use logical appeals—facts, statistics, expert opinions, anecdotes, and examples
- Avoid appeals to fear or ignorance
- Use levels of evidence—a minimum of two pieces of evidence to support each reason

7. Confirm your claim

- Conclude with a coherent restatement of main arguments
- Use a call to action

Conclusion

The use of certain strategies and stage technology in the teaching process of argumentative writing facilitates the development of skills of good argumentation. Based on given theoretical information on the structure of argumentation with practical exercises argumentative texts are formed with the appropriate thesis statement, claim and evidence, special linguistic and stylistic language means. Consistent integrated work can lay a solid foundation for the development and improvement of argumentative skills of students.

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ACTION RESEARCH OF CLIL IMPLEMENTATION

(Golovintseva V. V.)

Chemistry-Biology Branch of Nazarbayev Intellectual School,
The Republic of Kazakhstan

Abstract

Purpose: In the beginning of the 21st century Kazakhstan entered the List of twenty the world most developing economies. To stimulate the tendency further, President Nazarbayev introduced three language policy to Kazakhstani society which made CLIL one of the major strategies of education in Kazakhstan.

The major problem of our research is in action "How to improve learning English Physics terminology in the 7th grade?". The research is oriented towards studying how CLIL techniques influence the teachers and students and how to make CLIL be a natural and integral part of education in Kazakhstan.

Methodology: The actual research made by the teachers of Physics and the English language on the 7th grade basis included 4 cycles when different tools were used.

Originality/value: The first cycle studying was based on tasks differentiating according to the basic channel of information perception. During the second cycle we used segment and concentric model of teaching which supposes repeating cycles of reading one text with different tasks. The third cycle of the research was devoted to develop the students' auditing memory and doing mini research in Physics in English. The forth cycle was focused on developing students' writing and speaking skills when they are solving Physics problems and doing lab work.

Findings: In other words, the integration of Physics and English was achieved through the studying the Physics content and developing language skills.

Key words: Physics, cycle, teaching, CLIL

Introduction

The term CLIL (Content and Language Integrated Learning) emerged in Europe in the end of the 20th century and its purpose is to bring language learning into every classroom to make school graduates more mobile across many countries of Europe and the world [2]. In the beginning of the 21st century Kazakhstan entered the list of the 20 fastest growing economies in the world. To stimulate this tendency "Trilingual Education Policy" was introduced by the president Nazarbayev. According to this policy each citizen of Kazakhstan should be able to speak 3 languages: Kazakh language as the mother tongue, Russian language as the language of a big neighbor and one of the 6 UN languages, and English as the language that will help Kazakhstan enter the global arena. This language policy made CLIL one of the key strategies for education in Kazakhstan.

Main part

Kazakhstan's model of CLIL is still developing and at this initial stage it has its own peculiarities. Students reach a sufficient level of English approximately in the 7th grade so we introduce CLIL at this stage. There are not enough content teachers who have a sufficient level of English, so a CLIL lesson is normally conducted by 2 teachers: a content teacher and an EFL teacher. At the initial stage subjects are taught in two languages: a native language and English language, and the main language objective is to help students remember science terms in English. Thus the main question of our action research emerged "How to make learning of physics terms in English more effective?" This research was launched to find out how different CLIL techniques and approaches influence teachers, students and eventually to make CLIL a natural and integral part of Kazakhstan's education.

Action research conducted in Nazarbayev Intellectual school Pavlodar consists of 4 cycles. Each of the cycles uses different tools. Cycle 1 investigation is based on differentiation in tasks according to the main sensory receivers: visual, auditory and kinesthetic. Cycle 2 involves segmentally-concentric model of learning [3] which presupposes repeating cycles of reading of the same text with different tasks. In Cycle 3 various techniques of development of auditory memory are used and at this stage students conduct a mini-research with the help of the EFL teacher and the physics teacher. Cycle 4 research focuses on development of students' writing and speaking skills while solving physics problems and doing laboratory works. In other words, integration of physics and language is achieved through integration of physics content and language skills.

Cycle 1 Different people have different learning styles [4], so the focus-group of our research was tested by psychologists to find out their main sensory receivers: visual, auditory and kinesthetic. Using the results of the test we divided the group into 3 sub-groups: visual learners, auditory learners and kinesthetic learners, and in every lesson the students got differentiated tasks according to their learning styles. [5] Visual learners did crosswords, word search puzzles and other types of visual tasks. Auditory learners did "listening and reaction" tasks, for instance: "Listen and clap your hands if you hear the term connected with the topic Graphs of Motion." Kinesthetic learners learn better by doing something, so they performed assignments like "Unjumble the word or the sentence", running dictation, etc [6].

Every lesson started with testing students' prior knowledge of the topical terms in English and ended with a control test. A table with the results of the entry test and the control test was filled at the end of each lesson to keep the data and monitor the progress of students' learning. Keeping the track of students' progress in every lesson allowed the research team to plot the graph which shows the results of the whole cycle. The graph shows students' progress in learning physics terms in English from 64% in the first lesson to 88% in the third lesson.

Cycle 2 Segmentally-concentric model of learning [1] used in cycle 2 presupposes repeating cycles of reading of the same text with different tasks. At the first stage students are presented a short text on a definite topic in English and its translation into a mother tongue (Russian or Kazakh). Students do different CLIL activities to remember the content of the text, the terms and their definitions. These activities include the ones designed for different learning styles used in cycle 1, internet resources like studystack.com, which allows each student work individually at their own pace. At the next stage students work with the parts of the text filling in the gaps, retelling it to each other and finally students retell the whole text in front of the class.

Cycle 3 started with testing students' auditory memory. The results showed that most of the students have an intermediate or low level of auditory memory which can be explained by use of visual aids almost in every lesson, so learners mostly rely on them rather than their memory, especially auditory memory. Another direction of our work in cycle 3 was conducting a mini-research on a chosen topic. In one of the first lessons students chose their topics, discussed and defined the deadlines and success criteria of the research and its presentation. Along with doing a research students practiced various techniques for development of auditory memory which include reading aloud for 3 minutes in every lesson, remembering multi-step directions, etc.

Analyzing the data of this cycle we found out that by the end of the cycle the focus-group students understand and remember teachers' oral instructions better than students of other classes. Conducting and presenting a mini-research helped students investigate a topic of their interest and some of the students decided to continue and deepen the investigation.

Cycle 4 Although all four language skills (listening, reading, writing and speaking) are interconnected and interdependent, in cycle 4 of our research we decided to focus on productive language skills speaking and writing. Students' main goal was to learn to solve a worded problem in English and explain orally how they did it. Another task that student were given was to make up their own worded problem. Each lesson followed the same pattern: Entry test - Activating prior knowledge - Introduction of new terminology - Solving a problem / doing a laboratory task - Oral explanation

using helpers (sentence starters, key words) / designing a problem or laboratory task using a model - Control test

After completing each cycle we made a quantitative and qualitative analysis of the results. The quantitative analysis contained the percentage of students' performance and its comparison: 66% in cycle 1, 92% in cycle 4. The qualitative analysis is teachers' and students' reflection on the methods used and outcomes, analysis after each cycle of what was a success and what should be improved. Completing each cycle we planned a new one trying to focus on the weaknesses of our students and make them strengths.

After completing 4 cycles of the research and analyzing the data we identified the benefits of CLIL for both students and teachers, such as extension of general and specific vocabulary, deeper understanding of physics terms and definitions, development of language skills. The students of the focus-group understand physics topical terminology in English, they can solve physics problems and perform laboratory tasks in English and explain the way they solved them, the students can design their own physics problems and laboratory tasks.

Conclusion

To make CLIL an effective tool of learning the following steps should be taken:

- content and language teachers should work as a team throughout the academic year;
- elements of CLIL should be introduced in every lesson, both EFL and other subjects;
- through integrated teaching teachers should learn from each other: content teacher should improve their level of English, the EFL teacher should better understand the content;
- the results of students' works should be carefully collected and thoroughly analyzed;
- at the end of each cycle all participants of the research should answer several specific questions which will help them reflect on their practice and performance and identify areas for development.

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MODULAR SYSTEM AS A BASIC PRINCIPLE OF INNOVATIVE TEACHING AT A TECHNICAL UNIVERSITY (ON THE BASIS OF D.SERIKBAYEV EAST KAZAKHSTAN STATE TECHNICAL UNIVERSITY)

(Gorban Ye.Ye.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose: the research of the educational policy at the technical university based on the credit-modular principle which supplies educational material through the independent information blocks (modules).

Methodology: theoretical and practical method of analysis of each training module, collection of information followed by the systematization of the facts and the formulation of conclusions.

Originality / value: module approach promotes the intensification of the educational process, the improvement of the foreign language level, motivation, the improvement of the capacity for individual activities, the development of cooperation skills and business communication.

Findings : the modular training system contributes to the development of skills such as the ability to analyze, to determine the main thing, to compare, to build an analogy, summarize and organize, to prove and disprove, to define and explain a concept, set and solve problems.

Keywords : lifelong learning, modular system, learning content, monitoring, competent specialist

Introduction

Bologna process is the idea of lifelong learning [1]. This idea is considered as the opportunity to continue professional education and to improve skills constantly. Educational policy of the modern university should be based on the credit-modular principle, the essence of which consists in the supply of educational material through independent information blocks (modules). They are logically linked and structured within the framework of the educational program. The modular system of training is useful for delivery of new knowledge and for the monitoring of students' knowledge.

Main part

Currently D.Serikbayev East Kazakhstan state technical university provides language teaching at all levels: Baccalaureate, Master's and PhD courses.

During the first year course (the first module) teaching involves the development of grammar, phonetics, reading and translation skills. According to N. Galskova students gain socio-cultural knowledge that includes lingvo-cultural and intercultural aspects of the foreign language [2]. The first group includes the knowledge of vocabulary expressing the culture of the country in the semantics of the language units. The second group is the knowledge which includes the realities of the country of the language studied. They are the aspects of the modern life, history, art and literature, customs and traditions of the people. The socio-cultural component plays an important role in the development of a personality as it gives the opportunity not only to get acquainted with the country's cultural heritage, but also to compare with the cultural values of the own country which contributes to the formation of culture and the development of tolerance. This module is designed to extend the general, social, cultural outlook of students and to stimulate their cognitive and intellectual processes.

During the second course (second module) professionally-oriented approach to learning a foreign language is provided. It involves the formation of the ability to communicate in a foreign

language in specific professional situations taking into account the characteristics of professional thinking. Under present conditions, the role of information at all levels and in all areas of social development is increasing. Until recently, the language barrier has been an insurmountable obstacle for many professionals. To get the original information from foreign sources was a problem for them. It deprived them of the possibility of their independent assessment of scientific ideas put forward by foreign scholars. For a specialist it is not enough to have knowledge in his native language; he must be aware of the progress of his professional field through the world. A foreign language is a required condition for professionalism, allowing to work with the information available to the world community, as well as to communicate with colleagues in a professional field in different countries. Participation in the Bologna process and the European labor market is possible when the future professionals receive sufficient training in foreign languages, including technical departments of higher institutions.

Foreign language is not a major at the technical university. First year students enter the university with different levels of the foreign language. Therefore, the process of knowledge receiving, semantic processing, preservation of acquired knowledge is not implemented at the correct level. Students themselves explain their problems in the following way:

1. It is psychologically difficult for a student to study when a level given is much higher than a level he / she has. To speak perfectly without mistakes is sometimes a problem not only for a student but for a native speaker himself.
2. Having entered the university students face the definite requirements. To avoid first problems at the initial stage the assistance of highly qualified linguist is necessary. It can be a teacher, practicing English in communicative way well. But a number of students didn’t have such opportunity before because they lived in remote villages, and teachers of English were inaccessible.
3. Having studied a native language at school students often forget about the rules and speak without thinking about grammar, but different English rules are strictly required from students.
4. Another obstacle in learning English is that students think in Russian or Kazakh and then translate words into a foreign language. They compare grammar rules, and only then they say a sentence. And they consider it to be too tedious. They try to think and speak in English precisely in such way as native-speakers do, who not always remember about grammatical rules, but it is very complicated for them.

In order to ascertain the reasons of the low level of knowledge in a foreign language of the first-year students a questionnaire survey was conducted:

- Which place among other subjects a foreign language takes?
- Do you consider language skills important for your professional development?
- How would you rate your knowledge in a foreign language?
- Are you pleased with forms and methods of teaching?
- What are the reasons that make it difficult to study a foreign language?
- Would you like to increase the number of hours in a foreign language?

Analysis of the questionnaire data revealed a level of cognitive interest in the subject "Foreign Language". Students want to know a foreign language, understand the need for the development of foreign language skills for a modern professional. Some students (30%) put it in the first place in the list of subjects, others put after the majors (59%), but there are students (11%) for which the subject takes one of the last places.

The causes of the failure in the subject were identified as follows: poor language skills at school - 58%, lack of time - 27%. There were some students who honestly admitted that they are interfered with the human factor - laziness - 15%. They are satisfied with forms and methods of teaching a foreign language, but the number of hours they would not like to increase, or would like to, but not at the expense of the majors. In any case, students who look to increase the number of hours and to improve their foreign language skills are always given the opportunity to study at the courses of the Scientific and Practical Center for Translation and Intercultural Communication and at the

additional courses. Each instructor has secrets how to increase students' motivation in learning a foreign language, how to develop their creative and language activity. They use a variety of techniques to stimulate students, to help them to learn and understand new and unknown rules.

The main objective of the module "Foreign Language (Professional)" for Master's course is intended for students to achieve a practical level of a foreign language which can be used in the future professional activity, scientific work, and in everyday business communication. The training provides the development of the foreign language competence to the level of upper-intermediate / advanced (medium / high). It provides mastery of the common vocabulary, vocabulary of scientific style, the terminology of the basic specialty, the improvement of the vocabulary and grammar skills required for translation and interpretation in the process of professionally-oriented communication. It ensures the development and improvement of the communicative competence as well as other aspects of the intercultural competence provided by the state educational standard of higher professional education of the Republic of Kazakhstan. In addition, learning a foreign language at the Master's course involves training in a foreign language for the entrance exam of the PhD course.

Module "Professional Foreign Language" is developed for PhD course. It provides education by specialty in the foreign language, the development of the basic categorical-conceptual competence, professional competence expanding professional terminology on the basis of special professional-oriented material, and the development of skills in different professional situations.

Module "Foreign Language for Academic Purposes" is for students of PhD course. It is designed to improve the level of professional competence and expand the existing system of knowledge and skills from different professions involved in research activities, and / or planning a career in science with the knowledge of the English language at the advanced level. The purpose of training on discipline "Foreign Language for Academic Purposes" is not only for the development of skills of writing and presentation of scientific publications, but also it improves communication skills to maintain conversations on topics which are popular in the world of academic community. The knowledge is used to communicate in most professional situations typically occurring at work, school, or during their stay in the country of the language studied. The knowledge is used for oral and written communication, professional and business communication, when working with the special literature in foreign languages. At this stage personal-activity approach is widely used. It allows to work with the information necessary to select the facts to build them in a logical sequence, to put forward arguments and counterarguments. And this is precisely the skills that are essential for professionals when dealing with foreign colleagues, when they need to express their thoughts clearly and logically, to correspond in a foreign language. Education at this stage is focused on the latest achievements in a particular sphere of human activity and reflects the scientific advances in the areas which directly touch professional interests and provide an opportunity for professional growth.

The modular approach to learning requires fundamental innovation in the content and methodology of the educational process in the conditions of an accelerating internationalization of the global educational community. The innovative approaches to training can significantly accelerate the process of education in general. Currently this innovative approach is the information and communication technology (ICT), which extends the scope of the educational process increasing its practical orientation. It promotes the intensification of individual work and improves cognitive activity of students.

The information and communication technologies are the leading principles on which the foreign language programs for the students of Master's course and PhD course are based. The need for the application of new information technologies in educational process can be explained by modern requirements for the level of training and by the increase in the volume of information that needs to be studied and processed in the course of training. The use of modern information technology is today one of the most effective means of the quality improvement of teaching a foreign language at higher institutions.

A small number of classroom hours devoted to learning a foreign language at the technical faculties of Master's and PhD courses increases the importance of individual work in the learning process and the creation of assignments package. The implementation of requirements supposes the use of a personal computer. Thus, the main aspect of lingvo-cultural training becomes their individual study at home. Classroom work is the preparatory stage for the individual performance of tasks that can be included directly in a professionally-oriented textbook of new generation in a foreign language.

The main content of individual work with the use of information technologies in teaching a foreign language at the technical faculties of Master's and PhD courses is to perform a variety of tasks associated with the search for information on the Internet. One of the traditional types of tasks is the individual reading of articles on the basic specialty. The primary objective of this type of educational activity is teaching to understand and extract professionally meaningful information. Individual reading is extensive, which involves the ability to read a large amount of text at high speed, while focusing on the content of the reading. To perform tasks on individual reading it is necessary to select the required volume of texts directly on their specialty. It must be scientific articles written by native language-speakers and published in the last decade. To find these articles in "paper" form is quite difficult, but today there is a wonderful source of information - the Internet where you can find the latest scientific publications almost in any specialty.

Conclusion

Thus, the implementation of the modular system of teaching a foreign language at technical faculties of higher institutions means choosing new forms of organization of educational process aimed at integrating of the linguistic and profile training of students, which helps to educate competent, competitive and mobile professionals, the need for whom is dictated by economic conditions and, in particular, the modern labor market. Professionally-oriented language training for technical universities should be focused on the latest advances in this or that sphere of human activity to reflect scientific advances in the areas directly touching the professional interests of students and to provide them with the opportunity for professional growth. Training also involves the social and cultural aspect which means expanding the outlook of students, raising of their culture and education, the development of tolerance, and the development of thinking culture, communication and speech. The implementation of professional capacity is manifested in the willingness of experts to promote the development of intercultural relations, the development of science and technology, as well as the opportunity to represent their country at international conferences and symposia.

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THE LEVEL MODEL OF THE FOREIGN LANGUAGE TEACHING AT A TECHNICAL UNIVERSITY (ON THE BASE OF D. SERIKBAYEV EAST KAZAKHSTAN STATE TECHNICAL UNIVERSITY)

(Gorban Ye.Ye.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose: the research of the organization of the foreign language learning process and the research of training content at each level.

Methodology: theoretical and practical method of analysis, collection of information followed by the systematization of the facts and formulation of the conclusion.

Originality / value: the analyzes of the English teaching content according to the levels and the term of mastering English.

Findings : English plays an important role in the areas of human activity and the need to study English is clear.

Keywords : levels, content, term, results, necessity.

Introduction

The current state of higher education with emerging trends in its development demands a new approach to the training of students and the development of their qualities. Professional knowledge and skills, the ability to use them flexibly, initiative, communication skills, creative activity, readiness for continuous self-development are the most significant qualities of specialists of the new generation. The competitiveness of a modern specialist is determined not only by a specialist's qualification in the professional field, but also by the ability to solve professional tasks by the means of the foreign language communication.

Main part

General state standard of education of the Republic of Kazakhstan requires to pay a special attention to the professional specifics when learning a foreign language and to focus on the implementation of the tasks of the future professional activity of students [1]. In this regard, the purpose of the foreign language learning process at technical university is to achieve a sufficient level for the practical use of foreign languages for the future professional activity.

The professor of Abylai khan Kazakh University of International Relations and World Languages Kunanbayeva S. has developed the concept which offers the qualitative renewal of the foreign language education and training in the field of the professional communication [2].

The modernization of the foreign language learning process is expressed in the form of «The Level Model of the Foreign Language Education". This model provides the implementation of the principles of succession, continuance, the qualitative development of the foreign language education and it is aimed at the learning outcomes. The program and standards of "All-European Levels of Proficiency in a Foreign Language» [3] were used as the basis for "The Level Model of the Foreign Language Education". They represent unifying requirements for all levels of language learning for all countries of Europe. Each level lasts 6 - 9 months. According to this model 6 language learning levels (A1, A2, B1, B2, C1, C2) can be determined:

- elementary school is provided with starting training program;
- secondary school (5-10 grades) - A1, A2 levels;

- specialized classes for 12 years (11-12 grades) - B1 level;
- specialized schools - B2 level;
- technical and vocational education institutions - B1 level and LSP (professional program);
- post-secondary vocational education - B2 level and LSP;
- technical universities - B2 level and LSP;
- language universities - B2, C1, C2 levels and LAP program (English for Academic Purposes) and LSP program;
- the post graduate course of the technical universities - C1 level of the first language;
- the post graduate course of the language universities - C1, C2 levels of the second foreign language;
- PhD course - LAP and LSP programs.

1. Beginner **(**A1) - level includes mastering the rules of grammar and reading (basic fundamentals) and it is aimed to develop the language skills on the most common topics of everyday communication. Vocabulary consists of about 500-600 words.

2. Elementary **(**A2) - level includes conversation practice for all major topics of everyday life, thorough work on the pronunciation and the development of the basic grammatical structures of the English language. At the stage the foundation for fluency in English is formed. Vocabulary consists of about 1000-1200 words.

3. Pre-Intermediate (B1) - level includes the development of more complex grammatical and lexical structures. Listeners understand the basic meaning of the spoken English language and can present thoughts on various issues at the normal pace of the conversation, naturally and easily. It is the stage of fluency in English. Vocabulary consists of about 1400-1800 words.

4. Intermediate (B2) - mastering the skills of successful use of the English language at this level will allow to use English successfully in a variety of situations: business negotiations, material presentation, correspondence with English-speaking partners, a career promotion or learning at any foreign company. Active vocabulary will be around 2000 - 2500 words.

5. Upper-Intermediate (C1) - the level is aimed to strengthen the knowledge of the advanced grammar, significant expansion of topics and situations in which the listener is able to adequately maintain a conversation. Active vocabulary will be around 3000 - 4000 words.

6. Advanced **(**C2) - level allows the listener to use English almost like a native. Active vocabulary will be around 4000 - 6000 words.

Currently D.Serikbayev East Kazakhstan state technical university provides language training at all levels called modules: Baccalaureate (the first and second courses), Master's and PhD courses. During the first year course discipline "Foreign Language" (B1 level) is provided. Teaching involves the development of grammar, phonetics, reading and translation skills.

According to N. Galskova students gain socio-cultural knowledge that includes lingvo-cultural and intercultural aspects of foreign language [4]. The first group includes the knowledge of vocabulary expressing the culture of the country of in the semantics of the language units. The second group is the knowledge which includes the realities of the country of the language studied. They are the aspects of the modern life, history, art and literature, customs and traditions of the people. The socio-cultural component plays an important role in the development of a student's personality as it gives the opportunity not only to get acquainted with the country's cultural heritage of the language studied, but also to compare with the cultural values of the students' own country which contributes to the formation of culture and development of tolerance. This module is designed to extend the general, social, cultural outlook of students and to stimulate their cognitive and intellectual processes.

During the second course (B1 level and LSP) professionally-oriented approach to learning a foreign language is provided. It involves the formation of the ability to communicate in a foreign language in specific professional situations taking into account the characteristics of professional thinking. Under present conditions, the role of information at all levels and in all areas of social development is increasing. Until recently, the language barrier has been an insurmountable obstacle

for many professionals. To get the original information from foreign sources was a problem for them. It deprived them of the possibility of their independent assessment of scientific ideas put forward by foreign scholars. For a specialist it is not enough to have knowledge in his native language; he must be aware of the progress of his professional field through the world. A foreign language is a required condition for professionalism, allowing to work with the information available to the world community, as well as to communicate with colleagues in a professional field in different countries. Participation in the Bologna process and the European labor market is possible when the future professionals receive sufficient training in foreign languages, including technical departments of higher institutions.

The main objective of the discipline "Foreign Language (Professional)" (C1 level) at the Master course of technical higher institutions is intended for students to achieve a practical level of a foreign language which can be used in the future professional activity, scientific work, and in everyday business communication. The training provides the development of the foreign language competence to the level of upper-intermediate / advanced (medium / high). It provides mastery of the common vocabulary, vocabulary of scientific style, the terminology of the basic specialty, the improvement of the vocabulary and grammar skills required for translation and interpretation in the process of professionally-oriented communication. It ensures the development and improvement of the communicative competence as well as other aspects of the intercultural competence provided by the state standard of higher professional education of the Republic of Kazakhstan. In addition, learning a foreign language at the Master's course involves training in a foreign language for the entrance exam of the PhD course.

Discipline "Professional Foreign Language" (C1 level or C2 and LSP) developed for PhD course provides education by specialty in the foreign language, the development of basic categorical-conceptual competence, professional competence expanding professional terminology on the basis of special professional-oriented material, and the development of skills in different professional situations.

Discipline "Foreign Language for Academic Purposes" (LAP and LSP programs) is for students of PhD course. It is designed to improve the level of professional competence and expand the existing system of knowledge and skills from different professions involved in research activities, and / or planning a career in science with the knowledge of the English language at the advanced level. The purpose of training on discipline "Foreign Language for Academic Purposes" is not only for the development of skills of writing and presentation of scientific publications, but also it improves communication skills to maintain conversations on topics which are popular in the world of academic community.

The problem is that foreign language is not a major at the technical university. First year students enter the university with different levels of the foreign language. In most cases they have levels A1 – A2. Therefore, the process of knowledge receiving, semantic processing, preservation of acquired knowledge is not implemented at the correct level. Students themselves explain their problems in the following way:

1) It is psychologically difficult for a student to study when a level given is much higher than a level he / she has. To speak perfectly without mistakes is sometimes a problem not only for a student but for a native speaker himself.

2) Having entered the university students face the definite requirements. To avoid first problems at the initial stage the assistance of highly qualified linguist is necessary. It can be a teacher, practicing English in communicative way well. But a number of students didn’t have such opportunity before because they lived in remote villages, and teachers of English were inaccessible.

3) Having studied a native language at school students often forget about the rules and speak without thinking about grammar, but different English rules are strictly required from students.

4) Another obstacle in learning English is that students think in Russian or Kazakh and then translate words into a foreign language. They compare grammar rules, and only then they say a

sentence. And they consider it to be too tedious. They try to think and speak in English precisely in such way as native-speakers do, who not always remember about grammatical rules, but it is very complicated for them.

The introduction of professionally-oriented programs in the process of language training in the conditions of a non-language university means choosing new forms of organization of the foreign language learning process aimed at integrating of the linguistic and profile training of students, which helps to educate competent, competitive and mobile professionals, the need for whom is dictated by economic conditions and, in particular, the modern labor market. Professionally-oriented language training for non-language universities requires a new approach to the selection of the content. It should be focused on the latest advances in this or that sphere of human activity to reflect scientific advances in the areas directly touching the professional interests of students and to provide them with the opportunity for professional growth.

Each instructor of the foreign language sub-department has secrets how to increase students' motivation in learning a foreign language, how to develop their creative and language activity. They use a variety of techniques to stimulate students, to help them to learn and understand new and unknown rules.Students who look to increase the number of hours and to improve their foreign language skills are always given the opportunity to study at the courses of the Scientific and Practical Center for Translation and Intercultural Communication and at the additional courses.

Conclusion

Nowadays English plays a crucial role in the areas of human activity such as science, technology, economics, trade, sport, tourism, and multilingual education. It is a very important aspect of education and has a great influence on the formation of the competitive expert and outgoing positive personality capable to live in the multinational and multicultural environment. When Swedish, German or even Japanese scientists want to inform their foreign counterparts about their findings or share interesting results, they publish their scientific articles in journals in English. English serves as a working language of the overwhelming majority of the scientific and technical, political and professional international conferences, symposia, and seminars. One can say with certainty, that the need to study English is clear.

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ISPOLZOVANIE INTERNET – RESURSOV V KACHESTVE ASPEKTA LICHNOSTNO-ORIENTIROVANNOGO PODHODA V OBUCHENII ANGLIISKOMU JAZYKU [USE OF THE INTERNET - RESOURCES AS AN ASPECT OF PERSON-ORIENTED APPROACH TO TEACHING ENGLISH]

(Fedossova S.A., Abdrakhmanova T.M.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose – theoretical substantiation and development of pedagogical conditions system for organizing teaching foreign languages to the students of higher educational institutions based on person-oriented approach.

Methodology – theoretical analysis and generalization of scientific and scientific-methodological literature data; generalization of pedagogical experience of teaching foreign languages at higher educational institutions.

Originality/value – Developing computer systems and using them in different kinds of education afford participating in world educational process and introducing new progressive technologies from different parts of the world.

Findings – Use of computer technologies raises the labor productivity of the teachers, reduces time of their preparation to lessons, increases of time for direct contact to students.

Keywords – computer technologies, person-oriented approach, educational process, new progressive technologies

Введение.

Создание всемирной сети Интернет стало одним из важнейших изобретений, которое повлекло за собой серьезные перемены. Ресурсы и возможности Интернет неисчерпаемы, это огромный информационный источник, который доступен любому человеку. В сети создано большое количество web-страниц и сайтов, которые посвящены образованию.

По мнению Е. С. Полат задача учителя состоит в том, чтобы создать условия практического овладения языком для каждого учащегося, выбрать такие методы обучения, которые позволили бы каждому ученику проявить свою активность, своё творчество. Задача учителя - активизировать познавательную деятельность учащегося в процессе обучения иностранным языкам.

Современные педагогические технологии такие, как обучение в сотрудничестве, проектная методика, использование новых информационных технологий, Интернет - ресурсов помогают реализовать личностно-ориентированный подход в обучении, обеспечивают индивидуализацию и дифференциацию обучения с учётом способностей детей, их уровня обученности, склонностей и т.д.[1]

Содержательная основа массовой компьютеризации образования, безусловно, связана с тем, что современный компьютер представляет собой эффективное средство оптимизации условий умственного труда вообще, в любом его проявлении. Р. Вильямс и К. Макли в своей статье "Компьютеры в школе” пишут: “Есть одна особенность компьютера, которая раскрывается при использовании его как устройства для обучения других, и как помощника в приобретении знаний, это его неодушевленность. Машина может “дружелюбно” общаться с пользователем и в какие-то моменты “поддерживать” его, однако она никогда не проявит признаков раздражительности и не даст почувствовать, что ей стало скучно. В этом смысле

применение компьютеров является, возможно, наиболее полезным при индивидуализации определенных аспектов преподавания".[2]

На уроках английского языка с помощью компьютера можно решать целый ряд дидактических задач: формировать навыки умения чтения, используя материалы глобальной сети; совершенствовать умения письменной речи; пополнять словарный запас учащихся; формировать у учащихся устойчивую мотивацию к изучению английского языка.[3]

Таким образом, *научная новизна и теоретическая значимость исследования* данной темы может быть аргументирована важностью проблемы, а именно обучению иностранным языкам при помощи инновационных методов. С появлением в современном мире Интернет – ресурсов, обладающих огромными возможностями, возросла потребность внедрения мультимедийных средств и в процессе обучения, так как компьютерные программы отличаются от печатных изданий своей новизной, востребованностью, разнообразием, что увеличивает мотивацию студентов и повышает эффективность всего учебного процесса.

Достижения в сфере компьютеров повлекли за собой коренные изменения в способе подачи учебного материала, особенно профессионального. Если раньше она осуществлялась в основном в переводе и чтении текстов, то сейчас появилась возможность разнообразить, модернизировать процесс обучения в целом.

Основная часть исследования

Интернет можно использовать в качестве эффективного приложения для развития лексических навыков и умений, проверки знаний. Здесь можно найти всевозможные тренировочные фонетические упражнения и тесты. На сайте http:www.palabea.com/можно найти учебные аудио и видео записи, общаться с носителями языка в системе онлайн, обмениваться материалами. BBC World Service http: www.bbc.co.uk/ world service предоставляет возможность не только прочитать, но и прослушать новости на многих языках , причем можно даже выбрать для себя подходящий уровень владения английским и прослушать новости в режиме LEARNING ENGLISH.

Видео уроки с этого сайта оснащены разработками к фильмам и аудиозаписями. Из уст британцев можно услышать полезную и интересную информацию об особенностях фонетики, грамматики и лексики английского языка. Обучаемые могут принимать участие в тестировании, в викторинах, проводимых по сети Интернет, переписываться со сверстниками из других стран, участвовать в видеоконференциях, чатах.

Можно получить информацию по проблеме, над которой работают в данный момент в рамках проекта. Интернет является бескрайним полем деятельности в плане использования на уроке иностранного языка. Наиболее интересными являются следующие социальные сервисы: Blog, Wiki, Flick, Bookmarks, YouTube, podcast. Представляется прекрасная возможность контактировать в сети на изучаемом языке.

На сайте http://quizlet.com/, разработан синтезатор речи, который превращает печатный текст в звук. В упражнении предлагаются интересные упражнения в игровой форме на запоминание новых слов и выражений. На этом сайте все желающие имеют возможность зарегистрироваться и создать свои собственные задания[4].

Говоря о программах, направленных на обучению иностранному языку в соответствии с техническим стандартом:

1. программы первого поколения (программы DOS)
2. программы второго поколения (мультимедийные программы)
3. программы третьего поколения (Интернет-программы).

В соответствии с функциями, программы можно классифицировать следующим образом:

1. Ситуативные программы, связанные с выполнением упражнений с коротким аудио материалом.

2. Программы с жестким управлением, направленные на обучение или повторение материала, предназначены для самостоятельной работы над фонетическим и лексическим материалом. Электронные программы замещают бумажный вариант упражнений, предлагают оценку выполненных упражнений и ведут статистику.
3. Инструментальные программы, делающие акцент на коммуникативное, аутентичное использование электронных инструментов. [5]

В работах Й.Рохе предлагается типология упражнений. Например: Упражнения для самостоятельной работы; упражнения на угадывание слов путем множественного выбора, образование подходящих пар из карточек, отгадывание кроссвордов, составление ассоциограмм, Эти упражнения направлены на развитие умений чтения и аудирования.

Как информационная система, Интернет предлагает своим пользователям многообразие информации и ресурсов. Базовый набор услуг может включать в себя: электронную почту (e-mail); телеконференции (use net); видеоконференции; возможность публикации собственной информации, создание собственной домашней странички(homepage) и размещение ее на Web-сервере; доступ к информационным ресурсам:

1. справочный каталоги (Yahoo, InfoSeek/Ultra Smart, Look Smart, Galaxy);
2. поисковые системы (Altra Vista, Hot Bob, Open Text, WebGrawler, Excite);
3. разговор в сети (Chat).

Эти ресурсы могут быть активно использованы на уроке. Овладение коммуникативной и межкультурной компетенцией невозможно без практики общения, и использование ресурсов Интернет на уроке иностранного языка в этом смысле просто незаменимо: виртуальная среда Интернет позволяет выйти за временные и пространственные рамки, предоставляя ее пользователям возможность аутентичного общения с реальными собеседниками на актуальные для обеих сторон темы. Однако нельзя забывать о том, что Интеренет – лишь вспомогательное техническое средство обучения, и для достижения оптимальных результатов необходимо грамотно интегрировать его использование в процесс урока.

Применение Интернета для практики чтения это способ получения информации о последних событиях в мире (CNN World News (http://cnn.com/world; BBC World Service http://www.bbc.co.uk./worldservice). Такой вид деятельности включает объемное чтение, практику перевода, развивает беглую речь.

Указанные сайты, удобны тем, что они предоставляют возможность не только прочитать, но и прослушать новости. Здесь выполняется одно из важных условий аудирования, когда студенты слышат аутентичную речь носителей языка. Нужно отметить, что BBC World Service позволяет выбирать подходящий уровень владения языком, где новости можно слушать в режиме LEARNING ENGLISH.

Еще одним видом деятельности, который возможно осуществить через Интернет, является создание научных проектов, развивающих аналитические и творческие способности студентов. Это работа над проектом: выбирается тема, разрабатываются методы исследования. Создается своя web-страница, куда помещаются полученные результаты. Тему проектов можно выбрать из предложенных на лист сервере.

Выводы

Практика показала, что Использование интернет – ресурсов в качестве аспекта личностно-ориентированного подхода в обучении английскому языку является эффективным средством для развития навыков чтения, говорения и аудирования. Согласно определению можно сделать вывод, что интерактивный подход в виртуальном пространстве служит одним из средств достижения коммуникативной цели на уроке. От принципа коммуникативности он

отличается наличием истинного сотрудничества, незаданности, где основной упор делается на развитие умений общения и групповой работы, в то время как для коммуникативного задания это не является обязательной целью (ведь одним из самых распростроненных видов коммуникативного задания является монолог).

Интенет развивает социальные и психологические качества обучающихся: их уверенность в себе и их способность работать в коллективе; создает благоприятную для обучения атмосферу, выступая как средство интерактивного подхода. Интерактивность не просто создает реальные ситуации из жизни, но и заставляет учащихся адекватно реагировать на них посредством иностранного языка. И когда это начинает получатся, можно говорить о языковой компетенции. Пусть даже при наличии ошибок. Главное умение спонтанно, гармонично реагировать на высказывания других, выражая свои чувства и эмоции, подстраиваясь на ходу т.е. мы можем рассматривать интерактивность как способ саморазвития через Интернет: возможность наблюдать и копировать использование языка, навыки, образцы поведения партнеров; извлекать новые значения проблем во время их совместного обсуждения.

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KR PEDAGOGIKALYK ZHOGARY OKU ORYNDARYNDA ZHARATYLYSTANU ZHANE INFORMATIKA PANDERININ MUGALIMDERIN AGYLSHYN TILINDE DAYARLAU [PREPARATION OF SCIENCE AND INFORMATICS TEACHERS IN ENGLISH IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS IN KAZAKHSTAN]

(Kambatyrova A.S.)

Graduate School of Education Nazarbayev University,
The Republic of Kazakhstan

Abstract

Purpose – to examine the current experience and challenges of training Science and Informatics teachers through medium of English in pedagogical higher education institutions in Kazakhstan. The current policy agenda in the educational sector in Kazakhstan envisages a number of reforms, including the introduction and development of the trilingual educational system whereby the future generations should be fluent on the Kazakh, Russian, and English languages. High schools will be the initial focus. This means a strong need for both in-service and pre-service training of teachers who would be able to teach relevant subjects in English and Kazakh.

Methodology – this is a qualitative study based on interviews and focus groups. The research involved an extensive content analysis of policy documents, existing curricula and programmes, and any other materials that universities had developed to support pre-service teacher education for the trilingual academic system. The fieldwork involved data collection at three prominent higher educational institutions, purposefully selected on the base of engagement in pre-service teacher education to serve the needs of the evolving of the trilingual educational system.

Originality/value – to identify and analyse the challenges of pre-service teacher training in Kazakhstan to help the emerging trilingual educational system.

Findings - the implementation of trilingual education in pre-service teacher training requires careful planning of human resources and investment of time, efforts and financial means. An effective pre-service teacher education system is crucial for successful implementation of the national trilingual education policy.

Keywords: trilingual education in Kazakhstan, pre-service teacher training, the English language, pedagogical institutions.

Кіріспе

Қазақстан Республикасының (бұдан әрі - ҚР) білім беру саласында жүргізіліп жатқан реформалар әр түрлі бастамаларды көздейді. Олардың ішінде қазақ, орыс және ағылшын тілдерін еркін меңгерген болашақ ұрпақты қалыптастыруға бағытталған үш тілді білім беру жүйесін білім берудің барлық деңгейлерінде енгізу болып табылады. Тілдік саясат саласындағы құжаттардың барлығында басты идея – бірнеше тілді меңгеру болып табылады [1]. Қазіргі Қазақстанның тіл саясатының міндеттері Қазақстан Республикасының Президенті Нұрсұлтан Назарбаевтың 2007 жылғы «Жаңа әлемдегі жаңа Қазақстан» атты Қазақстан халқына жолдауында белгіленген. Бұл жолдауда Елбасы «Тілдердің үштұғырлығы» мәдени жобасын кезеңдеп іске асыруды қолға алуды ұсынды. Бұл жоба үш тілді дамытуға бағытталған: қазақ тілін мемлекеттік тіл ретінде, орыс тілін ұлтаралық қатынас тілі және ағылшын тілін жаһандық экономикаға ойдағыдай кірігу тілі ретінде [2]. Қазақстан Республикасында білім және ғылымды дамытудың 2016-2019 жылдарға арналған мемлекеттік бағдарламасына сәйкес жоғары сыныптарда ағылшын тілінде оқытуға кезең-кезеңмен көшу 2017 жылдан 2023 жылға дейін жүзеге асырылады [3].

Үш тілді білім берудің ауқымды енгізілуіне байланысты педагогикалық кадрларды даярлауда өзекті қажеттілік туындады. Бұл мәселенің ең қиын аспектісі - жаратылыстану және информатика пәндерін ағылшын тілінде оқытатын мұғалімдерді даярлау.Осы мақаланың мақсаты – ҚР педагогикалық жоғары оқу орындарының жаратылыстану және информатика пәндерінің мұғалімдерін ағылшын тілінде даярлаудағы тәжірибесі мен қиындықтарын зерттеу.

Үш тілді білім беруді дамыту

2007 жылы орта білім беру саласында үш тілді білім беруді апробациялау мақсатында «Дарын» республикалық ғылыми-практикалық орталығының үш тілде оқытатын дарынды балаларға арналған білім беру ұйымдарының желісі құрылды. ҚР Білім және ғылым министрлігінің мәліметі бойынша қазіргі уақытта орта білім беру саласында 117 мектепте оқыту үш тілде жүргізіледі [3]. Үш тілді білім беру Назарбаев Зияткерлік мектептерінде жүзеге асырылуда. 11-12 сыныптарда математика, информатика және жаратылыстану пәндері ағылшын тілінде оқытылады, ал «Қазақстан тарихы», «География», «Құқық негіздері» және «Қазіргі әлемдегі Қазақстан» қазақ тілінде оқытылады. «Дүниежүзі тарихын» оқушылар орыс тілінде оқиды [4]. Елбасының тапсырмасы бойынша Зияткерлік мектептер өздерінің тәжірибелерін республиканың жалпы білім беретін мектептеріне трансляциялауды жүргізуде. Бұл мектептер басқа инновациялармен қоса көптілді (үш тілді) білім беру моделін апробациялауда базалық алаңдарға айналады.

1992 жылдан бері Казақстанда үш тілді білім беруді жүзеге асырып жатқан қазақ-түрік лицейлерін атап көрсету қажет. Бұл мектептерде 7 сыныптан бастап жаратылыстану және математика пәндері ағылшын тілінде тереңдетіліп оқытылады, ал «Дүниежүзі тарихы», «Қазақстан тарихы», «Қазақстан географиясы», «Дене шынықтыру», «Алғашқы әскери дайындық» пәндері қазақ тілінде жүргізіледі. Сонымен қатар орыс және түрік тілдері оқытылады [5]. Бұл үлгі алдыңғы екі үлгіден ерекшеленеді, өйткені орыс тілі бұл мектептерде оқыту тілі ретінде емес жеке пән ретінде оқытылады.

«100 нақты қадам» Ұлт жоспарында 79-қадам жоғары сыныптар мен ЖОО-ларда ағылшын тілінде оқытуға кезең-кезеңмен көшу ретінде белгіленген [6]. Үш тілде білім беруді дамытудың 2015-2020 жылдарға арналған жол картасына сәйкес «Химия», «Биология», «Физика» және «Информатика» пәндері жоғары сыныптарда ағылшын тілінде, «Қазақстан тарихы» қазақ тілінде, «Дүниежүзі тарихы» орыс тілінде оқытылады [7]. Жалпы, бұл үлкен бастаманы іске асыру үшін адами ресурстарды, уақытты, күш-жігер мен қаражатты қажет ететін кең ауқымды жұмыс жүргізуді талап етеді. Болашақта білім беру жүйесіне ағылшын тілін меңгеретін мыңдаған мұғалімдер қажет болады. 2013 жылы Назарбаев Университетінің Жоғары білім беру мектебі Кембридж университетінің Білім беру факультетімен бірлесіп, жүргізген зерттеу жұмысының аясында үш тілде оқытатын бірқатар мектептерде ағылшын тілінде сабақ бере алатын мұғалімдердің жетіспейтіні анықталды [5]. Зерттеу жұмысы үш тілді білім беруді сәтті іске асыруға ағылшын тілінде сабақ беруге дағдылары бар мұғалімдердің жетіспеушілігі кедергі келтіретінін анықтады. Математика, физика, химия және биология пәндерінің мұғалімдері ағылшын тілін жеткіліксіз білуіне байланысты бұл пәндерді ағылшын тілінде оқытуды қиын көреді, жаратылыстану пәндері бойынша терең білімнің тапшылығы ағылшын тілінің мұғалімдеріне бұл пәндерді ағылшын тілінде оқытуға қиындық туғызады.

Жоғары оқу орындарында педагогикалық кадрларды ағылшын тілінде даярлау

Қазіргі уақытта 42 жоғары оқу орнында инженерлік-техникалық, жаратылыстану және педагогикалық бағыттар бойынша көп тілді мамандарды даярлайтын арнайы бөлімшелер ашылған [8]. ҚР Білім және ғылым министрінің м.а. бұйрығымен «Тілдердің үштұғырлығы» жобасы бойынша жоғары және жоғары оқу орнынан кейінгі білім беруді дамытудың басым бағыттары бойынша базалық білім беру ұйымдары болып Е.А. Бөкетов атындағы Қарағанды мемлекеттік университеті және Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті болып белгіленді [9]. 2011 жылдан бастап жоғары оқу орындарының

үлгілік оқу жоспарларына 2 кредит көлемінде «Кәсіби бағытталған шетел тілі» міндетті пән енгізілді. Арнайы пәндерді ағылшын тілінде оқыту 3-ші курстан басталады.

Бұған дейін Қазақстанның жоғары оқу орындарында 5500 болашақ мұғалім келешекте ағылшын тілінде сабақ бере алады деген үмітпен дайындық өтуде деп хабарланған [10]. 2014-2015 оқу жылында арнайы бөлімшелердің 10800 студенті (жалпы контингенттен 2%) әр түрлі мамандық (оның ішінде педагогикалық) бойынша бакалавриат, магистратура және докторантура бағдарламалары бойынша ағылшын тілінде оқытылды. 9201 студент баклавриат бағдарламасы бойынша білім алуда, олардың ішінде 1107 адам – педагогикалық мамандықтардың студенттері [11]. Орта жалпы білім беретін мектептердің кадрлық қажеттіліктерін жартылай қанағаттандыратын мұғалімдердің негізгі когортасы 2015-2016 оқу жылының соңында шығарылады. ҚР Білім және ғылым министрлігінің мәліметі бойынша 2014 жылы 0,15% мұғалім ғана жаратылыстану және математика пәндерін ағылшын тілінде оқытты [12]. Демек, мұндай мұғалімдердің санын арттыру жаңа педагогикалық кадрларды даярлау нәтижесінде ғана мүмкін болады.

Зерттеу нәтижелері

Бірқатар педагогикалық жоғары оқу орындары ағылшын тілінде мұғалімдерді даярлағанымен олардың бұл міндетті қалай орындап жатқаны және осы бағытта озық тәжірибені қалай дамытып жатқаны белгісіз. Демек, бұл зерттеудің басты міндеті үш жоғары оқу орнының негізінде қиындықтар мен озық тәжірибені зерделеу болып табылады.

Ағылшын тілін білетін профессор-оқытушылар құрамының тапшылығы

Зерттеу нәтижелері әр түрлі пәндер бойынша ағылшын тілін білетін профессор-оқытушылар кадрларының жетіспеушілігі қазақстандық жоғары оқу орындарында ағылшын тілінде оқытуды сапалы және толымды енгізуге кедергі келтіретінін дәлелдейді:

Нәтижелер жаман емес, бірақ мәселелер бар. (...) химия, физика, математика пәндерін ағылшын тілінде оқытатын мамандар жок. Бұл өте қиын. Болса да, бір, екі ғана. (...). Қазір ректор бұл мәселе бойынша жұмыс істеуде, шеттен оқытушыларды шақырып жатыр. Мобильділік бойынша әр түрлі елдерден профессорларды шақыруда. Әлемдегі дағдарысты ахуалға байланысты бұл үдерісті сәл тоқтатты. Мәселені шешу үшін біз өзіміздің мамандарымызды өсіріп жатырмыз – басқа жақтан да бізге кадрларды даярлауда көмек қажет (ЖОО А-Декан 1).

Студенттердің ағылшын тілін жетік білмеуі

Арнайы бөлімшелерде оқитын студенттердің ағылшын тілін жетік білмеуі үш тілді мектептедің болашақ мұғалімдерін сапалы даярлау үдерісін баяулатады. Сұхбаткерлердің көбісі көп тілді топтардағы тілдік дайындықтың нашар жүйесін атап көрсетті:

Дайындық әлі де көп жақсартуды керек етеді, әрине. Осыған байланысты, менің ойымша олар бірінші жыл ағылшын тілін қарқынды түрде оқу керек. Мүмкін, толықтай бірінші жыл «foundation» секілді бағдарламаны енгізу қажет шығар. Бұл өте қажетті нәрсе. Пән өте күрделі, оны тіпті ана тілінде түсіндіру қиын. Өздеріңіз білесіз, мектептегі дайындық нашар. Барымен қанағат боласын. Ағылшын тілінің қарқынды курсын енгізу дұрыс болар. Қазіргі кезде жүргізіліп жатқан дайындық жеткіліксіз (ЖОО А-Оқытушы 1).

Көптеген сұхбаткерлердің ойынша, бұл мәселе беделді мамандықтарға түсе алмай қалғандар педагогикалық жоғары оқу орындарына түсу себебінен туындап отыр:

Ең мықты мектеп түлектерінің түспейтіні ақиқат. Биыл 800-900 адам тапсырып, күндізгі бөлімге түсті. Олардың 20 адамы ғана «pre-intermediate» ағылышын тіліне барды, ал калғандары «elementary» немесе одан төмен деңгейге барды. Осындай студенттерді біз физиканы ағылшын тілінде оқытсын деп дайындаймыз. Бұл өте күрделі (ЖОО D-Проректор).

Тілдік дайындықтың төмен болуының тағы бір себебі педагогикалық жоғары оқу орындарына көбінесе ағылшын тілінің мұғалімдері жетіспейтін ауылдық мектептер

түлектерінің түсуі. Барлық ауылдық мектептерде ағылшын тілі оқытылмайды. Оқытылған күннің өзінде жоғары білікті мамандардың тапшылығына байланысты төмен дейгейде оқытылады:

Шын мәнінде тіл білетіндердің пайызы төмен. Өйткені талапкерлердің 90% ауылдық жерлерден келгендер. (...). Үшінші курсқа келгенде сәл түсіне бастайды. (ЖОО D-Декан 2).

Оқу-әдістемелік қамтамасыздық

Жоғары оқу орындарында үш тілді білім беруді дамытуға мүмкіндік туғызатын маңызды факторлардың бірі – оқу-әдістемелік қамтамасыздық. Зерттеу мәліметтері барлық жоғары оқу орындарының студенттерді ағылшын тіліндегі оқулықтармен қамтамасыз ете алмайтынын көрсетті. Бұл мәселені шешудің бір амалы – шетелдік оқулықтарды қолдану. Бірақ оларды жеткілікті мөлшерде алу мүмкін емес, өйткені бағасы қымбат. Мысалы, сұхбаттардың бірінде былай айтылды:

Ресурстар – негізінен интернет ресурстары, бірақ ректор бұл мәселе бойынша жұмыс жасауда. Біз ағылшын тілінде жеткілікті әдебиет сатып алдық. (...) математика, физика, информатика, көп емес – әр пән бойынша екі-үш дана (...), және олар өте қымбат – әр кітап 50-60 мың тұрады (ЖОО А-Вице-декан).

Бұған қоса шетелдік оқулықтардың Білім берудің мемлекеттік жалпыға міндетті білім беру стандартының талаптарына сәйкессіздігі оларды оқу үдерісінде пайдалануды қиындатады. Бір сұхбаткер келесі пікірді білдірді:

Мен өзім іздеймін. Біз кітапханаға тізімді бергенбіз. Олар қамтамасыз етеді. Уәде берген, жақсартуға тырысып жатыр. (...) Сайттарда өзімнің пәнім бойынша кітатптарды PDF форматында қолданамын. Бірақ мемлекеттік стандартқа, силлабусқа сәйкес қолданамын. Оларда, бәрібір, өзгеше оқытады ғой. Біз осы кітаптарды алуға тырысамыз, университетіміздің талаптарына сәйкес болуы тиіс (ЖОО А-Оқытушы 3).

Қорытынды

Қорытындылай келе, педагогикалық жоғары оқу орындарының ағылшын тілінде педагогикалық кадрларды даярлауда соқтығысатын негізгі қиындықтарының бірі – ағылшын тілін білетін профессор-оқытушылар кардларының тапшылығы. Жоғары оқу орындары оқытушыларының ағылшын тілін жеткіліксіз білу деңгейі ағылшын тілінде оқытуды енгізуге кедергі келтіреді. Пәндерді ағылшын тілінде оқытуға рұқсат алатын оқытушылардың тіл білімін және дағдыларын бағалаудың бірегей жүйесі қажет. Ағылшын тілді елдерде оқытушылардың тілдік құзыретін және педагогикалық шеберлігін арттыру мақсатында академиялық мобильділік бойынша жұмысты қарқындату және Назарбаев Университеті мен "Өрлеу" БАҰО АҚ негізінде кәсіптік оқыту курстарын жүргізу мүмкіндігін қарастыру қажет. Осындай оқыту бағдарламаларының аясында командалық оқыту (Team Teaching), сонымен қатар CLIL (Content and Language Integrated Learning) сияқты инновациялық оқыту әдістері бойынша курстарды енгізу пайдалы болады [13].

Ағылшын тілінде оқулықтар мен оқу материалдарының тапшылығы күрделі қиындықтарды тудырады. Кітапханалық сатып алу, шетелдік электрондық дерекқорларға жазылу, базалық оқулықтарды және әдістемелік оқу құралдарын әзірлеу бойынша шетелдік серіктестермен бірлескен авторлық ұжымдарды құру және үздік әлемдік оқулықтар мен оқу құралдарын бейімдеу арқылы жоғары оқу орындарының арнайы бөлімшелерінің барлық оқыту бағыттары бойынша ағылшын тілінде оқыту, ғылыми-әдістемелік және ақпараттық қамсыздандыру бойынша жұмысты күшейту.

Арнайы бөлімшелерде оқитын студенттердің тілдік дайындығымен байланысты мәселелерге де назар салу қажет. Бұл мәселені, ең біріншіден, орта мектептегі тілдік дайындықтың жеткіліксіздігімен, ауылдық жерлерде жоғары білікті педагогикалық кадрлардың тапшылығына байланысты шетел тілін оқудың шектеулі мүмкіндіктерімен, және жоғары оқу

орнында оқудың бірінші кезеңдерінде ағылшын тілін оқытуға бөлінетін кредит көлемінің аздығымен байланыстыруға болады. Болашақ мұғалімдердің тілдік дайындығын кеңейту үшін педагогикалық жоғары оқу орындарындағы бакалаврлардың оқу бағдарламасында «Ағылшын тілі» пәні бойынша кредит көлемін ұлғайту және «Foundation» бағдарламасын енгізу ұсынылады.

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PROBLEMI PEREVODA TERMINOV ISKUSSTVOVEDCHESKOY TEMATIKI [PROBLEMS OF TRANSLATION OF TERMS ON ART CRITICISM]

(Kanapyanova A.D., Betkenova M.S., Mayemirova N.B., Toguzova M.M.)

Kazakh National University of Arts,
D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose-to consider features of the translation of terms in educational Ancient and Medieval art texts

Methodology - at the translation of terms and texts were applied tracing methods, lexico-semantic replacements, a way of an explication, the descriptive translation.

Originality value - terms play a huge role in creation of educational texts on art criticism subjects. At the same time each art criticism term has an exact definition, differs in lack of variability, accuracy, concreteness, clarity. Complexity of the translation of the terms functioning in educational Ancient and Medieval art texts consists in his polysemy, therefore the translator needs to know the main approaches and methods applied at the translation of terms which are reflected in this article.

Findings – the considered main approaches to the translation of terms, can be used at the translation of various terms of art criticism subject.

Key words: translation, art criticism, terminology, translation techniques

Введение

Отправным пунктом в истории перевода можно считать Карфаген, где бок о бок жили люди десятков национальностей, при этом существовала особая каста «профессиональных переводчиков». Кроме того, члены этой касты были освобождены от всех повинностей и занимались только переводом. Важность перевода люди осознавали еще в те времена, считая деятельность переводчика сложной, но необходимой. С тех пор прошло уже более двух тысяч лет, перевод стал одним из важнейших способов обмена информацией. Увеличилось количество переводящих языков, тематика текстов стала более разнообразной. С зарождением науки о переводе – переводоведения - стало уделяться больше внимания теоретическим аспектам перевода. Тексты рассматривались с точки зрения их стилевой принадлежности и потенциальных рецепторов перевода.

Наряду с переводом текстов художественной литературы, бурное развитие в XX в. получили переводы текстов других стилей, в том числе искусствоведческого характера. Говоря об одних и тех же вещах, люди порой называют их по-разному, используя определенные ассоциации, связанные с ними. Применительно к переводоведению стоит говорить о языковой картине мира, определенной для каждой нации. Влияние этой самой картины мира обуславливает различия в терминологии определенных дисциплин, например, искусства.

Следует отметить, что подходов к переводу терминов учебных текстов по Древнему и Средневековому искусству не так много. При переводе с английского на русский язык в текстах часто встречаются двух- и даже трехкомпонетные термины. При переводе таких терминов стоит обращать внимание на специфичность выбора способов и приемов перевода на русский язык. Таким образом, при переводе искусствоведческих терминов необходимо пользоваться терминологическими словарями, которые помогут избежать недоразумений при переводе. Рассмотрим все вышесказанное на примере.

Основная часть

Ancient and medieval art.

The beginning of art can be traced back to the prehistoric times when man used tools made from wood, bone or stone, and modelled figures, drew or painted his first pictures.

At a much later stage (20,000—15,000 B. C.).*mm made his first attempts at fashioning a likeness in sculpture and painting.* Using stone and bone *he carved sculpture in the round and in relief,* fashioned objects out of clay and other material, and adorned his bone took with engravings. He also covered the walls of the caves in which he lived with drawings and paintings. Л primitive religious instinct seems to have motivated him to produce such works of art which were designed to secure success in the hunt, the main source of food for Paleolithic man. That explains why the majority of the sculptures and drawn or painted pictures represent animals, and particularly those that fell a prey to the hunters.

The arts of the historic era had their origin in the preceding prehistoric cultures *from which they derived both subject matter and style. At the root of all artistic endeavour lay religion,* assuming the form of animism, i. e. the belief in the animation of nature, and fetishism, I. e. the worship of supernatural forces in animels and inanimate objects. A belief in the after-life and the resultant worship of the dead led to cults which offered *vcat sources of inspiration to the arts.* Huge tombs and temples were built, and *furnished with the offerings of sculptors, pa*

В данном фрагменте текста встречаются термины и терминосочетания, переведенные различными способами. В процессе детального анализа учебных текстов искусствоведческой тематики по Древнему и Средневековому искусству можно сделать вывод, что основным способом перевода искусствоведческих терминов в данном фрагменте является калькирование. Прежде всего следует выделить главный признак, принимаемый за основу этого понятия: это перевод. «Однако в отличие от перевода вообще как смысловой передачи иноязычных единиц, пишет Л.Н. Семенова, калькирование – это способ перевода лексической единицы оригинала путем замены ее составных частей – морфем или слов (в случае устойчивых словосочетаний) – их лексическими соответствиями в ПЯ. Сущность калькирования заключается в создании нового слова или устойчивого сочетания в ПЯ, копирующего структуру исходной лексической единицы [1].

Многие искусствоведческие термины были переведены с английского на русский язык способом калькирования.

Следующим не менее распространенным способом перевода терминов искусствоведческой тематики являются лексико-семантические замены. Суть данного способа заключается в замене исходного термина или терминологического сочетания близким по смыслу или значению термином, терминосочетанием в языке перевода [2].

Лексико-семантические замены – это способ перевода лексических единиц оригинала путем использования в переводе единиц ПЯ, значение которых не совпадает со значениями исходных единиц, но может быть выведено из них с помощью определенного типа логических преобразований. Основными видами подобных замен являются конкретизация, генерализация и модуляция (смысловое развитие) значения исходной единицы. Ornate - изысканно (пышно), украшенный; ornatenessn 1) пышное, цветастое украшение; 2) перегруженность деталями, пышная орнаментовка

Грамматические замены – это способ перевода, при котором грамматическая единица в оригинале преобразуется в единицу ПЯ с иным грамматическим значением. Замене может подвергаться грамматическая единица ИЯ любою уровня: словоформа, часть речи, член предложения, предложение определенного типа. Понятно, что при переводе всегда происходит замена форм ИЯ на формы ПЯ. Грамматическая замена как особый способ перевода подразумевает не просто употребление в переводе форм ИЯ, а отказ от использования форм ИЯ, аналогичных исходным, замену таких форм на иные, отличающиеся от них по

выражаемому содержанию (грамматическому значению). Так, в английском и русском языке существуют формы единственного и множественного числа, и, как правило, соотнесенные существительные в оригинале и в переводе употреблены в том же самом числе, за исключением случаев, когда форме единственного числа в английском соответствует форма множественного числа в русском (*ink – чернила* и т.п.) или наоборот английскому множественному соответствует русское единственное (*struggles – борьба* и т.п.). Но в определенных условиях замена формы числа в процессе перевода может применяться как средство создания окказионального соответствия.

Athens ['aeflinz]*e*.Афины the Parthenon - Парфенон.

Athena - Афина (the Greek goddess of wisdom, identified by the Romans with Minerva — Манерна).

Суть способа экспликации или описательного перевода заключается в разъяснении искусствоведческого термина, толковании его значения. Экспликация или описательный перевод – это лексико-грамматическая трансформация, при которой лексическая единица ИЯ заменяется словосочетанием, эксплицирующим ее значение, т.е. дающим более или менее полное объяснение или определение этого значения на ПЯ.

С помощью экспликации можно передать значение любого безэквивалентного слова в оригинале: *conservationist – сторонник охраны окружающей среды*. Недостатком описательного перевода является его громоздкость и многословность. Поэтому наиболее успешно этот способ перевода применяется в тех случаях, где можно обойтись сравнительно кратким объяснением.

Транслитерация – это способ передачи графической формы слова при помощи букв языка перевода, например: Christianity -христианство Romanesque 1.романский; романский стиль (the stvtc of building prevalent in Western Europe between the classical and Gothic periods, a characteristic of hich was vaulting construction and round ardw);

Gothic - готический; готический стиль: the High (orLate) Gothic (style, period) высокая (поздняя) готика.

Не вызывает особых трудностей при переводе и существование в ИЯ безэквивалентных грамматических единиц. Как уже было указано, выбор грамматической формы при переводе зависит не только и не столько от грамматической формы оригинала, сколько от ее лексического наполнения, т.е. от характера и значения лексических единиц, получающих в высказывании определенное грамматическое оформление. Различия в таком оформлении, как правило, не являются препятствием для установления отношений эквивалентности между высказываниями в оригинале и в переводе [3]. Отсутствие в ПЯ однотипного соответствия для той или иной формы ИЯ означает лишь невозможность использовать в переводе аналогичную форму или пословный перевод. Здесь можно отметить три основных случая:

1. Нулевой перевод, т.е. отказ от передачи значения грамматической единицы вследствие его избыточности. Грамматическое значение нередко дублируется в высказывании с помощью иных лексических или грамматических средств. В таких случаях безэквивалентная единица получает в переводе "нулевое соответствие", т.е. попросту говоря, опускается:

2. Приближенный перевод заключается в использовании в переводе грамматической единицы ПЯ, которая в данном контексте частично соответствует безэквивалентной грамматической единице ИЯ. Так, абсолютная конструкция в современном английском языке не имеет русского соответствия, если ее рассматривать как единицу грамматического строя. Она имеет комплексное, нерасчлененное значение, объединяющее ряд обстоятельственных отношений. Однако в конкретном высказывании на первый план может выдвинуться один или два вида таких отношений (временных, причинно-следственных, условных, уступительных и пр.), что позволяет окказионально приравнять к абсолютной конструкции в оригинале соответствующую русскую структуру.

3. Трансформационный перевод заключается в передаче значения безэквивалентной единицы с помощью одной из грамматических трансформаций, которые наряду с лексическими трансформациями применяются при описании процесса перевода. В следующем примере английская абсолютная конструкция, вводимая предлогом *with*, заменяется в русском переводе самостоятельным предложением (трансформация синтаксического членения).

Целый комплекс проблем возникает при описании соответствий или, точнее, соответствий единицам оригинала. В рамках частной теории перевода анализируются особенности семантики, релевантные для их перевода, типы соответствий, которые может использовать переводчик, и критерии выбора одного из них в зависимости от характера переводимой единицы.

Выводы

Таким образом, в работе при переводе текстов искусствоведческой тематики использовались следующие способы перевода: способ перевода справа налево; способ перевода слева направо; способ подбора эквивалента; транскрипция; транслитерация. Анализ способов перевода терминов искусствоведческой тематики с английского языка, позволяет судить о том, что, распространенными способами перевода в английском языке являются перевод терминов слева направо и справа налево. При переводе терминов искусствоведческой тематики, наиболее важными факторами являются: учет контекста, в котором употребляется термин; поиск эквивалентов в языке перевода; передача основной семы термина, а не формы, с помощью которой она выражена в языке оригинала; применение описательного перевода лишь при наличии слов-реалий, отсутствующих в языке перевода. Как процесс творческий, перевод включает в себя ряд сложнейших процессов и интеллектуальных операций, основанных на сопоставлении двух заведомо отличных друг от друга языковых систем с одновременным поиском наиболее адекватного варианта перевода, подходящего для текущей языковой ситуации или наиболее приемлемого в контексте данного специального текста.

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NATIONAL-CULTURAL FEATURES OF COMPARATIVE PHRASEOLOGICAL UNITS IN ENGLISH AND KAZAKH LANGUAGES

(Kapysheva G. K.)

S. Amanzholov East-Kazakhstan state university,
The Republic of Kazakhstan

Abstract

Purpose – comparative study of phraseological units in languages of different systems, their national-cultural features and methods of reproduction.

Methodology – theoretical analysis and generalization of scientific and scientific-methodological literature data; the analysis of structures of different languages such as English and Kazakh; studying and generalization of phraseological units; comparative analyse of phraseological units in English and Kazakh.

Originality/value – Phraseology - is a branch of linguistics, studying set expressions in the language, of a different structure, semantics and functions. As an independent linguistic discipline phraseology appeared relatively recently. This is one of the reasons of still insufficient development of many problems in this area.

Findings – Proponents of a single-component composition of comparative phraseological units come from the fact that rethought part of comparative phrase is the comparison group itself, and the word, that expresses a sign of similarity, is used in its basic nominative meaning. It does not take into account the special nature of this type of phraseological units, which demonstrates itself a mix of both components of comparative phraseological units rather than their individual meanings, i.e. qualitative (imagery) and quantitative (intention) characteristics are achieved as a result of the act of comparison.

Key words: phraseological units, comparative phraseological units, internal form, the basis of comparison, comparison standard

Introduction

The relatively recent emergence of phraseology as a linguistic discipline is one of the reasons of still insufficient development of many problems in this area. This branch of linguistics studies specific language component, namely the set expressions of different structure, semantics and functions. In linguistics they are called phraseological units, set word-complexes. According their structure, phraseological units are specific phrases of a language, characterized by the fact that they exist in the language as ready language formations and in the ready form are used in speech.

Phraseology - is a branch of linguistics, studying set expressions in the language, of a different structure, semantics and functions. As an independent linguistic discipline phraseology appeared relatively recently. This is one of the reasons of still insufficient development of many problems in this area. Still among linguists there is no common understanding of phraseology object and as a result of this - disorder of phraseological terminology. Abundance of terms is explained by insufficient development of the basic concepts of phraseology, many of which are synonymous and some cannot even be called terms, so they are not accurate.

Lack of consensus on the scope of phraseology does not allow getting a clear idea of what set word- complexes are characteristic for a particular language or for a particular set of languages.

Main part

The ideas of the French linguist Charles Bally influenced the development of phraseology, he is considered to be the ancestor of the theory of phraseology, because he was the first to systematize

combination of words in his book "French stylistics", in which he included a chapter about phraseology.

As for the British and American linguistic literature, there is a large number of works specifically devoted to the theory of phraseology. Even in the most significant works of A. McKay, U. Weinreich, L.P. Smith, there are no such fundamental issues as the science-based criteria of phraseological unit's selection, correlation of phraseological units and words, phraseology systemic, phraseological variation, formation of phraseological units, method of studying phraseology and so on. Also, British and American scientists do not raise questions of phraseology as a linguistic science. This explains the lack of the term for this discipline in English.

Central issue for the phraseology was the attempt to answer the question, what is the specificity of idioms meaning unlike the meanings of words, what is the structure of the content of this meaning. In other words, phraseological units-idioms continued to be studied "in themselves and for themselves ", apart from their ability to perform certain communicative settings and roles in the organization of an utterance.

During this period there was found the whole palette of phraseological units-idioms meanings - its objective content, as well as the whole range of evaluating-expressive "shades ", setting the tone to the stylistic coloring of the meaning.

Expressive potential of phraseological units the most thoroughly described in the works of A.I. Fedorov, who connected it with their "connotative essence" and argued that phraseological units are not for the name of any new developments, but for the concretization and figurative-emotional evaluation of objects, phenomena , qualities, which were already mentioned in the language.

Considerable attention is paid to the study of synonymy of phraseological units-idioms by such linguists as A.D. Reichstein, Y.P. Solodub, M.V. Mokienko. They also engaged in comparing phraseological units of languages with different structures at the level of identity or similarity, lying on the base of images.

Since phraseology as linguistic phenomenon is a system of interconnected and correlative with the words and with each other, insofar phraseological units should be studied from different perspectives. This discipline helps to learn the literary norms of word usage, namely the use of set phrases, because mistakes in speech reduce its expressiveness and effectiveness.

Words are givens, already existing in the language and embodied in the human mind during the development of language as means of communication, and word combinations and sentences are formed in the speech.

Compatibility freedom is never absolute, it is always relative. However, in language there are many phrases that occur in the speech and are used in it as ready verbal units. They are so-called set expressions or, as they are often called, phraseological units, set phrases [1]. Thus, in the phraseology all set expressions are studied: the units, which are equivalent to the word and the units, which are proper to the sentence in the semantic and structural relation [2].

In the system of phraseological units of any language in this sense a special place is occupied by comparative phraseological units, because they reflect the central form of mental operations of people, and in this respect in every language there are their own stereotypes and national preferences in the comparative thinking, in building imaginative analogies and comparisons.

According the grammatical structure phraseological units can be phrases, predicative combinations and sentences. Leaning on the nature of the meaning, resulting from the structure interaction, compatibility and semantic transformation of component composition, M.D. Stepanova and I.I. Chernysheva deduce the structural-semantic classification of phraseological units [3]. It comprises three groups:

1) phraseological unities;
2) phraseological combinations;
3) phraseological expressions.

It should be noted that M.D. Stepanova and I.I. Chernysheva also include to the group of phraseological unities word pairs and comparative phraseological units, which are the subject of our study. They call them phraseological unities with expressed structural properties.

V.V. Eliseeva, considering structural types of phraseological units, argues that "despite its unsemulatedness, phraseological units are quite well distributed according the types of forming structures " [4]. On this basis she marks:

1. Phraseological units, which are identical with the corresponding free phrases according their form (take silk, break the ice);
2. In this group coordinative structures are formed (pick and choose, rain or shine, light to darkness, for love or money, by hook or by crook);
3. Phraseological units with predicative structure (as the matter stands, before you could say Jack Robinson, as they crow flies). This group includes phraseological units in the form of imperative mood (Take it easy! Bless my soul! Take your time!), and also units of comparative character (as dead as door-nail, as mad as a hatter). Comparative phraseological units are stable and reproducible combination of words, phraseological specificity of which is based on the traditional comparison.

Another important classification is the classification of V.S. Vinogradov, in his opinion, if we set pragmatic goals, it is advisable to subdivide set combinations into three large groups:

1. Lexical phraseological units. They are semantically correlated with the words, conceptually similar to them. For example: *a bull in a chine shop, tough nut to crack.*
2. Predicative phraseological units. They are usually complete sentences, fixed in the language in the form of stable formulas. For example: *better late than never, in for a penny, in for a pound.*
3. Comparative phraseological units. They were fixed in the language as a stable comparisons. For example: as brave as a lion, as cool as cucumber [1].

As we can see from the above set of classifications, not all linguists add comparative phraseological units to a group, it proves once again that there is no consensus about what phraseological unit is , hence there is no unity of views on the composition of these units in language. Some researchers (L.P. Smith, V.P. Zhukov, V.N. Telia , N.M. Shansky, etc.) include set combinations to the phraseology, others (N.N. Amosova, A.M. Babkin, A.I. Smirinitsky, etc.) include only certain groups.

So, some linguists (including academician V.V. Vinogradov) do not include proverbs, sayings and winged words to the phraseological units, believing that they on the semantics and syntax structure differ from phraseological units. Differences in opinion and attitudes says that the phraseology as a special branch of linguistics is not always on the same place and constantly evolving.

The paper deals with comparative phraseological units of impredicative type that relate to the specific method of comparison expression. They are a system of expression means, in which significance of inner form, the wealth of fine language resources become apparent with special clearness and at the same time the originality of the national culture, national mentality of imaginative thinking are revealed.

Comparative phraseological units of impredicative type are stable and replicable combination of words, phraseological specifics of which is based on the traditional comparison, that is, those set phrases that consist of two or more components having the semantics of comparison and combined in one unit, for example: as like as two peas – похожи как две капли воды – аузынан түсіп қалғандай.

Comparison is one of the oldest ways of knowing reality. It expressively, clearly, vividly describes a person, natural phenomena, everyday situations. The analysis of comparative components gives the opportunity to address the fact of language, where the choice of the subject for comparison only committed, as well as to trace the formation of the internal form of comparative component.

Traditionally, comparative phraseological units of impredicative type are subdivided depending on the nature of the base of comparison into adjectival, verbal, substantive, partial and with implicit module.

Comparative phraseological units constitute the largest category of adjectival phraseological units. Adjectival phraseological units are those that functionally correlated with adjectives, i.e., phraseological units, the core component of which is an adjective. The share of adjectival phraseological units in the total value of studied phraseological units is negligible.

Among adjectival phraseological units in English, Kazakh and Russian languages two main structural subclasses should be divided, they are common for phraseological units in these languages.

I. Adjectival comparative phraseological units. They are phraseological units, that have in their composition comparing component (as, как, сияқты). This subclass most fully represented in English: *(as) open as the day, greedy as the wolf, soft as butter, as cool as cucumber*; in the Russian language it is relatively small in number: *трусливый как заяц, гордый как павлин, свободный как птица*; in Kazakh: *абжыландай арбады, судай сапырды*.

In English as a dependent component proper name may be performed: *patient as Job, (as) proud as Lucifer, pleased as Punch*.

English phraseological units also allow interchangeability of both core and dependent components: *(as) changeable as the moon (Weathercock), close as an oyster, true as a flint, cheerful as a lark*.

II. Phraseological units with the structure adj+prep+n: *green with envy, full of beans, dead from the neck up, злой на язык, нечист на руку*. The core and dependent components, which are in postposition, are connected to each other by adjoining. Between the components of phraseological units attributive syntactic relations are identified, hence for this phraseological units adjectival-nominal-prepositional subtype of attributive-prepositional type with postposition and adjoining are typical. Dedicated class is a very small and atypical in these languages.

The English language has another subclass with the structure adj+and+adj: *high and mighty, fair and square, rough and ready, prim and proper*. Between the components of phraseological unit of this subclass there is coordinative bond, uniting equal components of phraseological units [5].

Conclusion

Researchers of the structure of comparative phraseological units in English, German and French hold the opinion that the comparative phraseological units have mainly two-component structure (I.I. Chernyshev, A.V. Kunin, A.G. Nazarian). Comparative phraseological units of impredicative type really mostly consist of two components, which are connected with the corresponding comparative conjunction:

1. The basis, the object of comparison, which, because of its variability, is not included to the comparative phraseological unit;
2. Comparison part, through which the characteristic properties or actions are made.

The bases of comparison are the words that denote qualitative attributes (adjectives and adverbs) and words, expressing various processes (verbs). On the basis of permanently fixed relations of the two constant components phraseological units occurs the transformation of comparison element into the element of intention and generalized characteristics .

The viewpoint about ternary composition of comparative phraseological units caused by the logical construction of a "comparison operation", consisting of three things: a comparison object, the image of comparison and indication of similarity. However, the comparison object is not constant, and its inclusion to the composition of comparative phraseological units would enter into conflict with one of the main features of phraseological unit - consistency of lexical structure.

Proponents of a single-component composition of comparative phraseological units come from the fact that rethought part of comparative phrase is the comparison group itself, and the word, that expresses a sign of similarity, is used in its basic nominative meaning. It does not take into account the special nature of this type of phraseological units, which demonstrates itself a mix of both components of comparative phraseological units rather than their individual meanings, i.e. qualitative (imagery) and quantitative (intention) characteristics are achieved as a result of the act of comparison.

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THE REPRODUCTION OF NATIONAL-CULTURAL FEATURES OF ENGLISH COMPARATIVE PHASEOLOGICAL UNITS INTO KAZAKH LANGUAGE

(Kapysheva G.K.)

S.Amanzholov East-Kazakhstan State University;
The Republic of Kazakhstan

Abstract

Purpose – comparative study of phraseological units in languages of different systems, their national-cultural features and methods of reproduction.

Methodology – theoretical analysis and generalization of scientific and scientific-methodological literature data; the analysis of structures of different languages such as English and Kazakh; studying and generalization of phraseological units; comparative analyse of phraseological units in English and Kazakh.

Originality/value – Phraseology - is a branch of linguistics, studying set expressions in the language of a different structure, semantics, and functions. As an independent linguistic discipline phraseology appeared relatively recently. This is one of the reasons of still insufficient development of many problems in this area.

Findings – Phraseology of each language makes a decisive contribution to the imaginative picture of the world. The way of seeing the world through language images, captured through phraseological system, being deeply national, nevertheless rests on universal logical-psychological and linguistic bases. Forms of knowledge about the world, presented in comparative phraseological units appear as certain types of structures of knowledge representations, in particular, as the types of concepts - mental images, frames, scripts, that are the kind of conceptual intermediaries between the actual linguistic and represented by the reality meanings.

Key words: phraseological units, comparative phraseological units, internal form, the basis of comparison, comparison standard

Introduction

Like all phraseological units, comparative phraseological units are furnished separately. A significant number of comparative phraseological units allows change of both the first and second components. Such usage does not mean only a greater degree of feature, as used to increase the expressiveness of comparative phrase. The change of the first part of phraseological units has become increasingly common, for example, comparative phraseological unit *as large as life* had not had the comparative degree. However, in the twentieth century this comparative phraseological unit became widely used in the comparative degree in English, American and Australian culture. For example: All her emotions are quite sincere, but she cannot help being a little *larger than life* (J.B. Priestley).

It should be noted the wide development of variance in the comparative phraseological units, forming their separately furnishing. Each adjective phraseological unit may be used both with primary conjunction *as* and without it. The second conjunction never drops. There is a tendency to omit the initial conjunction *as* in elliptical sentences, that are not answers to the question, with omitted subject and link-verb. «You can not talk to him,» said uncle Rodney. «Mad as a hatter». Conjunction *as* is often omitted where the comparative phraseological unit is moved to the beginning of the sentence or if before phraseological unit stands the conjunction *but* or *yet*. For example: ...nice fellow as ever lived, *but soft as butter*.

Comparative phraseological units with *as* and with omitted conjunction are a kind of quantitative variants, normative, rather than occasional. The availability of such options is indicative

of separately furnishing of comparative phraseological units. This kind of quantitative variance differs from all other types of variance that it is characteristic for all comparative phraseological units, having in its composition double conjunction *as…as*.

Main part

It should be noted that the deviation from the norm is the use of conjunction *like* instead of *as*. It's safe to say that in such cases there is the emergence of a new form, as in spoken English there has been a tendency to use *like* as a conjunction. For example: *like a bear with a sore head – сильно рассерженный, злой как черт*.

For adjective comparisons, as well as for other types of comparisons, double-planning of meaning is characteristic: one is compared with another. This structure of meaning allocates it as a phraseological meaning of special kind, namely comparative.

The first component of adjectival comparisons usually used in its basic literal meaning. The function of the second component is always intensive, as it represents the degree of the feature, expressed by the first component. The first component is called a base of comparison, and the second - the object of comparison. The conjunction *as* is a link.

The subject of comparison is a variable element that is in the text. For example: (as) good as gold – хороший, благородный, золотой (человек) – алтын адам. Gertrude Morel was very ill when the boy was born. Morel was good to her, as good as gold (D.H. Lawrence). Gertrude Morel – is the subject of comparison, good - the base of comparison, gold - the object of comparison, as – the link.

Adjectival comparison therefore arise in the language that there is a need to transfer additional information compared with the information transmitted by the first components of comparisons, taken separately. There are comparative phrases, used only with the adjective in the comparative degree: *more dead than alive – смертельно усталый (do not mix with Russian ни жив ни мертв) – өлердей шаршады.*

Figurativeness of the phrase is due to the fact that in the speech comparison refers to a particular class of objects, phenomena, or entities that denotes its second component, such as: *he is as brave as a lion.*

The figurativeness is created by the human comparing with the lion, but if we compare, say, a lioness with the lion, the figurativeness of comparison disappears and instead of the figurative comparison (simile) occurs unfigurative (comparison).

Comparisons are usually phraseological units with pronounced estimated meaning, both positive and negative, for example: *(as) bold (or brave) as a lion – храбрый как лев – арыстандай айбатты; (as) fierce as a tiger – свирепый как тигр – жолбарыстай долданды; (as) pretty as a picture – хороша как картинка – ай мүсіндей.*

Intensive nature of the evaluation depends on the semantics of the first component. In some cases, a crucial role is played by the semantics of the second component, for example: *(as) fat as a pig – жирный, откормленный как свинья – шошқадай семіз; (as) fat as butter – пухленький, полненький – толықтау*. For such comparisons hyperbola is peculiar, it is an exaggeration of attribute to make more expressive allocation.

The study of comparative phrases is competent both in terms of the variety of formal means of comparison expressions, and from the point of view of synonymous variation of comparison semantics. Studies of this nature carried out many times. But phraseological units with comparative meaning remained in the shadow. We consider the comparative idioms as a special type of phraseological units with a rich system of degree and comparison expression means.

Important note about the comparative phraseological units makes A.F. Artemova: "comparative phraseological units, in which imagery is not expressed so implicit as in the metaphorical, perform more amplifying function. In other words, the function of intensifying them dominates also present emotional-evaluating".

The internal form and linguistic motivation phraseological meaning represents important aspects of semasiological relation of phraseological meaning with the internal form of phraseological unit, including comparative phraseological units. They have a number of features. Comparative phraseological units, that lost internal form, available in each of the languages. According to the degree of motivation of comparative meaning of comparative phraseological units, we distinguish three main groups:

1. Comparative phraseological units with full comparative motivation, for example: *белый как снег.*
2. Comparative phraseological units with incomplete of motivation, for example: *разыграть как по нотам.*
3. Unmotivated comparative phraseological units, which have not diachronic relation between phraseological units and internal form of phrase, for example: *биться как рыба об лед.*

In its semantic development phraseological units move from the concrete-pictorial representation of reality, transmitted their literal meaning, to the generalized meaning. Comparative phraseological units with the structure of the phrase repeatedly subjected to special study: character of similes and metaphors was determined, the process of turning comparative phrases into phraseological units was disclosed, their structural organization, lexical structure, their function in the text was analyzed.

The basis of comparison refers to the first member of the comparative relation, serving as an object of knowledge. The basis of comparison predetermines also the national character of semantics of comparative phraseological units and their internal form. This suggests that the scope of supply and reference standards sources, species of reference standards themselves in comparative phraseological units of different languages are largely the same, but the basis of comparison and association excited in this regard with respect to reference standards are often national-psychologically, national-aesthetically, national-culturally specific and idioethnical .

Kazakhstan's geographic location, especially climate, soil and agriculture are reflected in a number of comparative phraseological units, the imagery of which, defined by the objective world around and background knowledge, is rooted in the history of the Kazakh people, in the history of their life. Internal form of comparative phraseological units of Kazakh language is closely linked with the life, religious items, material and spiritual culture and customs of a given society.

The image that serves as a comparison standard, explains the national-cultural life of the people, for example *бес биенің сабасындай* (literally, as a vessel from mare skin; definition: full, plump, large), *қасықтай қаны қалғанша* (literally, as if spoon of blood left; definition: until the last minute of life). In the literal meaning of phraseological units includes not only national-specific component (*саба* – is an element of traditional Kazakh utensils for storing kumys), but also specific the national idea of the duration of something (spoon of blood symbolizes a certain limit).

The analysis of the internal form of comparative phraseological units in the ethno-cultural aspect revealed the following main types:

1. The inner form of comparative phraseological units and features of the flora and fauna of the country;
2. The inner form of comparative phraseological units and domestic realities;
3. The inner form of comparative phraseological units and the economy;
4. The inner form of comparative phraseological units and words of material culture;
5. The inner form of comparative phraseological units and traditions and customs;
6. The inner form of comparative religion and phraseological units ;
7. The inner form of comparative phraseological units and spiritual culture;
8. The inner form of comparative phraseological units and mythology;
9. The inner form of comparative phraseological units and features of national psychology.

The first type "the inner form of comparative phraseological units and features of the flora and fauna of the country" in the Kazakh language presented in two varieties: 1) "The inner form of comparative of phraseological units and features of fauna of the country" and 2) "The inner form of comparative phraseological units and features of the flora of the country". The first variety of the internal form of comparative phraseological units represents typical for living places of Kazakhs vegetation. In the dictionary of T.Konyrov they are divided into 10 thematic groups:

1) гүл
2) тал,шыбық
3) жемістер
4) жайлау, көк
5) дақылдар
6) ағаш
7) балдыр, қамыс, құрақ, қоға
8) шөп
9) жапырақ
10) басқалары.

The main sources of comparison standards of the Kazakh language are thematic groups "гүл" (flowers) and "ағаш" (trees). Typical structure of comparative phraseological units are names of flowers *бәйшешек* (snowdrop), *қызғалдақ* (tulip) and here trees *емен* (oak), *қайың* (birch), *бәйтерек* (poplar). The national-cultural identity of the internal form of comparative phraseological units of the Kazakh language in this model is shown, however, when it is compared with the internal form of comparative phraseological units in English, Kazakh and Russian languages. For example, in Russian culture *birch* is synonymous with slim girls (slim as birch), about slim figure of girls Kazakh says *қамыстай әдемі* (beautiful as reeds). T. Konyrov confirms this by the context "Нәзипаның мынау қамыстай әдемі тұлғасын, ойнақшыған мінезін Шалматай қалай алдандырсын" (І. Жансүгіров).

In the Kazakh language a large number of comparisons with standards - names of pets: *қой, ит, жылқы, түйе, ешкі, сиыр, мысық, шошқа, есек* and others. Animals, who have not played in the life of Kazakh people a significant role, as the comparison standard found rarely, for example: *шошқаша шыңғыру* (there are only 3 comparative phraseological units with component "*шошқа*"). Examples of these groups include comparative phraseological units *құлын-тайдай ойнау, өкірген сиырдай, қозыдай жуас*. The names of pets, that are a comparison standards of Kazakh comparative phraseological units, differ in that they are typical for the economy

Kazakhs, for example, *түйе* (camel). Camel – is a very important animal for the Kazakh nomads mode of life. In the inner form of comparative phraseological units different names for the animal are used *бота* (camel), *бура* (camel - male). The number of differences within a given semantic field indicates the degree of cultural interest. In the Kazakh language there is a large number of terms for one type of pet – for horse (*жылқы, ат, бие, тай, құлын, жабағы, құнан, байтал, жорға*), for others, for example, *ит, мысық, сиыр, шошқа, есек* –only one term for all animals of this species. Motivating force for various terms of the horse is the importance and the interest which Kazakh people attaches to this type, that accompanied them throughout the centuries.

Conclusion

Cultural information is stored in an internal form of the comparative phraseological units which, being figurative idea of the world, gives to the phraseological unit cultural and national color. Internal forms of the comparative phraseological units reflect first of all history, a way of life, situations from literature, arts and so on of these or those people. At the heart of an internal form of the comparative phraseological units lie images and the representations, connected with realities of this or that country, with material and spiritual culture of the people, with their traditions and customs.

Phraseology of each language makes a decisive contribution to the imaginative picture of the world. The way of seeing the world through language images, captured through phraseological system, being deeply national, nevertheless rests on universal logical-psychological and linguistic bases. Forms of knowledge about the world, presented in comparative phraseological units appear as certain types of structures of knowledge representations, in particular, as the types of concepts - mental images, frames, scripts, that are the kind of conceptual intermediaries between the actual linguistic and represented by the reality meanings.

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ТЕХНИКА «WHOLE BRAIN TEACHING» ИЛИ ОБУЧЕНИЕ, ДЛЯ ЧЕГО ПРЕДНАЗНАЧЕН НАШ МОЗГ [TECHNIQUE «WHOLE BRAIN TEACHING», WHAT OUR BRAIN IS INTENDED FOR]

(Kassenova A. B.)

Branch of JSC «NCPK «Orleu»
The Republic of Kazakhstan

Abstract

Purpose - The paper is aimed at discussing a revolutional technique “Whole Brain Teaching”.

Methodology – student-centered teaching, interactive involving both semi spheres. The author points out the main rules of “Whole Brain Teaching” technique for effective management in your classroom.

Originality/value – this technique is relatively new, it implies working of both brain semi spheres

Findings – actively involving both semi spheres helps students maintain concentration and raises their motivation

Keywords - Whole Brain Teaching, classroom management, interactive teaching

Введение

Хотели бы вы управлять своим классом, используя всего одно волшебное слово? Хотели бы вы 99 % вовлечения учеников на ваших уроках? Хотели бы вы познать очень простой способ преподавания – интересный для учащихся и для вас? Хотели бы вы видеть, как ваши ученики делают хорошие продвижения в понимании и использовании английского языка (или в любом другом предмете)? Если это звучит заманчиво для вас, предлагаю вашему вниманию “Whole Brain Teaching”.

Несколько месяцев назад я познакомилась с техникой WBT при прохождении курсов повышения квалификации в США по программе Teaching Excellence and Achievement Program. Данная техника сравнительно молодая, основана в 1999 году, автором которой является американец Крис Бифл из Калифорнии. Крис Бифл является автором семи книг (McGraw-Hill, HarperCollins) по технологии критического мышления, чтения и письма. Он является грантёром Департамента образования США. В последние 10 лет Крис зарекомендовал себя как национально признанным авторитетом по работе с трудными детьми; провел более 50 “Whole Brain Teaching” конференций, где приняли участие более 5000 педагогов.

Основная часть

Учитывая, что техника WBT молодая, в русскоязычных просторах данное понятие еще нигде не переведено, но дословно я решила перевести как «Обучение всего мозга». Единственный, найденный единомышленник в просторах интернета - Светлана Тарасенко учитель английского языка из Крыма, перевела Whole Brain Teaching как «рационально – эмоциональное обучение». Как отмечает Светлана, «Эта *интерактивная техника* включает работу всего мозга, обоих его полушарий – «ratio» и «emotion». В течение 20 - 25 минут ученик переключает работу мозга несколько раз». Она объясняет причину перевода этой техники тем, что когда ученик получает информацию (читает, слушает, смотрит), в его мозгу напряжённо работает левое полушарие. Впитывает он тщательно, не формально, а заинтересованно, ибо знает, зачем: не для какой-то там невидимо-далёкой цели стать грамотным человеком,

гармонично развитой личностью или путешествовать по миру, а чтобы через пять минут рассказать всё изученное своему партнёру и не упасть лицом в грязь.

Ведь, ни для кого не секрет, что мы усваиваем информацию:

10% из того, что мы читаем;

20% из того, что мы слышим;

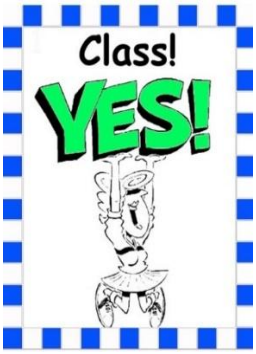
30% из того, что видим;

50% из того, что обсуждаем;

75% из того, что применяем на практике;

90% из того, чему мы учим сами.

WBT или «Обучение всему мозгу» является новой и "радикальной" техникой преподавания, состоящая всего из семи шагов. Итак, далее следуют пошаговая инструкция по применению техники WBT.



«КЛАСС – ДА» (CLASS – YES). Вы говорите, "класс" (class) и ваши ученики отвечают "да!" (yes). Здесь, задумка в том, что они должны имитировать тон вашего голоса. Например: «Oh claaaaaaaaas!» (растягиваете слово), учащиеся в ответ: “Oh yeeeeeeeees!”. Проверено на практике что они будут это делать, и вы будете держать 100% внимания. Особенно этот «трюк» полезен, когда дети работают в группе, и нужно восстановить внимание на себя. Эта техника влияет на работу префронтальной коры головного мозга, которая контролирует принятие решений, планирование, и отвечает за фокусировку внимания.

ЗЕРКАЛО (MIRROR). Ваши ученики должны повторять жесты, которые вы делаете во время речи. В преподавании английского языка, этот прием мы можем использовать как визуализацию предложения. Например: вы написали предложение «I like soccer» (Я люблю футбол), и имитируете игру в футбол, пиная воображаемый мяч в воздухе. Ребята повторяют это предложение и движения показанные вами.

РУКИ И ГЛАЗА (HANDS AND EYES). Очень похоже на «КЛАСС – ДА», но после вашей команды «Hands and eyes!» ребята должны немедленно сжать свои руки и смотреть прямо на вас, пока вы даете им небольшую информацию или задания. Удивительно, что ребята соблюдают и делают все это

МЕНЯЕМСЯ (SWITCH). Этот шаг должен использоваться с "Teach-OK", в то время как ученики обучают друг друга, важно, чтобы «учитель» не повторялся. Таким образом, если вы хотите чтобы каждый ученик был вовлечен в процесс обучения, вам следует использовать данную технику студенты будут ответить: «переключатель» и «учителя» в группе будет вращаться.

1) УЧИ – ХОРОШО! (TEACH – OK!). Исследования показывают, что мы запоминаем больше всего, когда сами активно участвуют в процессе обучения. И снова возвращаемся к примеру с «прошедшим совершенным временем»: вы говорите “Учи” (“Teach”), ребята отвечают “Ok!”, снова повторяют ваш интонацию и тон голоса. Затем они работают с партнером и повторяют друг другу, с помощью жестов, "прошедшее совершенное время

образуется при помощи had" (the past perfect is always formed with had). Распределите эту работу в паре с учетом сильного и слабого ученика. Через некоторое время вы прекращаете работу с помощью «КЛАСС – ДА» (CLASS – YES).

2) ПЯТЬ ПРАВИЛ В КЛАССЕ (THE FIVE CLASSROOM RULES).

- Следуйте инструкциям быстро! Follow directions quickly! (Жестикулируйте руками как рыба)
- Поднимите руку, для разрешения говорить Raise your hand for permission to speak (поднимите руку и имитируйте, как будто говорите ею).
- Поднимите руку, чтобы покинуть свое место. Raise your hand for permission to leave your seat. (поднимите руку, и сделайте пешее движение пальцами).
- Делайте правильный выбор! Make smart choices! (приложите палец к виску).
- Сделайте вашего учителя счастливым! Keep your dear teacher happy! (сделайте пальцами улыбку на лице).

3) ТАБЛО (SCOREBOARD). Scoreboard является главным элементом в классе WBT. Она является неотъемлемой частью управления класса при работе с младшими школьниками и играет важную роль в поддержки старшеклассников концентрированными.

ШАГ ПЕРВЫЙ - С одной стороны доски нарисовать "улыбающееся лицо" и рядом "хмурое лицо".

ШАГ ВТОРОЙ - Нарисуйте линию между двумя лицами.

ШАГ ТРЕТИЙ – Если во время урока WBT «дела» идут хорошо -поощряйте, хвалите детей. Поставьте галочку под «улыбающимся лицом» - а также можете прикрикнуть “Oh yeah!”.

ШАГ ЧЕТВЕРТЫЙ – Если же поведение ребят не на высоте, ставим галочку под «хмурым лицом» - проговорив «Oh, nooo!».

ШАГ ПЯТЫЙ - В конце урока подсчитайте количество «смайлов». Большее количество «улыбающихся лиц» означает, что ребята заслужили награды – например, немного меньше домашнего задания. В обратном случае, как «награду» можно дать больше домашнего задания.

Важно не допустить чтобы «хмурых лиц» было больше чем «улыбающихся», т.к. ребята могут потерять мотивацию и интерес к данной игре, впоследствии чего «Табло» потеряет свою эффективность. "ТАБЛО" работает на основе лимбической системы, являющаяся частью мозга, которая контролирует эмоциональную реакцию. Это мощный инструмент для поддержания концентрированности учащихся.

Заключение

И это всего лишь краткое введение в то, что может быть осуществлено с использованием Whole Brain Teaching. Если даже вы реализуете всего один из вышеперечисленных приемов WBT, вы сразу же заметите положительные изменения на ваших занятиях. WBT может быть использован с любой возрастной группой и может быть использован с другими методами. Whole Brain Teaching значительно повышает мотивацию к процессу обучения, а также делает вашу работу намного легче и интереснее.

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SOVREMENNYE PODHODY K OTSENIVANIYU UCHEBNYH DOSTIZHENIY SHKOLNIKOV
[UP-TO-DATE APPROACHES TO STUDY ACHIEVEMENTS OF SCHOOL CHILDREN]

(Kim L.I.)

Nazarbayev Intellectual School of Physics and Mathematics,
The Republic of Kazakhstan

Abstract

Purpose - The article describes the peculiarities of assessment in school education of America and Kazakhstan, which impact on the quality of school education.

Methodology – the analysis of varied methods of assessment of student achievement

Originality/value – The key directions of the organization of assessment in school education are taken into account.

Findings – The approach to monitoring and evaluation skills of students should be focused on their success, encouragement, support, which are accompanied by very specific actions of the teacher and the student, aimed at improving the quality of education. Combining different types of assessment allows making the process more efficient, interesting for all participants of educational process, painless and motivating successful learning.

Keywords - alternative assessment, formative assessment, achievement, performance, summative assessment, curriculum-based assessment

Введение

Во всем мире используется разнообразное множество видов оценивания знаний.В данное время, время обновления нашей казахстанской системы образования, мы ссылаемся на зарубежную систему оценивания знаний, как на образец. Поэтому во время посещения школ США в рамках конкурсной программы TEA, я особое внимание уделила методике оценки достижений учащихся. На тот момент у меня было определенное представление о проверке знаний школьников. Но оптимизация средств оценки всегда актуальна. И я постоянно находилась в поиске необходимых форм оценки. Кого, когда, сколько учащихся, по каким вопросам, при помощи каких средств нужно спросить и оценить – всё это я продумывала при подготовке к уроку. Наряду с этим продумывала, чем должны заниматься учащиеся во время опроса их товарища. Я старалась, чтобы учащиеся понимали, что учитель постоянно контролирует их успехи, уровень и качество овладения знаниями.

Передо мной стояло два вопроса, ответ на которые я хотела найти у американских коллег. Насколько оправданной является система оценивания американской системы образования? И насколько американский опыт может быть полезен для меня в поиске необходимых форм оценки?

Основная часть

Я наблюдала преподавание учителя средней школы штата Виржиния Лизы Уилсон, а затем и сама давала уроки для ее группы школьников с начинающим уровнем знания английского языка.Обучение ведется в соответствии со Стандартами, принятыми Советом по вопросам образования штата. Лиза Уилсон использует этот ресурс как ценный инструмент при обучении учащихся. В конце изучения курса учащиеся централизованно получают тесты, где оцениваются их знания согласно вышеуказанным Стандартам.

Это оценивание учебного материала (curriculum-based assessment) в стандартизированной форме или итоговое оценивание(summative assessment) показывает,

насколько хорошо учащиеся усвоили содержание всего курса. Некоторые студенты вместо тестов суммативного оценивании (summative assessment) сдают свои портфолио.

Подлинные образцы работ студентов собираются для портфолио (improvement assessment) в течение долгого времени, и сосредоточены они на показ продуктивной работы учащегося по усвоению языка. Затем учитель отправляет их в Департамент образования.

Для оценивания пройденного материала в классе, учитель использует портфолио с собранными повседневными работами во время тестов в конце каждого месяца.Во время таких тестов студенты могут просматривать свои заметки. Тесты в конце каждого месяца учитель составляет сам.

В ходе наблюдения за уроками Лизы Уилсон я отметила, как она использует формативное оценивание (formative assessment) своих учеников на каждом уроке. Ведь формативное оценивание позволяет качественно оценивать учебные достижения ученика. В начале урока она всегда проводит (warm-up assessment) оценивание разминку. Часто ученики пишут рассказы на разные темы. Я могу назвать это (writing assessment) проверкой навыков письма.

Часто учитель приносит в класс так называемую картинку для этого дня “The picture of the day”. Описывая картинку дня, учащиеся собирают историю, которую Лиза пишет на доске. Затем она убирает предложения с доски и просит учеников пересказывать историю. Здесь учитель использует оценивание устного изложения (oral performance assessment) в виде пересказа истории и оценивает владение языком, правильное использование слов.

Моя американская коллега также использует (performance-based assessment) оценивание исполнения и изложения после прочтения книги. Учащиеся проигрывают сцены, одну за другой, по ходу книги, как актеры. Здесь ученики демонстрируют разнообразие языка, грамотность, когнитивные, социальные и двигательные навыки. Класс, как правило, разделен на группы, и они оценивают друг друга.

В таком исполнении участвуют слабые ученики тоже. Им даются роли без слов или с простым языком. Здесь я вижу использование динамической оценки (dynamic assessment), который является полезным для студентов с разной культурой и разным уровнем языка. Ученики Лизы Уилсон также могут быть «авторами» и создавать свои собственные книги. Это продукт использования школьной библиотеки. Я рассматриваю это, как оценивание реального продукта (authentic assessment). Учащиеся показывают, что они могут сделать в реальных ситуациях.В конце урока учитель использует самооценку(self-assessment) в виде стратегии «3-2-1» , где учащиеся пишут 3 важных слова услышанных на уроке, 2 задания для домашней работы и 1любимая часть урока.

Здесь же впервые я познакомилась с оцениванием учащихся через электронный журнал.

Когда я пришла работать в Назарбаев Интеллектуальную школу, я с радостью обнаружила, что учителя этой школы берут на вооружение опыт преподавания зарубежных школ, в том числе и США. И я могу реализовать многое, чему я научилась.

В школе введена система критериального оценивания при помощи которого оценивается только работа учащегося, а не его личность; работа учащегося проверяется по критериям оценивания, которые известны им заранее; оценки учащимся выставляются только за то, что они изучали, так как критерии оценивания представляют конкретное выражение учебных целей; учащемуся известен четкий алгоритм выведения оценки, по которому он сам может определить уровень успешности своего обучения и информировать родителей; повышается мотивация учащихся к самооцениванию и обучению.

К видам критериального оценивания относятся формативное оценивание- оценивание для обучения и суммативное оценивание - оценивание обучения.

Сейчас, в своей работе, я применяю эти современные виды оценивания. Суммативное, или итоговое оценивание, я провожу в виде итоговых тестов, срезов для проверки усвоенного

материала в конце каждой четверти. Формативное оценивание использую в повседневной практике (ежеурочно, ежедневно). Особое внимание я уделяю формативному оцениванию, так как результат суммативной работы зависит от качества проведённого формативного оценивания.

Условия для формативного оценивания:

1) знание и понимание учащимися целей обучения
2) эффективная обратная связь с учениками
3) активное участие учащихся в процессе собственного познания
4) знание и понимание учащимися критериев оценивания
5) возможность и умения учащихся анализировать собственную работу (рефлексия)
6) корректировка подходов к преподаванию с учетом результатов оценивания.

Различным формам оценивания уделяется особое внимание в младшей школе, где я преподаю английский язык.

Я активно использую следующий перечень техник формативного оценивания.

«Редакторский совет» (authentic assessment) осуществляется при наличии критерий. «Редакторы» внимательно слушают письменный рассказ (презентацию проекта, чтение текста, описание картинки) опираясь на критерии успеха, указывают достоинства в работе ученика и высказывают рекомендации в плане улучшения содержания сочинения.

«Пирамида знаний» **(**Learning Pyramid) применяется после объяснения нового материала и помогает ученикам выстроить свою пирамиду знаний, умений т.е. того, что они узнали и умеют делать на этом этапе урока.

Мини-тесты (небольшое количество заданий) призваны оценивать знание конкретной информации, определенного материала. В таких тестах, в основном, использую форму Multiple choice. На выполнение мини-теста отводится не более 5 минут времени урока.

В конце урока я применяю такие формы (Reflective Assessment Steps) как «Вопросник» «Закончи предложение» «Древо творчества», а также многое другое, что я видела у американских коллег.

По итогам формативного оценивания я получаю информацию об уровне учебных достижений учащихся. Стараюсь зафиксировать полученные результаты в специально заведенном «Журнале комментариев». Эти записи позволяют мне вести учет достижений каждого ученика в течение длительного времени.

Оценка деятельности ученика может выставляться не только по итогам конкретной работы, но и в ходе её выполнения. Типы оценок соответствуют видам выполняемых работ. Демонстрационная (show how…); Экспозиционная (display); Графическая (webs, Venn diagrams); Журналы и дневники (writing, stems); Игровая (role-play); Проблемная (focus on processing rather than content); Предметная (making objects); Проектная работа (long- term).

Для малышей я применяю следующее неформальное оценивание: устная похвала при хороших результатах; дружелюбные письменные комментарии в рабочих тетрадях; цветные фигурки со словами “Good!”, “ Well done!” и другими; маленькие подарки (календари, наклейки, конфеты и т.д.); рисую или штампую весёлые или грустные лица;

Также применяю такие формы оценивания деятельности учащегося, как портфолио, и различные виды самооценки.

Портфолио (improvement assessment)- это способ оценивания младших школьников. В портфолио дети накапливают успешные работы, свои достижения в виде грамот, открыток или небольших подарков, фотографии, результаты тестов . Из детского портфолио родители получают информацию об успехах в изучении языка. Портфолио принадлежит ребёнку, и он сам решает, что туда положить, что показывает участие ребёнка в оценке своего труда.

Самооценивание (self-assessment) – это оценивание, проводимое самим ребёнком. Самооценивание показывает, совпадают ли личностная и моя, учительская, оценки.

Иногда возникали сомнения, что ученики в начальной школе слишком малы, чтобы оценить свой прогресс, но на практике убедилась, что у них есть хорошие механизмы самооценки. Обсудив с учеником критерии оценивания, я сразу же вижу результат – самооценка всегда точна и адекватна. При групповом оценивании (authentic assessment) (или оценивание одноклассниками) я заметила, что детям очень важно знать, что о них думают и как их оценивают одноклассники.

Маленькие школьники учатся уважать и принимать мнение другого человека, начинают доверять друг другу, что сводит к минимуму негативный аспект соревновательности, чувствуют себя более защищёнными в группе.Не следует забывать, что дети хотят, чтобы их оценили, а не наказали. И если их всё же необходимо покритиковать, то я стараюсь делать это дружелюбно, корректно. В эти годы закладывается интерес к языку, достижения учащихся очень подвижны и индивидуальны, поэтому важно создать доброжелательную обстановку в классе.При обучении английскому языку первоклассников вряд ли необходим прямой контроль учебных действий, навыков и умений учащихся.

Заключение

Подход к контролю и оценке умений учащихся должен быть ориентирован на их успехи, поощрение, поддержку, которые сопровождаются вполне конкретными действиями учителя и ученика, направленными на улучшение качества обучения.

Сочетая разные виды оценивания, я стараюсь сделать этот процесс наиболее эффективным, интересным для всех участников учебного процесса, безболезненным и мотивирующим на дальнейшее успешное обучение. Каждый ребёнок будет оценен по заслугам и уйдёт с урока удовлетворённым и в хорошем настроении, а дома с нетерпением будет ждать следующего занятия, где снова его успехи оценят по достоинству и отметят его старание.

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THE USE OF LEXICAL APPROACH IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

(Kolesnikova T.A.,Oldenburg H.)

D.Serikbaev East Kazakhstan State Technical University, Republic of Kazakhstan
Miami College of Business and Technology, United States of America

Abstract

Purpose - The paper is aimed at demonstrating opportunities and discussing challenges of teaching English for specific purposes in the context of technical colleges using the lexical approach introduced by Lewis M.

Methodology - The authors suggest a variety of tasks based on the key approaches to implementing the above mentioned methodology. The main approaches to remember include teaching students to notice lexical chunks during their exposure to English; teaching vocabulary in context (collocations or realistic structures; adapting course book exercises to get students pick out certain topic-related or function-based lexical chunks; using a task-based approach to have students use the language in a task relating to the text; show how individual words are related in lexical structures, and assign appropriate home task.

Originality/value – Although in foreign pedagogy the notion of "lexical approach" appeared in the early nineties of the XX century, in Kazakhstan this approach has not been widely used. Its application in teaching English for Specific Purposes can hardly be overestimated, as more focus is placed on terminology acquisition.

Findings – This will significally increase the amount of vocabulary students acquire and retain for practical use.

Keywords - lexical approach, lexis, lexical chunks, collocations, phrases, phraseological units.

Introduction

With the development of methods of teaching foreign languages there appear new approaches to teaching. In foreign pedagogy the notion of "lexical approach" appeared in the early nineties of the XX century, but in Kazakhstan this approach has not been widely used.

So, what is the lexical approach in teaching a foreign language? The basic concept the lexical approach is based on is the use of methods and techniques of foreign language teaching aimed at understanding and usage of phraseological unities, colocations and combinations. In foreign linguistics the general term "chunks" is used.[1] "Lexical chunks" are any pairs or groups of words that are often found in authentic sources (collocations, phrasal verbs, idioms, formulae of politeness, introductory phrases). These models are stored in memory with their constant use in oral speech.

The lexical approach allows paying attention to form, content and function of grammatical phenomena in the target language without breaking them down. Thus, this approach develops the students' grammar skill for the purpose of verbal communication and through verbal communication. [1] Grammatical phenomena are acquired by students as word forms, combinations of words, or models, without pursuing grammar rules. Lexical and grammatical aspects interpenetrate each other which develops a sense of language and speech guess in students.

Main part

Learning a foreign language through lexis extends the students' awareness and conceptualization of a word, phrase, or word combination in a second language. The use of the lexical approach suggests its own ways of presenting new material.

First, learning new vocabulary within the curriculum should be systematized. Most often students write down and translate new words, thus turning learning new words into just noting them down into a student dictionary. While new vocabulary should be presented in the framework of a certain semantic field, or area in which the word is used. This is true even for simple words. For example, introducing a new noun at the lesson it is necessary to mention the adjectives and verbs used with this noun, so that the learner would form an idea about how and in what context that word might be used.

Lexis can be introduced as with the help of translation, so with the help of pictures, facial expressions, gestures, drawings, synonyms, antonyms, situation modeling and other techniques.In order for students to memorize a particular lexical unit a traditional dictionary compiled by the student can be used, but with some changes. For example, they may include the column with synonyms, antonyms, phrases or even sentences with the necessary word.

One effective way of recording key words used in technology is to group into word sets. The following example shows grouping words related to *biotechnology*.

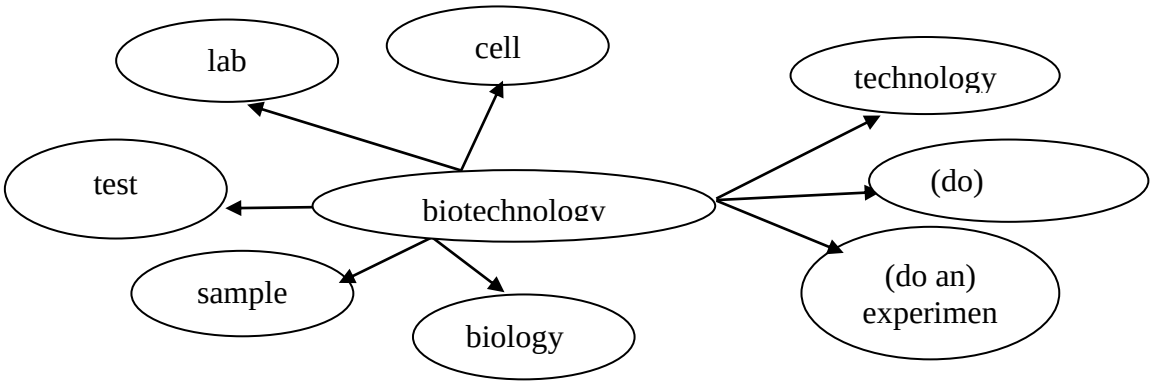

Figure 1. “Biotechnology” word set.

Another way to remember key words in technology is to make word cards which may include traditional information as well as a sample sentence and word combinations.

Information technology	
Key word **memory**	Translation ***память***
Part of speech **noun (uncountable)**	Pronunciation **/'memə ry/**
Sample sentence **Memory is used for programs and data**	Words often used with the key word **~ chip, ~ slot, ~ card, random access ~**

Figure 2. “Memory” word card example.

Besides the usual record of words in the dictionary, students can arrange words by using visual maps, which helps to discover brand-new meanings of already known words. So, when building a visual map with the word burn (to burn), the student extracts the meanings of already familiar words. Student will acquire new connotative meanings of the word that are used in certain linguistic situations. That is, the word “burn” in the connotative meaning of “record” (record a CD and encode it into MP3 or other digital files) will be used in the context related to entertainment technology. The

word “burn” in the meaning of “to feel a great need for someone or something” is used when speaking of very strong emotions.

Example:

burn with: I was burning with curiosity, but didn’t dare ask what happened.

burn to do something: I was burning to know how he had got on in New York. Secondly, it is the organization of new lexis by the principle of collocations. Collocations focus on the linguistic component, thus they are a very successful organization of the lexical material. The student learns not one word and its translation, but a collocation, that is, how the word is used in context. When producing sentences with chunks students are likely to make fewer errors in their use. In addition, with the help of collocations, the student begins to apprehend a sentence syntagmatically or horizontally. In other words, the student gets an understanding that, by replacing one collocation by another, yet without changing the sentence structure, it is possible to express essential thoughts in a foreign language. Moreover, such “horizontal” perception of the sentence structure is meant not only for students with good language skills, but also for beginners. The more complex the sentence, the more collocations there are in it.

On the other hand, there may be a logical question of how the grammatical aspect of the language within the lexical approach is taught? The lexical approach implies studying grammar of the language through its vocabulary, and not isolated, as is now often practiced. Most textbooks offer the study of grammar without vocabulary, which leads to memorizing grammar and vocabulary separately. As Wilkins noted, “Without grammar you can say very little, but without vocabulary I will not say anything at all”. Grammar is studied at an intuitive level using the vocabulary, because actions and objects are expressed verbally. In addition to this fact, you should consider the usage of words, since the 11 English verbs in the past tense form – was, had, got, said, did, made, came, thought, went, looked, used – are included in the 200 most frequent words of the language.

It is impossible to assert with confidence that grammar as a linguistic category is rudimentary. But the approach to the study of grammar needs to acquire additional features. In order for grammar of a foreign language not to seem to a beginner listener something totally shocking, grammatical structure is to be introduced very gradually from the very first lesson in the form of useful communication phrases, which is a fundamental principle of the lexical approach. Thus, over time it will be easier for the listener to comprehend these structures.[3] Within the lexical approach, it is possible to offer students a broad range of exercises both group and individual.

There are exercises aimed at the selection of all the available collocations with other words. For example, the student is given the word to find a suitable in the meaning verb and/or adjective. This exercise can be given individually or to a group of students (each group selects their version of collocation to the given word).

Table 1. An example of an exercise on making collocations.

Verb	Adjective	Noun
to install to download to design to run to tailor to customize	online common function system entertainment educational simulation enterprise infrastructure	software application computer program programming tool utility

Some exercises are aimed at disclosing the meaning of a quote, statement, title or phrase. This may be done with headlines with further reading of the article and comparing its content with the students’ predictions.

Another lexical exercise is focused on students' creating a new text, which is limited by the number of words and some other restrictions (words should not be repeated at all, or one cannot use a certain word, etc.).

There is an oral exercise on brushup of synonyms and antonyms to words, general and specific concepts, which implies giving consent using a synonym, antonym, etc.

Example: Agree with a synonym.

A: So, the system is *embedded*.

B: Yes, it's *built-in*.

You can use exercises of the following type:

Example:

Make as many expressions as you can using the verb "make" and "do" and the list of nouns and noun combinations.

Table 2. A list of nouns and noun combinations to collate with "make" and "do".

n arrangement something a difficult decision the laundry	a detailed plan the dishes the exam homework	housework a good job a choice a comment	a noise a speech a suggestion

Performing this exercise, the student learns the rules of lexical collocations.

And this is only a small set of exercises that can be used by a teacher at English lessons, the rest depends on the imagination and enthusiasm of a teacher.

Conclusion

As the lexis is far too vast to "teach", and actually cannot be taught without student active acquisition, some useful strategies can be used in the teaching process. The main approaches to remember include teaching students to notice lexical chunks during their exposure to English; teaching vocabulary in context (collocations or realistic structures; adapting course book exercises to get students pick out certain topic-related or function-based lexical chunks; using a task-based approach to have students use the language in a task relating to the text; show how individual words are related in lexical structures, and assign appropriate hometask. This will significally increase the amount of vocabulary students acquire and retain for practical use.

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ORGANIZATSIYA EFFECTIVNOI SAMOSTOYATELNOI RABOTY STUDENTOV SPETSIALNOSTI "GORNOE DELO" NA ZANYATIYAH PO PROFFESSIONALNO-ORIENTIROVANNOMU INOSTRANNOMU YAZYKU [ORGANIZATION OF MINING STUDENTS' EFFECTIVE INDIVIDUAL WORK AT CLASSES OF ENGLISH FOR SPECIAL PURPOSES]

(Kurtukova M.A., Leonova M.O., Ruleva Y.S.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose - to develop effective ways of students' individual work organization taking into account university's objective and subjective conditions.

Aims

- to consider definitions for individual work;
-to emphasize the significance of individual work in up-to-date education;
-to analyze motivation as basic factor for successful individual work;
-to study functions of motivation;
-to distinguish levels of tasks complexity;
-to define objective conditions for successful individual work;
-to define subjective conditions for successful individual work;
-to study up-to-date innovative teaching technologies and develop tasks for individual work at classes of English for special purposes where these technologies are implemented.

Methodology - To achieve the stated purpose we used the following methods: theoretical analysis, synthesis, inductive method, deductive method, literature review

Originality – the different level tasks have been developed for individual work that represent innovative teaching technologies for English for special purposes

Findings – Individual work is to become the basis of educational process and the factor for professional competences forming. This implies the orientation to active methods of mastering English in professional sphere, development of creative abilities and transition from whole group to individual teaching taking into consideration personal demands and abilities.

Key words – individual work, innovative teaching technologies, motivation, different level tasks, English for professional purposes, objective and subjective conditions for individual work

Введение

Основная задача высшего образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Для решения этой задачи необходимо перевести студента из пассивного потребителя знаний в активного их создателя, умеющего сформулировать проблему, проанализировать пути ее решения, найти оптимальный результат и доказать его правильность. Происходящая в настоящее время реформа высшего образования связана по своей сути с переходом от парадигмы обучения к парадигме образования.

Подобный переход предполагает, что самостоятельная работа (СРО) становится не просто формой образовательного процесса, а должна стать его основой, способом формирования профессиональной самостоятельности, готовности к самообразованию и непрерывному обучению в условиях быстрой обновляемости знаний. Согласно определению Пидкасистого П.И. *самостоятельная работа* – это вид учебной деятельности, выполняемый учащимся без непосредственного контакта с преподавателем или управляемый преподавателем

опосредовано через специальные учебные материалы; неотъемлемое обязательное звено процесса обучения, предусматривающее прежде всего индивидуальную работу учащихся в соответствии с установкой преподавателя или учебника, программы обучения. [3]

Самостоятельная работа рассматривается как высшая форма учебной деятельности, которая носит интегральный характер и по сути есть форма самообразования. В то же время самостоятельная работа, ее планирование, организационные формы и методы, а также система отслеживания результатов не в полной мере исследованы в педагогической теории в контексте модернизации образования. Особенно значима проблема организации самостоятельной работы при изучении профессионально ориентированного иностранного языка. Более того, в настоящий момент ставится задача развития у большинства обучаемых коммуникативных языковых компетенций в профессиональной деятельности, что требует изменения подхода к организации самостоятельной работы. Эффект от самостоятельной работы можно получить только в том случае, когда она организуется и реализуется в образовательном процессе в качестве целостной системы, пронизывающей все этапы обучения. Иностранный язык как одно из средств общения и познания окружающего мира занимает особое место в современном образовании в силу своих социальных, профессиональных, познавательных и развивающих функций. В процессе изучения ПОИЯ можно с помощью различных инструментов формировать творческую самостоятельность студентов – основу профессиональной компетентности.

Основная часть исследования

Активная самостоятельная работа студентов возможна только при наличии серьезной и устойчивой мотивации. По определению Х.Хекхаузена мотивация – побуждение к действию; динамический процесс физиологического и психологического плана, управляющий поведением человека, определяющий его направленность, организованность, активность и устойчивость [5].

При этом деятельность должна побуждаться одновременно несколькими мотивами. Мотивация выполняет три регулирующие функции по отношению к действию [1]:

- Побуждающую, то есть дающую двигательный импульс или мотив для того, чтобы личность начала действовать.
- Смыслообразующую, то есть придающую деятельности глубокий личностный смысл,
- Организующую, то есть опирающуюся на целеполагание, когда осознанные мотивы превращаются в мотивы-цели.

Именно такая мотивационная иерархия лежит в основе познавательной самостоятельности, формирование которой должно стать сутью образовательного процесса. Другими словами главная задача каждого педагога и образовательного процесса в целом состоит в том, чтобы научить студента самостоятельно использовать свой интеллектуальный, психологический, творческий и мотивационный ресурс. Таким образом, мотивация является важным элементом успешности самостоятельной работы.

Самостоятельная работа в ВУЗе должна носить системный непрерывный и усложняющийся характер. Существуют три уровня сложности заданий для самостоятельной работы в методике обучения иностранным языкам [2]:

- Воспроизводящий (репродуктивный или тренировочный) уровень, на котором создаются основы для других уровней и формируется вербальная произносительно – лексико-грамматическая база, закладываются эталоны в памяти. На данном уровне идет усвоение и закрепление нового материала.
- Реконструктивный (переходный или полутворческий), который предполагает анализ учебного материала с его последующим синтезом. Здесь осуществляется перенос приобретенных знаний, навыков и умений на аналогичные ситуации. Самостоятельная работа этого уровня требует большей мыслительной активности и креативности.

- Творческий (креативный или поисковый) уровень связан с формированием навыков и умений осуществлять поиск при решении более сложных коммуникативных задач. Именно здесь формируется творческая личность и профессиональная самостоятельность.

Например, при работе с графиками студенты на разных этапах обучения переходят от изучения примеров для описания графиков на английском языке и необходимого для этого вокабуляра к самостоятельному описанию графиков, а на более высоком уровне к самостоятельному составлению графиков с их интерпретацией на английском языке. Поэтому в процессе обучения ПОИЯ ни один из этих уровней не должен игнорироваться, и на разных этапах обучения они задействуются либо поэтапно, либо одновременно. Для успешной организации самостоятельной работы в ВУЗе необходимо наличие определенных объективных и субъективных условий. К объективным условиям, созданным на базе ВКГТУ им. Д.Серикбаева, относятся: Во-первых, материально- техническое обеспечение - профильные кабинеты, читальные залы, и аудитории мультимедийным оборудованием. Во-вторых, учебно-методическое и информационное обеспечение, включающее учебную литературу, учебно-методические комплексы, учебные материалы на электронных носителях, большой набор вариантов заданий и методических рекомендаций по их выполнению в режиме индивидуальной самостоятельной работы, наличие иноязычных периодических изданий.

Преподаватели кафедры иностранных языков также используют опыт ведущих зарубежных ВУЗов, где традиционно высока роль самостоятельной работы, а также включать в качестве дополнения в учебном процессе высококачественные аутентичные учебники, такие как “Technical English” David Bonamy, Christopher Jacques, «Technology 1/2 Oxford English for Careers» Eric H. Glendinning and Alison Pohl, “Cambridge English for Engineering” Mark Ibbotson.

В - третьих, уровень кадрового обеспечения, выражающийся в наличие высококвалифицированных преподавателей иностранного языка. Следует отметить, что при составлении рабочих программ и силлабусов по ПОИЯ преподаватели кафедры ИЯ сотрудничают со специалистами выпускающих кафедр. Субъективные условия организации самостоятельной работы зависят от субъектов учебного процесса и прежде всего от их готовности к реформированию и саморазвитию. Акцент на самостоятельную работу требует перехода от традиционной системы преподавания с лидирующей ролью преподавателя, передающего «готовые» знания и формирующего репродуктивный вид мышления (действия «по образцу»), к системе обучения, в которой студент выступает в качестве активного и высокомотивированного субъекта. Основой реализации субъективного обучения базируется на сотрудничестве, взаимокоординации, совместном творчестве и на взаимной помощи. Такой подход дает возможность личности максимально реализовать свои интеллектуальные способности и научиться работать в коллективе (команде). Успех от совместной деятельности обучающего и учащегося во многом зависит от выбора оптимальных форм и видов занятий для организации самостоятельной работы.

При изучении ПОИЯ организация самостоятельной работы должна представлять единство трех взаимосвязанных форм: аудиторная самостоятельная работа; внеаудиторная самостоятельная работа; творческая, в том числе научно-исследовательская.

В контексте изучения ПОИЯ необходимо исходить прежде всего из того, что если язык есть средство коммуникации, общения, а речь – способ этой коммуникации, то овладение средствами общения возможно только при создании условий коммуникативных проблемных учебных ситуаций.

Полученные результаты (выводы)

Сейчас в практике преподавания ПОИЯ успешно используются современные личностно ориентированные технологии, обеспечивающие формирование языковой и профессиональной компетентности, готовности к самообразованию. К ним следует отнести:

- Проблемно – поисковые технологии, предполагающие создание таких речевых ситуаций, которые требуют от студента необходимости решать проблемно-поисковые задачи,

целью которых является активное освоение и использование изучаемого языка. Так при изучении темы «Технологические инструкции» студентам предлагается задание проанализировать возможные опасности в шахте и рассмотреть пути их предотвращения.

- Игровые технологии, организующие учебный процесс в форме деловых игр, разыгрывания ролевых ситуаций. В рамках ранее описанной темы примером такой технологии может являться ролевая игра «Инженер по ТБ- новый сотрудник», где студенты разыгрывают ситуацию проведения инструктажа.

- Кейс-анализ, представляющий собой часто реальные ситуации из сферы бизнеса, которые дают основу и тему для дискуссии, оценки проблемы, ее причин, внутренней логики и возможных последствий (оценочные кейсы) или предполагают анализ альтернативных решений и выбор оптимального варианта (кейсы, предполагающие принятие решений). Данная технология может быть представлена анализом видеоролика о ЧС в шахте.

- Проектная технология, основанная на индивидуальном или коллективном выполнении студентами проектных заданий различного типа, связанных с функциональным использованием изучаемого языка. Итогом описываемой темы может стать составление буклета с правилами по ТБ в шахте на английском языке. Все вышеуказанные современные формы организаций самостоятельного овладения знаниями не могут быть реализованы без использования инструментария вспомогательных средств, в особенности информационных технологий. Самый популярный и эффективный формат работы с их использованием - это мультимедийные ресурсы, преимуществом которых является возможность индивидуализации обучения, оперирование большим объемом информации, совокупной активизации различных каналов восприятия, неограниченного числа обращений к заданиям, интенсификации процесса обучения, осуществления контроля и коррекции знаний.

В заключении следует вновь подчеркнуть, что самостоятельная работа должна стать основой образовательного процесса, фактором формирования профессионально значимых компетенций. Это предполагает ориентацию на активные методы овладения знаниями, развитие творческих способностей студентов, переход от поточного к индивидуализированному обучению с учетом потребностей и возможностей личности.

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TEACHING DESCRIBING CHARTS AND GRAPHS TO ADULT LEARNERS WITHIN TRAINING COURSE ON ENGLISH ACADEMIC WRITING

(Larionova I.)

East Kazakhstan State University after S.Amanzholov,
The Republic of Kazakhstan

Abstract

Purpose - to improve adult learners' academic English writing in describing graphs and charts. Typically the main need is to improve the ability to describe graphs while working on annual academic papers

Methodology – literature analysis, experimental work, interview

Originality/value - with academic writing in English, it is important teachers get better at writing in a formal objective way. This is reflected in the use of scientific vocabulary and phrases for describing charts and graphs

Findings - simulations, role-playing, brain storming, guided and simultaneous discussions, small group activities ensure communicative skills development. Working in groups in verbal interaction helps adult learners to become more aware of thinking activities

Keywords – academic writing, adult learners, charts and graphs

Introduction

The teaching of academic writing at the professional level is a serious endeavor because unlike the teaching of writing in schools, at professional level there is a focus on aspects of content knowledge of their subject area along with teaching adults to express themselves in the foreign language [1].

Academic writing is usually written in an impersonal and dispassionate tone, targeted for a critical and informed audience, based on closely investigated knowledge, and intended to reinforce or challenge concepts or arguments. It usually circulates within the academic world [2].

Typically, scholarly writing has an objective stance, clearly states the significance of the topic, and is organized with adequate detail so that other scholars may try to replicate the results.

Main part

In March 2016, as part of the experimental work with adult learners, we organized a practical seminar on academic writing in a group of foreign language teachers, who were under professional training courses (knowledge updating seminar) in Ridder (East Kazakhstan). The group of participants included 35 teachers of various age and EL level, working in Ridder schools and in village schools.

The key objective of our course was to improve adult learners' academic English writing in describing graphs and charts. Typically the main need is to improve the ability to describe graphs while working on annual academic papers. With academic writing in English, it is important teachers get better at writing in a formal objective way. This is reflected in the use of scientific vocabulary and phrases for describing charts and graphs. These are common features of academic English writing, as is the need for clear structuring of the content from introduction to conclusion.

In describing charts and graphs some typical adult learners' problems are as follows [3]:

1) not understanding the data (I) - not reading the labels: learners do not correctly understand the data in the charts: often they do not carefully read the labels, e.g. learner writes '110 people were unemployed in Canada in 2012', when they should write '110 thousand people were unemployed in Canada in 2012'

2) not applying common sense to interpretations: learners do not apply their common sense to the interpretation of data in the charts, e.g., in the example above, common sense should tell us that it

was impossible that only 110 people were unemployed in Canada in 2012'; we should then analyze the chart carefully to find a more satisfactory interpretation.

3) just ‘listing' the data: learners simply ‘list' data from charts or graphs without trying to indicate what is more or less significant though they should look for the more important or interesting data, and present it first, for example large differences or changes.

4) not ‘translating' note form to grammatical English: learners often write the labels or titles directly as they appear in the chart. However, these are usually in ‘note form', so need to be changed into grammatically correct English in writing. For example, in a chart describing the life expectancy of smokers and non-smokers, one label may be ‘Non-Smoking' - meaning ‘non-smoking people '. It would therefore be ungrammatical to say ‘the average life-expectancy of non-smoking in Canada was 25' ; we need to change the label to a form such as ‘the average life-expectancy of non-smokers in Canada was 25’.

5) incorrect use of noun phrases: when we describe data in charts we have to use noun phrases, such as ‘the number of white unemployed people', or ‘the percentage of male non-smokers in Canada'. Correct use of such forms often presents difficulty for learners.

Taking into consideration all the possible difficulties listed above, we structured our seminar in the following way:

- types of charts (table chart, pie chart, bar chart, line graph);
- phrases to describe charts;
- outline structure (step-by-step procedure – introduction, message, conclusion);
- example passages;
- tasks to practice describing charts and graphs.

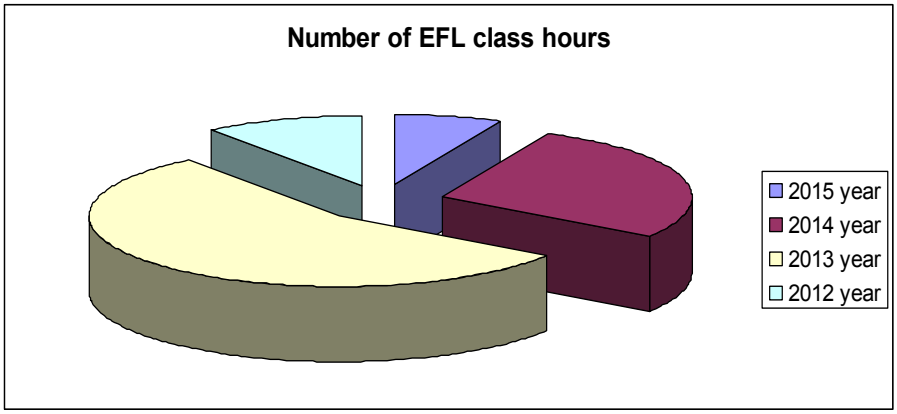
We started with showing various types of charts (table A, table B, table C). In the following example we showed the numbers of EFL class hours in years [4].

A line graph is most useful for showing trends. A trend is a general tendency or direction. We differentiate, e.g., an upward/downward trend.

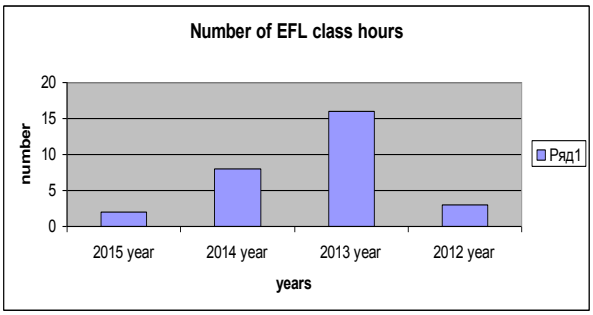
After this we gave the learners some phrases to describe charts, e.g.:

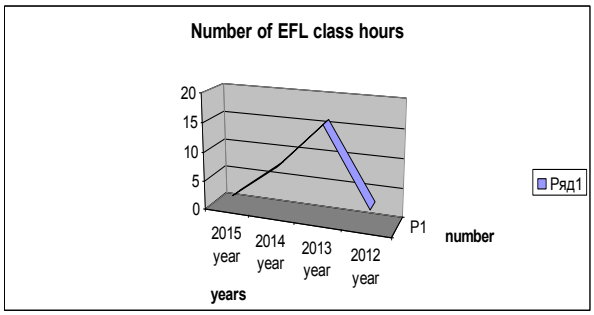
The pie chart is about ...; The bar chart deals with ... ; The line graph (clearly) shows ... ; The slices of the pie chart compare the ... ; The chart is divided into ... parts.; It highlights ... ; ... has the largest (number of) ... ; … has the second largest (number of) ... ; ... is as big as ... ; ... is twice as big as ... ; ... is bigger than ... ; more than ... per cent ... ; only one third ... ; less than half ... ; The number ... increases/goes up/grows by ... ; The number ... decreases/goes down/sinks by ... ; The number ... does not change/remains stable ; So we can say ... [4].

A) Pie chart (круговая)



B) Bar chart (гистограмма) C) Line graph (график)





Actually the vocabulary for describing graphs also included various derivations: up – verbs rise, increase, grow, go up, improve, jump, surge, shoot up , soar, rocket; up – nouns a rise, an increase, growth, an upward/rising/increasing trend, an improvement, a jump, a surge; down – verbs fall, decrease, drop, decline, go down, slump, plummet; down – nouns a fall, a decrease, a decline, a downward/falling/decreasing trend, a slump; no change – verbs remain stable/constant, stay at the same level, stabilize; frequent change – verb fluctuate; frequent change – noun – fluctuation; at the top – verbs reach a peak, peak., reach its/their highest point; at the bottom – verbs reach/hit a low (point), hit/reach its/their lowest point. The next part of our seminar was devoted to outline structure (step-by-step procedure). Here we explained the learners how to describe a chart.

Graph description consists of 3 parts: 1) introduction, 2) message and 3) conclusion

4) Introduction [3]. Here we say what the diagram is about. Mind the title of it and do not forget to include the source.

Example: The pie chart is about the number of EFL class hours in years 2012-2015. The chart is divided into 4 parts. It is taken from ...

Typical ways to introduce the description of a graph can include the following patterns: The chart shows + noun phrase; The chart describes + noun phrase.

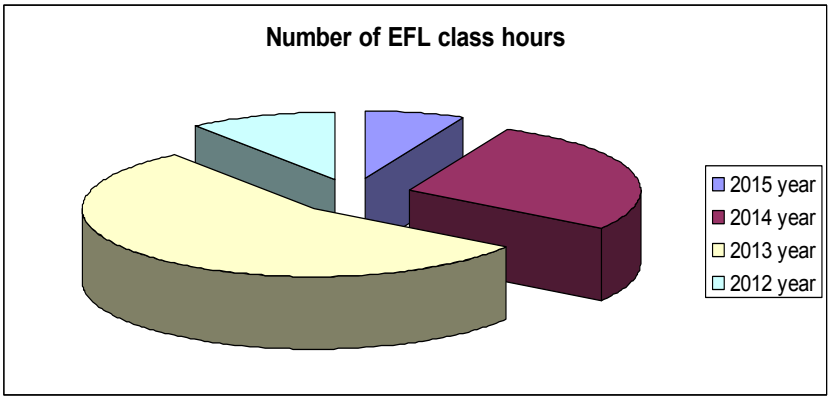
For the chart above we could say (table D):

The chart shows data about in number of EFL class in terms of hours.

The chart describes the number of EFL class hours in years.

The introductory sentence often contains a re-wording of the title of the graph.

Table D



2. Message of the diagram

Example: The largest number of hours is in 2013. There are 16 hours.The second largest number of hours is in 2014. There are 8 hours. So there are more than twice as many hours in 2013. The chart shows that there are only 2 hours in 2015 and 3 in 2012.

3. Conclusion

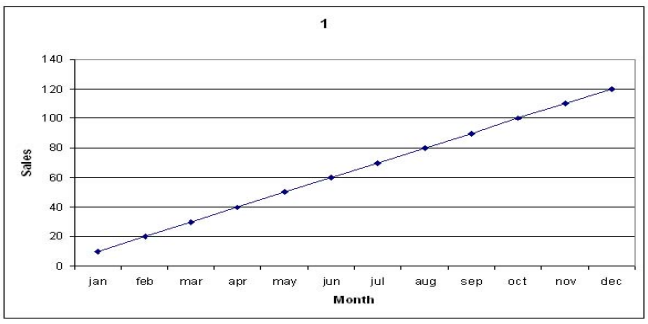
Example: So we can say that the most hours are in 2013 and the least in 2015. There are more than 50 per cent of all the hours in one form - 2013.

After explaining the structure of writing we demonstrated some example passages to the teachers. The first example contained a chart on Population growth in Canada 1978-2009 with short description: “This graph shows the growth of the population in Canada from 1978 to 2009. It is taken from the website about Statistics in Canada. There are three graphs in the chart. The green graph shows the total growth of the population, the black one deals with the migrated people in Canada and the blue graph shows the natural increase of the population. In 1988/89 there was an enormous growth. In the following years the total growth went down to about 250,000 in 1998/99. From that time on the Canadian population has been gradually growing again although the natural increase slows down. So we can say that the growth of the population in Canada is based on migration” [3].

The next stage of our seminar was tasks to practice describing charts and graphs:

In Task 1 [1,2] the seminar participants were to match the graphs (there were 8 graphs pictures given) to the correct definitions by using the numbers of each graph, e.g.: the first picture (Table E) matched g) *Sales rose gradually through the year*.

Table E



The second task was to look at the graphs given (there were two graphs – line graph and bar chart) and make up the description using phrases and words from the list. The first sentence was done as an example: “The line graph illustrates the number of visitors in millions from the UK who went abroad and those that came to the UK between 1979 and 1999, while the bar chart shows which countries were the most popular for UK residents to visit in 1999. Overall, it can be seen that visits to and from the UK increased, and that France was the most popular country to go to”.

After the teachers finished the tasks they presented their descriptions in small groups.

Conclusion

In conclusion we can say that group learning describing charts and graphs involves working together to achieve a desired goal; team approach makes language learning more true to life in every aspect. Thus, simulations, role-playing, brain storming, guided and simultaneous discussions, small group activities ensure communicative skills development. Furthermore, working in groups in verbal interaction helps adult learners to become more aware of thinking activities and begin to "listen to their thinking" [4].

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TIPS AND TRICKS FOR PASSING IELTS EXAMINATION

(Leonova M.O., Ruleva Y.S., Kurtukova M.A.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose -to develop recommendations for successful IELTS results

Aims

- to consider definitions for competitive universities and graduates;
- to study and analyze State Program Kazakhstan 2050;
- to provide information about EKSTU experience for achieving goals of State Program;
- to overview the format of IELTS examination;
- to analyze the experience of successful IELTS takers;

Methodology - To achieve the stated purpose we used the following methods:theoretical analysis, synthesis, inductive method, deductive method, literature review

Originality – the personal experience as well as experience of other IELTS exam takers have been analyze and the most essential recommendations have been selected and provided.

Findings – IELTS is the instrument for measuring English competence of teachers and students according to the decision of EKSTU administration. Taking into account the authors' successful experience some recommendations are summarized in the article.

Key words – IELTS exam, competitiveness, English competence, test format, writing, listening, speaking, reading, interview, graphs and diagrams.

Introduction

Globalization and international competition as well as science development make us think of some changes in the structure of higher educational establishment. One of the main goals of higher education changing is training of a competitive specialist that meets all the requirements of the global labor market. So, it's not enough, as it used to be, to provide the students with academic material but to teach them to be open minded for new ideas, to stimulate their creative potential and to develop the ability to adopt to constantly changing environment. In other words, we should develop their intellectual skills rather than teach them to absorb certain amount of information which gets out of date very fast. Not only the teaching methods and techniques should be changed but the University itself can't but undergo the influence of globalization. It happens due to the progress of information and communication technologies, science development under condition of international competitiveness and internalization of labor market where graduates of EKSTU must enjoy high demand. In this connection, our University is focused on implementation of State program 2050.

The goal of the program is to increase competitiveness of education and to develop human capital through ensuring access to quality education for sustainable economic growth. As a result of implementation of the State program of education development Kazakhstan should achieve the following key indicators:

- per capita financing mechanism to be implemented in all educational organizations, except for ungraded schools;
- the share of a highly qualified teaching staff holding the first and the second category - 52% (out of the total number of teachers);
- the share of secondary education institutions using e-learning- system – 90%;
- the share of university graduates who completed education under the government grant scheme and employed within their specialization in the first year after graduation – 80%;

- the number of Kazakhstani universities listed in the ratings of the world's best universities – 2;
- the share of universities that passed independent national institutional accreditation according to international standards – 65%;
- the share of universities that passed independent national specialized accreditation according to international standards – 30%.

In order to achieve the listed indicators, one of the clauses stated in the program is implementation of three languages conception: Kazakh, Russian and English. Thus historical and cultural disciplines are to be taught in Kazakh, humanitarian subjects – in Russian, as for exact sciences, their language of instruction is supposed to be English. According to the decision of Science and Education Ministry, the project of three languages concept implementation is going to start in East Kazakhstan at the beginning of 2016-2017 academic year as an experiment. Taking into account the real state of affairs about low English competence among teachers of non-linguistic sciences, we think this target to be a challenge. Meanwhile EKSTU does the best to train teaching staff to meet the new requirements. English is supposed to be the language of instruction of non-linguistic sciences. And to improve the teaching staff's ability to use English, courses are conducted each week.

Main part of the research

Representatives of all the departments had been tested and grouped according to their English language mastering. (B1-B2-C). They all are being prepared to pass IELTS as this exam had been chosen as the measuring instrument of English competence. EKSTU students as well are given a chance to be trained to pass IELTS and get a certificate together with the diploma after graduating from the University.

The goal of this article is to provide some recommendations of how to pass this exam successfully.

We are sure the IELTS test format is familiar to most English learners, however we consider a quick guide to be useful anyway. All the candidates are scored from 1 (non user) to 9 (expert user). The test consists of 4 sections: Listening, Reading, Writing and Speaking. This article is aimed to help candidates to achieve the desired score. We will provide with the information that is not available outside the classroom. It is your own personal IELTS advisor.

The first subsection of the test you will be required to do is Listening test. It takes approximately 30 minutes. There are four sections in the Listening Module. In the first two sections there is a conversation between two people and a monologue. The final two sections are related to educational contexts. You may be asked to do following tasks: diagram labeling, sentence completion, classification and matching. It's essential to note that a dialogue is heard only once. The time is given to check the answers and read ahead. It's very important to read ahead so that you might have some idea of what you are going to listen to. While reading ahead it's important to highlight key words. Doing this will help to locate the important information. As the time given for reading the questions stops, it would be better to give up reading immediately and begin to listen from the very first word.

You will be given some time to check the answers, it may be reasonable to use this time for reading ahead to get ready for further questions. It may help you to prepare you for the next section. In most cases it would be unwise to change your answers. Do your best not to get lost while answering, otherwise you may fail to answer further questions. Be careful of letters and numbers that sound similar (e.g.14 and 40). In the IELTS you will be listening for specific information. So it's necessary to develop listening and reading skills at a time. Finally, it's of great importance to transfer all the answers to the answer sheet, otherwise they won't be scored.

The second subtest of the IELTS is the Reading test. It takes about 60 minutes. There are three reading passages, from approximately 1500 to 2500 words. Texts for this task are taken from journals, books or magazines. Here are the skills that are highly recommended to be developed: predicting what the article may be about, skimming for global information, scanning for specific information, guessing

the meaning of words from the context and referencing. Practicing these skills are highly recommended if you want to get a good score.

First, using the titles and subtitles try to predict the general content, that will help you to focus on the exercise. After reading the titles write down your feelings about the text: positive, negative or neutral as well as some associated words. (The title is "Changing weather in Britain"- negative, storm, rain, wet). It will take you not more than 1 minute but may be very helpful to get the general idea of the article. Then go to the questions, which really consist of a summary of a test. Next, look carefully at the diagrams, table and schemes and usually accompany the texts as they provide with a large amount of information. Guessing the meaning of the words is another skill you have to develop. It is possible to get a high score for the reading some text without understanding each word. You often will be able to give the right answer without knowing the meaning of the words but understanding their functions in the sentence. Is it a noun, a verb, an adverb or an adjective? It brings us to references. Often word refers to a word from a previous phrase. Finally, don't forget to bring all your answers to an answer sheet.

The Writing module takes 60 minutes. And there are two tasks to complete. For the task one, candidates have to write at least 150 words in no more than 20 minutes. They have to present information from a graph, table or diagram in their own words. For task two candidates have to write at least 250 words, in no more than 40 minutes. The main problem facing students is that they have difficulty understanding graphic information and therefore spend too much time doing task one. It may be better to begin with the task two which carries more marks. Describing a graph keep in mind that each sentence should ideally contain for elements: information on the horizontal axis, information on the vertical axis, information represented by the line itself, and connectives (words aiming to join different sentences). Practice doing it with any graphs you can find. As for Speaking subtest, it is in the form of an interview. This section consists of 3 parts: part 1 takes 4-5 minutes, part two takes 3 to 4 minutes, and part three takes 4-5 minutes. During the first part you will be asked some simple questions concerning your family, job, education or background. During the second part you will be asked to make a small speech answering the suggested questions. And in the final part you will be asked a couple of more detailed questions resting upon the previous questions.

The obtained results (conclusion)

According to personal experience and experience of other successful IELTS test takers twenty main recommendations can be offered:

- In Listening, use the example at the beginning of the first section to familiarize yourself with the sound, the situation, and the speakers.
- Keep listening until the recording stops, looking only at the questions that relate to the part being played.
- There are often pauses in the recording between different sections. Use these to prepare for the next set of questions.
- Answer Listening questions in the order they appear on the Question Paper. Remember that they normally follow the order of the information in the recording.
- At the end of the recording you have some time to transfer your answers to the Answer Sheet. Check your grammar and spelling as you do so.
- In Academic Reading, begin by going quickly through each passage to identify features such as the topic, the style, the likely source, the writer's purpose and the intended reader.
- As you read, don't try to understand the precise meaning of every word or phrase. You don't have time, and those parts of the text might not be tested anyway.
- Reading tasks sometimes have an example answer. If this is the case, study it and decide why it is correct.
- Some tasks require you to use words from the text in the answer; in others you should use your own words. Check the instructions carefully.

- The instructions may also include a word limit, e.g. Use no more than three words. Keep to this by avoiding unnecessary words in your answer.
- In Academic Writing, you must always keep to the topic set. Keep to the suggested timing: there are more marks possible for Task 2 than Task 1.
- Organize and link your ideas and sentences appropriately, using a wide range of language and showing your ability (in Task 2) to discuss ideas and express opinions.
- If you write less than 150 words in Task 1 or less than 250 in Task 2 you will lose marks, but there is no maximum number of words for either.
- When you plan your essay, allow plenty of time at the end to check your work.
- In Speaking, don't try to give a prepared speech, or talk about a different topic from the one you are asked to discuss.
- Always speak directly to the Examiner, not to the recording equipment.
- Whenever you reply 'Yes' or 'No' to the Examiner's questions, add more details to your answer. In each case, aim to explain at least one point.
- Remember that you are not being tested on your general knowledge but on your ability to communicate effectively.
- Organize and link your ideas and sentences appropriately, talking clearly at normal speed and using a wide range of structures and vocabulary.

This may sound obvious, but the emphasis should be on improving your language skills not practicing for test. The test is *a means to an end* not an end in itself and the danger of only concentrating on the test is that *you are not seeing the wood for the trees!* You may be lucky enough to pass the IELTS with the score you need but you will not be adequately prepared for what comes after it – your course, your job etc. There are some more advice to prepare for the IELTS:

1. Focus more on your areas of weakness.
2. Pay more attention to both the listening and reading skills, because they will be graded objectively. The writing and speaking are both subjectively graded, you may not know what you will get regardless how much you prepare.
3. In the writing part, always do task 2 first because it bears more marks than task 1. Also practice finishing essays in less than 1 hour.
4. When doing sample drills, always train yourself to follow instructions.
5. Always build up your stamina, try doing a simulation exam, where you have to answer 3 modules (listening, reading, and writing) continuously within 2 hours and 40 minutes.
6. On the night before the test, have a good night's sleep, for it can help you concentrate on the day of the test.
7. The speaking test is the most difficult part for most people, so try to do "one on one" with a friend or a mentor. Simulate what happens in sections 1-3 of the speaking test. It helps to build self-confidence.

I think the best advice we can give to anyone who wants to pass IELTS is to take it very seriously and prepare very well, irrespective of the person's level of English proficiency.

IELTS is truly a tricky/technical exam and does not only test your proficiency, but also your level of concentration, intelligence and confidence. For the prep, at least 2-3 hours dedicated to IELTS each day is recommended.

TEACHING TECHNICAL STUDENTS FOREIGN LANGUAGES IN ACCORDANCE WITH INTERNATIONAL REQUIREMENTS

(Mikhailova G. M.)

D. Serikbayev East Kazakhstan state technical university,
The Republic of Kazakhstan

Abstract

Purpose –The paper presents the main aspects of teaching technical students foreign languages in accordance with international requirements.

Methodology – The analysis of the existing documents, the comparative analysis of approaches in Kazakhstan and in Europe, the classification of competencies.

Originality/value – The paper presents a comprehensive analysis of existing documents describing requirements for a competent engineer training according the international requirements.

Findings – a similar approach, as well as a leveled model of the foreign education is presented; the analysis of global and domestic experience of used approaches has been carried out.

Keywords- engineer training, international requirements, communicative competence, linguistic competence, discursive competence, level, international standards, LSP, world's educational space.

Introduction

Contemporary engineering activities are acquiring more and more innovative traits, which makes a competent engineer training the most vital problem in the system of a technical higher education. A comprehensive preparation of a technical engineer-to-be includes formation of objective and subjective (general) competences specifying principal professional qualities of a contemporary engineer.

Expansion of an international collaboration and Kazakhstan's entering the world's market have affected the status of a foreign language making it not only a foreign cultural and professional area but also a really necessary means of improving a specialist's intellectual and practical activity.

Main Part

The analysis of existing documents such as FEANI (European Federation of National Engineering Associations) and EMF (Engineering Mobility Forum) which describe requirements for a competent engineer training shows that a high level of a language competence is an essential part of an engineer's professional realization on a home as well as an international labor market.

A State Educational Standard distinguishes a foreign language as a compulsory discipline for technical specialties. According to the standard, the purpose of learning a foreign language is to form and develop competences of a future specialist, a participant of a professional communication using foreign languages in the area of science, technology, production, and education.

The aim of forming a communicative competence is a completed communicative act. Means of achieving this aim are parts of communicative competence (language skills and abilities, a linguistic component as well as culturally and professionally oriented components).

The linguistic competence comprises knowledge and skills of applying phonological, lexical, and grammatical elements of a foreign language in communicative and professional activities.

A discursive component implies using an individual's knowledge and skills in presenting at conferences, writing articles in a foreign language, and participating in business talks.

A sociocultural component suggests developing a student's ability to interact with a view of intercultural language phenomena and a verbal behavior of native speakers in comparison with the

peculiarities of the Republic of Kazakhstan. A proficiency competence is formed in class in accordance with aims of the curriculum.

A language competence approach to the contents of a foreign education is underlined in the "Concepts of Developing Foreign Education in The Republic of Kazakhstan". The main aim of a foreign education as follows from the Concepts requires that a second linguistic personality be ready and able to communicate interculturally.

According to the Concepts, foreign language learning is accomplished through a leveled learning system. The leveled learning system is realized on the basis of the European Language Competence which represents a system of a leveled language competence and a description system of these levels including standard categories irrespective of the language, educational context, country, college, school, tutorial courses and methods used.

There are six levels representing lower and higher sublevels in a classical three-level system including Basic, Independent, and Proficiency Levels (given in the Table).

Table 1.

A (Basic User)	A1 (Breakthrough) A2 (Waystage)
B (Independent User)	B1 (Threshold) B2 (Vantage)
C (Proficient User)	C1 (Effective Operational Proficiency) C2 (Mastery)

Table 1 contains six levels with a set of compulsory programs and corresponding certificates. As it may be seen from the table these levels are marked as A1, A2, A3, B1, B2, C1, C2, which harmonizes with the peculiarities of a national education system with level B2 and a complete course LSP (Proficiency Program) for non-linguistic (technical) schools.

To achieve these international standards a learner should pass through two stages. On their first stage, first-year students are supposed to be masters of International Level 4 (B2). The second stage implies the ability to communicate in a professional area for language special purposes (LSP).

Thus, a foreign education in non-linguistic (technical) institutes can be structurally presented as a formula: Level B2 + LSP which is in line with the International Language Competence.

It goes without saying that English for Specific Purposes differs from General English in specificities determined by the profession or branch of science. All problems arising from the questions regarding what to teach and how to teach it apply both to teaching General English and teaching Special English.

The difference is probably in the degree of problemacity. With ESP, these two questions are further complicated. Choosing content vital for the purposes of learning becomes more difficult to make, partly because language teacher usually do not possess inside knowledge of the profession.

Although the majority of ESP teachers teaching technical students have no in-branch knowledge, they can still organize teaching in such a way as to ensure a leasurely but still serious teaching framework.

Given the fact that ESP stems from general English, an ESP teacher can take advantage of universal aspects of the latter to its best. They will include some challenging tools which activate the professional knowledge of experts or students acquiring English of retrospective scientific disciplines.

Conclusion

People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skills or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

A multilinguistic concept is a leading one in the European Council approach to the foreign language learning. A similar approach, as well as a leveled model of the foreign education described in the Concepts, represents a real action of the Republic of Kazakhstan on its way to the World's Educational Space providing competent specialist training fitting with international standards.

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TEACHING CRITICAL THINKING TO STUDENTS

(Mikhailova T.)

Sh. Ualikhanov Kokshetau State University,
The Republic of Kazakhstan

Abstract

Purpose – The paper is aimed at the discussion of approaches to English teaching.

Methodology – analysis methodology is used, and conclusions are drawn.

Originality/value – Critical Thinking approach is successfully used in everyday life for English teaching.

Findings – Nowadays it is important for younger generations not only to develop good language skills, but to be more thoughtful and analytical, that's why it is crucial for both teachers and their students to know basic Critical Thinking concepts and approaches and apply them in everyday life.

Critical Thinking is significant in the learning process and good, enthusiastic teachers cultivate Critical Thinking at every stage of learning, especially if they want students to access a deeper level of thinking about the topics they are covering. Critical thinking skills will help one to analyze and evaluate arguments, to manipulate different information and develop a range of other important skills including data handling, logic and reasoning.

Keywords - English teaching, Critical Thinking, to analyze and evaluate arguments, to manipulate different information, to develop skills.

Introduction.

What is Critical Thinking in my understanding?

Before suggesting ideas on how to incorporate Critical Thinking in English classes, and sharing basic techniques and modern methods for teaching Critical Thinking with my colleagues, I will try to answer this challenging question myself. The term "Critical Thinking" has many definitions and each author gives his / her own interpretation.

Actually before enrolling in the summer 2015 online "Critical Thinking in the Language Learning Classroom (CT)" course with the American English Institute in the Linguistics Department at the University of Oregon my knowledge and understanding of Critical Thinking was not complete. It was mainly intuitive and unconscious though I understood that whether at work, at school, or at home, Critical Thinking skills are essential for success.

As the result of reading and reflecting my understanding of Critical Thinking has changed. Having studied a great number of articles on the theme of Critical Thinking since that time I have come to some definite conclusions. It was surprising to know that Critical Thinking is an ability that must be taught by trained instructors and that parents cannot impart the required skills to their children. Here are some things about Critical Thinking that each person (whether a teacher or a student) should know:

1. There is a great gap between Critical Thinking and disagreement. So next time you disagree with something or somebody's opinion you will have to determine reasons for your opposing point of view.

2. Critical Thinking gives people power but it's NOT the power of humiliating or dominating somebody else.

3. Critical Thinking has nothing to do with nitpicking. As it was mentioned in the article by Vincent E. Barry "*A nitpicker is one who is unduly preoccupied with minutiae. The critical thinker, by*

contrast, is concerned with substance, not trivia" and *"…the details the critical thinker attends to are both relevant to a position and significant in its support.*" [1]

4. Critical Thinking demands creativity and vivid imagination.

Main part

Bloom's Taxonomy and Dr. Paul's system of the elements of thought

Having read the articles about Bloom's Taxonomy and Dr. Paul's System of the elements of thought I have made some considerations for myself: The original Bloom's Taxonomy identifies three domains of knowledge: cognitive, affective, and psychomotor. It has been used in classrooms for more than 40 years as a hierarchy of questions that progress from less to more complex.

In Bloom's original Taxonomy there are six levels. The taxonomy begins at the lowest level and progresses towards evaluation. The lowest three levels are*: knowledge, comprehension, and application*. The highest three levels are: *analysis, synthesis, and evaluation*.

In 2001, a revised Bloom's Taxonomy was created by Bloom's followers to reflect 21st century skills. Nouns (such as *knowledge*) were changed to verbs (such as *remembering*), and the order of the two highest levels of thinking were switched.

"Out of necessity, teachers must measure their students' ability. Accurately doing so requires a classification of levels of intellectual behavior important in learning. Bloom's Taxonomy provided the measurement tool for thinking." [2] The progression in Bloom's Taxonomy allows teachers to identify the levels of thinking among their students. Nowadays most emphasis is placed by educators on ensuring lesson plans, curriculum, and materials cover all of these levels.

In Bloom's revised Taxonomy there are two main dimensions: the knowledge dimension (knowledge) and the cognitive process dimension (how knowledge is demonstrated). The revised Bloom's Taxonomy divides the knowledge domain into four types: factual, conceptual, procedural, and meta-cognitive. [3]

I came to the understanding that it is desirable to use Bloom's Taxonomy because we (teachers) can benefit from using frameworks to organize objectives, and organizing objectives can help to clarify objectives both for teachers and students. Students need to be challenged to think more deeply. Thus knowing various levels of language acquisition and asking students appropriate questions at each level will engage them and increase their oral language development.

Understanding *the Elements of thought* developed by Dr. R. Paul will allow us to define logically our own thinking and the thinking of other people. If to compare this model with Bloom's (revised) Taxonomy its eight elements (*point of view, purpose, question, information, inference, concepts, assumptions, consequences*) were placed into a wheel, and none of them is more important than another because all of them are used when we think. [4]

Critical Questioning

Actually there are many useful strategies for asking questions and I have been using some of them in teaching students. Thus during our discussion classes, I tend to ask so-called "leading questions" and then follow them with additional ones. However, my purpose is not to get only "yes/no" or short answers. On the contrary I ask students to continue and prove their point of view, or explain their choice using as many arguments or proofs as they can find.

Here are samples of such questions developed for a discussion class with the 3rd year students. Questions are based on the novel by T. Capote "*Breakfast at Tiffany's*." (Chapter 1) [5]

1. What do we learn about the narrator (who is nameless) in the first chapter?

2. What is known about Joe Bell? How does the narrator describe him? What are his fixations?

3. What ideas does the narrator have concerning Holly's current position?

However, after studying and analyzing more concepts of Critical Thinking and strategies for asking questions I have come to the conclusion that I should improve my methods and develop more

open questions, or even use a mix of different types of questions. Here I must admit that like my colleagues I made mistakes. I used to prepare too many questions for one class. Now I see that quality is better than quantity in such issues and my advice here is to ask more open-ended questions.

If you want to test students' comprehension and retention of important information – ask them to think of their own "open questions" during your class and then let group mates answer these questions after some deep thinking.

Here are some samples of *open questions* developed by me for our next discussion class:

1. The Lady (Holly) sounds pretty intriguing, doesn't she? Why would someone make that assumption? (question that probes assumptions)

2. By what reasoning did you come to the conclusion that Joe Bell (the bar-keeper) was in love with Holly? (Question that probes reasons and evidence).

Lesson plan critique and Cooperative Learning Activities

We should bear in mind that critical thinking objectives (or behaviors) are expected to be first of all explicit, and we should not forget that Critical Thinking includes Bloom's cognitive, affective and psychomotor domains.

Here is a brief summary of the English language lesson I taught to 3rd year students (age -19-20 years old). The lesson was conducted as the final analysis and discussion after reading the novel by R.L. Stevenson "The Strange Case of Dr. Jekyll and Mr. Hyde." [6]

The theme of the lesson was "Duality of human nature." Originally I targeted to:

1. Improve students' Critical Thinking by means of analyzing, reasoning, decision making and solving definite tasks;

2. Motivate students to analyze, reason, solve definite problems.

These aims were given in the submitted lesson plan as general aims. In light of Critical Thinking I had to improve the following items in my lesson:

First of all I restated the aims (or objectives) of the lesson as they did not seem to be explicit and concrete enough as Critical Thinking objectives should be.

To make these new Critical Thinking objectives more solid and precise I used the ABCD method of objectives writing. [7]

One of the redesigned CT objectives sounded like this***:*** *Given a list of words from the novel in question students will be able to develop a short (no more than 150 words) story that illustrates three to five of the major personality traits of the characters in the novel.*

A *students*
B *will be able to develop a short (no more than 150 words) story*
C *Given a list of words from the novel in question*
D *illustrates three to five of the major personality traits of the characters in the novel.*

The second change I targeted was the position of learners as active participants in the learning process. Teachers should remember that it is during "student-student interactions that most higher-order cognitive and linguistic discourse is observed." [8]

My further step was to organize more cooperative learning activities to encourage students "to contribute their own ideas and experiences to the learning process." [9]

At the next stage students worked in groups on open-ended tasks and discussed the characters in the novel by R.L. Stevenson. Initially I gave them some questions to begin a productive discussion in groups. After these group discussions we organized debates and public speaking (public court trial of the main character in the novel, Dr. Jekyll). Thus while performing these activities students were engaged in practicing thinking independently.

Critical Thinking: Promoting It in the Classroom

Nowadays in order to develop students' thinking skills a teacher must skillfully manage time at the lesson, arrange activities in the best possible way, organize course objectives well, adjust

teaching materials to promote Critical Thinking. One more important thing is that teachers need to change themselves in order to help foster reasoning skills in their students.

"If teachers feel that their concept of thinking is instructionally useful, if they develop the materials necessary for promoting this thinking, and if they practice the procedures necessary, then the use of critical thinking activities in the classroom will produce positive results." [10]

In the article "Modeling Expert Thinking" by N. Frey and D. Fisher the authors discuss the advantages of using modeling and demonstration to show students how a skill, a strategy, or a concept is used. As the authors claim modeling is often accompanied by a think-aloud procedure. And this technique means a "profound shift from what most teachers are accustomed to doing" as the think-aloud technique contains "I" statements which invite the students into the mind of the teacher. [11]

Personally I like this idea of thinking aloud very much and use it quite often in class. It may be used when explaining a grammar rule, principles of work with dictionaries, etc. The teacher and students may take turns and students practice their thinking aloud in front of the teacher and the whole class. Thus this technique considerably contributes to our purpose of teaching Critical Thinking.

The use of modern technologies (internet resources and platforms, podcasts, videos, etc.) could be valuable in helping students practice Critical Thinking skills. I support those teachers who speak about the necessity of displaying slideshows in the class as "The use of visual media in teaching is beneficial to provoke initial thought in the class." [12]

As an example I would like to present some assignments from an existing lesson plan I have already taught, and it is one that includes Critical Thinking practice. The activity I will dwell on is a discussion class and further written assignments based on the reading of the article about Martin Luther King, Jr and listening to his famous speech about the freedom and rights "I have a Dream".

In the beginning of the lesson students were asked open-ended questions about human rights, freedom, discrimination, and famous people struggling for equal human rights in the world. This activity helps to develop in students their analyzing or evaluating actions (or policies).

Then they listened to an abstract of King's speech. This activity gives an opportunity for students to practice listening critically: The art of silent Dialogue. Listening to M.L. King's enthusiastic speech allowed students to locate themselves in the thoughts and emotions of the speaker. After reading, listening and discussion students were encouraged to write their own speeches beginning with the words "I have a dream this afternoon." This activity helps to develop students' intellectual courage, facing problems that are not comfortable or neglected in the society. Such activities make students think about different ethical problems and issues.

As one more challenge I gave my students homework assignment to find some other famous speeches of people struggling for freedom and peace in the whole world, download these videos, analyze them, compare and make relevant and fair conclusions, and finally present their results and findings in a short visual representation.

Conclusion Learning to think critically will improve one's decision-making and problem-solving skills, will give one all the necessary tools to tackle the tough decisions and choices he/she faces.

In the end of the article I would emphasize that our goals as good teachers are to help students meet the increasing demand for Critical Thinking and problem solving skills necessary for success in higher education and future employment opportunities.

Realization that all the people (including our students) view the world differently and have equally valid and relevant ways of thinking can be rewarding in terms of personal growth and true collaborative working with other people.

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MAKING ENGLISH LEARNING COMMUNICATIVE FOR CADETS OF THE BORDER SERVICE ACADEMY

(Mussabekova A.)

Academy of Border Service of NSC,
The Republic of Kazakhstan

Abstract

Purpose- The main purpose of this article is to know the improvement of teaching English speaking by using Communicative Language Teaching method, to enable cadets of the Border Service Academy to communicate, English speaking ability is very important for people interaction where people almost speak everywhere and every day through English.

Methodology- Comparative teaching methodologies, role plays , communicative approach.

Originality/value- Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. The given technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given.

Findings- a devised formula called «**MAP formula**» to make all cadets in a class speak without inhibition.

Keywords –Communicative approach, Communicative Language Teaching (CLT), Communicative competence, MAP formula (Motivate, Activate, Participate), Communication techniques.

Introduction

The main purpose of this article is to know the improvement of teaching English speaking by using Communicative Language Teaching method. English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. To enable cadets of the Border Service Academy to communicate, we need to apply the language in real communication.

Communicating with other people consumes untold hours of time throughout the years of our lives. In calm as well as troubled periods, we continue to communicate with others, or at least to try. No one said it was going to be easy and, on occasion, it isn't.

A specific way of communicating is what we call a technique. A technique is a body of specialized procedures and methods used to accomplish a desired objective. Communication techniques are the specialized methods by which people accomplish communication objectives. In communication, techniques involve such activities as the way communicators support ideas, facilitate the discussion, and respond to others. Communication techniques are procedures by which people communicate in order to achieve certain communication goals.

Main part

Speaking is one way of communicate which ideas and though a message orally. To enable cadets to communicate, we need to apply the language in real communication. According to Hert and Hans, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions [1]. Brown and Yule stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say [2]. Rebecca stated that speaking is the first mode in which children acquire language, it is part of daily involvement of most people with language activities and it is the prime motor of language change. It also provides bilingualism and language contact [3].

Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence [4].

Communicative Language Teaching is the name which was given to be a set of beliefs which included not only re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The «what to teach» aspect of communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train cadets of the Border Service Academy to use these language forms appropriately in variety of context and for a variety of purposes. The «how to teach» aspect of communicative approach is closely related to the idea that language learning will take care of its self and plentiful exposure to language in use and plenty of opportunities to use it are vitally important for cadets' development and skills.

Communicative Language Teaching aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual and appropriate.

During learning process of CLT, cadets of the Border Service Academy are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, corrector during cadets' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the cadets' don't fall asleep during learning English

Learning activities in CLT focuses on real oral communication with variety of language without too focus on form on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English [5].

How to make the unmotivated or semi-motivated cadets speak? We have discussed the issue and tried various strategies that have proved to be effective.

I've devised a formula called «**MAP formula**» to make all cadets in a class speak without inhibition. MAP is the acronym for **M**otivate, **A**ctivate and **P**articipate.

1. Motivate

According to Encarta dictionary, the word «motivate» means «to make somebody feel enthusiastic, interested and committed to something». A good teacher is a person who can motivate his (her too) learners. The following are some tips to motivate your cadets of the Border Service Academy:

- Before you motivate others you should motivate yourself. You should be enthusiastic. Exhibit your passion for training your cadets of the Border Service Academy.
- Be a role model to your cadets. If you want your cadets to speak well, you should be articulate. Inspire them.
- Establish a rapport with your cadets. You should attract your cadets towards you. The more the cadets of the Border Service Academy like you, the better they learn and participate in activities.
- Be a friend but not a philosopher. That is, don't sound abstract when you speak to them. Give concrete examples.
- Always give a pat on the back. Use phrases such as «Well done. It is a good attempt». «I liked your argument very much». «It is a good point». «You have been very creative».
- Always sound positive. Instill confidence in your cadets of the Border Service Academy. Tell them that it is easy to develop their speaking skills and make them believe your words. Make them believe that they have the potential to express themselves clearly in the target language.
- Use strategies that do not threaten them. It is very important to learn and practise a language in a non-threatening environment.

2. Activate

The word «activate» here means to make someone active or to cause someone be productive. The statement «Ignite, fuel, sustain a fire in the mind of your cadet» that I came across in an article best summarizes the meaning of the word. You can activate your cadets in a number of ways:

- Enthuse and energize your cadets.
- Create a friendly and conducive environment for cadets to speak and discuss topics and issues. The layout of the classroom, for example, matters a lot.
- Make your cadets feel comfortable discussing any topic. Some topics may not arouse their interest at all. Recently, I gave the following topics for group discussion: For example
- A Baby boy is a blessing and a baby girl is a curse.
- Money is more important than values.
- Smoking in public places should not be banned.
- Most engineering students in India lack critical thinking skills.
- Ragging promotes friendship and unity among freshers and senior cadets of the Border Service Academy and so it should be encouraged.
- Caste system is a blessing in disguise and so it should be strengthened.
- Success in life comes from money.
- Collecting capitation fees is the right of self-financing colleges.
- Brain drain should be encouraged.

The controversial nature of the topics listed above made all cadets express their views. Even cadets with low level of proficiency came forward to speak.

- Encourage free discussion. The objective is to make your cadets speak fluently. At a later stage, you can train them to be coherent, logical, etc.
- Tolerate their grammatical errors and correct them later.
- Allow judicious use of certain words and expressions in the cadets' native language when they struggle to find the equivalents in English.
- Even if your cadets violate the rule of speaking English, do not get angry with them.
- Give more pair work and group work. Most cadets are comfortable being part of a small group.
- Add humor to your presentation and have fun with your cadets.
- Make cadets sit face to face during group discussion. Direct eye contact helps cadets develop their communication skills.

3. Participate

The third principle is to «participate». It means to take part in an event or activity. It implies that the teacher should come down to the level of cadets. It is possible only if he undergoes a paradigm shift and has a positive attitude towards his cadets and adopts a result-producing approach.

- Mingle with your cadets and participate in activities such as group discussions and role play.
- Empathize with learners who need your special attention.
- Know your cadets' strengths and weaknesses.

The MAP formula is not for the teacher alone. Cadets should also adopt the MAP formula for themselves. They should know how to motivate and activate themselves. After recharging themselves they should actively participate in tasks/activities that aim at promoting their communication skills.

Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Modern technologies available in education today are:

- Communication lab
- Speech recognition software
- Internet
- TELL (Technology Enhanced Language Learning)
- Pod casting

- Quick Link Pen
- Quicktionary

Using technology in learning a second language has become a real necessity nowadays. Different methods for using technology in improving speaking skills were discussed thoroughly. As a result, the following concluding remarks and recommendations can be recorded:

1. As technology has developed the incorporation of this medium into the instruction process become necessary.
2. The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.
3. Theory and practice in second language learning can be matched together by the use of modern technology.
4. Modern technical ways should be followed for effective learning and teaching of the speaking skill.
5. English language teachers should encourage their cadets to use technology in developing their speaking skills.
6. Educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process.
7. Modern technological tools are much more interesting and provide fun and enjoyable learning, motivating the cadets, and help them to enhance their language learning in a fruitful way, moreover, these tools help cadets learn at their own pace and promote autonomy in them[5].

Conclusion

In conclusion, it is important to always remember the importance of communication. We should help cadets to speak fluently and to freely express their opinions. English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Nothing can take place without some methods of communication being used to express ourselves for whatever purpose.

RAZVITIE U STUDENTOV KREATIVNOSTI I SAMOSTOIATELNOSTI [DEVELOPMENT OF STUDENTS' CREATIVITY AND INDEPENDENCE]

(Okassova B.K. Adillibaeva Zh.D.)

D. Serikbayev East Kazakhstan state technical university
The Republic of Kazakhstan

Abstract

Purpose - the research is the development of personal abilities of students such as independence and creativity. Contemporary economics meets a demand for engineers, who should be able not only to work in professionally-communicative competitive atmosphere, but also to have a number of personal qualities, and the most demanded of them are creativity and independence. This article analyzes and considers the new way of the development of education, which is professional preparation of future specialists who will be able to function in a competitive atmosphere of contemporary world. Definitions of the words "creativity", "personality" and "ability" are given.

Methodological - foundation of the research is based on the theoretical statements of eminent native researchers such as Rubinstein S.L., Ponomarev Y.A., Bogoyavlenskaya D.B., Morozov A.V. and other overseas researchers Gilford G., Torrens E.P., Mednik S., May R., Maslow A., Rogers K.

Originality/value – the main idea of the research is the exploration of entity and the development of creativity of students as well as consideration of factors which effect on the motivation of individuals to achieve their goals and the level of creativity in the structure of personality.

Practical significance of the given research is the opportunity of using acquired results on classes and the consideration of the influence of motivational component on the development of creativity.

Findings - The results of the research confirm theoretical ground of the correlation of creativity and self-actualization and show the importance of their development peculiarities.

Key-words - creativity, personality, ability, development of creativity, independence.

Введение

Актуальность исследования развития креативности обусловлена тем, что мотивационный аспект творческой личности еще имеет только описательный характер и мало изучен.

Успешность жизнедеятельности человека в интенсивно меняющемся мире зависит от его способности находить оригинальные, неожиданные решения, соответствующие своеобразию ситуации, проявлять креативность. В связи с этим проблема развития творческого потенциала и самореализации человека в процессе деятельности становится актуальной.

Целью современного преподавателя является не только передача конкретных знаний своим студентам, но и развитие у них навыков самостоятельного мышления, творческого подхода, собственных ресурсов и формирование индивидуального стиля, опирающегося на совокупность полученных знаний и опыта.

Основная часть исследования

Профессиональная подготовка студентов наравне с формированием таких качеств и навыков, как владение теоретическим материалом и навыками практической работы, умением поддерживать контакт с аудиторией, открытостью и доброжелательностью, предполагает развитие их креативности.

Значительный вклад в развитие проблемы креативности внесли как отечественные (С.Л. Рубинштейн, Я.А. Пономарев, Д.Б. Богоявленская, А.В. Морозов.), так и зарубежные исследователи (Дж. Гилфорд, Е.П. Торренс, С. Медник, Р.Мэй, А.Маслоу, К.Роджерс).

Креативность - это способность к конструктивному и нестандартному мышлению и поведению, постоянному осознанию и развитию своего опыта. Понятие "креативность" происходит от слова "create" (создавать) - создавать новое. Этим новым может быть новый продукт, новое свойство, новое решение, новое направление. Именно отсутствие стандартных инструкций и позволяет использовать термин "креативность".

Креативность - это способность к творчеству, способность порождать необычные вещи, придумывать, находить, видеть мир как-то по-особенному. В последние годы этот термин получил в отечественной психологии широкое распространение. Понятие «креативность» чаще всего связывается с понятием творчество и рассматривается как личностная характеристика. И для того, чтобы как можно лучше в нём разобраться следует дать понятия и ещё нескольким терминам.

«Личность» - это человек, как носитель каких-либо свойств. Личность - результат процесса воспитания и самовоспитания. «Личностью не рождаются, а становятся», - писал А.Н. Леонтьев. Личность - это человек, осознающий свою уникальность, неповторимость, индивидуальность. Личность - это совокупность выработанных привычек и предпочтений, психический настрой и тонус, социокультурный опыт и приобретённые знания, набор психофизических черт и особенностей человека, определяющие повседневное поведение.

Л.С. Выготский рассматривает личность как интегрированное образование. Развитие личности происходит на протяжении жизни человека и одним из важнейших критериев личности является творчество, поскольку в процессе жизни развивается воображение как внутренний механизм, обеспечивающий проявление творчества. Креативность – характеристика личности, свидетельствующая о способности к творчеству. Креативность, также можно определить как способность человека к конструктивному, нестандартному мышлению и поведению, осознанию и развитию своего опыта.

«Способности» - в толковом словаре В. Даля «способный» определяется как годный к чему-либо или склонный, ловкий, пригодный, удобный; в толковом словаре С. Ожегова «способность» это природная одарённость, талантливость. Однако считать способности врожденными, данными от природы является ошибкой – врожденными могут быть лишь анатомо-физиологические особенности, т. е. задатки, которые лежат в основе развития способностей. Возникая на основе задатков, способности развиваются в процессе жизнедеятельности человека, вне деятельности никакие способности развиваться не могут. Ни один человек, какими бы задатками он не обладал, не может стать талантливым экономистом, журналистом, строителем или художником, не занимаясь много и упорно соответствующей деятельностью. На основе одних и тех же задатков могут развиваться неодинаковые способности, в зависимости от характера деятельности, от условий жизни, окружающих людей и многих других факторов и нюансов отдельной личности. Способности – это индивидуально-психологические особенности личности.

В современной психолого-педагогической науке креативность рассматривается как личностная категория в аспектах: 1) проявления дивергентного мышления (Дж. Гилфорд, О.К. Тихомиров), 2) актуализации интеллектуальной активности (Д. Б. Богоявленская, Л. Б. Ермолаева-Томина),3) интегрированного качества личности (Я.А.Пономарёва, А.В.Хуторской).

Понятие «творчество» тесно переплетается с понятием «креативность». Так если творчество понимается как процесс, имеющий определенную специфику и приводящий к созданию нового, то креативность рассматривается как потенциал, внутренний ресурс человека, его способность отказаться от стереотипных способов мышления или способность обнаруживать новые варианты решения проблем. С.Л. Рубинштейн понимает творчество как деятельность , «созидающую нечто новое, оригинальное, что притом входит не только в

историю развития самого творца, но и в историю развития науки, искусства и т.д.». Л.С. Выготский, исследуя психологию творчества, указывает на необходимость проявления и развития способности к созданию нового, все равно, будет ли это созданное какой-нибудь вещью внешнего мира или известным настроением ума или чувства. Я. А. Пономарев отмечает, что к полноценной творческой деятельности способен лишь человек, обладающий развитым внутренним планом действий, что позволяет ему ассимилировать нужным образом сумму специальных знаний в той или иной области деятельности, необходимой для ее дальнейшего развития, а также востребовать личностные качества, без которых невозможно подлинное творчество.

«Творчество» - процесс создания новых по замыслу культурных и материальных ценностей. «Творческая личность» - это личность с определенным набором нравственных, эмоциональных и волевых качеств, а также задатков, способностей и талантов. Существуют две основные точки зрения на творческую личность:

1. «Креативность» (творческая способность) свойственна каждому нормальному человеку. Она так же неотъемлема от человека, как способность мыслить, говорить и чувствовать. При этом ценность результата творческой деятельности не имеет особенного значения, главное, чтобы результат был новым и значимым для самого «творца». Самостоятельное, оригинальное решение школьником задачи, имеющей ответ, будет творческим актом, а самого его следует оценивать как творческую личность.

2. Согласно второй точке зрения, не всякого человека следует считать творческой личностью. Так как, определяющим фактором творческого акта является ценность нового результата, он должен быть общезначим, являться непременно культурной, технологической или какой-либо другой ценностью для человечества в целом.

«Творчество» и «креативность» различаются по значению. Творческий процесс основывается на вдохновении автора, его способностях, традициях, которым следует автор. Если же говорить о креативном процессе, то главной его составляющей становится прагматический элемент, то есть изначальное понимание, зачем, для чего и как нужно что-то создавать и, собственно, что именно нужно создавать. Креативное развитие личности связано с формированием у человека качеств, необходимых для творческого познания окружающей реальности. Такие качества могут быть сформированы только в процессе взаимодействия личности с окружающим социумом. В ситуациях, когда такой контакт искажается, личность нуждается в поддержке и коррекции. В этих случаях могут быть использованы технологии, способствующие увеличению потенциала личности и усилению ее творческой активности.

Для данного исследования наиболее важным является выделяемый отдельно многими исследователями студенческий возраст (А.А.Реан, В. П. Зинченко, Д. И. Фельдштейн), который характерен не для всех людей и не всегда соответствует общепринятым возрастным нормам развития. Интеллектуальное развитие в данный возрастной период идет в тесной взаимосвязи с личностным развитием человека (И.С. Кон, А.Н. Леонтьев, Д.Б. Эльконин).

Исходя из данных исследования, можно выделить следующие положения: 1) креативность рассматривается во-первых, как универсальная личностная характеристика, во-вторых, как способность адаптивно реагировать в новых условиях, в-третьих, как процесс, направленный на актуализацию интеллектуальной и творческой деятельности человека; 2) креативность может быть разделена на специфические виды: общую и социально-коммуникативную; вербальную и невербальную; внешнюю и внутреннюю, где тип креативности определяется типом культуры, в которой существует человек; 3) креативность как процесс, личностное качество и способность сопровождает социальное творчество и может существовать только в рамках определенной культуры и социума; 4) креативность предполагает интеграцию навыков, мотивов и ресурсов личности, создающих установку на открытость восприятия окружающего и поиск возможностей самореализации.

К основным критериям развития креативности у студентов можно отнести следующие:

1. Открытость новому опыту. Данный критерий определяется возможностью генерирования новых идей с целью формирования позитивного отношения к окружающим и открытия новых моделей взаимодействия в области педагогической деятельности. Для возникновения и формирования открытости необходимо создание соответствующих условий, что находится в прямой зависимости от наличия в группе атмосферы принятия и поддержки. Если данное правило не соблюдается, могут возникать ситуации, препятствующие групповой работе. Задачей педагога на стадии знакомства является тестирование студентов с целью определения уровня доверия в группе.

2. Увеличение творческого потенциала. Данный параметр находится в прямой зависимости от активизации творческих ресурсов личности. Активизация творческих ресурсов может проводится с использованием визуализации и ролевого моделирования. Статистически, визуальная модальность опыта является наиболее часто используемой и поэтому наиболее доступной для модификаций. Процесс визуализации доступен практически каждому, и ему легко обучить любого за достаточно короткий срок. Данный факт позволяет использовать процесс визуализации на различных стадиях обучения, независимо от базового начального уровня знаний студентов. Использование ролевого моделирования позволяет сформировать навыки работы, применяемые в профессиональной педагогической деятельности.

3. Способность к концентрации. Данная способность является наиболее значимой в работе педагога. Она находится в прямой зависимости от наличия у него системы ценностей и убеждений, позволяющих сохранять внимание в состоянии свободной фокусировки и быть заинтересованно вовлеченным в процесс педагогической деятельности. Способности к концентрации мешает наличие нерешенных и незавершенных жизненных ситуаций.

4. Эмпатия. Данный критерий способствует установлению позитивных взаимоотношений в педагогической деятельности и формируется с помощью прохождения студентами ряда моделируемых ситуаций в атмосфере позитивного принятия и поддержки.

5. Вовлеченность в учебный процесс. Данный параметр связан с закреплением полученных на различных этапах обучения навыков и использование их в дальнейшей профессиональной деятельности. Для развития у студентов такой вовлеченности рекомендуется использование технологий, направленных на групповое взаимодействие. К числу таких технологий относятся элементы групповых разминок психодрамы, театра спонтанности и гештальттерапии.

Развитие креативности у студентов находится в прямой зависимости от уровня понимания изучаемого предмета, т.к. именно от понимания зависит возможность адекватной трансляции полученных знаний. Понимание является равнодействующей знания и опыта. В контексте обучения это значит, что прирост знаний и опыта должен поэтапно дополнять друг друга, чтобы линия понимания выстраивалась гармонично. Знание формируется в процессе лекций, прирост опыта осуществляется на семинарах – практикумах. Понимание формируется на традиционных семинарах, в ходе которых студенты получают возможность интегрировать полученные знания и опыт.

Развитие креативности напрямую связано жизненным опытом, уровнем знаний, образом жизни человека, с его межличностными взаимоотношениями. Расширив свой кругозор - став больше читать, путешествовать, общаться с интересными людьми можно сделаеть большой шаг в сторону развития креативности своего мышления. Ведь креативное решение - это, по сути, результат сплетения различных знаний. Креативность это всего лишь фактор личности, совершенно не гарантирующий её успех, но при определённых условиях она может привести к грандиозным достижениям. И в целом трудно не согласиться с Богоявленской, которая писала: «когда мы говорим о великих творцах, мы говорим и о великих личностях». Поэтому не стоит разделять эти три понятия (личность, креативность, творчество), а необходимо найти их взаимодействие, гармонию, как в воспитании наследуемых поколений, так и в воспитании

самих себя. Таким образом, результаты исследования подтверждают теоретические положения о взаимосвязи креативности и самоактуализации личности и свидетельствуют о значимости развития креативности.

Выводы

Полученные данные исследования развития креативности можно использовать для совершенствования конкурентноспособности будущих специалистов, особенно ориентированных на профессию инженера, так как личность, обладающая таким свойством как креативность, востребована современным обществом. Они могут управляют креативным процессами при решения профессиональных и жизненных задач, умеют создавать креативную среду, видят как, используя креативность можно вывести компанию на новый уровень.

Результаты исследования используются в учебном процессе, в разработке учебной программы развития креативности как профессионально значимого свойства личности студентов.

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KREATIVTILIK - ZHEKE TULGANIN SHIGARMASHILIK DARINDILIGI [CREATIVITY IS INDIVIDUAL'S TALENT]

(Okassova B.K.. Nukucheva B.S.)

D. Serikbayev East Kazakhstan state technical university,
Kazakh-Turkish high school,
The Republic of Kazakhstan

Abstract

Purpose – the aim of the research is to develop creativity of the individual with the consideration of his interest to learn the Kazakh language.

With the recent advances in economy, growth of our country and the development of science demand enhancement of structure and content of education. The content given in national program and new educational obligations and the best experiences lead education to the top of the creative pedagogy. One of the main requirement is a new strategy to develop education – to make future specialists professionally competitive and with high qualities.

Methodology - Methodological base of the research includes native and foreign scientists' works about creativity.

Originality/value - Nowadays in Kazakhstan creative people are required. It is especially important for the Kazakh language. The abilities of individuals to cope with the problems and set exact aims are researched in this article.

In terms of theoretical as well as practical means, in spite of an enormous number of accessible materials, hitherto, there is no determined definition of creativity.

Findings – to develop interest to the Kazakh language and creativity as well as form of constructive thinking. Future specialists use his linguistic-cultural knowledge, evolving scientific field, high-technology gadgets, and appliances.

Keywords - creativity, personality, ability, spirit, cuteness, constructive thinking

Кіріспе

Қазақстанның тәуелсіз мемлекет ретінде қалыптасуы және Қазақстан Республикасының «Білім туралы» заңының қабылдануына байланысты Қазақстан ғылымы мен білім беру жүйесі өзінің жаңа даму кезеңін және жаңару үрдісін басынан кешіруде. Білім берудің ең негізгі, өзекті мәселесі - адамды жан-жақты етіп тұлғаландыру. Сондықтан бүгінгі білім берудің мақсаты мен мазмұны қазіргі заман талабына сай анықталуы керек.

Қазіргі уақытта Қазақстанда бірінші кезекте тілдік-мәдени білім деңгейін кәсіби қызметінде креативті жүзеге асыра алатын қазақ тілінде кәсіби қарым-қатынастық құзыреттілігі бар мамандарды даярлауды оңтайландыру мәселесі тұр. Қоғамдағы болып жатқан өзгерістер ең алдымен білім берудің жаңа бағыттарын, әдіс-тәсілдерін айқындауды алға тартып отыр. Қоғамның қай саласы болмасын мамандардан өз кәсібіне сай терең білімімен қатар оның бойынан күрделі мәселелерді шешудегі ерекше қабілеттілік, тапқырлық, шығармашылық қасиеттер талап етілуде. Жоғары оқу орындарындағы жүргізіліп жатқан бетбұрыстар мамандарды даярлауда білім сапасының әлемдік стандарт талаптарына сай келуін басты бағыт етіп алуда.

Зерттеудің ғылыми өзектілігі

Қазақ тілін оқытуда оны сала бойынша мамандардың қолдана білу дәрежесінде, яғни кәсіби деңгейде меңгертудің мәселелері бүгінгі таңда өзекті болып отыр. Тілдік қызметті айқындауда, оның ең алдымен халықтың рухани байлығын, ұлттық мәдениетті, білімді

жинақтаушы, сақтаушы және оны ұрпақтарға жеткізуші құрал екенін ескерсек, оны үйренуде адамның ойының кемелденуі, тіл арқылы терең білім көздеріне қол жеткізуі басты болмақ. Қазақ тілін тек отбасы, ошақ қасы деңгейде, яғни күнделікті қатынас-құралы ретінде ғана танып, оның биік мәртебесін аласартпау оның ғасырлар қойнауынан ұлттық сана мен терең білімді ұрпақтар бойына сіңіріп келген қызметін танумен астасып жатыр. Белгілі ғалым Ж.А.Манкеева «Тіл - бірден-бір коммуникативтік құрал ғана емес, тілдік қарым-қатынас негізінде мәдениетті де анықтайтын кешенді ұғым» - дейді. Яғни тілдің адамның мәдени-танымдық болмысын қалыптастырушы құрал екендігі мемлекеттік тілді оқытуда да ұмыт қалмауы тиіс. Осындай мәселелердің шешімін табуда болашақ мамандардың креативтілігін дамыту мәселесінің өзектілігі айқындалады.

Негізгі бөлім

Қазақ тілін оқыту арқылы қазақша сөйлеу мен ойлауын продуктивті ойлау, шығармашылық ойлау үдерісінің түйісер нүктесінің негізінде жүргізе отырып, оның тілдік сезімі, тілдік қабілеті, тілдік шешім табу, кенеттен шешім табу (инсайт) ерекшеліктерін де дамыту жолдары қамтылып отырады. Қазақ тіліне деген қызығушылықты ол арқылы адамның креативтік қабілетін ашу, оның шығармашылық ойлауын қалыптастыру, әлемді өзінше тани білуге жетелеу арқылы дамытуға болады.

Білім мазмұнының ұлттық негізде берілуі мен оқытудың жаңа міндеттері және озат тәжірибелердің жинақталуынан білім беру креативті-педагогикалық өркениетке енуде. Мұндағы ең басты талаптардың бірі: білім беруді дамытудың жаңа бағдары - инновациялық жаңару стратегиясында болашақ маманның бәсекеге қабілетті тұлға ретінде кәсіби құзырлығының жоғары дәрежеде болуы.Сондықтан да қазіргі қоғам талабына сай әлеуметтік бейімділігі жоғары, мәдениетті, ұлттық тәлім-тәрбие алған, білімі мен біліктерін өмірде пайдалана алатын, жан-жақты дамыған жеке тұлғаны қалыптастыру мәселесі тұр.

Білім беру жеке тұлғаға бағытталып, педагогикалық үрдісте шәкіртті үнемі даму үстіндегі әрекет иесі - субъект ретіндегі орынға қойып отырғаны белгілі. Осындай мәселелердің шешімін табуда болашақ мамандардың креативтілігін дамыту мәселесінің өзектілігі айқындалады.Креативтілікті қалыптастыру мәселесі көптеген ғалым, педагог-психологтердің еңбектерінде көрініс тапқан. Қоғам дамуымен, философиялық және психологиялық ғылымдардың дамуымен креативтілікті қалыптастыру мәселесіне көзқарастар дамып өзгеріп отырды. Түрлі психологиялық мектептер креативтілік феноменіне, танымдық қызығушылық, шығармашылық белсенділік, шығармашылық қабілеттерді зерттеуге деген өзіндік тәсілдерін ұсынды.

Креативтілік ағылшынның «creativity» сөзінен аударғанда шығармашылық деген мағына береді. Креативтілік адамның жаңа идеяларды ойлап табуы, ерекше шешімдер қабылдауы мен дәстүрлі ойлау жүйесінен алшақтауы, бір сөзбен айтқанда шығармашылыққа іс-әрекетке қабілеттілік ретінде түсіндіріледі.Креативтілікті қалыптастыруды зерттеуді төмендегідей шетелдік ғалымдар қарастырған: Дж. Гильфорд, Э.Юдин, В. Смит, К.Тейлор, Е.Торренс, М.Розенберг, Э.Эриксон М.Уоллах, Д.Халперн, И.Верткин, А.Лук, Я.Пономарев, Н.Фролов, М.Ярошевский және т.б. Зерттеу еңбектеріндегі креативтілікке берілген анықтамаларға тоқталайық.

Е.П. Торренс бойынша креативтілік - бұл әлеуметтік емес, өнімді ойлауға деген қабілет пен жеке бастық сипатпен базаланатын жалпы зият. Ол креативтілік процесті сипаттау арқылы анықтайды, нәтижесінде адам проблемаларға, білімдегі проблемаларға сезімталдық танытады.

Ақпараттың жоқтығы немесе олардың бірліктерінің дисгармониясы кезінде адамда қысымды сезінушілік күшейеді. Проблеманы шығармашылық жолмен шешуде адам жалпы қабылдаған, қарапайым проблемаларды шешу үшін көптеген болжамдар құрып, өз күдіктерінен шығу жолдарын қарастырады. Ол үш сипатты бөлген: «адекваттылық», «кідіріске қарсылық» немесе «ойлаудың абстрактілігі». Зерттеу логикасынан ағымдай келе креативтіліктің міндетті

жағдайына мыналар жатады: а) шығармашылық тұлға; в) шығармашылық процесс; б) шығармашылық орталар.

Е.Торренс креативтілік білім игеруде кездесетін қиындықтарды, кейбір мәселелерді шешудегі қабілеттілік деген анықтама береді. Ғалым креативтілік моделінің негізгі үш белгісін ұсынады: ой ұшқырлығы (нәтижелігі-өнімділігі); жағдаяттардағы икемділік; тұлғалық ерекшелік, өзіндік шешім. Бұл тәсілде шығармашылық өлшемі нәтиже сапасы емес, шығармашылық өнімділікті белсендіріп, жандандыратын сипаттар мен үрдістер ретінде көрінеді.

Д.Богоявленская креативтілікті жеке тұлғаның шығармашылық дарындылығы ретінде қарастыра келе, шығармашылықты талдау бірлігі - интеллектуалдық белсенділікті (шығармашыл тұлғаның танымдық және мотивациялық сипаттарын олардың бірлігінде бейнелеп көрсетеді) және интеллектуалдық белсенділіктің үш деңгейін: стимулдық-өнімді, эвристикалық және креативтілік деп ажыратады. Алғашқы деңгейге жеке тұлғаның интеллектуалдық белсенділігі танымдық ынта және жігерлілікпен жұмыс жасау барысында да бастапқы берілген тәсіл шеңберінде қалатын адамдар жатқызылады, олардың іс-әрекеті сыртқы стимулмен анықталады.

Эвристикалық деңгейдегі адамдарға өз іс-әрекетінің құрамы мен құрылымын талдау, түрлі міндеттерді өзара салыстыру тән, бұл жаңа шешімдерге, ой-қорытындыларға, жаңалық ашуға жетелейді. Интеллектуалдық белсенділіктің креативтілік деңгейіндегі адамдар құбылыстардың себептерін түсінуге тырысады, ал бұл өз кезегінде зерттеудің жаңа мақсаттарына айналады, талдау үрдісін тереңдетеді.Көптеген зерттеулерде ғалымдар «креативтілік» ұғымына анықтама беруде креативтіліктің бір сипаты ретінде жеке тұлғаның жағдаяттардан шыға білу қабілеті мен өзіндік мақсатты нақты қоя білу қабілеттілігіне тоқталады.

Л.Ермолаева-Томина шетел зерттеушілерінің тәжірибесін жалпылай келе, креативтілікті әртүрлі қабілеттердің жиынтығы ретінде анықтайды, қабілеттер әр адамда жеке-дара әр сапада көрінетініне тоқталып, келесі белгілерін көрсетеді: тәжірибеге ұмтылушылық - жаңа проблемаларға икемді, мәселені шешуге бейімділік; талқылауға икемділік - тапсырманың шегіне шыға алу; ой ұшқырлығы - тез арада, кенеттен шешім шығару тәсілдерін өзгерте алу қабілеттілігі; ойлау ерекшелігінің болуы - өзбеттілік, даралық ерекшелік, ерекше шешім шығару

Креативтілікті қалыптастыру мәселесіне сәйкес жазылған еңбектерді саралай келе креативтіліктің құрылымдық бөліктерін бөліп көрсетуге болады. Олар аса сезгіштік, ой ұшқырлығы, жаңаға ұмтылушылық, шығармашылық қабілеттер, өзіндік ой-пікірлерде тұра білу, өзіне сын көзбен қарау, қисынды ойлау, жаңаны сезгіштік, күмәншілдік, әр нәрсеге күмән келтіру, т.б.Креативтілік арқылы адам өмір шындығында өзін-өзі тануға ұмтылып, ізденеді, өзінің істеріне есеп беріп, кемшіліктеріне сын көзбен қарай алады.

Жеке тұлғаның креативтілігін, шығармашылық дербестігін қалыптастыру өте маңызды, күрделі және көп салалы мәселе болып есептеледі. Адам бойындағы қабілеттерін дамытып, олардың өшуіне жол бермеу адамның рухани күшін нығайтып, өзін-өзі тануына көмектеседі. Креативтілікті қалыптастыру шығармашылыққа жетелейтін қабілеттер мен шығармашылық қызметі сапасын анықтайтын, жаңаны тану мен жасауға бейімделуге апаратын әрбір жеке тұлғаға тән интеллектуалдық үрдіс ретінде сипатталады. Демек, инновациялық оқыту арқылы креативтілікті қалыптастыру - жеке тұлғаның сапалық қасиетін дамытатын, рухани құндылықтарды игерудің бірден-бір жолы.

Ғылым мен техниканың шарықтаған заманында өмірге икемді, әр салада өзін таныта білетін, тыңнан жол таба алатын белсенді ұрпақ жоғары оқу орындарында инновациялық оқыту арқылы креативтілігін қалыптастыру негізінде қаланады. Сондықтан да қазақ тілін меңгерту барысында күрделі мәселелерді талқыға салып, оны шешуді студенттердің өздеріне жүктеу олардың креативтілік қабілеттерін қалыптастырады. Бұл бағыттағы әдіс-тәсілдер студенттің

өздік жұмысын ұйымдастыру үдерісінен айқындалады. Қазақ тілін сала бойынша меңгертуде білім алушылардың интелллектуалдық капиталы деңгейінің әр түрлі болу сипатына қарай көбінесе шығармашылық сипаттағы тапсырмаларды беру студенттердің креативтілік қабілеттерін арттырады. Креативтілік, белсенділік пен ізденімпаздық жеке тұлғаның сан қырлы болмыс-бітімі болып табылады. Ол сезімталдыққа еріктік үрдіс нәтижесіне әкеледі. Креативтілік дегеніміз уәж бен өз бетінше әрекет жасау тәсілдерінің жиынтығы. Жеке тұлғаны танымға деген тұрақты құлшыныс болып табылатын креативтілік әрекетке бейімдеу. Студенттердің креативтілік белсенділігін арттырудың негізгі факторларына олардың өз мүмкіндігін сезінуі, студенттердің өз таңдауымен жұмыс істеуі, оларға оқытушы тарапынан қойылатын талап пен қабілеттерінің сәйкес болуы жатады.

Алынған нәтижелердің қорытындысы бойынша қазақ тілін сала бойынша оқытуда біз ең алдымен үйренушілерге білімнің арнайы түрін, яғни әр сала бойынша тілдік білімді беруге тырысамыз. Болашақ мамандардың интеллектуалдық капиталы осы көрсетілген барлық талаптардан тұратындықтан, қазақ тілінен алынатын білім де оны биік деңгейде, яғни ғылыми жаңалықтар ашу, жоғары технологияларды күнделікті қолдану сияқты талаптарға сай болуы керек.

Қазақ тіліне деген қызығушылықты, ол арқылы адамның креативтік қабілетін ашу, оның шығармашылық ойлауын қалыптастыру, әлемді өзінше тани білуге жетелеу арқылы дамытуға болады. Қазақ тілін үйрену тартымды да адамға ой салар, ойын өрістетер, оның қалыптасқан мәдени білімін жетілдірер тәсілдерге толы болғанда нағыз білім беру құралы болмақ.Демек, студенттердің креативтілік белсенділігі – олардың жеке дамуын қамтамасыз етеді, өзіндік шығармашылық ой-өрісін кеңейте білуімен сипатталатын жеке тұлғаға тән қасиет. Қазақстан Республикасының үздіксіз білім беру жүйесі саясатының басты мақсаттарының бірі жан - жақты, жоғары білімді, шығармашылық қабілетті жеке тұлғаны қалыптастыру.

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EVALUATING THE VALIDITY AND USEFULNESS OF LEARNING STYLES

(Onerkan D.)

Nazarbayev Intellectual School of Chemistry and Biology,
The Republic of Kazakhstan

Abstract

Purpose: This work aims to address controversial aspects of learning styles, constructive criticism styles used in practice and the potential benefits of the concepts from the point of view of both supporters and opponents of this field.

Methodology: Since the beginning of the 1970-ies, research in the field of learning styles has become very popular. Thus, the interest in the application of these concepts in an educational environment is constantly growing.

Originality/value: Many types of learning styles are a relevant topic for discussion of the validity and productivity of their application in teaching a foreign language. The steps when displayed in the classroom serve as guidelines for children in building speaking skills.

Findings: The paper offers critiques of learning style concepts and measures from a critical educational perspective. It also discusses possible benefits of the popular concepts from the view of both the proponents and the opponents of the field.

Key words: learning styles, constructive criticism styles, educational environment

Introduction

Since the early 1970s, research into learning styles has become extensively popular in the educational field [1], and especially in the context of language learning [2], [3]. A great interest in the field over the past 30 years, led to the proliferation of different approaches to research and different terms and definitions. There are also corresponding debates as to the validity of the considerable number of instruments for measurement [4] and the usefulness of adapting the concepts into practice. A large number of learning style theories, around 70, according to Coffield et al. [5] and a debate over their validity and worthiness can lead practitioners into confusion when addressing the requirements directed by policy initiatives.

This paper will firstly give a brief review of controversial aspects of the field of learning styles. Then it offers critiques of learning style concepts and measures from a critical educational perspective. Finally, possible benefits of the popular concepts will be discussed from the view of both the proponents and the opponents of the field.

This work is not intended to provide an exhaustive review of the various concepts and theories of learning styles or an extensive view of research into validity. Nevertheless, it will try to raise concerns over the popular concepts, in the form, which is predominant within education.

Main part

‘Learning style’ is a controversial issue in education not only because of the disagreement of views between its opponents and proponents, but of the lack of agreement between theorists. As Coffield, Moseley, Hall and Ecclestone [5] state, 'The field of learning styles consists of a wide variety of approaches that stem from different perspectives which have some underlying similarities and some conceptual overlap'. The contrast in theories can be seen when comparing two widely used learning style models (LSM), Dunn and Dunn’s LSM [6] and Honey and Mumford's LSM [7].

Firstly, one of the fundamental differences in theories is the belief in the extent to which learning styles are stable. While Dunn and Dunn’s model combines qualities that are fixed and hard to

change, researchers of Honey and Mumford's [7] LSM believe in flexible learning styles, which alter over time as a person adapts to new experiences.

Secondly, different LSMs have different approaches in grouping together types of learners and terminologies. Honey and Mumford's LSM proposes only four basic learning styles (activist, pragmatist, theorist, and reflector) that are directly aligned to 4 stages of learning cycles. Whereas in Dunn and Dunn's LSM, combined 22 different elements in five dimensions (environmental, emotional support, sociological composition, physiological and psychological elements).

Finally, the theories are conflicting in a way to respond to identified learning styles. One approach strongly advocates matching instructions to a child's preferred style (Dunn and Dunn LSM). Another approach advises delivering lessons in a way to stimulate and strengthen less developed learning style preferences (Honey and Mumford's LSM).

Despite the conflicting definitions of learning styles, researchers agree that the central principle of the concept of learning styles is that every person has a study preference and if instructions are tailored to those preferences a person can achieve better learning outcomes [4], [8], [9]. However, the popular notion of learning styles, which recommends enhancing learning by delivering lessons that match the student's learning style, has no scientific basis. Curry argues that some learning style theorists conducted small-scale studies that were not designed to disconfirm the hypotheses, derived from their own conceptualizations [10]. His view is supported by Pashler, who concludes that most of the studies did not use experimental methodology to be able to test the validity of learning styles applied to language learning [4]. He also stresses that the popular matching hypothesis were not supported even by the studies that used an appropriate method. Their view can be protested by the findings of Smith, Sekar and Townsend, who found nine studies that show learning gains where there is a match [8]. However, they have found another nine studies that show learning efficiency where there is a mismatch. Even if children learn in different ways, Sadler and Smith argue, tailoring instructional materials to their learning preferences can possibly limit the learner's ability to learn more easily from a great range of learning opportunities [11]. In addition, Moreno and Mayer established that mixed modality (visual/auditory) of language instructors combining their verbal classroom presentation with non- verbal visual material—for example, showing pictures, posters, and cartoons to learn the vocabulary words, and using short films, videos, and role playing to conduct lessons in dialogue and pronunciation were more effective, than catering instructions to dominant modalities [12]. The complexity in the research field and gaps in knowledge make it unclear how teachers should respond to the concept. Therefore, it can be concluded, that at present, there is a need for a large-scale study that justifies implementation of the concept into educational practice.

One can argue with the popular matching hypotheses, speaking from the perspective of those theorists who support deliberate mismatching. Honey states that once a person's preferred learning style is identified, he or she then should develop others to create a more balanced approach [7]. In addition, Grasha, who believes in learning styles, but does not approve matching instructions, suggests deliberately creating a mismatch in order to teach people new learning styles [13]. The problem with these ideas is that it can be difficult to motivate learners to constantly fill out measuring inventories. Therefore, it can be difficult to track the changes over time in individual's learning style.

In addition to the lack of evidence to support learning-styles-based instruction, there is a concern on the weaknesses of the considerable number of instruments for measurement. Results from a literature review, conducted by Coffield and his team in 2004, present evidence against the validity and reliability of the well advertised and widely used measuring tools, such as Dunn and Dunn, Honey and Mumford, Kolb and Gregorc. When instruments of the 13 most influential models were examined to meet minimum standards for use and interpretation, only one (Allinson and Hayes) of the instruments appeared to demonstrate internal consistency, test-retest reliability,

construct and predictive validity. Two other models (Apter and Vermunt) met three criteria. It can be questioned if all learners and practitioners are aware of these LSMs. Furthermore, the researchers added that Allinson & Hayes CSI can be used by adults only and Vermunt's ISL tool is not designed for all types and stages of learning. Finally, they state that Apter's MSP measures not only learning styles, but student's personality. Although the study benefits from analyzing each model on the basis of evidence, provided by independent researchers, the authors were not able to give a definition of learning styles. This perhaps may result in more confusion for the reader, who is trying to understand the field. Nevertheless, the lack of sufficient reliability and validity of the leading LSMs' instruments, should lead to deliberate approach when choosing any of the learning style measurements.

Although critics Bloomer and Hodkinson of the concept agree that every individual has instructional preferences, they argue that some theorists, especially those who believe in fixed learning styles, seldom explore the extent to which preferences can change under different conditions [5]. Laurillard, who researched students' approach to learning, asserts that students' learning preferences, so called 'styles', are 'context-dependent, rather than student-dependent' [14]. She explains that they are created on the basis of students' perceptions of the nature of the task and the subject-matter to be learned. Thus, it is possible that the same learner can have different preferences depending on what subject he or she is learning and how comfortable he feels about it. So it is perhaps not surprising that Coffield et al. found no evidence that delivering lessons that match learners sensory or perceptual strength and weaknesses is more effective than designing presentation which is content-appropriate [5]. They suggest that if learning styles are not fixed, but alter and adapt to various learning contexts and situations, 'schools should pay less emphasis on identifying the learning styles of the students and more on encouraging a balanced approach to learning' [8].

Although the value of the learning style concepts has been questioned in recent years, it is possible that despite the lack of scientific evidence, there may be some benefits. Claxton notes, 'The fact that teachers are starting to think about things from the leaner's end has to be a good thing' [1]. It may be that one of the main advantages of a learning style approach is a greater awareness of different learning styles, that can push teachers to be more responsive to students' individual learning styles and differences, thus help teachers to be more flexible in their teaching by using a wider variety of teaching strategies.

More importantly, even some skeptics agree that learners can benefit from reflecting on how they learn. Coffield et al. stress that the knowledge of the strength and weaknesses of the important qualities, learners have, can 'improve their self-confidence,... give more control over their learning, and... prevent them attributing learning difficulties to their own inadequacies' [8]. They conclude that it can develop students' meta-cognitive capacities. I would argue that it is crucial, but if learners are left to diagnose their own learning styles, it is possible for them to choose unreliable instruments.

Conclusion

To sum up, the concept of learning styles should be approached carefully, considering the doubts about its validity from within psychology and education. The idea that tailoring instructions in accordance with students' preferences can raise attainment and teaching styles is not grounded in reliable research evidence. While academics prove the existence of individual instructional preferences, it was found that those preferences change over time or over different situations. Although there are some possible benefits of the concepts of learning styles, policy makers might question their pedagogical implications until the fundamental concepts of reliability and validity are established. Therefore, to achieve effective foreign language learning is to design lessons that fit the best accepted methodologies and strategies, being taught, rather designing presentation and tasks to match learners' preferences, which in turn, can limit their opportunities to master the language and to develop as fully rounded individuals.

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DEVELOPING CRITICAL THINKING USING BLOOM'S TAXONOMY

(Podkhomutnikova S. Yu.)

Ust-Kamenogorsk School-gymnasium 10,
The Republic of Kazakhstan

Abstract

Purpose – The paper is aimed at discussion of the ways of successful English teaching.

Methodology - Bloom's taxonomy is a teaching theory that uses six increasingly complex steps - Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation - to improve students' learning. The steps range from rote memorization of facts to applying facts to solve problems and arguing opinions based on information from the lesson.

Originality/value – However, students should also understand the material to the point that they can defend their own ideas and opinions on both world issues and historical events.

Findings – Bloom's taxonomy walks students and teachers through this learning process.

Keywords - Bloom's taxonomy, critical thinking skills

Introduction

The desired outcomes for the Kazakhstan school curriculum are that pupils will be equipped to be able to learn how to learn as part of the process of education so that they can become independent, self-motivated, engaged, confident, responsible and critical reflective learners who are able to communicate in Russian, Kazakh and English. [1] And how to develop skills of critical thinking in the child at English lessons? Bloom's taxonomy is a way to organize thinking skills into six levels from the most basic to the more complex levels of thinking.

Benjamin Bloom developed a classification of levels of intellectual behavior in learning. This taxonomy contained three domains: the cognitive, psychomotor, and affective. Within the cognitive domain, Bloom identified six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. This domain and all levels are still useful today in developing the critical thinking skills of students.[2] Teaching critical thinking skills is one of the greatest challenges facing teachers in the classroom today.

The Main Study

Bloom's Taxonomy categorized and ordered both thinking skills and objectives. His taxonomy follows the thinking process. You can not understand a concept if you do not first remember it, similarly you can not apply knowledge and concepts if you do not understand them. It is a continuum from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS).

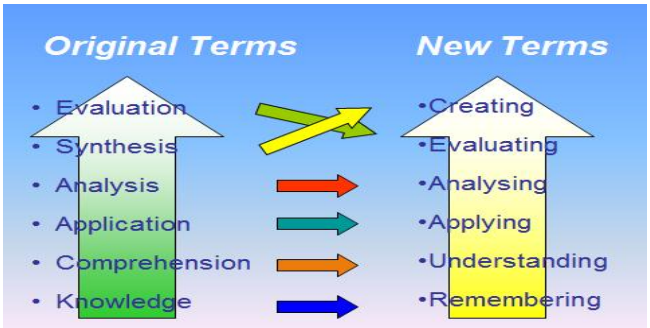

Figure 1. Bloom's taxonomy

Blooms traditional taxonomy was revised in 2001. This revision is a little bit different from the original one in that it replaces nouns with verbs and places emphasis on the process of creating by putting it on the top of the thinking continuum.[3]

Students must be guided to become producers of knowledge. And our essential task is to design activities or to create an environment that allows students opportunities to engage in higher-order thinking. Using Bloom's taxonomy the teacher can incorporate its levels to plan questions and learning activities at the lessons.

Teachers need to ask questions and design learning experiences to involve students into intellectual thinking process. Questions lead to understanding. Some students typically have no questions. They might sit in silence with their minds inactive as well. If we, teachers, want students to think, we must stimulate thinking with questions.

By engaging students in a variety of questioning that relates to the idea or content being studied, students develop and apply critical thinking skills. Consequently, by using the analysis, synthesis, and evaluation levels, students are challenged to work at tasks that are more demanding and thought-provoking. These kinds of tasks result in students making real-life connections.

Integrating taxonomy questions into our lessons provides a way to differentiate and extend students' learning. It takes a concerted effort to implement this into our daily lesson plans. Over time, it becomes a natural way of stretching our students' ways of thinking and processing information.

Questioning is a critical skill in the sense that, done successfully, it becomes a powerful tool for teaching by supporting, enhancing, and extending children's learning. [1] There are two types of questions: lower-order (closed) and higher order questions (opened).Our purpose is to ask and to teach children higher-order questions which require children to apply, reorganize, extend, analyze and evaluate the information in some way.

One of the easiest and most entertaining ways of using Bloom's taxonomy in my classroom is Bloom's Cube. The following words are written on its sides:

1. Name.
2. Why.
3. Explain.
4. Offer/suggest.
5. Make up.
6. Share. They coincide with the levels of Bloom's hierarchy.

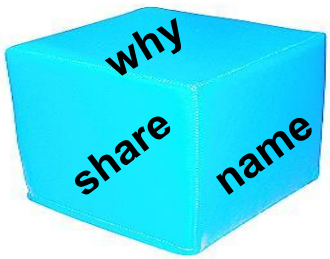

Figure 2-Bloom's cube

2. The topic of the lesson is formulated.

3. The teacher throws a cube. The dropped-out side will specify the type the question which should be asked.

Here are some ways of using Bloom's Cube at lessons:

1) Questions are formulated by the teacher. It is easier way used at an initial stage — when it is necessary to show to pupils examples, modes of work with a cube.

2) Questions are formulated by students. It demands a certain preparation from children. Students should know the types of questions.

In the senior classes Bloom's cube is possible to present in the form of tables. Students fill in the table with questions of the corresponding type. Then they exchange the tables with classmates and analyze the answers.

My practice shows students like it, they master asking such tasks quickly. It helps me develop pupils' critical thinking skills and in an active and entertaining form to check knowledge and abilities of pupils.

From lower-order questions to higher-order questions (Bloom's questions) you can use in Reading with stops.

Preparation:

1. The teacher chooses the text for reading. Criteria for selection:the text has to be absolutely unknown for this audience (otherwise the meaning and logic of use of reception is lost); - Dynamic, event plot; - Unexpected outcome, "open" problem final.

2. The text is divides into semantic parts in advance. Directly in the text it is noted where it is necessary to interrupt reading and to stop: "the first stop", "the second stop" etc.

3. The teacher thinks over the questions and tasks to the text aimed at the development in pupils' cogitative skills in advance.

4.The teacher gives the instruction and organizes process of reading with stops, watching closely observance of rules of work with the text. I use it working both with the whole class and group work. Students can ask questions themselves working in pars or groups.

Table 1. Types of questions stimulating development of critical thinking.

Remembering - Who, what, when, where, why - How many? - What do you know about… - True or False - What happened before/after… - Can you identify…	**Understanding** - What is the main idea? - Can you retell…? - What statements support… - How would you illustrate… - Give examples of… - What is meant by…?
Applying - How could you demonstrate…? - What examples can you find? - What was the turning point? - What setting could you transfer - the main character to and why? - What could not have happened and why? - How could you experiment to…?	**Analyzing** - Can you make 2 or more categories from these terms? - What are similarities between _ and __? - Can you distinguish between fact and opinion? - Compare and contrast your life to…? - Identify characteristics of…
Evaluating - What grade would you assign the main character and why? - What would the consequences be if… - What will the influence of___be on your life? - What is your opinion of…? - How could you have changed the outcome? - What was the most significant event?	**Creating** - How many ways can you…? - Can you compose an effective song or poem about…? - What might be the antagonist's point of view? - Can you create a new product to tell about…? - Write a letter to___explaining about… - What would a possible solution be to…

This is the example of using questions discussing the topic “Free time activities”.

1. Remember: Make a list of your spare time favorite activities.

2. Understand: Explain how often you get to do this activities within a week and if you do them with some friends. Also provide an example of one of these spare time activities with mimic.

3. Apply: Could these activities take place in a forest? in a Desert? on a beach? In a city? Why yes or why not?

From the list you made, group by characteristics such as: a) Require equipment, b) More dangerous or need supervising, c) Individual or group activity.

4. Analyze: What could be a problem to get to practice these activities? Compare your list with a classmate one; what do they have in common? Which activities from your classmate would you also like /dislike to do, why?

5. Evaluate: What would be the best solution to the problems you’ve mention before for getting to do the activties? Why do you think these activities are for spare time and why are they your favorites? Do you think roller blading in a city is a good or a bad thing? What changes would you do in the city in order to be able to practice your activity without danger or problems?

6. Create: Design a poster to make awareness within the city population on why are these activities good for children, teenagers and adults to practice. Compose a hip-hop song about your spare time activities. Mention possible solutions for an activity hard to practice where you live (example: hockey). How many steps/ways are there for using a skateboard?

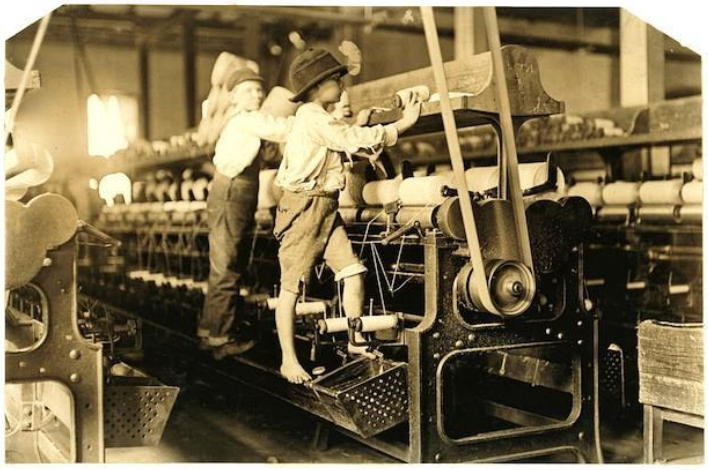

Figure 3 Using Bloom’s Taxonomy in describing pictures (photos).Answer or ask the questions looking at the photo

Level 1. Knowledge

- When was this picture taken?
- Where was this picture taken?

Question cues: List, define, tell, label

Level 2. Comprehension

- What is happening in this picture?
- Why are these “characters” dressed like this?

Question cues: Describe, name, identify, discuss

Level 3. Application

- How would you describe the photograph to others?
- What caption would you write for this photograph (say, in a newspaper)?

Question cues: Modify, solve, change, explain

Level 4. Analysis

- Why are these "characters" here and not in school?
- What do you know about their lives based on this photo?

Question cues: Analyze, separate, compare, contrast

Level 5. Synthesis

- What might these "characters" say about their work in an interview setting?
- What might they say about their future?

Question cues: Create, construct, plan, role-play

Level 6. Evaluation

- What is the significance of this photo for the time period depicted?
- Compare this photo with one of the children from today of the same age. How are their lives similar? How are they different?

Question cues: Give opinion, criticize, discriminate, summarize

Conclusion

These are just some collaborative activities where students can become active participants while acquiring and applying critical thinking which I use at my lessons. We all want our students to use necessary critical thinking skills. Thanks to Bloom's Taxonomy, we can help develop and strengthen children's thinking skills at our lessons.

The urgent need in developing pupils' thinking, creative potential, generation of ideas and creation of logical communications demands from the teacher of a modern view to the lessons, demands more careful and thoughtful preparation on some lessons forward. Benjamin Bloom's taxonomy is directed to the practical help to the modern teacher who realizes the importance of thinking of high level in modern education.

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PRACTICAL ASPECTS OF TEACHING FOREIGN LANGUAGES FOR SPECIFIC PURPOSES AT A TECHNICAL UNIVERSITY

(Sarsembayeva A., Semyonova S.)

D. Serikbayev East Kazakhstan state technical university,
the Republic of Kazakhstan

Abstract

Purpose –The paper presents some practical aspects of teaching English for specific purposes at universities abroad and in Kazakhstan.

Methodology – The analysis of the essence of teaching ESP, the comparative analysis of approaches to teaching and learning ESP, the classification of tasks.

Originality/value – The paper has a practical nature and considers the implementation of integrated English teaching experience into training process at universities.

Findings – The analysis of global and domestic experience of teaching integrated English has been carried out; the development and implementation of tasks in ESP have been analyzed; the practical experience of teaching has been described.

Keywords – foreign language for specific purposes, LSP, level of training, types of speech activities, informative reading in ESP

Introduction

Teaching English for specific purposes (ESP) was included in educational programs at universities due to the RK State Compulsory Standards of Education 6.08.075-2010 “The Unity of Three Languages” «The Languages of the Unity (Kazakh, Russian and foreign languages)» [The Languages of the Unity (Kazakh, Russian and foreign languages) ГОСО 2010:5] [1]. These State Compulsory Standards of Education are based on the model of multi-level teaching Kazakh, Russian and foreign languages adapted to teaching foreign languages at Kazakhstan's universities (generally obligatory disciplines, levels A1, A2, B1, B2, C1, C2).

The Common European Framework of Reference (CEFR) and its levels of language proficiency has become a fundamental element for the development of Kazakhstan's model of teaching foreign languages at nonlinguistic universities.

Main Part

Levels B1-B2 are stipulated for teaching English for specific purposes at nonlinguistic universities which means teaching speaking (monologue and dialogue), reading, writing and listening based on professionally focused approach.

Modern professionally oriented approach to teaching ESP implies developing students' ability to communicate in English in specific professional, business and scientific settings and situations, with respect to professional thinking characteristics in motivational and research activities.

The essence of teaching ESP is in its integration with special disciplines in order to obtain additional professional knowledge and to develop a person’s professionally significant qualities. In this case, English is a means of enhancing professional competence, students’ personal and professional development; it is also a prerequisite for a modern university graduate’s successful professional activity who can carry out successful business in English.

Nowadays, our domestic methodology of teaching English aims to combine existing language standards with the CEFR. Teaching ESP means teaching professionally focused communication in a particular specialty using ESP. It implies that it is impossible to form students’ communicative abilities relevant to their professional sphere without the purposeful formation of conceptual and terminological apparatus in their specialty, the expansion of their knowledge based on authentic texts

in English, mastering learning strategies, skills of interpreting, debating, arguing, solving typical standard and professionally focused tasks.

Achieving the identified objectives, in its turn, is impossible without introduction of a variety of technologies into academic process. These technologies are based on the principles of problem-solving, interactivity, and situational context: modeling of professionally contextual situations associated as much as possible with the students' future professional activities, problem based method and project work.

International didactics of foreign language teaching distinguishes:

1) vocational and preparatory teaching of foreign languages, which is done if there is professionally focused content in teaching general foreign language for beginners, first of all, at vocational schools, language courses or courses organized at an employment exchange. The aim of such courses is general language training in accordance with the requirements of a particular profession;

2) professionally concomitant foreign language teaching at vocational schools which accompanies a training course and is aimed at finishing education and being able to understand instructions in a foreign language in order to develop some specific professional skills. The aim of such courses is better language skills relevant to some specific professional requirements;

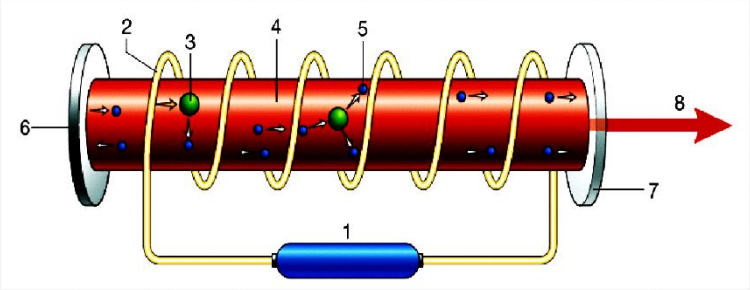
3) Professionally qualifying foreign language teaching. Such language training is required for getting a specific professional qualification and the obligatory passing of a foreign language examination as a condition for graduation or vocational training. The aim of such courses is to create necessary conditions for the completion of professional training [2,7-8].

One of the most effective aspects of teaching ESP is informative reading for specific purposes (IRSP). IRSP in English allows learners to become familiar with the culture, to keep a good level of communicative, linguistic, and lingocultural competence. IRSP allows satisfying the needs of expanding and deepening professionally significant information in a convenient time by increasing or reducing the reading time.

English teachers at the sub-department of foreign languages at D. Serikbayev EKSTU both carefully select texts in English and use tasks which help to develop reading strategies in ESP classes. The use of these tasks allows achieving an actual result, namely, understanding texts relevant to students' specialty and extracting required information. Such texts and tasks are the basis for further communication in English in the sphere of students' profession. To give a better idea of the tasks to authentic texts used at ESP classes we present some of them in table 1.

Table 1. Tasks for different types of reading and developing reading strategies

Examples of Tasks	**Description**
True/ False Statements	Students read the text and decide whether statements are true or false according to the text
Matching terms with their definitions Match these common DOS commands with the appropriate explanation. 1 BACKUP — a searches for a specific string of text in a file. 2 CHDIR or CD — b allows a text file from the current directory to be displayed on screen. 3 CHKDSK — c allows the user to change the name of a file. 4 CLS — d saves the contents of the hard disk to a floppy disk for security purposes. 5 DEL — e is used when it is necessary to change the current directory. 6 DIR:SORT — f clears data from the screen. 7 REN — g alphabetically sorts and lists a disk directory. 8 TYPE — h makes back-up copies of the contents of one disk to another. 9 FIND — i deletes a specified file from the current directory, specified drive, or specified path. 10 DISKCOPY — j produces a status report of the currently logged-on disk, indicating the amount of disk space used, the available capacity (in bytes), and the number of files on disk.	Students are to match terms (or devices, commands, operations) with their descriptions

Placing in order  **3** Work in pairs or small groups. Before you listen to the next part of the talk, put these notes into the best order. Note: The eight items in the notes correspond to the eight points in the diagram above. A escaping photons form a powerful laser beam ☐ B atom absorbs photon – gets excited – calms down – emits new photon ☐ C tube flashes on / off rapidly – pumps energy (photons) into crystal ☐ D partial mirror lets 1% of photons escape ☐ E power source makes tube flash on / off ☐ F new photon hits excited atom – atom emits *two* photons (instead of one) ☐ G photons are reflected by mirror along inside of crystal ☐ H new photons travel inside crystal at speed of light ☐	Based on a drawing students are to put the sentences (or short passages) which describe it in the correct order.
Matching drawings or diagrams	Based on the information from the text students are to decide which drawing or diagram corresponds to the text
Referring (it, one, they)	Based on the information from the text students are to match "it, one, they" with the words which they refer to in the text
Matching "Heads and Tails"	Students see two columns and match the "heads" of sentences with their "tails"
Matching passages and titles **List of Headings** i An experiment using people who are receiving medical treatment ii The experiment that convinced all the researchers iii Medical benefits of hypnosis make scientific proof less important iv Lack of data leads to opposing views of hypnotism v The effects of hypnosis on parts of the brain involved in vision vi Inducing pain through the use of hypnotism vii Experiments used to support conflicting views 27 Section **A** 28 Section **B** 29 Section **C** 30 Section **D** 31 Section **E**	Based on the text students are to match the passages in the text with their titles

Complete the flow-chart below. *Choose **NO MORE THAN TWO WORDS** from the passage for each answer.* *Write your answers in boxes 6-10 on your answer sheet.* Synthetic gene grown in 6 ..... or 7 ..... ↓ globules of 8 ..... ↓ dissolved in 9 ..... ↓ passed through 10 ..... ↓ to produce a solid fibre	Students are to complete the flow-chart by choosing 2 words from the text
Filling in the gaps **Fill in the gaps in this summary of the first part of the text. Each clue is an anagram. The first and last letters are correct.** **In my opinion, there is no single 'best' online service. The choice depends on your [1]_____ (prltacuair) needs and preferences. Most users have their own [2]_____ (ftrvaioue), but this can prevent them from seeing the [3]_____ (agtvndaaes) of other services. Each one offers something which is either [4]_____ (uqinue) to that service, or which is [5]_____ (bteetr) than the same features on other services. So, when considering an online service, decide whether its features [6]_____ (cosrernopd) to what you need. Until all services are [7]_____ (iilktneernd), most of us will need to [8]_____ (cunoitne) using more than one.** a. unique b. advantages c. engine d. property e. similar f. particular j. jet	Students read sentences which contain gaps and then decide which words (or terms) is the correct choice to fill in
Answering questions **Example 1** 1. According to paragraph 1, it is NOT true that you can see a rainbow when ○ the Sun is low in the sky ○ the Sun is in front of you ○ it is raining in front of you ○ the Sun's rays are reflected off the raindrops **Moonbows** Many people are quite familiar with rainbows, but few are as familiar with moonbows. Rainbows are caused by sunlight hitting raindrops and bouncing back. You can see a rainbow when the Sun is low in the sky behind you and it is raining ahead of you. Light from the Sun reflects off the inside surfaces of raindrops and is bent as it travels through them. It appears as a band of colors because each of the colors in sunlight is bent to a different angle. Moonbows are far less common than are rainbows, but they are formed in much the same way. They require a very specific set of circumstances to occur. When they do occur, they occur just after a full Moon, a Moon at its brightest, has risen in the east and just after the Sun has set in the west, and it must also be raining in the west. In this situation, a moonbow may be visible to you if you are facing west and if the Moon is behind you. Light from the bright Moon reflects off the inside surfaces of the raindrops in the west and bends the colors to create a moonbow.	Students are to choose correct answers to questions based on the information from the text

<table>
<tr>
<td>Matching descriptions and discoveries

Task 2 Work in pairs. Match the notes 1–6 with the accidental discoveries.
X-ray ☐ inkjet printer ☐
vulcanised rubber ☐ co-ordinate geometry ☐
safety glass ☐ antibiotics ☐
1 Alexander Fleming – grows bacteria in lab – penicillium fungus falls on bacteria – fungus kills them
2 Charles Goodyear – works with raw rubber powder containing sulphur – brushes powder off hands – powder falls onto hot stove – forms tough elastic substance
3 Rene Descartes – watches insect flying around room – realises he can specify insect's position in 3D space as – distance from two walls and ceiling
4 Wilhelm Roentgen – projects light from cathode ray generator onto wall – sees outline of bones of own hand on wall
5 Ichiro Endo, engineer – works with a hot iron and a syringe full of ink – touches neck of syringe with iron – forces ink out
6 Edouard Benedictus – puts away glass flask – flask contains liquid plastic – drops flask on floor – flask doesn't break – thin plastic film holds pieces together</td>
<td>Students are to match discoveries with their descriptions</td>
</tr>
<tr>
<td>Filling in schemes/ tables

Summarize the information on different high-level computer languages by completing the table below.
<table>
<tr><th>Language</th><th>Developed</th><th>Function</th><th>Characteristic</th></tr>
<tr><td>FORTRAN</td><td></td><td></td><td></td></tr>
<tr><td></td><td>1959</td><td></td><td></td></tr>
<tr><td></td><td></td><td>mathematical and scientific purposes</td><td></td></tr>
<tr><td></td><td></td><td></td><td>combines features of COBOL and ALGOL</td></tr>
<tr><td>BASIC</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>to support Unix operating system</td><td></td></tr>
<tr><td></td><td>1962</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table></td>
<td>Alone or in pairs, students are to complete this activity by referring back to the text for the correct line reference</td>
</tr>
</table>

Conclusion

Teaching ESP at the university should:

1) be based on professionally oriented approach; 2) meet students' needs with regard to the peculiarities of their future profession or specialty; 3) be systematic.

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THE PROBLEMS OF SYLLABUS DEVELOPMENT FOR ENGLISH DISCIPLINE AT EKSTU

(Tanekenova Zh.S.)

D.Serikbayev East Kazakhstan State Technical
The Republic of Kazakhstan

Abstract

Purpose: The goal of the thesis is the syllabus and English course material development for students majoring in technical disciplines. The objectives: to study methodological base of the research, to analyze available literature on the theme, to define steps of syllabus development, to determine peculiarities of blended learning, to design a syllabus for the discipline to select teaching material for the course and describe the peculiarities of blended learning. The object of the research is English course syllabus design and selection of teaching materials. The subject of the research is English course design for non-linguistic students with consideration of structure and peculiarities of blended education in the framework of EKSTU.

Methodology: descriptive, comparative, analytical and observation methods are used to achieve the set goal.

Originality/value: the introduction of "Foreign language for professional purposes" discipline four years ago makes changes in EFL teaching at EKSTU. The previous aim-good basis of grammar knowledge is not actual any more as Professional course implies the formation of professional competence with good application of speaking skills. The thesis' novelty is defined by the first attempt of syllabus design and teaching material development for blended learning for the "English language" course at D. Serikbayev East Kazakhstan State Technical University.

Findings: an attempt to solve the main problems arisen with the content of existing syllabus for the English discipline. Blended learning is a quite prospective form of education being a mixture of traditional and distance forms.

Keywords – EFL teaching, Syllabus Design, Blended English Course, non-linguistic students and teaching material.

Introduction

There is no need to tell about the role of English language in our life as it is very important especially in time of total integration and global communication. Moreover, the president of our country in framework of program « Triunity», sets a real goal to make three languages English, Russian and Kazakh as official, when any citizen of Kazakhstan could easily speak and one language might substitute to another. Training on a foreign language at universities of our country is defined as an independent and complete course, having its structure and composition that are oriented to achieve the standard of common European competence on foreign languages, which was accepted in the document "Modern languages: learning, teaching and assessment. Common European competence."

The research Main part

According to the educational system of RK, the discipline "English language" is one of the compulsory to be studied at technical universities. In EKSTU the subject is learned by first year students of all departments and specialties. The course aims to provide "English language" for specialists as a mean of cross-cultural and professional communication. It may be a way of intellectual and emotional development of a training person, his preparation to impersonal perception of foreign culture and further introduction into its values. It is reasonable to say that this discipline sets some

special goals and objectives which are the following: The aim of English language discipline as a compulsory one is organization of lingual, discursive, and socio cultural competences of students. Phonetics, lexis and grammar knowledge of English in framework of definite subject program are included in linguistic competence. Discursive competence is supposed to knowledge and application of communicative skills on themes, determined by program for professional communication. (English for professional purposes) Socio - cultural component develops skills of cross-cultural communication with regard to fundamentals of the Republic of Kazakhstan and studied countries. Course objectives are shaping, development, improvement of knowledge and skills:

- to understand oral speech of native speakers;
- to present reports in English at international student conferences;
- to prepare reports in English language for conferences held in universities;
- to be able to speak English on the given topic observing the phonetic and grammar rules;
- to write essays in English language in order to participate in American and European educational exchange programs;
- to compel resume in English to participate in American and European educational exchange programs and for further employment;
- to practice and develop students' translation skills, according to their professional spheres.

The prerequisites of the course are knowledge of several language aspects like Phonetics – basic rules of reading, pronunciation of letters and their combinations (diphthongs, digraphs, etc); Spelling– writing letters, that defined by sounds, in the correct way; Lexis- word-combinations and speech patterns, used wide-spread; Grammar- basic grammar structures;

Students should be able to:

- to read texts with or without dictionary to find out necessary information, to understand the read contents;
- to interpret texts from English language into native one, using dictionary according to the norms of learned languages;
- to understand English phrases said orally in the context of the studied topics.
- to ask questions and give responds, lead the conversation, to express thoughts and believes in English in the context of the studied topics.

"English for specific purposes" discipline is post- requisite of the course, where students should be able to:

- make oral or written communication at all kinds of activities dealt with reading;
- individually, profound existing knowledge got in the university and improve it in future professional activity;
- obtain necessary vocabulary of common and professional sublanguage limited by the hour workload provided to the discipline for communicative-oriented usage.

It is clear from what has been said above that any student entered the university should be ready to study hard, at least he/she should know how to read and write in English without mistakes in framework of school program of studying English. Consequently, every student should have level A1-A2 at least, or A2- B1 is more preferable according to CEF (Common European Framework) for successful studying at the university. Although in theory, everything of what and how it should be done is quiet comprehensible and clear, much still remains under done in the field of practice.

At present the administration of the university has a growing interest in enrollees' proficiency level, so the placement tests are carried out every year. 80% of the enrollees who have passed entry - testing showed very low proficiency level A1, 15% were A2 and just 5%-B1 in 2013-2014 academic year. Almost the same picture was in two previous years. Having analyzed the test - answer sheets, the teacher staff of foreign language sub-department defined the weak points of students' knowledge: inefficient understanding of grammar and vocabulary, poor reading and listening aspect, no writing at all. The matter is not only first year students have such problem, but the students who are going to take master and doctorate degrees, whose proficiency level must be not lower than B1-B2 just to be able to

do TOEFL test and to write academic paper works in English at classes during the academic semester. In fact, they have A1-A2, which slows studying process down and makes it boring. Another side of this medal is the fact that these students have a real chance to participate in some exchange programs as the university has strong partnership relations with the several universities: Wroclaw Technical University, Wroclaw University, Cambrian Applied Art and Technology College (Ontario, Canada), Ilmenau University (Germany), Oxford University (Great Britain), Tomsk State University, Krasnoyarsk State University, Novosibirsk State University, Ekaterinburg University, Volgograd Building Academy, Moscow Building Academy, Ural Technical University, St. Petersburg State Technical University, Altai State Technical University named after I. I. Polzunov and others, but there are only few students who can do it because their language is very poor.

Quality management department pay much attention to in time syllabi writing on “English language” discipline, particularly in case of workload changes or credit shifts from 2 to 3, where the quantity of terms is limited. The fact is a usual thing at the university, therefore syllabi are rewritten every year, but the content remains and sets the same goals and objectives, which don’t relate to the students’ needs and as it often happens difficult to do for them because of low level of English.

In fact, the original form of syllabus on “English language” discipline of EKSTU was written in 2005 which had been aimed to provide students good base of grammar knowledge to give them chance to pass Intermediate State Control successfully.

According to the main goal to prepare students for successful passing ISC, the teacher staff of the foreign languages sub department of EKSTU used grammar lingual approach for studying English and even ISC was cancelled several years ago the habit to teach only grammar is still present. Though leading grammar lectures as a form of studying was cancelled and since that time the structure of the syllabus has been reorganized many times but the contents of grammar and lexis, goals and objectives are remained untouchable.

As “English language” discipline is common, and covers general grammar and lexical topics, so the syllabus is good for all specialties and used by teachers working in all groups. On the one hand this thing makes teachers’ work easier as teacher doesn’t spend much time on preparation to lessons, on condition that the teacher usually has up to 12 groups in a week, on the other hand it doesn’t differentiate students’ abilities, so there is no individual approach.

Another problem is that there is no division according to students’ proficiency level after testing, so students pass the test and wait to be divided into groups concerning their levels but it never happens by many reasons. The first and the most important perhaps is the fact that the discipline is not major but compulsory so there is no need in group division. The second, if the division were done it would be difficult to put “English” in the schedule of a group as in group of 12 students, for instance, one would be intermediate, three would be pre-intermediate and the rest would be elementary or even beginners.

Going back to differentiation of studying process it should be said that nobody will give four separate classes and four teachers to teach as it costs a lot. So they have to sit altogether meanwhile the poor teacher is said to differentiate studying process. It leaves no doubt that such studying process becomes something like useless work which is done because it must be done.

As for assessment at studying “English language”, so the following current forms of control are set: - oral interrogations which are carried out in class; - presentations of scientific and research projects; - written tasks –essays and resumes; - grammar tests and quizzes

Oral and written assignments are difficult to do for students with low proficiency level that is a reason of why teachers skip these exercises or give them as voluntary work and only for experienced students. Multiple choice test or quizes are the forms for rating control on taught themes. Grammar achievement test is a form of final control (exam). Final mark equals average score of current progress during the semester according to the results of rating1 and 2, and the score got at the exam. When the result of current progress ratio is 60% on the discipline and the ration of examination mark is 40%. So the arithmetic formula for final mark is: Final mark = $[(R1+R1)/2] \cdot 0,6 + E \cdot 0,4$ where, P1 и P2 – marks of rating 1 and 2; E –examination mark.

In general, it can be said that English is being taught by teachers of the sub department paying much attention to grammar because students still have grammar test as a form of final control. However, we must admit the fact that Professional English is post requisite of the English course at the university, where there is an oral exam, and the students will have to show speaking skills which are not usually developed in classes.

Teaching a foreign language cannot be limited by studying only grammar. Nowadays writing and speaking skills are more valuable. The ability to communicate is to be taught and developed. Summing up everything said above the way of solving the problem is to develop a new syllabus that may satisfy as students' needs as teachers' wants which should combine 4 general skills according to the proficiency level of entrees.

Language itself is a substantially conversation, consequently learning alone being isolated from the environment natural to it where this talk can best be assessed and understood is not the best learning setting. Thus learners who have to learn the English in a vacuum called as English as a foreign language (EFL) learners. An important problem arises in connection with the greatest restriction in learning outside of the target language community is the lack of face-to-face communication to English-speaking people. It is not easy for the student who has the only access to practice English just in the classroom activities, which are being just once a week.

Conclusion

Teaching experience has shown that, the student needs a high frequency of face-to-face communication in the target language to gain effective outcome. In this connection studying new grammar rules, structures and speech patterns without repeating and practicing them over and over again is not effective and not useful way of teaching. Thus it is necessary to introduce into practice of EFL teaching some kind of external exposure to meet the defined level of proficiency. To overcome this crisis it is necessary to introduce blended learning in EFL setting. As a result it makes up a great number of deficiencies in EFL setting if designed and implemented properly by the educator. How to do it in our case and the variant of syllabus for blended learning is designed.

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SYLLABUS DESIGN AND TEACHING MATERIAL DEVELOPMENT FOR A BLENDED ENGLISH COURSE AT TECHNICAL UNEVERSITY

(Tanekenova Zh.S.)

D. Serikbayev East Kazakhstan State Technical University,
The Republic of Kazakhstan

Abstract

Purpose - The goal of the thesis is the syllabus and English course material development for students majoring in technical disciplines. The objectives: to study methodological base of the research, to analyze available literature on the theme, to define steps of syllabus development, to determine peculiarities of blended learning, to design a syllabus for the discipline to select teaching material for the course and describe the peculiarities of blended learning. The object of the research is English course syllabus design and selection of teaching materials. The subject of the research is English course design for non-linguistic students with consideration of structure and peculiarities of blended education in the framework of EKSTU.

Methodology - Descriptive, comparative, analytical and observation methods are used to achieve the set goal.

Originality/value - The introduction of "English for Special Purposes" discipline four years ago makes changes in EFL teaching at EKSTU. The previous aim-good basis of grammar knowledge is not actual any more as Professional course implies the formation of professional competences with good application of speaking skills. The thesis' novelty is defined by the first attempt of syllabus design and teaching material development for blended learning for the "English language" course at D. Serikbayev East Kazakhstan State Technical University.

Findings - The present research was just an attempt to solve the main problems arisen with the existing syllabus for a compulsory subject the "English Language". Summing up, everything mentioned above it must be said that blended learning is a quite prospective form of education being a mixture of traditional and distance forms.

Keywords: EFL teaching, Syllabus Design, Blended English Course, non-linguistic students and teaching material.

Introduction

"English language" discipline is a non- major course in East Kazakhstan State Technical University. The previous goal, the basis of grammar knowledge, is not actual any more as the introduction of "Professional English" discipline four years ago alters the expectations. It implies the formation of professional competence with good application of speaking skills. This gives rise to the questions: 1) how to combine common English course being pre-requisite to the Professional course which is post-requisite of the first year in EKSTU, and 2) how to make the two courses connected, when they are separated by the set goals. As noted above the initially set goals are different and the outcome must be students' ability to apply the acquired skills, especially speaking skills in real life situations. That brings us to a different consideration of syllabus design for students of technical specialties which will be useful in their future professional activity.

The goal of the thesis is the syllabus and English course material development for students majoring in technical disciplines. The object of the research is the English course syllabus design and selection of teaching materials, it is essential to emphasize that the subject is English course design for non-linguistic students with consideration of structure and peculiarities of blended education in framework of EKSTU. The thesis' novelty is defined by the first attempt of syllabus design and

teaching material development for blended learning for the "English language" course at D. Serikbayev East Kazakhstan State Technical University. The research materials used for writing the thesis were the existing syllabus for the "English language" discipline for first year students, S-portal of the university, Technical English Course Books and Work Books 1 and 2. David Bonamy – Pearson Education Limited Longman 2008. Descriptive, comparative, analytical and observation methods were used to achieve the set goal.

Main part

The thesis consists of three chapters: "Fundamentals of EFL course development", "Blended learning approach as a new method of education", "English course syllabus design for students of EKSTU". The first one gives the outline on the problem of syllabus development giving the detailed information on the types of existing syllabi and stages of their writing giving some approaches. Raising the problem of syllabus development brings us to make clear other questions what an effective syllabus is and which way teacher should make it to achieve the status of effective one.

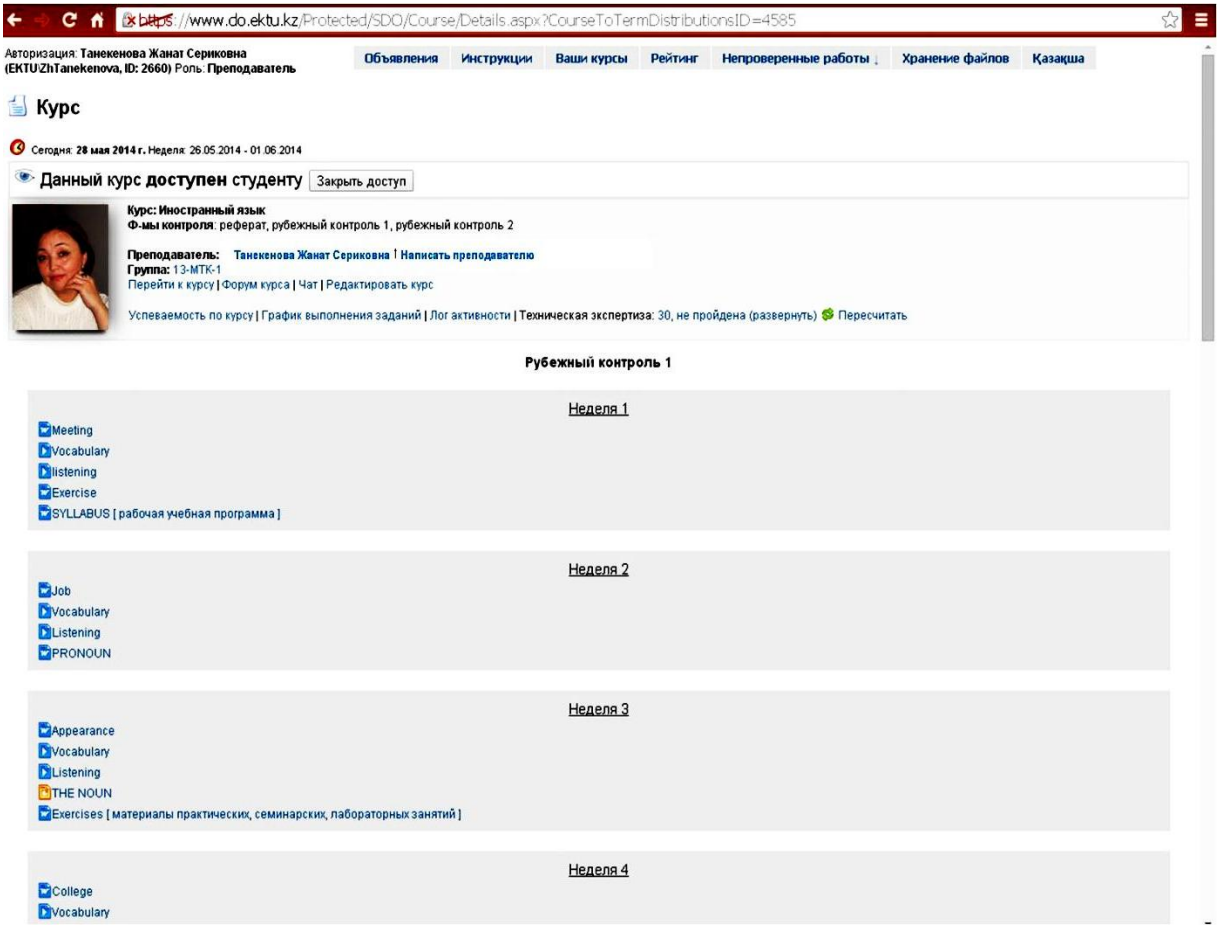
This means the process of a syllabus development can be divided into following chronological steps: doing environmental analysis and needs analysis, choosing principles and methods, setting the goal and sequenced content writing, choosing the format of the curriculum and presentation, monitoring and assessment, and final evaluation of the course.

Also it was found out that any syllabus is written according to the universal structure. Several models and approaches to syllabus design were looked through and a comparative analysis of them was given. Comparative analysis of these models reveals that spiral model is a kind of linear development while a matrix is a form of the modular development; however, both imply a didactic principle strictly measuring transformation from simple to complex form, through the method of old data repetition and the introduction of new data, allowing not to leave the boundaries of students' capacities, providing easy comprehension and lasting acquisition of introduced lexis. The important problem arises in connection with adopting and adapting existing English textbooks and selecting the most suitable ones.

Alongside with traditional, correspondence and distance forms of education there is a blended form which has appeared recently, hence the concept of blended and definitions are sufficiently descriptive. A rapid review of the written sources shows that Blended education is formed by the combination of traditional and distance forms of education where the latter can be classified concerning the form of delivery.

While the traditional component is partly the same, distance one can vary greatly according to the time and place, and may be in synchronous and asynchronous forms. Having observed the studying process at EKSTU, we see the reason for English blended course introduction in EKSTU as the university has all capabilities for its successful introduction like academic Portal and distance course platform that may be used.

Working at this university we have an opportunity to explain technical side of blended learning introduction. The novelty of the course was pointed out on the necessity of its introduction in EKSTU. This likewise was explained as two attempts of their introduction were failed in 2012 and 2013 academic year when all the university teachers were asked to upload general necessary materials according to their groups of students on all subjects, however, with no any further work with them. Therefore, students couldn't see what had been carefully stored for them by their teachers. The second attempt to introduce this form was in 2013 when the teacher staff should have prepared a file of tasks to be done by students during the semester but the time was strictly limited and the majority of personnel couldn't do the work in time. Summing up the analyzed information on blended learning we can say that finally, such education would have more advantages than disadvantages. Several overseas experiments showed that students enjoyed blended learning as it gives them more opportunities and keeps them from getting bored in face-to-face classes.



Practical work highlighted the problem of syllabus development for the discipline “English language” by looking at the example of the syllabus developed at the foreign languages department of EKSTU. The reason for its cardinal changing is given. The fact that the contents became out-of-date stating the point of necessity of its reorganization is explained as the goal of that syllabus was students’ successful passing of Intermediate State Control but now the situation has changed. Today students are oriented mostly to practical application of the acquired knowledge, especially in their professional sphere. As a result, a syllabus for English course was designed in an attempt to solve the following existing contradictions: grammar approach in learning English is predominated, enormous gap between theory and practice exists, no orientation to future professional activity, no differentiation according to the student’s proficiency level, course texts are out of date, consultations are carried out as obligatory part, in traditional form where attendance is scored. The syllabus was written on the basis of Technical English book which is oriented to application of professional skills as well as listening and speaking, writing and reading skills development which students will need in the following Professional English Course. The developed syllabus was created for first year students as an example which may be used for blended learning for majoring technical specialties for example 5B0709 «Metallurgy», 5B0731 «Safety and environment protection », 5B0737 «Mineral processing», 5B0907 «Cadastrer», 5B0903 «Land management» Training- 270 hours, practical training hours-90 and individual work hours-90. The content covers 2 semesters with workload in 15 weeks. This is divided into three models, where each one is in compliance with a credit. Headings of these models are classified concerning their presence in textbook keeping the principle from simple to complex.

The syllabus likewise gives the description of the course, its pre-requisites and post-requisites, goals and objectives, evaluation procedure and course requirements. It is reasonable to mention that

the designed syllabus is just an example to be tested and which can be rewritten any way by teacher staff of the sub department if it' s necessary. Simultaneously with syllabus development the audio, PDF materials electronic tests were uploaded in S-Portal on every week to provide a blended component of the course. In our case, the blended component for the "English language" discipline involves the following instructional learning activities: Synchronous-the same place and time: Instructor-Led (traditional form): classroom: face-to-face sessions, syllabus for students, group process experiences. Asynchronous Learning Activities (distance form): Books & Handouts on the example of Technical English Worktbook1, 2: reading assignments, audio tracks downloaded into S-Portal Technical English Worktbook1, 2: listening part, making course projects-preparing and delivering class presentations, consultations by e-mails, evaluating questionary, electronic tests.

Instructor-led activities are the traditional form of education supervised by a teacher in class. These activities can be any tasks which are usually done at practical classes which develop students' skills. Asynchronous learning activities are presented as distance component that is mostly connected with students' individual work on listening audio tracks, doing some reading assignments, creation of mini-projects and presentations for example naming a device by giving its general characteristics (forms and dimensions) and demonstrating its peculiarities among other devices of such form etc.

Eventually, an example of a mini lesson plan for blended course was developed and provided the form of work which may be used by teacher staff of the "Foreign languages" sub-department. It should be mentioned that assessment can be done only in traditional form because of some technical problems appeared in the university S-Portal. So the students' marks can be input only by hand. According to the developed syllabus the study of the discipline "Technical English" includes the following types of assessment:

- Placement assessment - oral survey and written test, which are conducted at the beginning of a course to see what level of course a student should be.
- Observation of learning – a student's oral performance is conducted while the course is running to see if each particular activity is likely to achieve its learning goal during face-to-face practice.
- Short-term achievement assessment - written grammar test that conducted once a week to see what a student has learnt from the course;
-Achievement assessment: educational presentation of student projects – with written assignments is conducted at the end of a course or Final Test at the end of the course.

Conclusion

Summing up everything mentioned above, it must be said that blended learning is a quite promising form of education being a mixture of traditional and distance forms. Although, it just only starts its introduction in the system of education of Kazakhstan. For example, in EKSTU it is just being introduced by teacher staff as a type of distance form for uploading the necessary material of the course, the form has good reclaims done by oversea students. We already understand all opportunities of such form of work as it usually gives one more chance to repeat, download any material for self-study. The present research was an attempt to solve the main problems arisen with the existing syllabus for discipline the "English language". A key problem of blended learning introduction into studying process of EKSTU might be technical support and the order which gives the right of its legal introduction. As it has been mentioned above, blended learning has just been introduced as an alternative form which eases and helps to students in the learning process at EKSTU. For further successful blended learning introduction, the head staff of the university should develop a set of policies and regulations, as well as to provide technical support for synchronous activities. Further research should be done to determine what type of activities will be more preferable to use, how to include such classes in traditional timetable, etcetera however they are outside the scope of this study. While in this case after everything said above we can say that the research has achieved the initially set goals and objectives.

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SELF-REFLECTION UPON APPLYING NEW APPROACHES IN TEACHING AND LEARNING: DIALOGICAL LEARNING

(Zhunussova A.,)

Nazarbayev Intellectual School, Ust-Kamenogorsk,
The Republic of Kazakhstan

Abstract

Purpose - The paper describes the implementation process of the method of "Learning through dialogue" in teaching practice.

Methodology - Learning through dialogue implies an approach in which dialogue between students, between student and teacher helps students to form and develop their own thinking. Changes in practice implemented through, through such teaching strategies as a mini-study and a case study. The main data collection instrument was the observation on a specially designed form. Research in action helped to test these types of conversations as cumulative talk and exploratory talk.

Originality/value – the use of such teaching strategies as a mini-study and a case study.

Findings – As a result, the students have been involved in the research process discussions, assigned duties, agreed to use different search methods, offered information and discussed how it is reliable, relevant, asked each other questions and justify their answers. In cumulative talk, each student accepts and agrees with what other people said. The students were able to share experiences and have learned to be tolerant of the opinions and ideas of others.

Keywords - Learning through dialogue, research in action, observation.

Introduction

Socio Constructivist theory is based on the idea that students' thinking develops more effectively when previously acquired knowledge is combined with new knowledge, derived from different sources, such as peers, teachers, and teaching materials. This theory is the underlying idea in current approaches in teaching and learning. Two teaching strategies addressed in new approaches are "learning through dialogue" and "learning how to learn".

Learning how to learn or "metacognition" is understood as the process of tracking, assessment, change and control of how the individual thinks and learns [1]. On the other hand, learning through dialogue implies that "a dialogue between students, and between the student and the teacher, helps students to independently build and develop their own thinking" [1]. Realizing that the students do not learn in isolation, I tried to integrate dialogic learning in a series of four planned lessons and tried to organize work so as to encourage teamwork, mutual support and camaraderie.

In light of the many educational reforms in Kazakhstan, teaching and learning, today, takes a different form, moving away from the traditional teaching. Rather than merely transferring ready knowledge from the teacher to the student, there has been a movement towards student-centred learning where students acquire knowledge through their own research and interaction. The integration of dialogic learning into teaching implies this transition; therefore I deliberately drew attention to this approach while studying theoretical material and then incorporated it into my teaching practice. Through the in-depth study of this approach and the application of its theoretical assumptions in practice, I expected that my students would be able to:

- Freely express their understanding of the topic
- Realize that people may have different ideas
- Argue their beliefs, assumptions, and aims.

And, in turn, it will help me to understand at what stage my students are, in the learning process. Dialogic learning could be applicable to all lessons and at all stages of the lesson, as this

approach may overlap with various forms of work, strategies and teaching methods. For example, the development of critical thinking through dialogue can be realized through a research conversation and discussion that promote the development of higher-order thinking.

Main part

Speech plays the central role in learning through dialogue. Vygotsky believed that speech is the main learning tool for acquiring new knowledge. This was also confirmed by the empirical research of Barnes, who argued that the way speech is used in the classroom considerably influences students' learning [2].

According to Alexander dialogic learning is used to stimulate and expand students' thinking and develop their knowledge and understanding [3]. This helps the teacher to accurately diagnose students' needs, formulate their learning objectives and assess their progress. Dialogic learning encourages students to become lifelong learners and active citizens. Learning through dialogue is not only a conversation. This, in contrast to such teaching techniques as a question-and-answer and listen and paraphrase, requires the following:

- interactions that encourage students to think and to think differently
- questions that require,not a simple comment, but an argument
- answers that are justified, built on thinking and not simply derived from a ready source
- feedback that informs and leads to a reflection on the follow-up actions
- contributions to the discussions, which are deployed and not fragment
- an exchange of views and ideas, which are connected to each other and lead to a deeper understanding
- discussion and argument that challenges students, to not just accept facts without questioning their validity
- class organization, climate and relationships that make it all possible [3].
- Mercer and Littleton are also convinced that dialogue in the classroom contributes to the efficient intellectual development of students and effectiveness in learning [4]. Mercer notes three types of conversation [5]:
- Debate - opinions differ considerably, and everyone comes to his\her own solution;
- Cumulative talk - ideas are repeated and developed, but not always thoroughly assessed;
- Exploratory talk - ideas of each are regarded as useful, but undergo a thorough assessment [1].

It should be noted that dialogue is not limited to only speech, that is a verbal exchange of information; it may be performed by a computer as well [6]. Wells notes, the disadvantage of verbal dialogue is that the knowledge gained while working in a group is not recorded and subsequently forgotten [7]. While the dialogue, which is carried out through a computer or the Internet, will be saved, and can always be referred to, supplemented or revised.

Action research describes Kennedy, is a form of professional development, which is relevant to the classroom, and enables teachers to experiment various practices [8]. Action research model may have significant influence on the development of teacher competences as well as on school improvement and student achievement. O'Hanlon highlights, "it is a process of investigation, reflection and action which deliberately aims to improve, or make an impact on, the quality of the real situation which forms the focus of investigation." [9] It easier for educational institutions to sustain improvement and evaluate the effectiveness of their policies if they recognize the importance of enquiry [10]. Action research is conducted by educators, who are under situation of investigation with the aim to solve certain problems, improve practice, or enhance understanding [11].

Dialogue with the teacher and other students is an important means of ensuring the involvement of students in classroom activities and promoting the development of their understanding [1]. Recognizing that I chose the following research question to guide my research:

How do different types of dialogue affect students learning?

In order to implement dialogic learning I decided to utilize such classroom activities as case studies and mini-research. Case study method is a powerful teaching approach that puts students into the centre of their learning and can encourage students to develop communication, interpersonal skills, and critical thinking. Regarding to Angelo and Boehrer case study approach allows students to see real world problems "from an action perspective, rather than analyze it from a distance" [12]. The main reason of choosing this approach can be explained by its opportunity to engage students into research and evaluation of multiple sources of data. While having student do a mini-research engages them into exploratory talk, and motivates them to both critical thinking and evaluation of resources.

Qualitative research is a research approach, which enables the researcher to collect rich descriptive data on a particular phenomenon with the intention of developing an understanding of that phenomenon [13]. Silverman supports this view and states that qualitative research 'can provide a 'deeper' understanding of social phenomenon' [14]. I used participant observation as a tool to collect qualitative data. Participant observation gives teachers an opportunity to check non verbal expression of feelings, identify who interacts with whom, understand how students communicate with each other, and check how much time is spent on different activities [15]. Therefore I developed a special form of observation and used it throughout my practice of dialogic learning implementation.

I have implemented dialogic learning into my teaching practice in a series of four consecutive lessons based on this statement, recognising that dialogic learning can be observed at different stages of the lesson depending on the subject and lesson objectives. In the series of four consecutive lessons, students were involved in dialogic learning, at the following stages of the lesson: challenge, understanding and actualization of knowledge. Different types of work were chosen in order to promote effective interaction of students with their peers and teacher.

One example of implementing dialogic learning is an activity "Internet research". This activity was carried out by students in random pairs and involved a mini research, using Internet resources in order to answer the problem question. Through observation, I found that students assigned duties and agreed to use different searching methods. During the mini research, the students, in pairs, offered information and discussed to what extent this information was accurate and relevant by asking each other questions and justifying their answers. This is fully in line with the interpretation of the exploratory talk by Mercer, which states that in this type of conversation, students' ideas are regarded as useful, but undergo a thorough evaluation. I completely agree with Mercer's statement, that exploratory talk is the most productive kind of discussion in terms of achieving a collaborative understanding and engaging students in active learning [1]. However, this type of conversation is not natural for students and I therefore had to regularly monitor students and ask leading questions, basically trying to help them understand the value of teamwork.

An example of utilizing cumulative talk in the learning process can be doing a "Case Study" activity. Students worked in small groups, collaboratively analysing various examples of crime and determining the reasons for committing these crimes. According to Mercer, during cumulative talk, each student accepts and agrees with what others say [5]. This is confirmed in practice. I used this type of conversation in order to give students an opportunity to exchange experiences and to teach them to be tolerant to the opinions and ideas of others. The problem of organizing this type of conversation was that students deviated from the topic during the discussion. As a result, some groups were unable to complete the work in time, and needed an extension. I believe that next time, this problem can be solved, by using cards with the key questions requiring collective conclusion, where students have to enter the result of the discussion on this issue. Students may have different questions, which could be given to, for example, weaker students. It should be noted, that this student could then help the group to stick to the topic. This will help to keep the discussion within the given topic, and encourage at-risk students to take responsibility and feel more confident in the process of discussion.

Unfortunately, in the context of four consecutive lessons, I was not able to apply debates due to the theme and objectives of the lesson. Despite the fact that debates in the classroom create a

competitive rather than a collaborative atmosphere, the students acquire reasoning skills, practice justifying their own opinions and learn to respect the views of other people. So, I think it is very important to not discard debate as an ineffective learning tool.

All these examples predominantly point to the interaction of students with each other, nevertheless dialogic learning also requires structured conversation between students and teacher. Barnes has noted, the way teacher's speech is used in the classroom, has the greatest impact on learning [1]. I tried to move away from the "teacher-initiative>> student-answer >>follow-up actions" form of asking questions as this form does not stimulate conversation and does therefore not always contribute to effective learning. In my teaching practice, I tried to use higher and lower order questions. Often, the use of lower order questions is perceived as ineffective, as they are aimed at low order thinking; however, this type of question can be utilised for memorising and consolidating information. I personally use these questions as starters to engage students in the language. Teachers' Guide confirms that both types of questions have their place in pedagogy; the type of question asked and its form varies depending on the purpose [1]. I used high order questions to encourage students to apply, reorganize, expand, evaluate and analyze information. Examples of such questions are:

- Imagine what would happen if we apply the proposed methods to prevent crime in Kazakhstan?
- Why do you think this source of information is reliable?
- Explain why you think this reason is the most probable?

Conclusion

While I was analysing and reflecting upon my implementation of dialogic learning, I realised that I have been using this approach in my teaching. I have always tried to build the learning around the students so as to give them the opportunity to actively participate in their learning and interact with others, which is inherent in interactive learning.

There are many activities built on the principle of dialogic learning. One of them is the Socratic questions and Socratic circle that I have not yet fully applied in practice. Socratic teaching implies the involvement of students in dialogue and discussions, which promote collaboration and openness, in contrast to the debate, which create a negative and competitive atmosphere. I have a basic idea about these methods, but in the future I intend to deepen my knowledge and apply them in practice. One avenue would be to consult with teachers, who practice this method in the classroom, and through observation explore its use.

Frankly, I find it difficult to assess dialogic learning. Assessment of this process is very important because the students always want to get the result of an activity. If you do not evaluate the dialogue or conversation in the classroom, students will not understand why they are performing the task, and subsequently could simply refuse to perform. In order not to be faced with such a problem, it may be necessary to involve a critical friend among colleagues or team teachers for assessment. Perhaps, to develop a form of monitoring or assessment criteria that can be used on an ongoing basis and with which students know and understand.

In conclusion I would like to highlight that it is essential to not be satisfied with only 'using' dialogic learning in the classroom. It is of the utmost importance to have a deep understanding of the theoretical background. This will equip teachers to reflect on the implementation and effectiveness of the actual learning and plan to address the students' needs.

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PROFESSIONAL DEVELOPMENT AND NEW TECHNOLOGIES FOR KAZAKHSTANI ENGLISH TEACHERS

(Zhussupova R. F., Lyashenko E.E.)

L.N. Gumilyov Eurasian National University,
The Republic of Kazakhstan

Abstract

Purpose - We propose the most practical and useful technologies here so that to do the learning process more easy and involving besides the technologies motivate students and create authentic materials.

Methodology – the paper presents the following technologies: Storyrobe, Story Kit, Voki, Edmodo, Voxopop, ToonDoo, Moodle, VoiceThread, Vocaroo, Busyteacher, Teach –This and Quizlet.

Originality/value – Professional Development broadly signifies the process of continuing growth of a professional after joining the profession. It is a way for exercise professionals to demonstrate that they continue to learn and develop throughout their careers, to keep their skills and knowledge up to date and are able to work safely, legally and effectively.

PD in Kazakhstan requires teachers to attend workshops, conferences, seminars, webinars, for example British Council, USA Embassy and Web of Science and be engaged with new ideas, information and practical advice. Teachers are subsequently expected to take that new knowledge back to their classrooms and to apply it.

Findings – The students learning is enriched through the use of these technologies because they address multiple intelligences, therefore reaching a variety of learners. The technologies allow students to use a visual picture as well as design of the background, written words if there is text, and sound as audio recording of their voices.

Keywords - Professional Development, learning process, technologies, teaching English

Introduction

Professional development in any profession has always been and remains the most important issue. Science and new technologies are not stand on a place, so it is very important to be aware of the innovations that are being introduced into the sphere of professional development.

In the field of education, generally speaking, it seems that there are two views of PD – the narrow and the broad. The narrow view regards PD as the imparting/ acquiring of some specific sets of skills and/ or attainments in order to deal with some specific new requirements (for instance, training teachers to handle a new textbook or using a new tutorial.)

The broad view examines PD as a much deeper, wider and longer-dated process, in which professionals continuously improve not only their knowledge and skills, but also their thinking, understanding and maturity; they grow not only as professionals, but also as persons; their development is not limited to their work roles, but may also extend to new roles and responsibilities.

PD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisation and their pupils. (Padwad and Dixit, 2011: 10).

Professional development is seen as an essential mechanism for enhancing teachers' content knowledge and improving their classroom practices (Desimone et al. 2002). Assessment of teacher PD by schools has been characterized as the weak link in the PD chain despite it being linked with

enhanced PD experiences and pupil outcomes. An absence of skills and tools to carry out such evaluations may be contributing to this or indeed it may be linked to how PD is conceptualized. Traditionally, measuring the impact of teacher PD has focused basically on teacher satisfaction and ignored effect on teacher learning, use of new practices, pupils' outcomes and/or value for money (Rhodes et al. 2004, O'Sullivan 2011). English language teaching worldwide is characterized by a strong tradition of continuing professional development (CPD).

Table 1. Framework of stages of a teacher's career by British Council

BRITISH COUNCIL TeachingEnglish

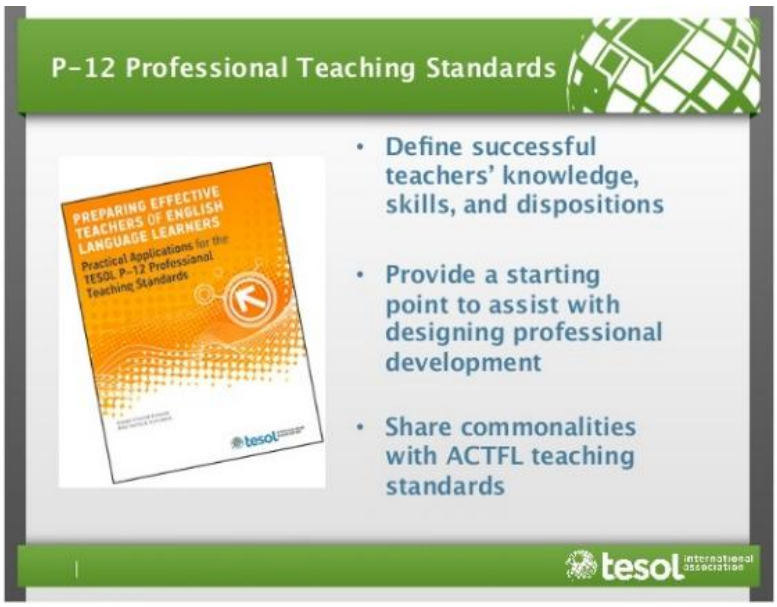
The British Council's CPD Framework

Stage		
1	Starting	A trainee teacher of English taking initial training (or an unqualified but practising teacher of English)
2	Newly-qualified	A qualified teacher of English in the first two years of practice
3	Developing	A practising qualified teacher of English with more than two years of experience, who needs to develop essential skills
4	Proficient	An experienced qualified teacher of English with strong all-round knowledge and skills
5	Advanced	A highly experienced qualified teacher, who may also be starting to take on specialist roles
6	Specialist	In leading and advising roles, such as teacher trainer, manager, materials writer, researcher or ELT adviser

The basic model of CPD (Table 1) applies to longer in-service training courses which require teachers to attend classes (i.e. lectures and workshops) and complete tasks (theoretical and practical) in order to achieve a qualification. Here, also, teachers function largely as consumers (and often 'reproducers') of knowledge. Different workshops, courses and similar CPD activities contribute significantly to the development of English language teachers around the world, at both pre-service and in-service levels, and countless ELT professionals have experienced fulfilling CPD that is delivered via structured input-based courses and programmes.

TESOL proposed standards for teaching English to speakers of other languages (TESOL) teacher education programmes have conceptualised professionalism as being 'at the heart of standards for teachers' (TESOL 2010: 19). Included under professionalism is keeping 'current with new instructional techniques, research results, advances in the ESL field, and education policy issues' as well as using 'such information to reflect on and improve their instruction and assessment practices'. In other words, being actively involved in continuing professional development is a large part of being a TESOL professional.

Table 2. Professional teaching standards by TESOL



The role of good teachers in the achievement of learning outcomes is well documented. According to UNESCO (2013/4:30), 'all children must have teachers who are trained, motivated and enjoy teaching, who can identify and support weak learners, and who are backed by well-managed systems.' Collaborative professional development is increasingly being facilitated by technology around the world, and includes both access to digital resources and content, facilitating interface between teachers and communities of practice. Recent studies have shown that the way that teachers consume and deliver content using digital platforms is quickly developing. Access is becoming more ubiquitous; however, keeping up with the pace of evolution can be difficult for teachers who lack basic digital literacy or Information and Communications Technology (ICT) skills. Patterns of ICT usage can stagnate or become outdated if these areas are not considered both by individuals and on an institutional and national level.

Practical and Useful Technologies

Now we would like to describe the most practical and useful technologies for Kazakhstani English teachers.

1. **Storyrobe**

It is a digital story-telling app that allows its user to piece together photos, videos, and sound bites to create a narrative. It was developed by Story Robe LLC for an iPhone, iPod Touch, and iPad and costs absolutely nothing.

When you first open the app you get three options: Create Story, Open Story or Share Story. Once you have created a story, it is automatically saved to your camera roll and from there you have the ability to import it into your iPhoto library.

Students can use the StoryRobe app on iPads to create short video movies easily.

StoryRobe combines selected images with voice narration to create video movies up to three minutes in length. Using the StoryRobe app is so easy, even young learners can use it to tell simple stories.

2. Edmodo

Edmodo is a web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades and school notices. It is like Facebook but in a safe and controlled environment appropriate for school

Edmodo provides you with a secure environment where you can create a virtual classroom group for your students. In this group you can: 1) arrange digital resources on Edmodo for students to access or download; 2) write summaries of lessons for students who were absent from class (or get your students to write the summary); 3) post homework information

3. VoiceThread With VoiceThread, group conversations are collected and shared in one place from anywhere in the world. A VoiceThread is a collaborative, multimedia slide show which contains images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice through a Facebook Fan Page (with a mic or telephone), text, audio file, or video (via a webcam).

Share a VoiceThread with friends, students, and colleagues for them to record comments too. Users can find here: a) Samples submitted by teachers of VoiceThread projects made by their students; b) VoiceThreads used for professional development; c) Resources, including other websites that contain VoiceThread examples; d) Best Practices - tips and ideas of how to best implement VoiceThread in your curriculum; e) Subject area ideas and examples of those ideas.

4. Busyteacher.org

It is a website designed for ESL teachers that supplies over 10,000 printable worksheets for a variety of classroom lessons for the beginner/intermediate/advanced learner. Along with the worksheets offered, this website also provides ESL-related articles and an online store to purchase materials to better your ESL career.

Busyteacher.org offers a wide variety of worksheets for teachers who want to incorporate fun into their lessons to help their ELL and even their native English speaking students learn.
It is a place where ESL teachers come to share and transfer their creative ideas. Busyteacher.org allows teachers to create customizable word searches and puzzles, along with offering printable coloring pages, flash cards, classroom posters, classroom management worksheets and much more. This website also has a category that is dedicated to giving insight on other ESL websites and how they can be helpful to teachers.

5. Teach-This.com

It contains hundreds of free professional ESL/EFL teaching resources to help you teach all the basic skills that are connected with language learning: speaking, listening, reading, writing, vocabulary and grammar as well as specialized categories such as Business English. The pages of Teach-This.com are designed to direct you quickly and easily to the ESL/EFL teaching resources you are looking for. You will find lots of new teaching ideas and activities to keep your classes fun and interesting.

The materials have been developed to be easily adapted to students from different countries and cultures, and each resource is offered in a PDF format.

The ESL EFL activities can be developed into complete lessons, used to introduce or reinforce language or used for extra practice or revision. These teaching resources are flexible enough to be easily incorporated into any lesson plan. The lessons and activities cover all levels of English: Beginner, Elementary, Pre-intermediate, Intermediate and Advanced

6. Quizlet

Quizlet is one of the biggest vocabulary and flashcard learning websites on the net. It has flashcards and vocabulary sets for a wide-range of subjects. At its most basic, Quizlet provides students (and teachers) with the ability to create, use, share and rebuild vocabulary lists and provides various tools for study.

Quizlet is both a website and iOS/Android app that makes the process of studying engaging, concise, and ultimately more productive. Students can attach photos to their study guides, incorporating the pictures into the study games and flashcards. Quizlet makes it easy to create and share study materials, to study with a few friends or an entire class. And Quizlet is good for studying almost any subject, from languages and vocabulary to history to science and the arts.

7. Voxopop

It is a web application program, it is also very easy to operate and you can use it as an online learning tool to create podcasts, speaking forums or threads based on one specific topic.

Here questions are asked using voice recordings instead of text and the answers are made in the same way, so it can be used to help students develop their oral speaking skills by having them reply to questions using voice recorded answers and by hearing the recorded answers from their classmates.

This collaboration tool is particularly useful in language teaching, where a teacher can post a question in the language they are teaching and have students answer orally to the question in the same language.

It lets students to practice speaking and listening using real materials, which is a unique experience as we are commonly exposed to the recordings presented in the textbooks. The power of Voxopop is mainly related to your imagination as a teacher, one of the best ways to use it is to create online portfolios for students, which they can access, study and practice.

Conclusion

Thus, all mentioned above technologies make the teaching process more easy and creative because teacher can use or download the ready-made materials to his/her classroom. The teacher adapts tools according to his/her learner's level and age, curriculum, endeavor and can use them even for mixed class learners.

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СОДЕРЖАНИЕ

PART 3
CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING AND DEVELOPMENT OF TRAINING MATERIALS IN KAZAKHSTAN, CENTRAL ASIA AND ABROAD

3-БӨЛІМ
АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ЗАМАНАУИ ҮРДІСІ ЖӘНЕ ҚАЗАҚСТАНДАҒЫ, ОРТА АЗИЯДАҒЫ ЖӘНЕ ШЕТЕЛДЕГІ ОҚУ МАТЕРИАЛЫН ӘЗІРЛЕУ

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