

**14th International Conference
KazTEA 2017 Proceedings
"Recognizing Learning Abilities
and Teaching Possibilities
in the Era of Trilingual Education"
on March 29-30, 2017**

**14-ші халықаралық KazTEA 2017
конференциясының материалдары
«Үштілдік білім беру кезеңіндегі білім
алушылар мен мұғалімдердің
мүмкіншіліктерін кеңейту»
29-30 наурыз 2017 ж.**

**Материалы 14-ой международной
научно-практической
конференции KazTEA 2017
«Расширяя возможности
обучающихся и педагогов в эпоху
трехязычного образования»
29-30 марта 2017 г.**

**Shymkent
Шымкент
2017**

KazTEA Sponsors and Partners



Regional English Language Office,
U.S. Embassy Astana



InterPress Distributions Ltd, Representative Office
Oxford University Press and Cambridge University Press



Teachers of English in Shymkent 'TESh'



'Best IELTS Center'



ОО "Жарқын Өмір"



Мирас[®]
Университеті

Miras University



Representative Office Macmillan Publishers
in Kazakhstan



Education USA



Ltd 'Excelsia'



Training Center 'Genesis'

Association of Teachers
of English of the Republic
of Kazakhstan «KazTEA»
The Regional English
Language Office,
the Embassy
of the United States
of America

Association
of Teachers of English
in Shymkent "TESH"

«Miras» University

Қазақстан Республикасының
ағылшын тілі мұғалімдері
мен оқытушыларының
қауымдастығы «KazTEA»
Ағылшын тілі
бағдарламаларының офісі,
Қазақстан Республикасындағы
АҚШ елшілігі

Ассоциация учителей
английского языка
г. Шымкент «ТЕШ»

«Мирас» Университеті

Ассоциация учителей
и преподавателей
английского языка
РК «KazTEA»
Региональный Офис
Программ английского языка,
Посольство США
в Республике Казахстан

«ТЕШ» Шымкент қ.
ағылшын тілі мұғалімдерінің
қоғамдық бірлестігі

Университет «Мирас»

14th International Conference KazTEA 2017 Proceedings
«Recognizing Learning Abilities and Teaching
Possibilities in the Era of Trilingual Education»
on March 29-30, 2017

14ші халықаралық KazTEA 2017
конференциясының материалдары
«Үштілдік білім беру кезеңіндегі білім алушылар
мен мұғалімдердің мүмкіншіліктерін кеңейту»
29-30 наурыз 2017 ж.

Материалы 14-ой международной
научно-практической конференции KazTEA 2017
«Расширяя возможности обучающихся и педагогов
в эпоху трехязычного образования»
29-30 марта 2017 г.

Шымкент
Shymkent
2017

УДК 811
ББК 81.2
R36

Editorial Board:

Tatyana Letyaikina	KazTEA President, MSc in TESOL, M&E Language Education Specialist, Miras University
Nurseitova Khalida	Candidate in Philological Sciences, Assoc. Prof., L.N. Gumilyov Eurasian National University
Sulkarnayeva Assiya	Candidate in Philological Sciences, Assoc. Prof., Kazakhstan Branch of Lomonosov Moscow State University
Ibrayeva Anar	Candidate in Philological Sciences, Assoc. Prof., Head of EL Department, KAZGUU University
Aikenova Aizhan	Senior teacher of EL Department, KAZGUU

Конференция материалдары жинағының редакция алқасы:

Летяйкина Т.А.	«KazTEA» президенті, білім Магистрі, тілдік білім маманы, “Мирас” университеті
Нурсейтова Х.Х.	ф.ғ.к., профессор, Л.Н. Гумилев атындағы Еуразия ұлттық университеті
Сұлкарнаева А.Р.	ф.ғ.к., доцент, М.В. Ломоносов атындағы ММУ, Қазақстандағы филиал
Ибраева А.	ф.ғ.к., доцент, ағылшын тілі кафедрасының меңгерушісі КАЗГЮУ Университеті
Айкенова А.	ағылшын тілі кафедрасының аға оқытушысы КАЗГЮУ Университеті

Редакционная коллегия сборника материалов конференции:

Летяйкина Т.А.	Президент ОЮЛ "KazTEA", Магистр образования, специалист по языковому образованию, Университет "Мирас"
Нурсейтова Х.Х.	к.ф.н., профессор, Евразийский национальный университет имени Л. Гумилева
Сұлкарнаева А.Р.	канд. филол. наук, доцент, Казахстанский филиал МГУ им. М.В. Ломоносова
Ибраева А.	к.ф.н. доцент, зав. кафедрой английского языка Университет КАЗГЮУ
Айкенова А.	старший преподаватель кафедры английского языка Университет КАЗГЮУ

R36 Recognizing Learning Abilities and Teaching Possibilities in the Era of Trilingual Education: International conference proceedings - Miras University. - Shymkent, 2017, - 161 pp.

Үш тілдік білім беру жүйесіне көшу кезеңіндегі ұстаз бен оқушының мүмкіндіктерін кеңейту: халықаралық ғылыми-практикалық конференция материалдары.- Мирас университеті - Шымкент, 2017.- 161 б.

Расширяя возможности обучающихся и педагогов в эпоху трехязычного образования: Материалы международной научно-практической конференции.– Университет «Мирас».– Шымкент, 2017. – 161 с.

ISBN 978-601-278-811-2

KazTEA 207 Conference ‘Recognizing learning abilities and teaching possibilities in the era of trilingual education’ is designed in the year of promotion of tri-lingua education at higher and secondary education. Updated core curricula that meet international education standards and criteria based assessment set challenges for teachers and students at every level. The conference is targeted to share the best practices and successes in innovative education, content-language integrated learning (CLIL), teaching innovative thinking skills with students to initiate research and academic projects at local settings, discuss challenges and successes of internationalization of education.

Бұл жинаққа 29-30 наурыз 2017ж өтетін «Recognizing learning abilities and teaching possibilities in the era of trilingual education» халықаралық ғылыми- практикалық конференциясының ағылшын тілін үштілділік кезеңінде оқу мен оқытудың өзекті қырлары енгізілген.

Мақалалардың авторлары мазмұнына жауапты. Редакция алқасы көп жағдайда авторлардың ойымен келісе бермейді және жарияланатын деректердің шынайылығына жауапты емес. Конференция жинағына жариялануға қабылданған мақалалар шығарылым алдында тексеріледі.

В данный сборник включены материалы международной научно-практической конференции «Recognizing learning abilities and teaching possibilities in the era of trilingual education» от 29-30 марта 2017 г., посвященной актуальным аспектам изучения и преподавания английского языка в эпоху триязычия.

Авторы статей несут ответственность за их содержание. Редакционная коллегия не всегда разделяет мнение авторов и не несет ответственности за недостоверность публикуемых данных. Принятые к публикации статьи проходят редактирование, предусматривающее предпечатную подготовку статьи к размещению в сборнике конференции.

ISBN ISBN 978-601-278-811-2

© Конференция жинағының материалдары авторларының ұжымы, 2017.

© «Мирас» Университеті, 2017

© Коллектив авторов сборника материалов конференции, 2017.

© Университет «Мирас», 2017.

CONTENTS

Chapter 1/ Тарау 1/ Глава 1	P.
Research paper/ Зерттеу/ Исследование	
1. B. Bayekeshova ENSURING SUCCESS IN SECONDARY EDUCATION	7
2. Y. Baizhanov FORMATIVE ASSESSMENT IN KAZAKHSTAN: HIGHLIGHTING THE ROLE OF FEEDBACK	11
3. A. Kozhakhmetova CHALLENGES FACING MILITARY WOMEN TEACHERS	16
4. A. Mussabekova, G. Juzbayeva COGNITIVE LEARNING FOR CADETS OF THE BORDER SERVICE ACADEMY	20
5. Kh. Kh.Nurseitova, A.B. Kaliyeva WOMEN IN HIGHER EDUCATION IN ERA OF GLOBALIZATION	26
6. R.A. Osmanova PSYCHOLINGUISTIC ASPECTS OF FORMATION OF COMMUNICATIVE SKILLS IN FOREIGN LANGUAGE TEACHING	31
7. A.R. Sulkarnayeva METHODS OF TEACHING MA TESOL MODULES: RESEARCH ANALYSIS	35
Chapter 2/ Тарау 2/ Глава 2	
Teaching experience/ Педагогикалық тәжірибе/ Педагогический опыт	
1. Г. Галимжанова ЭФФЕКТИВНАЯ ОБРАТНАЯ СВЯЗЬ КАК ЗАЛОГ УСПЕШНОГО И ПРОДУКТИВНОГО ОБУЧЕНИЯ	43
2. Ж. Джампейсова АУДИРОВАНИЕ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ КУРСАНТОВ ВОЕННЫХ ВУЗОВ	49
3. R.B. Imanaliyeva SUSTAINING MOTIVATION IN FREE VOLUNTARY READING IN FLT	54
4. S. Kadyrova AUTHENTIC ASSESSMENT IN KAZAKHSTAN: CURRENT SITUATION AND FUTURE	58
5. Z. Makhmutova, SOME IDEAS OF POLYLINGUAL IDENTIFICATION IN THE MILITARY EDUCATION SYSTEM	65
6. T.V. Mikhailova ENCOURAGING CRITICAL THINKING AMONG STUDENTS THROUGH SELF-AWARENESS	69
7. L. Ostroverkhova INTAGRATED LESSON OF ENGLISH AND GEOGRAPHY “THE USE OF ‘THE’ WITH ENGLISH, KAZAKH AND RUSSIAN GEOGRAPHICAL NAMES”	75
8. T. Pazilova, R. Abakulov TEAM TEACHING IN THE ERA OF TRILINGUAL EDUCATION	81
9. N. Penner CONTENT AND LANGUAGE INTEGRATED LEARNING: TRAINING SUBJECT TEACHERS - FIRST EXPERIENCE AND IMPRESSIONS	87
10. G. Rzabayeva TEACHING FOR COMMUNICATIVE COMPETENCE	91

11.G.M. Shamsherakova USING OF INTERACTIVE METHODS DURING ENGLISH LESSONS	95
12. А. Сариева ӘСКЕРИ ЖОҒАРҒЫ ОҚУ ОРЫНДАРЫНДА ШЕТ ТІЛІН ОҚЫТУДА АНА ТІЛІНІҢ АТҚАРАТЫН ФУНКЦИЯСЫ МЕН РӨЛІ	100
13. D. Sarmoldina THE BASICS OF DIFFERENTIATED INSTRUCTION IN ENGLISH LANGUAGE TEACHING	107
14. Zh. Smagulova, B. Kultanov PROJECTS AS A FORM OF INDIVIDUAL WORK OF STUDENTS	111
15. A. Suleimenova INNOVATIVE THINKING SKILLS FOR STUDENTS MEETING THE NEEDS OF GIFTED CHILDREN IN THE ENGLISH LANGUAGE CLASSROOM	117
16. M. Tileubayeva, A. Nam SOME PROBLEMS OF SOCIAL LEARNING	120
17. M. Tileubayeva, A. Nam SOME PROBLEMS OF TEACHING LEARNING STRATEGIES	125
18. Y.G. Yechina USING PICTURES FOR STORY-TELLING	133
19. S. Zikirina LITERACY ACROSS CURRICULUM	136
20. N. Zelenskaya, Y. Ukrainchenko MOTIVATION SUCCESS – A NECESSARY CONDITION FOR MASTERING A FOREIGN LANGUAGE	140
21. R. Zhussupova, D. Zhassarova THE USING OF KUNST WORDS AT THE ENGLISH CLASSROOM	143

Chapter 3/ Тарау 3/ Глава 3

Comments/ Түсініктемелер/ Комментарии

1. Sh. A. Adambaeva EMPOWERING TEACHERS THROUGH PROFESSIONAL DEVELOPMENT IN TODAY’S WORLD OF CONSTANTLY CHANGING TECHNOLOGY	150
2. A. Karimova CREATE SOME FRIENDLY COMPETITION	154
3. S.S. Rakhmetova KAZAKHSTANI SCHOOLS IN THE FRAMEWORK OF TRILINGUALISM	157

УДК372.881.111.1

ENSURING SUCCESS IN SECONDARY EDUCATION

MSc in Educational Leadership, B. Bayekeshova
Centre for pedagogical measurements, AEO “Nazarbayev Intellectual schools”,
Astana, Kazakhstan
baekeshovabb@gmail.com

Түйін

Мақалада ҚР орта білім беру мазмұнын жаңарту аясында педагог кадрлар біліктілігін арттыру курсы аяқталғаннан кейін ағылшын тілі мұғалімдері тапсырған тестілеу нәтижелері талданады.

Резюме

В статье представлен анализ результатов тестирования учителей английского языка, прошедших курсы повышения квалификации педагогических работников в рамках обновления содержания среднего образования в РК.

This paper presents the results of testing English language teachers after training courses as a part of the in-service training within the context of the updated curriculum. The training helps to ensure that the revised curriculum for schools makes a significant contribution to renewing the education system in Kazakhstan. Thus the objective of in-service training Programme offered by the Centers of Excellence is to improve the pedagogical skills of English language teachers in the context of the updated curriculum and introduce the system of criteria-based assessment. At the same time upon the appointment of the Ministry of Education and Science of the Republic of Kazakhstan, the branch of the Autonomous Educational Organization “Nazarbayev Intellectual schools”, the Center for pedagogical measurements carries out the task of organizing the testing for the candidates after the completion of the training courses.

Test development is based on the Teacher Programme and Handbook for the in-service training of teachers of English. Teacher Programme presents the priorities for curriculum update in Kazakhstan. Handbook for teachers is a practical guide that can be used after the training as it contains resources useful in second language pedagogy and in second language learning theory (*Center of Excellence, AEO «Nazarbayev Intellectual schools», second edition*). Test items are developed to test only the theoretical knowledge of the candidates. For this reason, discrete multiple choice items are used. "Multiple choice: a type of test item which consists of a question or incomplete sentence (stem) with a choice of answers or ways of completing the sentence" [1]. The candidates' task is to choose the correct option out of four possibilities. There are 30 test items to perform in 60 minutes. Test specification consists of nonvariative and variative parts. Nonvariative part includes priorities for curriculum update in Kazakhstan, effective teaching and learning, assessment and planning. Variative part of the test specification deals with the methods and approaches to assist English teachers. Reports on the performance of testing have

been sent to the training centers (*Center of Excellence, Orleu*), as teachers and trainers need feedback on their performance. Moreover, the results, as it is mentioned in OECD teacher evaluation report, may be important for formative and summative use. Firstly, they help to “identify areas of improvement for individual teachers” [2, p. 19] because it has a direct link to professional development, secondly, performance results might help to “determine career advancement, award performance rewards or establish sanctions for underperforming teachers” [p. 19].

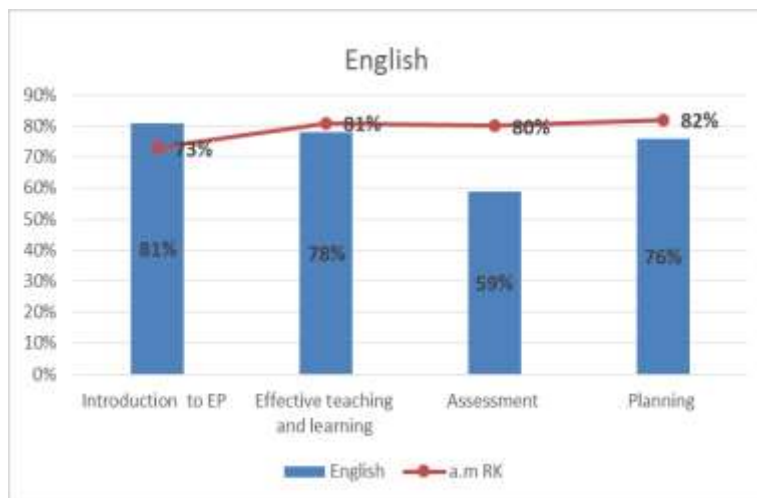
It is known that certain steps as to “*constantly test and evaluate*”, “*give time and carefully sequence each step*”, “*simplify and shift the focus of monitoring*”, “*improve information flow and make it publicly available*” and “*ensure that teacher incentives are aligned with the desired outcomes*” have been identified in order to ensure success in secondary education [3, p. 80]. If pedagogy and teaching methods are the main focus of the trainings, provided by the Centers of Excellence, testing and recommendations to be certified is the main task, provided by the Center for pedagogical measurements. The teachers are supposed to make changes to their teaching practice as new knowledge received from training enables them to use a number of approaches to teaching and learning that involve learners to work actively than listen passively. Since Kazakhstan is now deliberately moving toward a trilingual society, English is being taught in primary schools. Therefore, teachers of English need more support, first of all, interactive English training courses for them to develop so that they could learn communicative methods of language teaching, secondly, a help in the form of instructional materials.

It is widely recognized that raising teachers' effectiveness in the classroom is powerful means of raising quality of education. With changes in education standards, the requirements of professional standards of a foreign language teacher are changing too. It is highly emphasized in the procedure which is periodically carried out for determining the degree of professional and qualified background and establishing the level of pedagogical excellence of teachers. For instance, the proposal on attestation of professional competence of a teacher of foreign languages given by Solovova is based on such three basic parameters: as communicative (*language, speech and socio cultural*), professional (*planning ability, lesson organizing, providing control, assessment and feedback*) and cultural competence in general. According to her analytical skills (*lesson analysis, research skills, competence in pedagogy and philology, personal characteristics*) are also part of professional competence [4]. Skorobogatova stresses the close interrelation of teachers' professionalism with students' knowledge quality as “essential prerequisite of modern school formation today” [5]. Therefore it is imperative to ensure the readiness of teachers to work under new conditions and understanding the objectives of in-service training programme otherwise, as Solovova points out “all the discussions and plans may seem desirable, but not real” [6, p.7].

As a result of this paper we can see how the training programme content has been mastered by the teachers, what parts have been achieved at satisfactory level, also about what kinds of challenges the teachers may have in general in teaching English to make the learning as active, challenging and meaningful as possible.

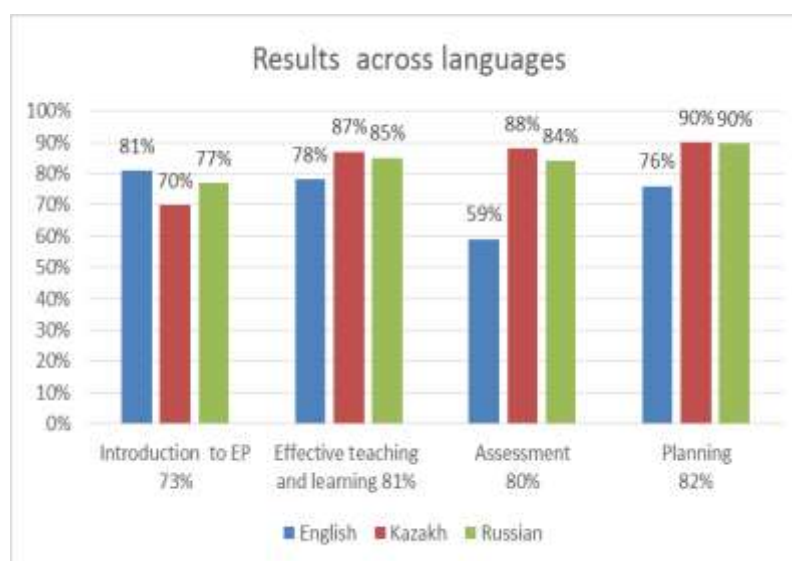
In 2016 within the updated curriculum for comprehensive school education more than five thousand teachers of English were tested upon the completion of in-service training courses.

The mean value of test results on seven short-term educational programmes throughout Kazakhstan is for nonvariative part – 78% (*Introduction to educational programme* – 73%, *Effective teaching and learning* – 81%, *Assessment* – 80% and *Planning* – 82%,) and variative part makes up 76%. As it is seen from the graph, the results of tests in



English in three sections are below the average mean, except section 1, which is 8% higher the average mean. *Effective teaching and learning* is lower to 3%, *Planning* is lower to 6%, as for *Assessment*, it is the lowest, 21% below the average mean. As shown by the results, the respondents have demonstrated good knowledge and understanding of the background to educational renewal and the priorities for curriculum update in Kazakhstan. Although the results in *Effective teaching and learning* are below the average, majority of respondents displayed relatively good knowledge about the importance of motivating learners and providing feedback to learners. Their knowledge about the importance of active learning and the role of the teacher in active learning is also satisfactory. Understanding the use of the subject programme, course plans and guidance for formative assessment documents when planning, creating a medium-term plan and planning a lesson caused little difficulty for them.

Comparison of test results across three languages has shown that in three sections of nonvariative part of test items, the teachers of Russian and Kazakh performed better than the teachers of English. But in section 1, on the contrary, the teachers of English performed to 4% higher than teachers of Russian, to 11% higher than the teachers of Kazakh, while the average mean is 73%.



The results of answers to separate items were analyzed to see the acquisition of theoretical knowledge. For instance, the candidates demonstrated high performance in giving answers to the

items about ‘situation awareness’ which helps teachers to reflect on their practice; that teachers need to be able to develop effective strategies for diagnosing and dealing with student difficulties; that engagement takes place in cases where the learners perceive the activities as useful and authentic; and about the importance of constantly assessing individual learners to develop their progress and identify next steps in the learning process. Simultaneously, it was not as easy for them to demonstrate the same level of performance in answering the following items about formative assessment that has a direct impact on the improvement of academic achievements and maintains feedback between a teacher and a learner; difference of learning English in the early and secondary stages; types of motivation; or providing feedback which is critical to achieving effective learning outcomes.

Despite of the opportunities to practice English today, much expectation is laid on professional preparation of teaching staff. Number of justified problems are highlighted in the research report of the British Council [7]. Region wise comparison of results has shown high performance in Astana city and regional centers (Karaganda, Kostanay) and low performance in rural areas (Zhambyl oblast, East Kazakhstan oblast, South Kazakhstan oblast). According to the report, “lack of opportunities and motivation to develop their knowledge” is one reasons of low performance [7]. Given the importance of ‘knowing English’ today and the contribution that teachers of English can make, the paper draws attention to existing challenges in this field by analyzing the strengths and weaknesses of teachers’ knowledge upon the completion of in-service training courses.

To sum up, the results of testing as a part of teacher evaluation are given to provide feedback about effectiveness of the training in general, about strong sides and areas for improvement of the candidates as well as to support and provide opportunities for professional development purposes.

References

1. Milanovic M. *Studies in language testing. Multilingual glossary of language testing terms.* Cambridge University Press, 1998.
2. *Teacher evaluation. A conceptual framework and examples of country practices, OECD Review*, 2009.
3. Aitzhanova A., Katsu Sh., Linn J.F., Yezhov V. *Kazakhstan 2050. Toward a modern society for all.* Oxford University Press, 2014.
4. Щукин А.Н. *Предложения по аттестации преподавателей иностранного языка «Обучение иностранным языкам». Теория и практика.* – Москва: "Филоматис", 2006.
5. Скоробогатова О.О. *Профессионализм учителей и качество знаний учащихся – необходимое условие становления модернизированной школы.* Retrieved from <http://festival.1september.ru/articles/313415/>
6. Соловова Е.Н. *Методическая подготовка и переподготовка учителя иностранного языка.* – Москва: "Глосса Пресс", 2004.
7. *Partnership opportunities for English development projects in Kazakhstan. Research report, British Council*, 2016.

УДК37.013.2

FORMATIVE ASSESSMENT IN KAZAKHSTAN: HIGHLIGHTING THE ROLE OF FEEDBACK

MSc in Leadership in education, Y.Baizhanov
Nazarbayev Intellectual School of Physics and Mathematics, Aktobe, Kazakhstan
mrbaizhanov@gmail.com

Түйін

Бағалау оқу мен оқытудың тиімділігі мен нәтижесін көрсететін білім берудің негізгі бөліктерінің бірі. Бағалау жүйесін өзгерту оқудың нәтижесіне үлкен әсер ететінін әлем бойынша жүргізілген реформалардың байқауға болады. Осы ретте, білім беру жүйесін дамыту мақсатымен Қазақстан қазіргі таңда үздік саналатын жаңа критериялды бағалау жүйесін енгізуді жоспарлады. Бұл жаңа бағалау дәстүрлі бағалауға үйренісіп қалған мұғалімдер, оқушылар және ата-аналар үшін көп сұрақ пен күмән тудыратыны сөзсіз. Осы өзгерістің оң нәтиже беруі үшін алдымен, білім беру саласына қатысы бар барлық тараптардың жаңа бағалау жүйесінің негізгі ұғымдары мен артықшылықтарын дұрыс түсініп алғаны жөн. Берілген жұмыста қалыптастырушы бағалаудың артықшылықтары және көп мұғалімдердің осы ұғымды дұрыс түсінбеушілігінен туындайтын мәселелер атап өтіледі. Сонымен қатар, қалыптастырушы бағалаудағы кері байланыстың атқаратын маңызды роліне ерекше көңіл бөлінеді

Резюме

Оценивание является одним из главных компонентов образования, который показывает результат и эффективность обучения. Большое влияние изменения системы оценивания на результаты обучения можно заметить по реформам, проводимым по всему миру. Казахстан запланировал внедрение критериального оценивания, которая считается лучшей в наше время. Безусловно, новая система вызовет много вопросов и сомнения у учителей, учащихся и родителей. Для эффективного внедрения данной системы сначала необходимо, чтобы все участники сферы образования правильно понимали основные понятия и преимущества изменений. В настоящей работе рассматриваются преимущества формативного оценивания и последствия неправильного понимания понятия этого вида оценивания. Кроме того, уделяется особое внимание важной роли обратной связи в формативном оценивании

Introduction

Assessment is an integral part of any learning and teaching process as it demonstrates the effectiveness and the results of teaching/learning process. Reliable and valid assessment leads to the improvement of students' learning as well as educators' teaching. Therefore, assessment is like a bridge that connects teaching and learning in educational context. According to Taras [1, p. 467], assessment is a “judgment which can be justified according to specific weighted set goals, yielding either comparative or numeral ratings” [1]. Thus, the process of assessment consists of steps to make the judgment. As judgment cannot be made of nothing, points of comparison, standards or goals are necessary. Moreover, it is important for students to be aware of their learning goals and progress to improve their learning as well as for teachers to guide the students and assist them in overcoming learning barriers.



This focus on the use of assessment for supporting learning process instead of documenting learner achievement is called “assessment for learning” or formative assessment [2].

It is generally acknowledged that effective implementation of formative assessment leads to positive learning outcomes [3, 4, 5]. Many educators and countries try to increase the use of assessment for learning to get effective student outcomes. Similarly, Ministry of Education and Science of Kazakhstan has made a significant effort to introduce formative assessment concept to Kazakhstani educational system through criteria-based assessment system. Undoubtedly, teachers, students and parents will face many challenges with the implementation of the new alternative assessment system as they all are used to the traditional assessment system that was introduced during the Soviet era.

This paper will present the definition of formative assessment given by different scholars, impact of formative assessment on students’ learning and analysis of the current situation of the use of formative assessment in Kazakhstani secondary education.

Formative assessment and its impact on student achievement

Two major concepts of criteria-based assessment are: formative (assessment for learning) and summative (assessment of learning) assessment. Taras (2005) claimed that the process of assessment leads to summative assessment which is clarified by formative assessment. She argued that all assessment begins with summative assessment (which is a judgment) and that formative assessment is in fact summative assessment plus feedback which is used by the learner [1]. Moreover, Sadler (1998) described formative assessment as an assessment that is primarily focused on producing feedback on learners’ performance with the aim of improving and accelerating learning process [6].

Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way [7]. Sadler (1989, p. 142) stated that “feedback requires knowledge of the standard or goal, skills in making multi-criterion comparisons, and the development of ways and means for reducing the discrepancy between what is produced and what is aimed for” [8]. Consequently, the role of feedback in assessing for learning is essential.

One of the most cited and widespread studies that documents positive impact of formative assessment on students’ learning is called “Inside the Black Box: Raising Standards through Classroom Assessment” by Black and William published in 1998. The authors analyzed about 250 studies that focused on correlation between formative assessment and learning outcomes. They measured the effect size from the test scores of the same test taken by two group of students. Black and William (1998) concluded that strengthening formative assessment generate powerful learning improvement with the effect sizes ranged between 0.4 and 0.7. The study discovered that formative assessment evidently helped low-achieving students to get better results as well as significantly improving the outcomes of the students with learning disabilities [3].



By analyzing over 50,000 research articles related to students' achievement, Hattie (2012) conducted the most significant evidence-based research project in secondary education. In his book called "Visible Learning for Teachers: Maximizing Impact on Learning" John Hattie (2012) proved that almost every intervention had an effect size above zero which implies that the intervention had some positive impact on student's achievement. Referring to this study the most powerful effect on student achievement with the index of 1.44 was made by self-report grades, where students were marking themselves on learning objectives in accordance with the teacher. The effect size of providing formative evaluation was 0.9, which is very high index [5]. This study also demonstrated the powerful effect of feedback in formative assessment.

There are lots of other studies examining the positive influence of formative assessment on learning process. In one of the studies Taras (2003) explored the impact of peer and tutor feedback on student' self-assessment in comparison to integrated tutor feedback. Despite the results demonstrated that both conditions benefited learning, self-assessment with integrated tutor feedback assisted students to determine and neutralize more errors than self-assessment of students made prior to peer and tutor feedback [9]. Nicol and Macfarlane-Dick (2006) in their study discussed positive influence of formative assessment on developing self-regulated learning. They identified ways in which formative assessment and effective feedback might support self-regulated learning and provided seven principles of good feedback practice for educators [10].

Challenges with formative assessment in Kazakhstan

The term "formative assessment" is comparatively new for secondary education in Kazakhstan and becoming popular these days with the implementation of the criteria-based assessment system. This policy was aimed to solve problems of "not objective" Soviet traditional assessment system and replace it with more "objective" assessment [11]. It has become even a more discussable concept after implementing the system of in-service teacher training courses by the Ministry of Education and Science. The courses were aimed at providing Kazakhstani teachers with the best practices of late, thereby improving secondary education system in the country. Many teachers for the first time faced the notions of formative and summative assessment during these in-service training courses. Also, the new system of assessment that includes fair use of formative and summative assessment has been implemented in Nazarbayev Intellectual schools (NIS) in the form of integrated criteria-based assessment. Despite the current effective use of this assessment in NIS, misunderstanding of the major concepts and the lack of experience in practicing the new assessment structure were among the initial difficulties of NIS teachers as well as some resistance from teachers' side[12].

As a teacher of NIS, the author of this paper has also witnessed the difficulties that many teachers experienced when they first encountered criteria-based assessment. Primarily, teachers misunderstood the functions and aims of formative assessment and evaluating students during formative assessment. Sometimes, formative assessment was represented as a test where teachers rarely provided



feedback. Students strived for getting “achieved” mark on learning objectives when completing formative assessment at a certain hour. Not every teacher provided constructive feedback on student’s progress covering the learning gap. Thus, assessment for learning that was aimed to support learning process became mini-summative assessment that judges them. As Black and William state “for assessment to function formatively, the results have to be used to adjust teaching and learning; thus a significant aspect of any program will be the ways in which teachers make these adjustments” [3, p. 141].

Some teachers could not provide good feedback for students. They mostly stated the documented errors and asked students to work on those errors or recommended too general suggestions. According to Hattie for feedback to be productive teachers and/or students should ask the following three main questions: Where am I going? (What are the goals?) How am I going? (What progress is being made toward the goal?) Where to next? (What activities need to be undertaken to make better progress?) These questions correspond to notions of feed up, feedback, and feed forward [13, p. 86].

Consequently, the most helpful type of feedback usually provides specific comments about errors/achievements and specific recommendations for improvement. Students should be concentrated on the task rather than on simply getting the right answer or mark. This type of feedback may be significantly helpful to low-achieving students as it emphasizes that students can improve as a result of effort rather than presumed lack of inborn ability. However, students should also be trained to evaluate themselves and their peers according to the learning objectives so that the learning process becomes meaningful [3]. This practice of peer and self-assessment by students is widely used in NIS classrooms.

Conclusion and recommendations

Effective and proper use of formative assessment plays an integral role in improving educational outcomes. In classrooms it is important for teachers to use formative assessment in order to provide a student with constructive feedback on what specific measures should be done to improve. However, first of all, they should be trained to apply it. As Bennett argued that teachers need “substantial knowledge to implement formative assessment effectively in classrooms... Additionally, teachers will need useful classroom materials that model the integration of pedagogical, domain, and measurement knowledge” [14, p. 20]. For these purposes school administration should focus on teachers’ professional development by organizing workshops and seminars on effective formative assessment, conducting Action Research or Lesson Studies on the theme and encouraging teachers to share their best practices.

For Kazakhstani new criteria-based assessment to be efficient it is necessary to take into account current world practices in formative assessment and NIS teachers’ experience. Perhaps, policy makers should adapt the program of in-service teacher training courses to the realities of teaching practice of the teachers implementing formative assessment. Furthermore, concepts and effective practices of criteria-based assessment system related to Kazakhstani context should be taught in pedagogical

universities so that prospective teachers will be ready for the reforms in assessment system. This issue, in turn, raises the question of preparing university lecturers beforehand. To sum up, this paper indicates the need for further research on the topic within Kazakhstani educational system.

References

1. Taras M. *Assessment summative and formative –some theoretical reflections*, *British Journal of Educational Studies*, 53:4, 2005.
2. Berry R. *Assessment for learning (1)*, Hong Kong University Press, Hong Kong, 2008.
3. Black P., Wiliam, D. *Inside the black box: Raising standards through classroom assessment*, *Phi Delta Kappan* 80(2), 1998.
4. William D., Lee C., Harrison C., Black P. *Teachers developing assessment for learning: impact on student achievement*, *Assessment in education*, 11(1), 2004.
5. Hattie J. *Visible learning for teachers: Maximizing impact on learning*, Routledge, London, 2012.
6. Sadler D.R. *Formative assessment: revisiting the territory*, *Assessment in Education*, 5(1), 1998.
7. Ramaprasad A. *On the definition of feedback*, *Behavioural Science*, 28, 1983.
8. Sadler D.R. *Formative assessment and the design of instructional systems*, *Instructional Science*, 18, 1989.
9. Taras M. *To feedback or not to feedback in student self-assessment*, *Assessment and Evaluation in Higher Education*, 28(5), 2003.
10. Nicol D., Macfarlane-Dick D. *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice*, *Studies in Higher Education*, 31(2), 2006.
11. Караев Ж.А. *Вопросы внедрения критериальной системы оценивания в практику школ Республики Казахстан*, *Международный журнал экспериментального образования*, №5-1, 2014.
12. Mozhayeva O., Tynybayeva M., Ziyedenova D., *Integrated criteria-based assessment model in Nazarbayev Intellectual schools*, *Paper presented at the 40th Annual Conference of International Association for Educational Assessment*, Singapore, 2014.
13. Hattie J., Timperley H, *The power of feedback*, *Review of Educational Research*, 77(1), 2007.
14. Bennett R. E, *Formative assessment: a critical review*, *Assessment in Education: Principles, Policy & Practice*, 18: 1, 2011.



УДК355:2

CHALLENGES FACING MILITARY WOMEN TEACHERS

MA in Foreign Philology A. Kozhakhmetova
Border Academy, Almaty, Kazakhstan
assel_kozh@list.ru

Түйін

Осы мақалада әйел мұғалімдер кездестіретін қиындықтар қарастырылған. Автор оқу үдерісінде әйел мұғалімдердің алатын рөлін, соның ішінде ағылшын тілін әскери оқу орнында көрсетуге тырысты

Резюме

В данной статье рассматриваются трудности, с которыми встречаются женщины-учителя. Автором предпринята попытка показать роль женщин-учителей в образовательном процессе, в частности при преподавании английского языка в военном вузе

Teaching languages takes an important part in the current stage of the education system in the Republic of Kazakhstan. Last decade Kazakhstan is actively introducing trilingual policy of languages. Among them English it goes without saying is of great interest and at the same time arises some difficulties. One of the problems is that this language has not been greatly spread on the territory of Kazakhstan. And in the past not everybody could imagine the necessity of its usage in the future. So, the older generation does not master it at the proper level. In comparison with them the youth knows English a little bit better. As it is well known nowadays English is taught not only at higher institutions as it was earlier but already beginning with the kindergarten. Nowadays it is a call of the times.

One of the higher institutions which are currently on the way of successful adoption of trilingual program is Border Service Academy. There is not any use to mention the importance of the efficient guarding of the State Border of the Republic of Kazakhstan which takes an important part not only in the national security but in the modern development of the country as well. The main process of teaching future officers is implemented at the Border Academy. The main staff of the military institution is of course military men\males. They teach military subjects such as Physical Training, Tactics, Drilling, etc. But some subjects are taught by military men also but of female gender. One of them is English. The majority of learners are the boys who came just after the finishing school. So, this category of learners is one of the complicated. Because they are not already children but at the same time any grown-ups as well.

Modernization of education, development of the society, particularly, social networks are imprinted on our young generation. Their attitude towards the learning process, the respect of women has been recently changed. The main question is whether the gender influences on the successful acquirement of the English language. The main goal of the presentation is to discuss the existing problems notwithstanding

the military women teachers or so-called civil women teachers. In this article we try to overcome challenges coming from our learners.

So, there are some challenges which face military women teachers. They are as follows: the problem of motivation; the influence of military environment; insufficient access to electronic devices, etc.

The biggest challenge is *motivation*. More precisely is the lack of motivation/low motivation.

The graduates of the Academy will be carrying their missions on the border of the Republic of Kazakhstan. While being in the walls of the Academy they have some internship on the border. They have a chance to see their future place of work, to get acquainted to the realities of the situation. It is well-known how long the Kazakhstani border is. And not everybody has a chance to serve at the international airports or some places like that where they may come across to the foreign citizens.

So, that is why there is a low motivation of learning English. To their mind, Kazakhstan doesn't have any borders with English Speaking Countries and the knowledge of English is not of great use. English teachers take great efforts to get the cadets involved into learning process. In this aspect the teachers of other subjects do not experience much trouble with cadets. While cadets show an interest to their material because they understand the importance of the given material. We try to find a solution by using as much as it is possible innovative ways of teaching, e.g. case-study, project work, role-play, etc.

The other problem is an *influence of military environment*.

Future border guard will serve on the border it means that he must be physically developed and manage many other military skills. That's why some of the lessons take place in field conditions. So, it causes inconveniences while teaching English. Because there isn't any proper audio\video equipment, their attention distracts while there is an open field. It is really hard to focus on some complicated areas of English. In such hard situations it is very difficult for the English teacher to involve all the cadets into the learning process. Teacher must do a lot of work in order to attract their attention, concentrate them on the lesson. In this situation acting role-plays, doing some tasks on the map help a teacher to conduct a lesson on a good level. Cadets get interested in technical equipment, weapons and in such conditions they have a great chance to learn it on practice.

Insufficient access to electronic devices.

Due to the specific of the institution there is a limited access to the electronic devices and online materials, Internet in general. It is well known that a younger generation is grown up on the gadgets. They accept the world through the social networks, different apps, etc. The total lack of them, limited resources complicate the apprehension on the part of learners because they are used to gadgets. The other way out of this situation is to use such programs as Hot Potatoes, Mind Map, etc. Teacher must master new technologies, tools of teaching.

Challenges women teachers encounter in teaching cadets from other cultures. English as a general course is taught to the cadets who are not only the citizens of our country but the representatives of other states and cultures. Some of the challenges



stem from students who are not accepting others who are different. According to the international treaties boys of other CIS countries study here. These men have another culture which differs from that we are used to live.

So the teacher must be ready to accept differences. Conflict is to understand other cultures because of different lifestyles and values. For example, the attitude of the Afghan people to the women is quite different than ours one. Women teachers may undergo some disregard and ignorance. Because the environment where they are grown up admits predominated attitude towards Women. Men are of greater respect for them. Some of them are unwilling to help with classroom jobs because in their culture that is women's jobs. But strict discipline requires unquestioned obey. At first it is difficult for them to accept the commands of women teachers.

The only way for the woman teacher is whether to accept such relationship or to manage to find a way for their nature. So, we must be able to relate our teaching skills so as not to offend themselves and their cultures. The problem is that some teachers have poor background in other cultures namely: different style of communication. What may seem aggressive to us may not seem aggressive to them, etc.

So, we've tried to reveal some difficulties which may be in teaching sphere. To clarify the cadets' attitude to women teachers once we had an experiment. The task was to define what qualities they think are characteristic to men and women. In this experiment 124 cadets take part. The experiment was conducted among the learners of the 1st course. So, the results are as follows:

Table 1 – Qualities characteristic to men and women

##	Qualities	Men %	Women%
1	Understanding the problem of the cadet	23	77
2	Leadership	65	35
3	Benevolence	34	66
4	Communication	45	55
5	Politeness	42	58
6	Appearance (cared-for look)	38	62
7	Perfectionism	61	39

From the table it is clearly seen that young boys appreciate at women more human features such as benevolence, appearance, understanding of the problem and of course cared-for look, etc. To their mind such qualities as leadership, perfectionism are appropriate to men. We think that boys miss the maternal feelings so that they see them at their teachers. In comparison with women men are less tolerant. Their approach to teaching process is not so systemic. Most of them do not see themselves as teachers whereas women teachers know that it is their profession maybe for the whole life.

To be a woman teacher is not so easy while women experience some difficulties because it is well known how critical women are. They are eager to have everything under control so they are inclined to act in this way with the learners.

But we are living now in another era where everybody longs to be independent. To engage a learner into the learning process demands a lot of efforts notwithstanding the status of woman teacher, we mean military or so-called civil. It takes a lot of time and pain to make a lesson vivid, to involve the learners into English.

One of the challenges which women teachers especially of English have is that they have a chance to get more perspective job with high salary. But majority of them don't leave their schools, institutes, etc. because it is their vocation. And we must be proud of them.

Now it can be seen that there are many challenges that teachers have. But we are sure that women can cope with all the difficulties and do all their best in teaching skillful and talented masters of English. Because the progress of our state depends on how well educated our young generation is.

References

1. Шатская В.И. Роль женщины в современном мире / В.И. Шатская. Retrieved from: <http://www.netlenin.ru/materiali/rol-zhenshchiny-v-sovremennom-mire-avt-shatskaya-veronika-igorevna.html>
2. Берн Ш. Гендерная психология. – СПб.: Прайм-Еврознак, 2002.





УДК 126441.1751

COGNITIVE LEARNING FOR CADETS OF THE BORDER SERVICE ACADEMY

MA in Phil.Sci., English teacher A. Mussabekova,
Senior English teacher G. Juzbayeva
Academy of Border Service of NSC, Almaty, Kazakhstan
musai_90@mail.ru, gulzhan82@mail.ru

Түйін

Берілген мақаланың негізгі мақсаты когнитивті ойлау курсанттардың зерттеу барысындағы жақсы орындаған қатынасын көрсету. Оқытудың когнитивті стратегиясы курсанттарға тікелей жеке тәжірибе ақпараттарын алуды қамтамасыз етеді. Бұл әдіс курсанттарға ұйымдастырылған диаграммалар арқылы жаңа тұжырымдамаларды білуге, үлгі ретінде қызмет етуге қуатты болып табылады

Резюме

Основная цель этой статьи состоит в том, чтобы узнать о когнитивном мышлении и показать соотношение курсантов, которые хорошо выполняют их в ходе исследования. Когнитивная стратегия обучения предоставляет курсантам получение информации посредством личного опыта. Этот метод является мощным, поскольку он служит в качестве шаблона, который помогает курсантам узнать новые концепции через организационные диаграммы

Cognitive learning is often referred to as passive learning simply because it requires no motor movement. However, it is actually a very active type of learning in that the cadet processes and remembers the information mentally (“Cognitive Learning”, n. d.). This is the basic form of learning because no understanding is currently involved in this process. The cadet is only required to view the information and formulate visual aids in order to retain the information for later use. This exchange can happen in two forms through the cognitive learning or constructivism learning.

The basic concept of cognitive learning is that cadets learn through personal experience through the five senses. They process information through watching, reading, listening, and touching. Once this stage is completed the cadet will then process the information through remembrance based on the visual correlation of the information. Cognitive mapping is the process of constructing visual maps in order to retain and apply information.

The method is powerful because it serves as a template that helps cadets learn new concepts through organizational charts. This process requires an individual to graphically represent knowledge and information based on a picture or visual aids to assist in the learning process. The basic design of a concept map begins with a central node. The node is a picture that commonly represents a central thought or theme. As the learning process begins newly generated thoughts branch off from the central nodes into sub categories. This process continues throughout the links to form new ideas. In essence, each node symbolizes a new thought pattern but still ties back into

the central idea. This form of cognitive learning allows cadets to venture into many areas of learning from problem solving, organizing ideas, and building storylines for information they have to retain and use at a later date.

Constructivism learning is the process that allows people to form their own understanding of knowledge through their own personal experiences. Therefore, when a cadet's comes into contact with new concepts or ideas the cadet attends to process understanding of the information based on their cultural experience. Whenever cadets encounter something new, cadets have to reconcile it with their previous ideas and experience, maybe changing what they believe, or maybe discarding the new information as irrelevant. In the classroom, the constructivist view of learning can point towards a number of different teaching practices ("Constructivism as a Paradigm for Teaching and Learning", n.d.). Hence, concept maps add a new option to retain new ideas through cognitive structuring by formulating visual maps of a cadet's ideas. When used effectively cadets should be able to take a central idea and be able to link various supporting ideas in on concise thought process or personal experience.

To incorporate both learner styles cadets need to understand and successfully perform a concept map. Novak and Gowin (1984) described concepts maps as "a schematic device for representing a set of concept meaning embedded in a framework of propositions" (p.15). Based on this definition cadets learn by building and linking new ideas to pre-existing ideas and experiences. By utilizing this format in their course of study cadets can begin to foster and create reflective thinking and critical thinking as it relates to their course of study.

There are two ways teachers and cadets can incorporate concept maps into a classroom setting. Teacher generated concept maps are produced based on the course material for the university. These maps are constructed to maximize communicative potential. In other words, they only provide the key information for the material in a clear precise material as it relates to what the teacher wants the main topics to be applied (McCagg & Dansereau, 1991, p. 317). These maps are designed to link each lesson plan together in order to blend every subject together cohesively. The cadet's starts from a basic topic and as the cadet process to the next course from year to year the same example are carried over into the new course material.

Cadet concept maps are less formal than the teacher concept maps because they do not require intensive structure. Cadet concepts maps represent the *cadets relation to the information presented to them*. Unlike the teacher concept map where its fact driven cadet concepts to make can shift based on interpretation. Research has shown that these maps enhance learning from traditional charts because they enhance group discussions, cadet writing, and creative thinking (Irvine, 1995). Nevertheless, cadet concept mapping is a good tool however it can be time-consuming trying to master the technique across course work. In the beginning, because of their complexity, many cadets find it hard to memorize the maps they create and often times feel overwhelmed (Figures 1, 2). This could lead to disconnect from the topic and cause them to go back to their original study habits of note taking.

Figure 1 – A concept map for “Border Service Academy” by Cadet N.

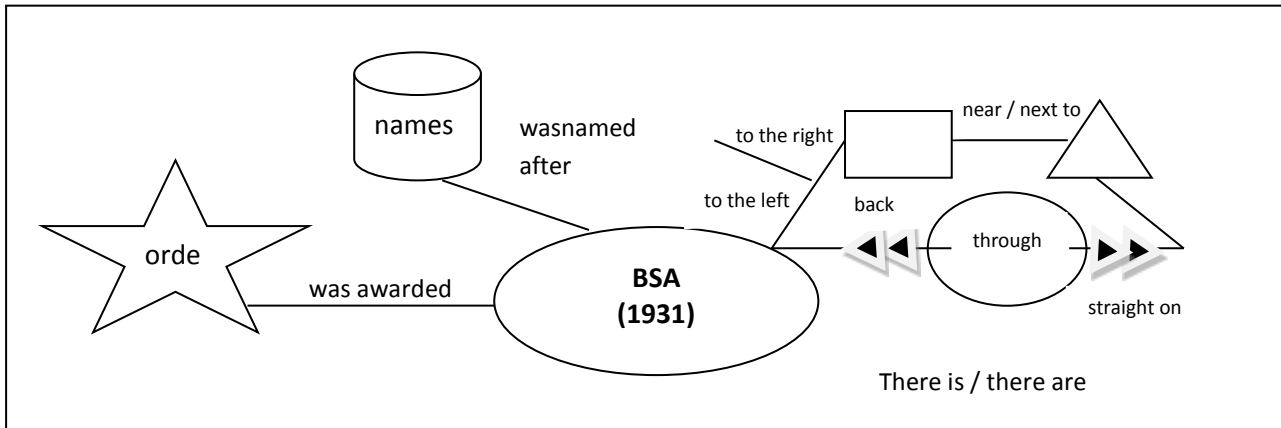
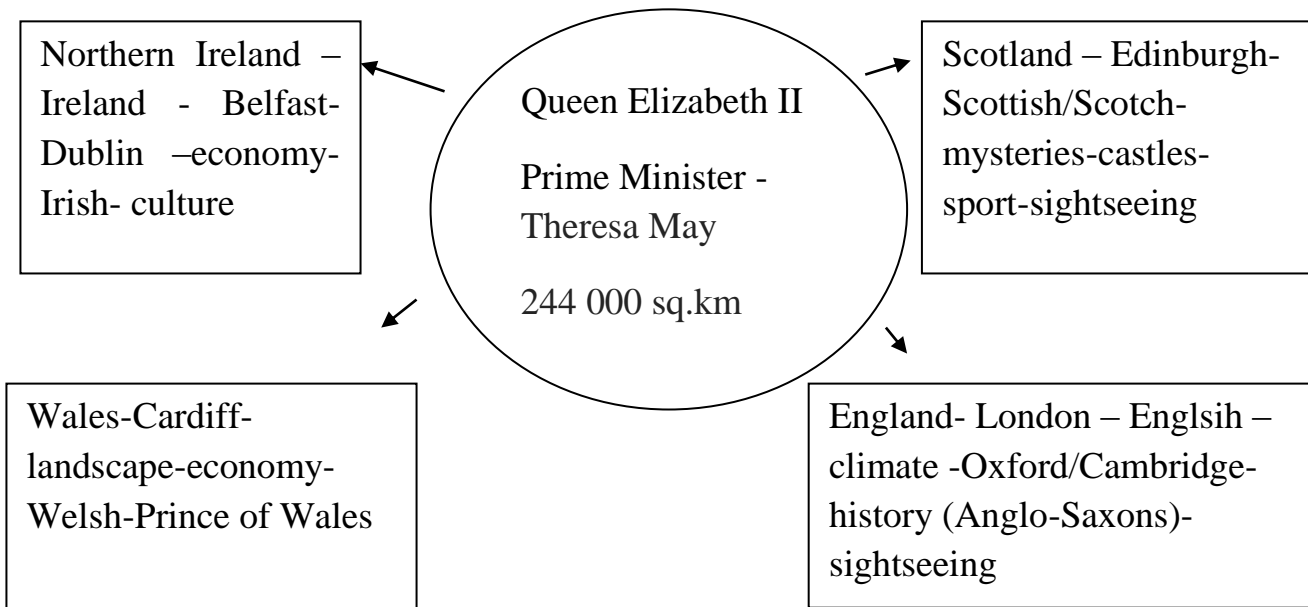


Figure 2 – A concept map for “the United Kingdom of Great Britain and Northern Ireland” by Cadet K.



We appreciate that our cadets come as rather experienced problem solvers, evidenced by the personal, educational and professional successes they have enjoyed. The challenge for us is to help them become even better. In this complex area, what does ‘good’ look like? What does current research tell us about the best decision makers? It tells us the following:

- The best problem solvers are aware of the processes of problem solving. Their understanding of both the intuitive and effortful processes enables the best problem solvers to iron out the creases in aspects of their thinking and to choose the best strategy for the problem at hand; they know when to work intuitively and when to stop and grind through the issue.

- Effective problem solvers review and reflect upon their decisions. Their analysis, especially on what went well and why, helps inform and develop their approach.

They work on ‘educating’ their intuition; they don’t simply allow their experience to be translated into ‘intuitive’ competence: they actively engage in the process.

They employ problem solving tools and techniques such the story model, role playing, etc.

They work to develop their emotional intelligence, by which is meant their ability to understand their emotional responses to situations which are often to key to understand why we have chosen a particular course of action. This is a key element of handling the stress that can accompany problem solving.

They are cadets of ‘human psychology’ in the broadest sense. Given that all decisions we make involve people in some way it makes sense to understand them as best as possible and not just to rely on our intuitions – remember that one person’s ‘common sense’ can be another’s prejudice.

The most creative and innovative thinkers relish ambiguity, the ‘shades of grey’ in a problem.

They have worked to develop their power of statistical reasoning. They will often have to work with technical information that is incomplete or ambiguous; for example, you are told a new weapon system is 10% better than the old weapon system or that there is a 25% chance of rain tomorrow. Without a sound grasp of statistical thinking with which to interrogate these claims, your judgment might be one of faith rather than reason.

They ensure that they exercise, sleep and eat well; a fit, well-nourished and well-rested brain is considerably more effective than a tired one.

We can begin then by identifying the two basic ways of solving a problem: the intuitive and the effortful. Figure 3 sets out the characteristics of both, their shortcomings and where they might be best used and by whom:

Figure 3 – Intuitive and effortful thinking

Type	Characteristics	Possible shortcomings	Good for
Intuitive (or naturalistic) (a) Naive intuition	Informed by ‘common sense’, and experience in other contexts	Especially sensitive to psycho-social factors (cognitive biases, group pressure, etc).	Expert decision makers; where the time is limited.
b) ‘Educated intuition’: e.g., recognition-primed decision making (cf Klein,2003)	Informed by specific expert strategies – mental simulation, prototypical models; expectancies; cues; singular evaluation approach	‘Satisfying’: settling for a good enough solution rather than striving for the best solution (Simon, 1956)	Situations that don’t merit a time consuming effort but which must be reflected on and learnt from Effortful
Effortful (or rational) (cf Baron, 1985)	Informed by rational, logical thinking making use of formal problem solving tools: eg, the 7 Questions	Unnecessary effort; slow	Novice decision makers; all decision makers where they have the time and the decision is deemed important enough to warrant this approach



Notice that intuition comes in two forms: naïve and educated. The intuitive problem solving of a Platoon Commander with years of experience is of a different order from untutored intuition. The challenge is to educate intuition. This can be done in two ways. First, to use every relevant experience – say, in tactics – to unpick why a certain decision has been made or why the problem solver felt drawn to a particular course of action. Secondly, we can make use of the expert intuition in our midst: the wealth of operational and other relevant experience that has been accumulated in the Army over the past decade. We encourage future border guards to use any opportunities they get to encourage their instructors to unpick their decisions for them. However, this is no easy task; many experienced practitioners have become so ‘intuitive’ that they find it difficult to lay bare their thinking in this way. There are organizational culture issues too. The Army is culturally a ‘doing’ organization which as traditionally privileged action over reflection. A mentally agile Army will value ‘thinking about thinking’ and appreciate its role in developing its ability to make better decisions both individually and collectively.

For example, ‘think about thinking’ makes us aware of the distinction between different kinds of thinking: between close, analytical thinking, where we use logic and facts, and ‘reflective’ thinking, where we use our experience of the world to inform our decision. Good decisions usually rely on judging how the two sorts of thinking inform the final decision.

Creative thinking is commonly thought of as something that ‘creative’ people do and we associate it with artists and the like. But the fact is that any problem solver needs to be able to use and draw upon creative thinking skills. This is for two reasons:

1. The situations you will encounter (both professionally and personally) will be unique to your experience. ‘Off the shelf’, ‘template’ solutions will often not produce the most appropriate or most effective answers. You will need to devise solutions and courses of action to suit the circumstances: in other words, to generate novel solutions to novel situations. And that requires creative thinking.

2. As a future borderguard there will be circumstances in which innovation and creativity will be especially relevant, particularly where you are seeking to gain an advantage over an adversary. The obvious course of action will be obvious to the adversary too. There are a number of techniques that can encourage us to think creatively such as:

- Random input
- Problem reversal
- Lateral thinking
- Forced relationships/analogy
- Metaphorical thinking
- Unconscious problem solving
- Fuzzy thinking

However, if any of these techniques are to work, we have to understand and overcome some of the barriers to creativity and innovation. A series of modules on Practical Thinking would be to try the application at a lower level to a higher one.

Finally, without effort like this trial article there would not be opportunities to develop different instructions and to assess the attempts to discern what changes merit further consideration. The implications from a cognitive skills approach are many. We believe that underlying the work with concept maps there is an idea that learning situations should help motivate our cadets to reflect upon their own experience towards the professional theme.

References

1. Anderson J. (1993). *Mind mapping: A tool for creative thinking*. *Business Horizons*, 36(1), 4146. doi:10.1016/S0007-6813(05)80102-8
2. Budd J.W. (2004). *Mind Maps as Classroom Exercises*. *Journal of Economic Education*, 35(1), 35.
3. Csir F. (2010). *Mind Maps. Visual Tools for Teaching and Learning*. – DE Oracle. University of Maryland University College.
4. *Cognitive Learning*. – Education Bug. Web. 07 Apr. 2016.
5. *Constructivism as a Paradigm for Teaching and Learning // Constructivism as a Paradigm for Teaching and Learning*. Jan.-Feb. 2004. Web. 07 Apr. 2016.
6. Davies M. (2011). *Concept mapping, mind mapping and argument mapping: what are the differences and do they matter?* *Higher Education*, 62(3), 279-301. doi:10.1007/s10734010-9387-6
7. Edwards S., Cooper N. (2010). *Mind mapping as a teaching resource*. *Clinical Teacher*, 7(4), 236-239. doi:10.1111/j.1743-498X.2010.00395.x
8. Irvine L. 1995. *Can concept mapping be used to promote meaningful learning in nursing education?* // *Journal of Advanced Nursing* 21, 1175-1179. Jarvis P. (1992). *Paradoxes of learning*. San Francisco: Jossey-Bass.
9. Klein G. (2003). *The Power of Intuition*. New York: Doubleday.
10. Simon H.A. (1956). *Rational choice and the structure of the environment*. *Psychological Review* Vol. 63 No 2, 129-138
11. Baron J. (1985). *Rationality and Intelligence*. New York: Cambridge University Press.





УДК 398.23(=161/1):305

WOMEN IN HIGHER EDUCATION IN ERA OF GLOBALIZATION

Cand.in Phil.Sci., Assoc.Prof. Kh. Kh.Nurseitova
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
Cand.in Pedag.Sci., Assoc. Prof. A.B. Kaliyeva
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
khalnur@gmail.com

Түйін

Мақалада Қазақстан және АҚШтың жоғары білім беру жүйесінде әйелдердің кәсіби өсу мүмкіндіктеріне мәдениетаралық салыстырмалы талдау жасалынған.

Резюме

В статье показан сопоставительный межкультурный анализ возможностей профессионального роста женщин в высшем образовании в Казахстане и США.

In this paper cross-cultural analysis is developed that highlights the opportunities for Kazakhstani and American women's promotion in higher education. The context of gender equity was investigated of the academic setting of two countries, the US and Kazakhstan. In Kazakhstan the Strategy of Gender Equality for 2006-2016 year is realized successfully and has results in promotion of 37% of women at level "B" in the government sector [1]. Coofey and Dalamont have already presented the American clusters as a possible explanation of women representation in promoted positions. The goal of my paper is to show Kazakhstani peculiar impediments for women achievements at higher academic levels and to show the local clusters. The importance of this analysis rests on showing the nexus between global and local changes, and it helps building policies for the improvement of the women participation in the higher educational system. The paper tries to address the similarities and differences between women in academia in these countries. I try to answer whether internationalization of academia and globalization have any impact on the currents shifts in workplaces in higher educational system. Furthermore, to what extent are *Asian values*, combined with rapid economic growth, influential on the change of women participation in academia?

First, Bloot and Browne (1996) identified nine clusters as possible explanations for the under-representation of women in promoted positions in education

- 1) policies of regulations
- 2) patriarchy within educational system
- 3) gender role stereotyping
- 4) male models for leadership
- 5) family commitments
- 6) low promotional connotations for women
- 7) women's own perceptions
- 8) lack of skill and experience
- 9) lack of encouragement [2].

The survey made among college students shows low aspiration for Kazakhstani young females to be academicians. Here is the data from official source of Committee of Statistics, Ministry of National Economics of the Republic of Kazakhstan. Data intentionally is given in Russian that was taken from the source.

Table 1 – Development of Kazakhstani science [1]
6.16 Основные показатели состояния и развития науки*

	2009	2010	2011	2012	2013
Число организаций, выполнявших исследования и разработки	414	424	412	345	341
Численность персонала, занятого исследованиями и разработками (на конец года), всего – человек	15 793	17 021	18 003	20 404	23 712
из них женщин	8 029	8 638	9 200	10 178	12 257
в том числе:					
исследователи	10 095	10 870	11 488	13 494	17 195
из них женщин:	4 892	5 339	5 716	6 576	8 849
в том числе доктора наук	1 338	1 341	-	1 065	1 688
доктора по профилю	-	-	1 486	719	620
доктора философии (PhD)	68	59	95	131	223
кандидаты наук	2 734	3 012	3 286	3 629	4 976
Среднемесячная номинальная заработная плата занятых по видам экономической деятельности, тенге					
Исследования и разработки*	90 325	103 571	121 395	148 530	153 567
Высшее образование	60 720	71 058	87 498	102 016	110 024

* С 2010г. - научные исследования и разработки.

According to this table the salary is low to attract young people to work in higher education and science. If they decide to choose teaching career the reason can be that many scholarships were given by the state to support the system of education. Nevertheless, when these graduates get the Diploma only 30% will go to work to the system of education. In addition to above mentioned impediments this salary of Kazakhstani women in higher education is 2 times lower than teachers' at school with the same work load. It is very difficult for women in higher education to invest to their professional growth because of financial constraints.

Patriarchy within educational system is a crucial point for promotion of women at universities. A university position of rector or director is usually occupied (95 %) by male at any higher educational institution in any American or Kazakhstani countries. Male privilege at high posts is universally accepted and “professional skills, career aspirations, administrative skills and their potential are always mediated by exercised from within cultural value systems that reflect particular Asian forms of patriarchy whether at the level of the state, the law or the academy” [3]. In Kazakhstan the quantitative data show the number of Kazakhstani females with academic degrees and there are only 5% females are rectors (Kazakh State Women Pedagogical Institute, Kazakh Humanitarian-Law Innovation University) of those who have PhD and Doctor of Science degrees occupy high ranking positions in higher educational system.

Senior posts or deputies are presented in proportion of male to female 3:1. “Women’s under-representation in posts which have any associations with power is strongly biased toward male. Male privilege in sector of power is fortress-strong.” [4]. Nowadays women with PhD’s and Doctor’s Degree has increased and the requirement of Ministry of education for the Universities are as follows: each

Department must have at senior academic level but among them, nevertheless, only 37 % of women according to the data succeed to occupy positions of deans, heads of scientific departments. *“Academic women constitute a different population, statistically speaking, from academic men. Women tend to be in areas which are not strategic positions in the academic market place and which are not as productive as the areas that attract men”.* Jessie Bernard *“Academic Women”*[5]

But the most painful point is as well as in the US that the age of giving the birth and research of PHD coincides and this fact is one of the crucial points in the process of achievement of professional goals. *“Time out for childbearing and childrearing interrupted careers”* [2]. Interruption makes women less visible in social life. Women at dean post or head departments have consensual leadership style that helps women keep the balance between family and work. Single-women can occupy dean’s post; however, paper-work cannot afford a family woman to be fully devoted to her career aspirations. Men say that they do not block the way of woman but cultural context demonstrates that family values are still a filter. Moreover, it is a problem to get a place in the kindergarden and mothers before they give the birth to the child should online give the request for this place. As you can see from the table below only 70% of them have to go to private kindergardens or stay at home.

Table 2 – Coverage of children with the kindergarden in % [2]

**6.4 Показатели охвата детей в возрасте 1-6 лет
постоянными дошкольными организациями**

	в процентах		
	Всего	Девочки	Мальчики
2009	18,8	18,8	18,8
2010	26,0	26,1	26,0
2011	30,8	30,8	30,8
2012	35,2	35,3	35,1
2013	36,8	36,8	36,7

Here some comments of women who have such kind of situation:

Successfully graduating the University I went to the school where I was supposed to work according to official order. I met a principle of school and she clarified the issues that interested her but at the moment she found out that I had a child the answer was “NO”. The school did not want to have problems in procedure of schooling. How could a young woman with a child to overcome this despair.

(Graduate of Kazakhstani university from the site www.edu.gov.kz)

I have a problem to find a kindergarden for my child. Now I am out of time and energy. I know that I have to continue my work in order not to lose the work experience and knowledge. What should I do?

(Question to the Minister of Education at www.edu.gov.kz)

Female responsibility for the child is the main barrier in enrollment for work. The situation after collapse of the Soviet Union can be explained very simply because of lack of kindergardens. All buildings were sold to businessmen for offices. It is a great problem to find a place for your child even in private kindergardens. People wait for years for this place. Private kindergarden does not guarantee an appropriate children care even though their price is higher. In kindergarden group there are 25-30 children. Children often are sick because lots of mothers bring their sick children. It

is clear in a single-mother situation. She must work, nobody will take care of her children and she is the only bread-winner in the family. It is a common issue that all mothers have to work. “Working mother contract” regulates the rhythm of life, opening the door for improvement the expectations to their children. “Women are measured by their ability to raise successful children” [2]. When the child is often sick it is very difficult for women keep the rhythm.

This is the justification for all women to keep “chilly climate” at work to keep the balance between the family and work. The notion of “chilly climate” is international. As a consequence of this situation we have low promotional connotations for women. It is supposed man’s patronage in promotion. “Behind any successful woman is a successful man” but who will take responsibility for the woman with the child?

Table 3 – Degrees with gender differentiation and age aspect [1]

6.17 Население, имеющее ученую степень*

	человек								
	Кандидата наук			Доктора наук			Доктора PhD		
	оба пола	муж- чины	жен- щины	оба пола	муж- чины	жен- щины	оба пола	муж- чины	жен- щины
Всего	17 506	8 427	9 079	5 049	3 121	1 928	1 687	785	902
из них в возрасте, лет:									
20-24	406	145	261	136	65	71	173	85	88
25-29	1 191	500	691	243	88	155	315	120	195
30-34	1 782	679	1 103	248	103	145	252	119	133
35-39	1 936	673	1 263	313	150	163	194	81	113
40-44	1 793	770	1 023	378	163	215	178	81	97
45-49	2 080	976	1 104	539	296	243	162	73	89
50-54	2 001	1 040	961	692	430	262	122	55	67
55-59	1 756	996	760	710	470	240	105	57	48
60-64	1 460	855	605	615	458	157	71	40	31
65-69	1 144	660	484	498	381	117	47	30	17

“Seal” of socialist system that women themselves were not ready to aspire to higher positions in pyramid of professional growth. “Women’s own perceptions that they are supposed to be at service level explains a link between lack of interest and gender stereotyping Davis (1990) and Boot and Browne (1996) suggest that gender roles and family responsibilities may actually based as a convenient and stereotypically acceptable excuses to conceal more powerful deterrents to apply for promotion.

Other factors that stop woman in their achievement- notions like glass-ceilings, “pipeline theories” – “These include male managerial style, lack of transparency and accountability in hiring and promotion procedures”. In Kazakhstani setting these notions are a part career ladder. Glass ceilings are harder the higher position you want to achieve. A lot of depends upon your contacts and influence of relatives. This is the justification why women always vote for transparency in order to understand the procedure of promotion. It is always remains as a “secret” door to enter.

Globalization plays a great role for involvement the women- academicians in network, participating in the conferences and global internet village and the notion of “globalization” is of great significance for women to develop professionally.

This picture shows the similarities and differences between our countries. Cultural ideologies and social policies shape women’s choices and lifestyle options. Maznah Mohamad writes of this “interplay of access and inclusion” [6], women are

led to believe that there is nothing to stop a woman from achieving what she wants, provided she is clever enough to tread carefully and not upset the ‘unchangeable’ norms of gendered society. In the face of social and cultural barriers women have to be resourceful to know how to negotiate, maneuver, bargain, manipulate or manage the situation for one’s benefit. The above mentioned strategies operate within the rules and enact them with ease. Women’s life time project is to learn and play by the rules, and because are not of their own making they are either “reread the frames by which they do their lives” (PuruShotam, 1998, p.161). Or else sneak around the rules, maneuver and manipulate the game to find a gap, a small place within which to assert an already culturally mediated and contested “I”.

In general nowadays, except above-mentioned specific gender issues, academicians and university professors are actually facing two major challenges: on the one hand, globalization is confronting small nations with the necessity of protecting their traditional national values; on the other, the introduction of the Bologna Process of creation of the European Higher Education Area reveals the need for a uniformed higher education system in our region. Most scholarships has become interdisciplinary, and scholars researching and teaching subjects related to national identity need to be in contact with the most recent developments in their field of research. As university professors, we feel the need to investigate and create new courses that would open new perspectives for students, making their education and knowledge compatible with and complementary to studies in humanities, and making them competitive in the national and international labour market for all students regardless of gender. *System that “Asian values” combined with goals of rapid economic growth, allows governments to promote and sustain Asian traditions and values with “western free market notions such as competitive individualism and meritocratic equality” and to selectively craft a “composite of ‘Asian’ traditional and ‘western’ middle class elements resonate with the core values of the family within a social system”*G. Luke, “Globalization and women in Academia”[1].

References

1. “На госслужбе Казахстана больше женщин, чем мужчин – вице-министр”. Retrieved from: http://www.inform.kz/ru/na-gossluzhbe-kazahstana-bol-she-zhenschin-chem-muzhchin-vice-ministr_a2895721
2. Luke G. (2001). *Globalization and Women in Academia: North/West - South/East*. NJ: Lawrence Erlbaum Associates Inc.
3. Coffey A., Delamont S. (2000) *Feminism and the Classroom Teacher: Research, Praxis, Pedagogy* Routledge.
4. *Women in Academia Crossing North–South Borders: Gender, Race, and Displacement*. Lexington Books
5. Bernard J. (1964) *Academic Women*. Pennsylvania State University Press, p. 331
6. Maznah Mohamad. (2000). *Explaining The Institutional Capacity Of State Feminism In A Non-Western Setting: A Case Study of the Malaysian Women’s Policy Agency*. Retrieved from: <https://www.escholar.manchester.ac.uk/api/datastream?publicationPid=uk-ac-man-scw:276394&datastreamId=FULL-TEXT.PDF>
7. Константинова В.Н. Власть и женщина... - Россия от А до Я. Retrieved from: <http://www.a-z.ru/women/texts/konstanr.htm>

УДК 81'23

PSYCHOLINGUISTIC ASPECTS OF FORMATION OF COMMUNICATIVE SKILLS IN FOREIGN LANGUAGE TEACHING

Cand.in Phil.Sci. R.A.Osmanova,
Miras University, Shymkent, Kazakhstan
osmanovar406@gmail.com

Түйін

Екітілді оқуды қалыптастыруда сөйлеуді қарым- қатынас құрал ретінде этнопсихоллингвистикалық зерттеу тұрғысынан қарастыра отырып, пікірдің туындауы мен қабылдауын, сөйлеудің ойлаумен байланысын, есте сақтау және эмоцияны ескеру қажет.

Резюме

Этнопсихоллингвистическое исследование речи как средства общения при формировании учебного двуязычия должно учитывать вопросы порождения и восприятия речевого высказывания, взаимодействия речи с мышлением, памятью, сознанием, эмоциями.

In ethno-psycholinguistic studies considerable place are occupied by the problems of ethnic consciousness, ethnic psychology, ethno-cultural identity and ethnic self-identification that is associated with the idea of ethnic stereotypes.

While interacting with other people, representatives of one ethnic community perceive people of other nationalities in accordance with their beliefs about the history and contemporary life of these nations and, by virtue of the prevailing stereotypes of consciousness, their own ethnic mentality acts a certain way in specific communication situations. "The emergence of collective representations of people about each other - is an extremely complex and contradictory process. The stability of the concepts of "us" and "others", instinctive repulsion of all the unfamiliar as incomprehensible and hostile is incredible" [Dmitryuk 2000, p.366].

Problems of intercultural communication, widely discussed at present by scientists from different disciplines, have been the subject of research and didactics, especially in solving problems of teaching second (non-native or foreign) language, skill training and communicative bilingualism. In these circumstances, the problem of teaching foreign languages to serve as a means of better understanding other cultures and contributing to the formation of tolerance and its multi-faceted personality development, acquires a special urgency. It must be noted that the graduates of secondary schools and non-language schools have a poor command of communicative techniques and information exchange in a foreign language.

Dialogue between cultures is a broader problem and more multidimensional than it was represented in the traditional didactics so far. In light of new studies about the theory of speech activity, the strong finding is that intercultural communication is not so much a dialogue of languages as it is a dialogue between the minds of the communicants. Dialogue between cultures, according to E.F. Tarassov, can occur as the exchange of cultural objects, activities and the exchange of images of

consciousness, associated with specific words. In any case, "a borrowed subject, and the new mastered foreign activities are perceived by the images of objects and activities of own culture just because the other way of understanding the new through the old (familiar) does not exist" [Tarassov 1996, p.14].

Such knowledge, in the form of images of consciousness (in linguistics, these are often associated with the concept of the word), externalized with verbal "shells" - bodies of linguistic signs – are used by communicators to build sentences. Specificity of communication while using a specific national language, according/by to Tarassov, consists, first, of a specific construction of the speech circuit, implemented by the laws of the grammar of the language, and second, specific image consciousness, which reflect the specific subjects of national culture. From this it follows that to achieve an adequate understanding it is necessary for the communicants to have, first, the commonality of a purely linguistic (grammatical) knowledge (and common skills, verbal behavior), and, second, the common knowledge about the world in the form of images of national consciousness. If, in principle, it is easy to teach the first, then the second is acquired over the course of a long and tedious adaptation to living conditions in a foreign environment (or not acquired at all).

For the development of an adequate understanding of a foreign culture it is not sufficient to learn only the language of representatives of this culture. Even the most common words, so-called (by V.G. Kostomarov and E.M. Vereshchagin) lexicographical equivalents, such as HOME, FAMILY, PARENTS, CHILDREN, FRIEND, turn out to be quasi-comparable, loaded with specifics from each culture:, associations, perceptions, which compile and determine the difference in the images of consciousness. During normal language teaching which prevails in modern didactics, support comes from the native culture, because the students having learned only the "outer shell" of English words such as "house," "family," "children," or "friend," would associate them with the images of the world, world view, which are prevalent in their own native culture. This situation will naturally change with a deeper acquaintance with the other, study (English) culture. And only during a fairly long stay in foreign environment it is possible to assimilate and consolidate the long accustomed linguistic sign with the associated representative from the foreign community. The success of intercultural communication depends on the extent to which the images of the consciousnesses between multilingual communicators intersect (have a certain degree of commonality), otherwise the discrepancy between these images will serve as the reason of inevitable misunderstanding (or confusion) in intercultural communication.

But to master ("assign") the culture of another (foreign) community through assimilating (assigning) the images with those of his own mind, there should be their "outer shells", which is accessible to a casual observer.

These "outer shells" (inter-subject form of existence of the images of consciousness, by E.F. Tarassov) can be objects, actions, or words. "Outer shells" are needed to "transfer" the images of consciousness from one generation to another, or when developing a different culture. For example, to develop a in foreign recipient



the image of the Russian “house” E.F. Tarassov, the recipient must be given the perception of the house inside and out, allowing him to live in a Russian family, showing him an atmosphere of warmth, which usually prevails in Russian families, and by convincing him of the insecurity in the Russian home about the invasion of any authority.

For example, E.F. Tarassov states that to develop the image of the Russian “house”, the foreign recipient must be given the perception of the house inside and out, allowing him to live in a Russian family, showing him an atmosphere of warmth, which usually prevails in Russian families, and by convincing him of insecurity Russian home from the invasion of any authority. The "outer shell" of consciousness of a "home" is the object (house), the actions associated with this subject (to live in the house), the word "home" itself, and a context from other images of consciousness (i.e., the values of other words); these factors must be described and recorded to create the image of the “house.”

The development of knowledge about of a foreign culture by E.F. Tarassov, can occur in at least two ways. "The first way - is the understanding of culture, when own culture looks for "equivalent" image, and the knowledge contained in the content of the image transferred to the object of another culture. For example, explanations like: "The Moscow Kremlin to the Russian is the same as Big Ben for the British." Such familiarity with a foreign culture does not lead to an increase in knowledge in the subject of analysis: the cognitive situation is not to develop a new knowledge, but only to manipulation of the old knowledge" [Tarassov 1996, p.19].

A second method of learning a foreign culture involves a search for differences between the compared images of the foreign and native cultures, in which the image of native culture should not obscure or replace the image of foreign culture, but by contrast, should encourage the development of new knowledge to enrich the person (his mind) when meeting foreign ideas.

Thus, using the previous statements, we can draw the following conclusions:

- Proof of existence of language awareness come from the "outer shells" images of the world;
- Because there are no identical national cultures, there are no consciousnesses which are the same, which display the same or even one of the same cultural objects. The image of the object transferred from one culture to another, always contains elements of national-cultural sensitivity;
- Intercultural communication - is a phenomenon that is new to the ontology of language awareness analysis. That is, it (the ontology analysis of intercultural communication) creates optimal conditions for the analysis of the national language, consciousness. “This optimality is primarily confined by the fact that it violates the automatism of perception of language awareness through the use of a new "instrument" foreign consciousness” [Tarassov 1996, p. 20].

Violation of automaticity of perception of one’s own national consciousness, a familiar object of analysis, is controlled at various levels of image consciousness, which are usually not recognized in a "normal" conversation by communicants or representatives of one culture.

Thus, we should stress again that the intercultural dialogue is a promising ontology analysis of linguistic consciousness, which requires development and further research.

Psycholinguistic study of speech as a means of communication (in its broad sense the external and internal forms) in the formation of academic bilingualism must necessarily take into account the issues of generation and perception of verbal expression, speech interaction with thinking, memory, consciousness, and emotions.

In addition, the practice of foreign language teaching has come to the understanding that it is impossible to teach the language in isolation from the culture of the native speakers of that language. The experience of a people is contained in their vocabulary and their spiritual and material culture is reflected. The word reflects the life of society and, in turn, is conditioned to the life of that society. A word is complex following a fixed-defined semantic system, and the associated national culture. Therefore, learning a new (foreign) language is better built on the basis of a comprehensive methodology that takes into account the inter-subject, and cross-subject connection: between the psychodynamic (emotive) aspect of the speech, its cognitive side (perception, memory, thinking, etc.) and the communicative aspects of speech.

Thus, speaking activities during the learning process, most basic form being a dialogue, is the most effective learning and cognitive model and should be used in the linguistic-psychological training.

References

1. Dmitryuk N.V. *Forms of existence and functioning of language awareness in an inhomogeneous linguistic cultural medium.* – Thesis. – M., 2000.
2. Tarassov E.F. *Cross-cultural consciousness - a new ontology analysis of language awareness / Ethno-cultural specificity of language consciousness.* – M.:ILRAS, 1996.





UDC 811.111:378.018.554:001.891(073)

METHODS OF TEACHING MA TESOL MODULES: RESEARCH ANALYSIS

Cand.in Phil.Sci., Assoc.Prof. A. Sulkarnayeva
Kazakhstan Branch of Lomonosov Moscow State University, Kazakhstan
a-r-s-2008@yandex.ru

Түйін

Берілген мақала Британдық университетінде ESOL (ағылшын тілін басқа тілдердегі сөйлеушілерге үйрету) курсының оқытын магистранттарды ағылшын тілінде оқыту әдістерін талдауына арналады. Зерттеу жұмысы «Болашақ» ғылыми оқыту бағдарламасы аясында жүзеге асырылды. Мақала зерттеу бойынша жарияланымдар кезеңінің қорытындылаушысы болып табылады

Резюме

Работа посвящена анализу методов обучения магистрантов на английском языке, обучающихся по курсу TESOL (преподавание английского языка для носителей других языков) в британском университете. Данное исследование выполнено в рамках научной стажировки по программе «Болашақ». Статья является завершающей в цикле публикаций по данному исследованию.

Introduction

The present research is carried out within the framework of an internship under the international scholarship 'Bolashak' and in strict conformity with a specialty 'Theory and Methodology of Professional Education'¹.

The **topicality** is determined by the reforms inside the former system of postgraduate professional education according to the European standards, i.e. MA and PhD levels. Thus, the question of teaching academic disciplines in English at the MA level with the purpose of providing Kazakhstani MAs with competitiveness in various scientific spheres has become most urgent. In this connection, it is obvious that our research staff needs acquiring such theoretical and practical experience of teaching disciplines in English at best universities.

This research was conducted at University of Essex in 2010, being one of the best UK universities providing the international scientific and academic staff with a possibility of carrying out researches in various areas. This one is based and completed on the MA TESOL Program, devised for EL teachers. This program provided the author with some theoretical experience of teaching modules in English to implement this experience into practical educational process at the MA level in KZ.

The **novelty** is determined by insufficient theoretical and practical investigation of the methodological basis of teaching in English at the MA level according to the European standards in Kazakhstan. In the Republic no researches in this area have ever been conducted in relation to the philological specialties "Foreign Language: 2

¹ The official web-site of the Bolashak programme www.edu-cip.kz/bolashak

FLs" and "Foreign Philology". The core idea of this research is its practical orientation: the application Essex experience to practice at ENU.

The **purpose** is to audit and analyze the methodology and practice of successful teaching of MA TESOL modules in order to introduce the acquired experience into the educational process (i.e. ENU). The purpose is also explained by a necessity of using English in the teaching process at the MA level. It is necessary to note that the author does **not** aim to give any evaluation concerning the teaching staff or quality of the pedagogical process. Besides, for preservation of maximal objectivity, the author excludes using any items of information about the teaching staff (surnames, first names etc.) as well as any information about modules (date, time and room) in describing this or that type of a lecture / seminar. The **tasks** include: 1) investigation of theoretical and methodological teaching experience (lectures and seminars) by a classroom observation method; 2) analysis of practical experience of teaching (types of activities in lectures and seminars). The expected **result** is to acquire the theoretical experience of teaching of some academic disciplines in English at the MA level with the purpose of practical application at the MA level.

The **material of the research** is the types of activities involved in lectures and seminars of some MA TESOL courses: 1. Practical Description of English Language (core); 2. Materials and Methods (core); 3. Psychological / Sociological Bases of Language Learning (core); 4. English Language Teaching (core). Material aids are printed and e-books, dissertations, research journals, proceedings of methodological conferences, textbooks, audio-visual materials, etc.

The research propositions are as follows:

1. The teaching process is mostly based on productive methods of teaching, i.e. the student extracts new knowledge in the result of his/her creative activity, which involves heuristic and research approaches.

2. There is no distinct difference between lecture and seminar types of lessons, which is mostly explained by using interactive ways of teaching. These ways are explicit through such lesson activities as the individual, pair, mini group and class work.

3. The most effective lesson activities are individual, pair, mini group and class work, which comprise other numerous lesson activities as work with Internet resources, discussion, work with handouts, etc.

4. The Power Point Presentation, consisting of the lecturer`s explanation based on slide presentation, is the "skeleton" of the lesson structure, allowing to involve the entire arsenal of teaching methods.

5. The use of a wide variety of teaching methods is explained by both the sufficient amount of lesson time (the lesson duration is 1 hour and 45 minutes) and the class size (the group consists of 10 students).

6. The positive atmosphere of the teaching process is kept due to the benevolent behavior tactics and the use of humor on the part of the lecturer.

Methodology

According to the purpose of this research, the author has analyzed the methodology and practice of effective teaching of academic modules in English at the

MA level. According to the set tasks, the author has investigated the methodological basis of teaching and practical teaching experience. The **methods of researching** are classroom observation (by registration in tally sheets), poll of the lecturers (by questionnaires), comparative and descriptive methods, quantitative and qualitative analyses [1-4]. The research is based on the principles which are thoroughly described in the first chapter. Therein is the list of them: the triangulation, the facilitation of the qualitative data by the quantitative data; the combination of the quantitative and qualitative analyses; the interaction of structure and process; the researcher's and subject's perspectives; the generality; qualitative research facilitate the interpretation of relationships between variables; the the research process [5-9, 12].

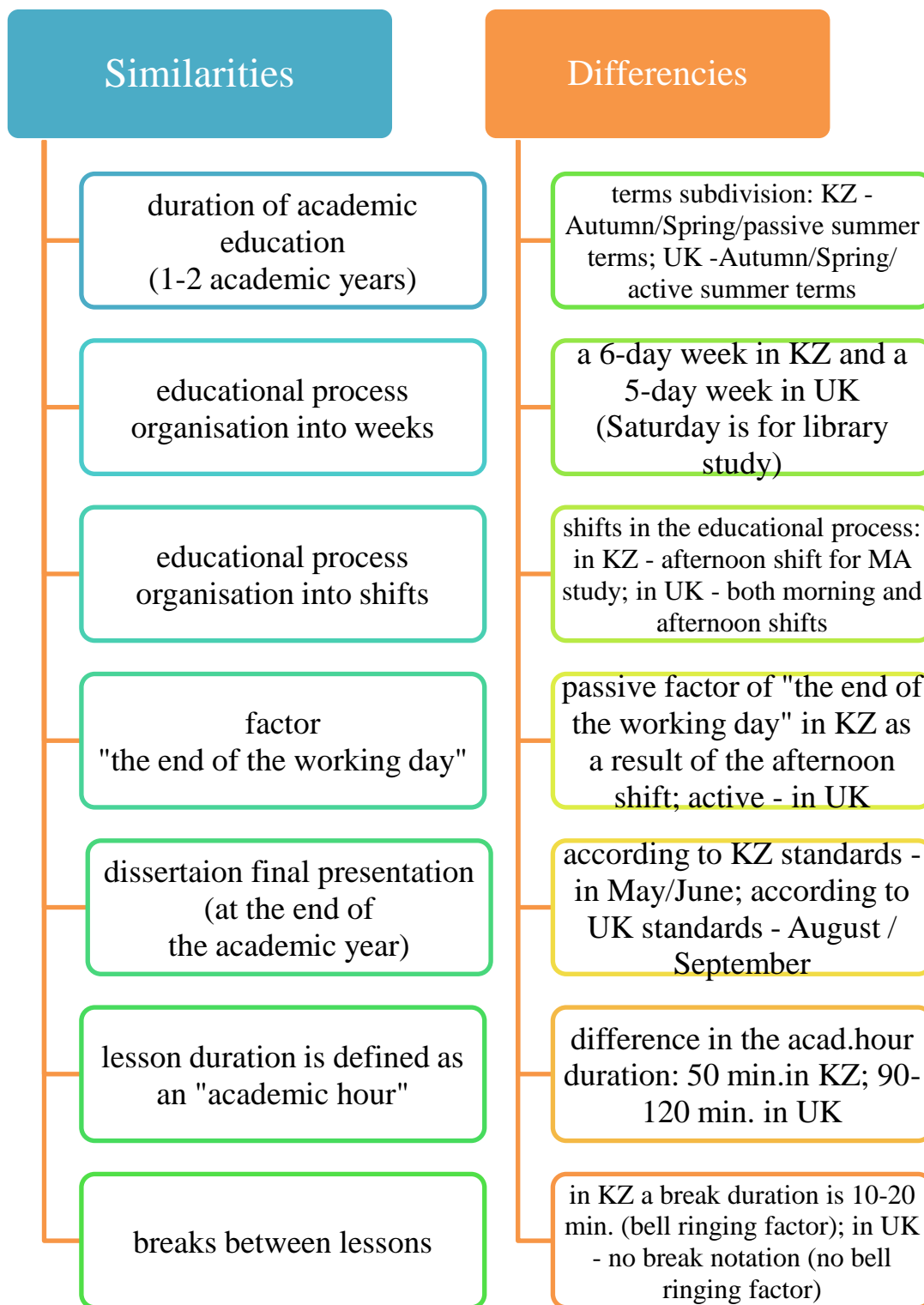
Discussion

The first chapter includes the description of the **general characteristics** of the educational process management at these universities and reveal the similarities of the management. The **similarities**: education duration at the MA level covers 1 or 2 academic years; the entire educational process is organized into academic weeks and morning / afternoon schedule shifts; lesson duration is defined as an "academic hour"; final dissertation discussion takes place at the end of the academic year.

There are numerous **differences** in the educational process of both universities. The *first* is the academic term subdivision. In Kazakhstan, there are two active academic terms, i.e. Autumn (September – December) and Spring (January – May) Terms and Graduation Period (June – July). Summer Term takes a month only for the students who have academic backlogs. In general, summer is the vacation period. In the United Kingdom, there are three active terms, i.e. Autumn (October – December) and Spring (January – March) and Summer (April – July) and Graduation Period (July). The vacation period covers August and September.

The *second difference* is the academic week duration, which covers Monday – Saturday at ENU and Monday – Friday at Essex. The five-day week duration seems to be more reasonable because the MA students should have a day for individual study and research. The *third difference* consists in the shifts in the educational process: the ENU MA students have to study in the afternoon, i.e. approx. from 14.00 to 21.00, while the Essex MA students have both morning and afternoon lessons. The latter schedule organization seems to be more convenient for the MA students from the viewpoint of the learning process.

The *fourth difference* lies in the period of a dissertation final presentation. ENU MA students start researching their dissertation themes at the very beginning of the academic year according to the dissertation plan approved by the Head of the Department (in September). Essex MA TESOL students start researching by the end of the Spring Term, but the system of submitting mini-scale researches (assignments) on all the MA TESOL modules within the Autumn and Spring Terms, which are different from the ENU examination system, should be kept in mind. See Histogram 1 below [12].



Along the general differences in the educational process, the author should stress a number of **striking differences**, which may influence the effectiveness of the teaching process. The *first and most important difference* is the lesson duration: at ENU (in any Kazakhstan university) the duration is 50 minutes, while at Essex the duration is 1 hour and 45 minutes. According to the classroom observation results, the longer lesson duration allows the lecturer to use a wide arsenal of teaching methods and involve numerous lesson activities, which make the teaching process

effective and successful. The shorter lesson duration compels the lecturer to use a rather limited number of methods and activities, which affect the educational process.

The *second difference*— no sharp distinction between the lecture and seminar lesson types at Essex. It is explained by the multiple uses of the teaching methods, applied by the lecturer to make the educational process diverse and efficient. It is also accounted for the sufficient lesson duration enabling to involve various types of activities. The shorter lesson duration makes the lecturer to adhere to a rather sharp distinction between lectures and seminars, which may have some negative aspects. Among these drawbacks the following can be mentioned proceeding from the personal teaching experience: overall lecture outlining in the written form by the students within a lecture may cause loss of interest in content; lecturer`s monologue explaining material may exclude students` active participation in the process; pair / mini group work is not used in a lecture; seminar type reduces (to a certain extent) the lecturer`s role to a check over and control on the homework tasks; lessons may not be characterized as interactive.

The second chapter considers the background of classroom observation process, i.e. preparatory stages of classroom observation process; methods and principles and tools for it. Briefly, the **methods and principles of classroom observation** are:

- overt, i.e. methods and activities are actually seen for observation;
- obvious, i.e. a researcher should require a minimum of interpretation;
- context independent, i.e. a researcher should observe but not to interpret the behavior;
- relevant, i.e. observation of methods and activities only;
- complete, i.e. observation of methods and activities used in lesson;
- precise in enlisting methods and activities in the tally sheet;
- easy to record, i.e. according to the tally sheet.

Thus, the author has tried to follow the seven principles of classroom observation described by Denscombe, Mackey and Gass[10, 11]. The main methods of classroom observation in the present research are *systematic* and *participant*.

The author has devised the **research instruments** while preparing for classroom observation: *tally sheets*, enlisting the types of methods and lesson activities, and the *questionnaire* for the MA TESOL lecturers. The tally sheet is a basic tool of the systematic and participant observation of the teaching process, which is a list of the most frequent methods of teaching and types of activities. The tally sheet appears in the extended and modified format according to our purpose. It is important to emphasize a distinction between observing a teaching process of a foreign language learning (that does not enter the tasks of our research) and *observation of methods and activities* involved into the teaching process. The questionnaire is the second tool based on the tally sheet sample. It includes questions to the module lecturers about methods and activities used by them in the teaching process.

The third chapter includes the analysis of classroom observation data, i.e. the descriptive and qualitative analysis of the tally sheets data as well as the quantitative analysis, and the summary on the chapter. The time on site for classroom observation

has included 11 academic weeks of the Autumn Term (44 classes or 63 hours). The average duration of the lesson is 1 hour and 45 minutes. The total number of the observed aspects fixed in the tally sheets comprises 40 parameters, according to which the author has carried out the classroom observation of the teaching process. The methods and activities in the tally sheet are represented in alphabetic order. The observation has been carried out by the quantitative method in two directions: *basic calculation of activities* and the *time spent* on them in a lecture or seminar lesson. To fulfill the overall observation the author has established the macro, mid and mini temporal blocks (hours, minutes and seconds).

To feedback the descriptive analysis, the author has made a quantitative analysis: 2 histograms and 2 tables showing the quantitative data, which are subdivided in two main blocks: 1) activities representation taking less than 30 minutes within one lesson; 2) activities representation taking more than 30 minutes (presented in the book published).

The most frequent activities are: 1) lecturer`s talk to a mini group; 2) students` oral work with handouts; 3) lecturer`s talk to a pair of students; 4) students` writing tasks; 5) lecturer`s instructions on activities organization. No other activities exceed the five minutes` limit. **The most prolonged activities** are: 1) PP presentation; 2) lecturer`s explanation based on slide presentation; 3) work with supplementary materials; 4) group discussion; 5) explanation of the material based on the Internet resources. See Table 1 for details [12, p.62-63].

Table 1 - Percentage duration of the activities

Class activities involved	Average time (min.)	Data in %
Power Point Presentation	78	74
work with supplementary material	32	30
lecturer`s explanation based on PP presentation	29	27
group discussion	24	23
explanation of the material based on Internet resources	20	19
oral explanation of the lecture / seminar material	18	17
students` mini group work	17	16
lecturer`s talk to an individual	15	14
lecturer`s talk to a mini group	14	13
students` pair work	10	9
students` oral work with handouts	8	7
lecturer`s talk to a pair	6	5
students` writing tasks	6	5
lecturer`s instructions on activities organization	5	5
students` responses to the questions	3	3
students` comments on the lecturer`s explanation	3	3
lecturer`s summary of the individual / group work	3	3
lecturer`s monitoring	2	2

students` comments on each other	2	2
opening / closing a lesson	2	2
friendly talk before / after the lesson	2	2
making notes	2	2
lecturer`s responses to the students questions	2	2
students` questions to the lecturer	2	2
lecturer`s explanation using whiteboard	1	1
lecturer`s display questions	1	1
handouts delivering	1	1
lecturer`s passive student encouragement	1	1
lecturer`s referential questions	1	0.95
humor in the teaching process	1	0.95
lecturer praises a group of students	0,22	0.20
lecturer praises one student	0,16	0.15
lecturer organizes work in pairs / mini-groups	0,15	0.14

Summarizing the tally sheets data used as the main tool of classroom observation, the author feels it essential to pay attention to the Groups 1, 2, 3 and 7. The first three groups are closely interrelated as they demonstrate that Power Point Presentation includes such effective methods of teaching and lesson activities as: i) the lecturer`s explanation of the theoretical or practical material based on both PPP and work with supplementary materials; ii) use of the Internet resources; iii) pair and mini group work of the students; iv) group discussion; v) the lecturer`s relationship with the students through talking to pairs and mini-groups. Group 7 indicates that the lecturer`s activity organization through asking and giving instructions as well as praising and using humour in the teaching process occupy the least lesson time, but it should said that these parameters make the entire process effective and successful.

Conclusion

In general the teaching process at Essex is mostly based on productive methods of teaching, i.e. the student extracts new knowledge in the result of his/her creative activity, which involves heuristic and research approaches. The most active methods are the verbal ones (narration, explanation, conversation), practical methods and visual methods. The most effective lesson activities are individual, pair, mini group and class work, which comprise other numerous lesson activities as work with Internet resources, discussion, work with handouts, etc. The PPPresentation and the lecturer`s explanation form the "skeleton" of the lesson structure, involving the entire arsenal of teaching methods. The positive atmosphere of the teaching process is kept due to the benevolent behavior tactics and the use of humor on the part of the lecturer. It should be kept in mind that the aim of this research does not cover or include any global recommendations on teaching methodology because the author sticks to the opinion that a thorough comparative investigation of the educational process of the philological specialties at the MA level may and should be conducted both between the domestic universities within Kazakhstan and the United Kingdom

and between some KZ and UK universities. This may enter the area of further **perspectives**.

The **implications** of this research may be realized in several ways. Firstly, a small-scale research on creating the positive atmosphere and the use of humor in the teaching process may be carried out being based on the comparative investigation of these aspects within the Kazakhstan and British educational processes. Secondly, a small-scale research on the relationship between the lecturer and the students, e.g. the use of the students` names in the educational process, may be conducted in the comparing aspect based on revealing the similarities and differences of the Kazakhstan and English educational process.

To summarize the results of this research, the author would like to quote Mackey and Gass who said that our "... role is not to judge, evaluate, criticize, or offer constructive advice"[11], because our role is to find out the best ways of developing and improving the teaching process, making it more effective and successful.

A monograph as well as a series of publications describing separate aspects of this research in depth was published in Astana in 2011 and gifted to both the National Kazakhstan Library and University of Essex Library.

References

1. Mitchell R., Parkinson B. and Johnstone R. (1981) *The Foreign Language Classroom: An Observational study. Stirling Educational Monographs, no. 9. Stirling: Stirling University, Department of Education.*
2. Ullman R. and Geva E. (1985) *Classroom Observation in L2 setting: A Dimension of Program Evaluation. Toronto: Modern Language Center, Institute for Studies in Education.*
3. McDonough J. and S. McDonough (1997) *Research Methods for Language Teachers. London: Arnold.*
4. Blaxter L., Hughes Ch. and Tight M. (2010) *How to research, 4th edition. McGraw Hill House: Open University Press.*
5. Allwright, R.L. & K.M. Bailey (1991). *Focus on the language classroom: an introduction to classroom research for language teachers. Cambridge: Cambridge University Press.*
6. Chaudron (1988) *Second language classrooms: research on teaching and learning. Cambridge: Cambridge University Press.*
7. Lynch B.K. (1996) *Language program evaluation: theory and practice. Cambridge University Press.*
8. Marsh D. and Mehisto P. (2009). *CLIL Practice: Perspectives from the Field. Finland: CCN, University of Jyväskylä.*
9. Allen, J.P.B., Fröhlich, M. & Spada, N. (1984). *The communicative orientation of second language teaching. In J. Handscombe, R. Orem & B. Taylor (Eds.), On TESOL '83 (pp. 231-252). Washington, DC: TESOL.*
10. Denscombe M. (2007) *The Good research Guide for Small-Scale Social Research Projects, 3rd edition. Maidenhead: Open University Press.*
11. Mackey A. and Gass S. M. (2005). *Second Language Research. New Jersey: Lawrence Erlbaum Associates, Inc.*
12. Sulkarnayeva A.R. *Methods of Teaching Academic Disciplines in the English Language at Master of Arts Level. Монография. – Астана, 2011. – 148 с. ISBN 9965-31-435-7*

УДК 372.881.1

ЭФФЕКТИВНАЯ ОБРАТНАЯ СВЯЗЬ КАК ЗАЛОГ УСПЕШНОГО И ПРОДУКТИВНОГО ОБУЧЕНИЯ

учитель Г. Галимжанова
Назарбаев Интеллектуальная школа, Кокшетау, Казахстан
gulnaragalimzhanova@mail.ru

Түйін

Кері байланыс – оқушыларды оқыту үрдісіндегі маңызды компоненттердің бірі. Кері байланыстың басты мақсаты – оқушының оқу мақсатына жету жолында қандай жетістіктерге жеткені, ең бастысы сол оқу мақсатына жету үшін не істеу керек екенін түсінуі. Сондықтан кері байланыс мұғалімге оқу мен оқыту үрдісін тиімді және нәтижелі етіп ұйымдастыру үшін қажет ең маңызды құрал болып табылады.

Abstract

Feedback is an important component of teaching and learning process. It can be beneficial and motivational for students, it can help them to analyze their learning and achieve learning objectives that is why giving constructive and effective feedback is one of the skills teachers need to have in their professional practice if they want to make their teaching productive and effective.

Одним из ключевых направлений современного образования в Казахстане является внедрение политики трехязычия в школах нашей республики. Министр образования и науки РК Ерлан Сагадиев отмечает, «сегодня уже нет сомнений, что будущие знания, наука, информация, целые профессии и, в целом, способности любой нации, будут зависеть от знания английского языка»[1]. Таким образом, мы можем сказать, что обучение английскому языку сейчас рассматривается как одно из приоритетных направлений в образовании и в государственной политике в целом. Перед учителями нашей республики встает вопрос: что нужно, и каким образом делать в классе для того, чтобы сделать процесс преподавания английского языка более эффективным и продуктивным для того, чтобы учащиеся смогли достичь тех учебных целей, которые ставят перед ними новые учебные программы. Очевидно, что учитель должен быть готов к изменениям в своей собственной практике, к необходимости внедрять и использовать на уроках новые стратегии и технологии, которые сделают процесс обучения более интересным, осознанным и помогут ученикам овладеть третьим языком, который впоследствии станет для них инструментом для дальнейшей самореализации. Задавшись вопросом, как и с помощью какой стратегии можно помочь учащимся успешно овладеть английским языком, я пришла к выводу, что необходимо выстраивать процесс обучения в формате диалога с учащимися, когда они являются полноправными участниками процесса и заинтересованной стороной. В данном контексте необходимо отметить, что важной составляющей процесса обучения являются комментарии учителя и его обратная связь, которая предоставляется учащимся по результатам выполненной работы.

Сьюзан М. Брукхарт в своей книге «Как давать эффективную обратную связь учащимся» говорит о том, что обратная связь является одним из важнейших компонентов формативного оценивания процесса обучения учащихся. Формативное оценивание показывает учителям и учащимся, насколько обучение является успешным в рамках программы, а обратная связь учителя дает необходимую информацию учащимся для того, чтобы они могли успешно достигнуть тех учебных целей, которые перед ними ставит учитель. В данном случае обратная связь является инструментом, необходимым для учителя и необходимым условием для эффективного обучения [2]. В качестве доказательства важности внедрения эффективной обратной связи, Сьюзан М.Брукхарт приводит исследования таких знаменитых ученых, как Джеймс Кулик и Мери Тереза Морган (1991), Дебора Батлер и Филлип Винни (1995), Джон Хати и Хелен Тимперли (2007) [2]. Так, например, Джон Хати и Хелен Тимперли в своем исследовании, посвященном эффективности обратной связи, говорят о том, что обратная связь для учащегося имеет большую ценность, нежели просто оценка их работы и при этом может иметь как положительное влияние, так и отрицательное влияние на процесс обучения [3]. Так что же делает обратную связь эффективной или, наоборот, неэффективной для процесса обучения? Если говорить об обратной связи в целом, как письменной, так и устной, то основными критериями, определяющими эффективность обратной связи, являются:

- позитивность и доброжелательность (эффективная обратная связь определяет сильные и слабые стороны в работе учащихся, не дает оценку работе);

- своевременность (обратная связь будет эффективной, если она будет предоставлена как можно быстрее после выполнения задания, для того чтобы у учащегося была возможность работать дальше над достижением учебных целей);

- ясность и четкость изложения для понимания учащимися (ученик должен понимать, что ему/ей необходимо предпринять для улучшения работы, навыков, результатов);

- информативность (эффективная обратная связь предлагает информацию для учащегося, которая поможет улучшить работу);

- эффективная обратная связь должна быть основана на критериях и призвана информировать учащегося о том, чего он достиг, а затем о том, над чем ему еще нужно работать [4].

Таким образом, эффективная обратная связь должна отвечать учащимся на три важных вопроса: на каком этапе я сейчас нахожусь? Какой прогресс уже сделан? Какие шаги нужно предпринять для того, чтобы добиться успеха? [3]. Джон Хати и Хелен Тимперли различают четыре вида обратной связи:

1. обратная связь по качеству выполненного задания (правильно/неправильно выполнено задание);

2. обратная связь по процессу выполнения задания (предоставляет учащимся информацию по тому, как они выполняли задание и взаимосвязь данного процесса с качеством выполненного задания, а также предоставляет альтернативные способы и подходы в выполнении подобных заданий);

3. обратная связь по навыкам саморегуляции (то есть насколько учащийся умеет оценивать и анализировать свои сильные и слабые стороны, насколько учащийся может регулировать процесс своего обучения [5]);

4. обратная связь или отзыв об учащемся, как о личности, например: умный мальчик! В отличие от предыдущих трех видов обратной связи, данный вид обратной связи не является эффективным по двум причинам: во-первых, она не содержит информации для дальнейшего обучения, а также предполагает, что интеллект фиксирован, что может разрушить у учащегося понимание связи между усилиями учащегося и его достижениями [6].

Для апробации и внедрения эффективной обратной связи в своей педагогической практике мною были определены следующие стратегии и методы: сбор портфолио; символы для обозначения ошибок (correctioncodes); регулярная работа над ошибками; редактирование своих работ; обсуждение типичных ошибок.

В отечественной и, в большой степени, в зарубежной образовательной практике на современном этапе широко используется технология портфолио, которая нацелена на развитие навыков саморегуляции учащихся, что делает процесс обучения более осмысленным для учеников. Согласно конструктивистской теории, предложенной Джоном Дьюи, саморегуляция является одним из важнейших условий для успешного обучения. Умение учащегося контролировать свое обучение, анализировать свои сильные и слабые стороны, планировать свою дальнейшую деятельность в зависимости от поставленных целей делает процесс обучения более продуктивным [7]. Кэтлин Джоунс, учитель гуманитарных наук в средней школе Пирсон в Калгари, основываясь на своем опыте говорит, что портфолио, которые ведут ее учащиеся, становятся живым доказательством того, как ученики анализируют проделанную работу и имеют возможность на протяжении всего года отслеживать прогресс обучения [8].

В своей практике я использую портфолио уже третий год. Перед началом работы очень важно информировать учащихся о том, что главная цель ведения портфолио – отслеживать собственный прогресс в обучении. Детские портфолио хранятся в кабинете, но при этом учащиеся имеют свободный доступ к своим работам: они могут просмотреть свои работы с обратной связью от учителя, проанализировать и проследить траекторию своего успеха.



Для эффективности обратной связи по результатам письменных работ в процесс обучения были внедрены символы и значки для обозначения ошибок (correctioncodes). Данный инструмент обратной связи позволяет указать учащимся на ошибки, не исправляя их, давая тем самым возможность ученикам проанализировать допущенные ошибки и самим их исправить. Таким образом, ученик становится активным и полноправным участником процесса обучения и оценивания. Первоначально мною были использованы те символы и коды, которые предлагает BritishCouncil (рис.1), но впоследствии эти символы были несколько раз пересмотрены и адаптированы в соответствии с нашими реалиями. Последний вариант, который используется мною и моими учащимися (рис.2) был разработан совместно учителями методического объединения английского языка нашей школы на основе различных систем, предложенных разными школами [9].

Writing correction code - Try - Activities © BBC | British Council 2007

Writing correction code

Code	Use	Example
WW	Wrong word	As our plane flew <u>on</u> the mountains we saw snow.
WT	Wrong time	As our plane flew over the mountains we <u>add</u> snow.
WF	Wrong form	As our plane flew over the mountains we <u>was seeing</u> snow.
WO	Wrong order	As our plane over the mountain <u>fast</u> we saw snow.
SP	Spelling	As our plane flew over the mountains, we saw snow.
P	Punctuation	As our plane flew over <u>the</u> mountains, we saw snow.
X	Extra word	As our plane flew over the mountains, <u>saw</u> snow.
M	Missing word	As our plane flew over the mountains we <u>observed</u> snow.
R	Register	As our plane flew over the mountains we saw snow.
?	Not clear	As our plane flew over the mountains we <u>add</u> snow.
I	Silly mistake!	As our plane flew over the mountains we <u>add</u> snow.
RW	Try re-writing	Our vehicle flies, we snow find, over mountains you saw it.

Рис. 1

Correction Symbols		
↑	insert	Where is bank?
↔	move letter / word order	I see don't it.
≡	capital letter	Diana and I like candy.
∩	lowercase letter	I want some Cookies.
○	highlight	He go to the cinema.
¶	start new paragraph	
✂	delete	I need a pencil.
~~~~~	not clear / confusing	On her in room of shop.
★	superstar writing	What are some to make and mountains? it is it.

Correction Codes - High School		
SP	spelling	Amiable
SPC	spelling	the first the first.
WR	wrong word	I had fun with milk.
WRW	wrong word	I am right and.
WRP	wrong word	It is too.
T	time	I go to Arama tomorrow.
PROP	preposition	I'll go Arama tomorrow.
OR	order	the student of the 10 group.
REP	repetition	It is good and not bad.
MF	word form	I ran quick.
AVA	adverb/adjective	This taste good.

Рис. 2

Нельзя утверждать, что работа с данными символами и значками в качестве обратной связи сразу была понятна учащимся и встречена с энтузиазмом. Конечно, практика исправления ошибок на письме учителем не требует дальнейшего глубокого анализа и работы со стороны учащегося: учитель исправил все ошибки и на этом работа может быть закончена. Напротив, использование “correctioncodes” требует от учащихся умственных усилий для того, чтобы понять, в чем заключается допущенная ошибка и как ее исправить. Однако при планомерной систематической работе учителя данная обратная связь становится интересной и увлекательной для учащихся. В своей практике я широко использую взаимо- и самооценивание письменных работ: то есть учащиеся имеют возможность до сдачи окончательного варианта письменной работы получить обратную связь по качеству своей работы от одноклассников. Учащиеся с помощью символов и значков для обозначения

ошибок проверяют работы друг друга (при этом они используют любой цвет пасты, кроме синего и зеленого, так как для проверки работы учителем используется зеленая паста). Учащиеся дают устные комментарии друг другу по работе и затем переписывают, то есть редактируют свою работу с учетом обратной связи, полученной от одноклассников. (Рис. 3)



Рис. 3

Каждый раз, после проведения обратной связи, ученик имеет возможность исправить ошибки и переписать работу, улучшая, таким образом, качество письменной работы. Проходя через все этапы, учащиеся не только улучшают навыки письма на английском языке, но и приобретают необходимые навыки для самоконтроля и саморегуляции и являются активными участниками всего процесса обучения. Становится очевидным, что при таком подходе главная цель учителя – не проверить работу учащегося и поставить оценку, а помочь ученику достичь той учебной цели, которая перед ним поставлена.



фото работы после взаимопроверки

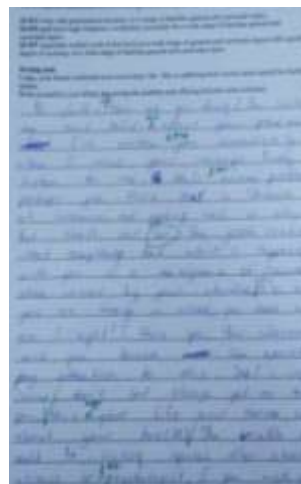


фото работы после проверки учителем

Согласно моим наблюдениям, в ходе практической деятельности можно утверждать, что грамотная организация обратной связи в процессе обучения играет положительную и важную роль в достижении учебных целей учащимися. Во-первых, эффективная обратная связь оказывает влияние на способность учащихся понимать, контролировать и регулировать свой процесс обучения. Во-вторых, эффективная, ясная и понятная для учащегося обратная связь делает учебный процесс индивидуальным и дифференцированным, что, в свою очередь, влияет на продуктивность и успешность всего обучения.

#### *Литература*

1. Сагадиев Е. Смысл внедрения трехязычия в Казахстане – тотальное знание казахского языка населением. МИА «Казинформ», 2017. [Электронный ресурс] Режим доступа: [http://www.inform.kz/ru/erlan-sagadiyev-smysl-vnedreniya-treh-yazychiya-v-kazahstane-total-noe-znanie-kazahskogo-yazyka-naseleniem_a2897529](http://www.inform.kz/ru/erlan-sagadiyev-smysl-vnedreniya-treh-yazychiya-v-kazahstane-total-noe-znanie-kazahskogo-yazyka-naseleniem_a2897529)
2. Brookhart S.M. *How to give effective feedback to your students*. Association for Supervision and Curriculum Development. Alexandria, Virginia, USA.
3. Hattie J., Timperley H. *The Power of Feedback*. *Review of Educational Research*. March 2007, Vol. 77, No. 1, pp. 81-112. Retrieved from: <http://www.columbia.edu/~mvp19/ETF/Feedback.pdf>
4. Hughes B. *Questioning Assumptions: What Makes for Effective Feedback on Student Writing?* *The Writing Center Writing Across the Curriculum*. Madison. Retrieved from: [http://writing.wisc.edu/PDFs/hughes_brad_wac_uwmadison_teaching_academy_feedbackonstudentwriting_oct2013_forweb.pdf](http://writing.wisc.edu/PDFs/hughes_brad_wac_uwmadison_teaching_academy_feedbackonstudentwriting_oct2013_forweb.pdf)
5. Paris S.G., Winograd P. *The role of self-regulated learning in contextual teaching: principles and practices for teacher preparation*. A Commissioned Paper for the U.S. Department of Education Project. *Preparing teachers to use contextual teaching and learning strategies to improve student success in and beyond school*. Retrieved from: <http://www.ciera.org/library/archive/2001-04/0104prwn.pdf>



6. Blackwell L.S., Trzesniewski K.H. and Dweck C.S. *Implicit theories of intelligence predict achievement across an adolescent transition: a longitudinal study and an intervention.* *Child Development*, January/February 2007, Volume 78, No. 1. Retrieved from: <http://mtoliveboe.org/cmsAdmin/uploads/blackwell-theories-of-intelligence-child-dev-2007.pdf>

7. Richardson M. *Constructivism in Education: An overview of contributions to the literature and to the JPACTE annotated bibliography.* Retrieved from: <http://www.jpacte.org/uploads/9/0/0/6/9006355/2007-1-richardson.pdf>

8. Lester K.J., Pearson B. *Assessment as an Alternative to Grading Student Writing.* High School, Calgary, Alberta, Canada Portfolio. Retrieved from: <https://www.teachingenglish.org.uk/article/writing-correction-code>



УДК 355:37

## АУДИРОВАНИЕ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ КУРСАНТОВ ВОЕННЫХ ВУЗОВ

Преподаватель английского языка Ж.Джампеисова  
Академия Пограничной службы КНБ РК, Алматы, Казахстан  
[Dzhampeisova_Zhu@mail.ru](mailto:Dzhampeisova_Zhu@mail.ru)

### *Tүйін*

*Аталған мақалада сөйлеу құзіреттілігінің бір түрі тыңдау әдістері қарастырылады. Автор тыңдау әдістерінің «қиындықтары» мен дамыту жолдарына тоқталған.*

### *Resume*

*This article is devoted to one of the types of speech activity – listening. Particular attention is paid to the motivation and difficulty of listening as well as methods of teaching listening.*

Необходимость научить большее количество людей говорить на иностранном языке и понимать иностранную речь возрастает с каждым годом в связи с ростом и развитием международных политических, экономических и культурных связей. Основную трудность при овладении иностранным языком представляет выработка навыков и умений аудирования (восприятие информации на слух) и говорения. Причем, говорению невозможно научиться без аудирования. Они вместе образуют один акт устного общения. Аудирование является производным, вторичным в процессе коммуникации, оно сопровождает говорение и синхронно ему. Развитие навыков восприятия информации на слух как вида речевой деятельности является одной из самостоятельных задач обучения иностранному языку.

Аудирование составляет основу общения, с него начинается овладение коммуникацией. Оно может представлять собой отдельный вид коммуникативной деятельности со своим мотивом, отражающим потребности человека или характер его деятельности. Например, при просмотре фильма, телепередачи, пользовании интернетом, прослушивании радиопередачи и т.п.[1, с. 14-18].

Аудирование включает в себя ряд операций: услышать звуки, отделить звуки речи от шумов, собрать их вместе в комплексы и обнаружить в них смысл, и, наконец, интерпретировать их вместе с другими пара и экстралингвистическими факторами, влияющими на понимание высказывания. Важными компонентами для понимания речи являются вероятное прогнозирование различных уровней и цель, которую ставит перед собой слушающий, и мотивация (извлечь информацию, поддержать беседу).

Обучение аудированию – сложный процесс. Цель его – научить курсантов в аудитории воспринимать на слух ту информацию на иностранном языке, которая может потребоваться ему в реальной жизни; например, по служебной необходимости находясь на контрольно-пропускном пункте, ему придется пропускать через государственную границу иностранного гражданина без

переводчика. Отсюда возникает вопрос, в каких случаях (ситуациях) нашим курсантам потребуются навыки аудирования? Вот эти ситуации:

1. разговор с гражданином пытающимся пересечь государственную границу в пункте пропуска;
2. интервью, опрос общественного мнения, диалоги с друзьями, незнакомыми людьми;
3. инструкции по проведению каких-либо мероприятий, использование каких-либо приборов, лекарств и т.д.;
4. объявления в аэропорту, ж/д вокзале, магазине;
5. новости по радио или телевидению;
6. собрания, совещания, симпозиумы, научные конференции;
7. поступление в магистратуру;
8. беседы с продавцами при посещении магазинов о покупках;
9. телефонные разговоры;
10. практические занятия в аудитории или лекции по предметам на иностранном языке;
11. слушание песен, комментариев спортивных игр;
12. слушание выступлений ораторов.

Чаще всего в реальной жизни мы получаем неофициальную информацию, и она носит неподготовленный (спонтанный) характер. Неофициальная речь имеет ряд интересных особенностей: краткость реплик, особенности произношения, специфический словарь, нетрадиционную грамматику, присутствие постороннего шума, излишки, издержки (повторение, парафраз, само-исправление), использование таких слов-паразитов, как «ну» и «вот» и т.д., а также невозможность обсуждения одного и того же несколько раз.

Слушатель в большинстве случаев знает, о чем пойдет речь и что он собирается сказать своему собеседнику, предполагает, что он может услышать в ответ на его вопрос или реплику. Только в небольшом количестве случаев, тот, кто слушает, не видит говорящего, например, если он говорит по телефону или слушает радио. Обычно мы видим, того с кем разговариваем, или объект – карту, сцену, окружение и т.д. и это помогает нам лучше понять смысл высказывания. Часто слушателю в реальной жизни помогают понять речь, мимика, жесты говорящего и его отношение к своему высказыванию.

Конечно, в аудитории мы не можем создать действительные ситуации, такие как в реальной жизни. Однако для того, чтобы научить курсантов аудированию вне класса, в реальной жизни, мы должны стараться дать обучаемым возможность приблизить эти ситуации к реальным, повседневным, с которыми им, возможно, придется оказаться в действительности.

Тексты для прослушивания, по мнению иностранных методистов должны быть приближены к действительным ситуациям, встречающимся в реальной жизни: они могут быть в виде рассуждений или действительных, неподготовленных высказываний или, наконец, быть их имитацией. При прослушивании текста курсанты не должны понимать отдельные слова, а использовать те же приемы, что и при аудировании родной речи [5, с. 6-11].

Преподаватель должен приучить обучаемых к мысли, что для интерпретации достаточно частичного понимания услышанного, он должен помочь курсанту повысить уверенность в себе, а для этого при прослушивании информации курсанты должны уметь определить: о чем идет разговор;- кто говорит и с кем;- каково отношение говорящего к собеседнику;-каково его настроение, где и когда ведется беседа, «стиль» беседы – разговорный или формальный.

Во время занятия преподаватель старается облегчить курсантам понимание информации на слух. В реальной жизни наша речь опирается на известную ситуацию, и мы используем эти знания для понимания высказывания. То же мы делаем с высказыванием на иностранном языке. Для облегчения понимания мы используем упражнения перед прослушиванием: предварительное (ознакомительное) чтение текста на соответствующую тему;- просмотр иллюстраций; обсуждение темы или ситуации; вопросно-ответная форма работы по теме; письменные упражнения и т.д.

Ситуация слушания должна быть максимально приближена к реальной – в аудитории она и так слишком искусственная. Курсанты чаще всего пребывают в роли «подслушивающего», что не очень характерно для жизни. Однако положительно то, что обучаемый получает возможность послушать речь разных людей. При этом необходимо помнить, что:

- 1) преподаватель должен давать очень четкие инструкции;
- 2) если от курсанта требуются ответы, то надо оговорить, краткие или полные;
- 3) если предусмотрено несколько раз дать прослушать информацию, то каждый раз цель должна быть разная и говорить надо только о той, которая ставится во время данного прослушивания.

На любом занятии большую роль играет мотивация [3, с.254]. Информация, затрагивающая интересную для курсантов тему, связанную с их будущей профессиональной деятельностью, будет прослушана гораздо внимательнее. Для более высокой мотивации упражнение должно быть построено так, чтобы его выполнение завершилось успешно, это очень важно. Уровень сложности предъявляемой информации должен соответствовать возможностям курсантов. Прежде чем дать задание курсантам, неплохо проверить его, например с другими преподавателями на методическом занятии, и при необходимости внести изменения. Обратная связь – оценка и исправление ошибок должны осуществляться немедленно. Необходимо помнить, что аудирование – очень трудоемкий вид работы и для курсанта он довольно сложный. Очень быстро наступает утомление, эффективность работы курсантов снижается.

При подборе материала для аудирования следует решить два очень важных вопроса: должна ли использоваться аутентичная спонтанная речь как в жизни или запись отрывка в прозе?

Казалось бы, поскольку в жизни мы сталкиваемся в основном со спонтанной речью, ее и следует выбирать. Но у нее есть серьезные недостатки:

невозможно контролировать лексику и грамматику, которые часто требуют высокого уровня владения языком; живая речь в записи, без визуального контакта, трудна для понимания. Лучше использовать видеофильмы. Практика показывает, что обучаемые (курсанты) лучше учатся на имитации естественной речи, разыгранной актерами. Это учебные видеофильмы подгоняются под определенный уровень, тему, лексику.

Преподаватель может и сам обеспечить звуковую часть, но при этом лучше не читать, а рассказывать. Для этого используются так называемые истории-шаблоны, представляющие собой тезисы, на которые преподаватель опирается, рассказывая историю своими словами. Можно также использовать набор иллюстраций, например, изображающих людей, говорящих по телефону. Они испытывают различные эмоции, что видно по выражению их лиц. Преподаватель дает каждому имя и описывает их, т.е. дает зрительную опору для обучаемых, а курсанты должны понять о каком из них идет речь. Что лучше использовать: живую речь или запись? В том случае, когда преподаватель не является носителем языка, он чаще делает выбор в пользу записи, причем запись можно представить в виде диалога, записанного разными голосами.

Это далеко неоднозначный выбор. В жизни человек обычно видит собеседника. Поэтому выбор зависит от формы работы и целей, а также имеющихся возможностей. Задания на аудирование делятся на 3 части:

1) *до аудирования (pre-listening)*:

- необходимо вызвать интерес к прослушиваемой информации;
- определить, что курсанты уже знают из того, что они будут слушать, какую информацию;
- выяснить, что они хотели бы узнать еще;
- дать курсантам возможность предположить, что они будут слушать, какую информацию;

2) *во время слушания (whilelistening)*:

- курсанты выполняют легкие задания, а именно делают пометки (true/false), или помечают галочками на листе с упражнениями, так как у них нет времени на письмо во время аудирования.

3) *задания после прослушивания (afterlistening)*:

- обучаемые обмениваются друг с другом полученной информацией, обсуждают ее в парах;
- преподаватель проверяет, сколько курсантов поняли информацию на слух;
- аудитория использует полученную информацию в других заданиях с выходом на письмо, чтение, говорение [2].

Таким образом, в силах преподавателя с помощью аудиовизуальных средств и путем подбора интересного, разнообразного материала и упражнений сделать трудоемкий процесс обучения аудированию увлекательным, эмоционально-привлекательным, способным поддерживать высокий

мотивационный уровень обучающихся и формировать устойчивый интерес к изучению иностранного языка.

#### *Литература*

1. Кочкина З.А. Аудирование: что это такое?// ИЯШ-1964, №5. – С. 14-18.
2. Елухина Н.В. Речевые упражнения для обучения аудированию. Методическая мозаика. – 4/2009. – С 9-20.
3. Гез Н.И., Ляховицкий М.В., Миролюбова А.А., и др. Методика обучения иностранным языкам в средней школею – М.: Высш. шк., 1982. – С. 254.
4. Зимняя И.А. Психология обучения иностранным языкам в школе. – М., 1991. – С.276.
5. Бим И.Л., Каменецкая Н.П. О преподавании иностранных языков на современном этапе// ИЯШ – 1995, № 3. – С. 6 - 11.





УДК 378.147:81'243

## SUSTAINING MOTIVATION IN FREE VOLUNTARY READING IN FLT

Cand.in Phil.Sci., Assoc. Prof. Imanaliyeva R.B.  
Taraz State University named after M.Kh. Dulaty, Taraz, Kazakhstan  
[rimanali@yahoo.com](mailto:rیمانالی@yahoo.com)

### *Түйін*

*Мақалада экстенсивті оқыту қабілетін дамытуда студенттіріне ішкі және сыртқы мотивацияны дамытудағы құзырлылықтың дамуы туралы сұрақтар қарастырылады*

### *Резюме*

*В статье рассматриваются вопросы развития компетентности, равно как внутренней и внешней мотивации у студентов при обучении навыкам экстенсивного чтения*

In the last few decades, evidence from several areas continues to show that those who do more free reading show better development in reading, writing, grammar and vocabulary. Evidence for the value of free voluntary reading, or recreational reading, continues to accumulate. Case histories provide convincing verification of the power of reading [1].

There are slightly different models of free reading but they all have this in common: students can read whatever they want to read and there is little or no accountability in the form of book reports or grades. Perhaps the most common application of free reading is the practice of sustained silent reading in which a few minutes each day is devoted to recreational reading. Self-selected reading was popular in the United States in the 1950's. In self-selected reading, the class period is devoted to recreational reading, except for amount of time devoted to conferences in which teachers discuss what the learners read, or any other problems that may have come up, and recommend additional reading. Sheltered popular literature is a suggestion for combining the advantages of literature teaching with the advantages of free voluntary reading and attempts to solve a problem many second language readers have. There is one more interesting hypothesis that narrow, rather than broad or wide reading, is more efficient for second language acquisition. This means the reading of the works of one author, one genre or topic. Narrow reading will be more interesting, because it is restricted to what the reader really wants to read. It will be more comprehensible, because the reader will already have a lot of background knowledge, and will gain more background knowledge by reading [2; p. 389-400].

Reading is an important skill for foreign language learners in today's world in our country; it supports the development of overall proficiency and literacy, and provides access to information both at work, at school and at university. With the English language being the dominant language of the Internet, international business and science, students face more pressures to develop their foreign language reading abilities.

The acquisition of reading skills was never easy, and students still need consistent practice to become fluent readers. These challenges may be overcome



more easily if students are highly motivated to read. There are some researches pointing out to successful methods and techniques in developing reading skills, such as:

- choosing reading topics that appeal to students;
- designing and selecting material and tasks at the right level;
- organizing collaborative work;
- giving positive feedback;
- other incentives for students' efforts.

However, teachers often are not aware of that different instructional methods, in fact, can promote different types of students' motivation. There are different types of motivation, which can be illustrated by different motivation - supportive instructional strategies to create a dynamic environment where reading comes alive.

The European Reference Framework proposed by the European Union speaks of essential competences, among which there are mentioned "learner autonomy and awareness" and "motivation". Free reading, or any of its type like sustained silent reading, self-selected reading, extensive reading, promotes the development of these lifelong competences. Autonomous learners understand the purpose of their reading programme, explicitly accept responsibility for their reading, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness. Learner awareness is essential element in autonomy. Awareness is understood as promoting learners' reflection, as a process of exploration and discovery in one's experience of language use.

Motivation is another lifelong competence which may be defined as the attempt which learners make for learning a second language because of "their need or desire to learn it". Students who have intrinsic motivation are inclined to stay with complicated problems and gain knowledge from their mistakes. Extrinsic motivation, on the other hand, is to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark.

Researchers identify different types of motivations and examine how they influence student learning. Extrinsic motivation is typically driven by factors outside of the learner; extrinsically motivated students read to receive good grades and outperform their classmates, but not because they find reading interesting and enjoyable. Intrinsic motivation, on the other hand, is free from the influence of external factors such as reward or punishment. Intrinsically motivated students read because they find it interesting or enjoyable; therefore motivation comes from inside and is self-determined. The more self-determined students' motivations are, the more likely they are to develop and sustain their learning ability. To enhance self-determined motivation, teachers support students' psychological needs for competence, autonomy, and relatedness. Teachers can effectively use these principles to nurture more self - determined readers who rely less on external reinforcement, such as grades, and more on internal motivation, such as curiosity. Intrinsic



motivation – the most self-determined form of motivation – has been found in different researches to produce better reading outcomes [3].

Applying teaching practices that enhance students' intrinsic motivation to read is important. Yet, in many language learning groups, because of individual differences, it is unrealistic to expect all students to be intrinsically motivated. Therefore, in addition to developing students' intrinsic motivation, we should try to shift students' less self-determined forms of extrinsic motivation to the more self-determined forms of extrinsic motivation that are closer to intrinsic motivation. The challenge for teacher is how to facilitate this switch in motivational orientation.

Teachers can enhance the development of intrinsic motivation and more self-determined forms of extrinsic motivation by supporting students' needs competence, autonomy, and relatedness. The following tasks support feelings of competence: introducing reading assignments in small, simple steps; providing visual support to complement texts and aid comprehension; distributing reading guides to enhance comprehension and interest, including text summaries; providing definitions of vocabulary to reduce the difficulty of reading; allowing students enough time to finish reading.

The pre-reading competence support activity tasks on “*The Picture of Dorian Gray*” by O. Wilde are rather challenging but not overwhelming, so that students feel they are capable of completing the reading task.

**Make up a short story (orally). It should contain the elements listed below. Be ready to tell your story to other students.**

*Principal characters for your story:*

Lord Henry Wotton, Basil Hallward – a painter, Dorian Gray.

*Elements to include into your story:*

“It is your best work, Basil, the best thing you have done, ”said Lord Henry languidly. You must certainly send it next year to Grosvenor”

“The reason I will not exhibit this picture is that I am afraid that I have shown in it the secret of my own soul” (*I – Basil Hallwood*).

“...every portrait that is painted with feeling is the portrait of the artist, not of the sitter”

“He is all my art to me now,” said the painter gravely. (*He – Dorian Gray*).

“Dorian made no answer, but passed listlessly in front of his picture and turned towards it. When he saw it he drew back, and his cheeks flushed for a moment with pleasure”.

**While - reading competence support activity tasks:**

- Read the chapters and think over the possible titles on them.
- Study guide questions to the chapter.
- Find a brief quote indicating Basil Hallwood's attitude to Dorian Gray.

After-reading competency support activities are conducted after students have read the book. These activities are preferably based on problem-solving tasks. The result is attainable only by interaction between participants, so within the definition of the task, teacher can often give instructions such as ‘reach a consensus’, or ‘find

out everyone's opinion'. For after - reading activity competency support activity we include discussions, role plays, gap-filling tasks, writing summary.

Every year students experience a greater need for improved reading skills. To respond to these needs teachers need to reconsider their reading pedagogy and move beyond traditional approaches that focus on vocabulary, grammar and text structure. Strengthening and maintaining student motivation are crucial to reading instruction because reading in foreign language requires a lot of time, effort and perseverance. Teachers should be aware of the links between motivational approaches and reading development and nurture student motivational orientations that are likely to yield positive results.

### **References**

1. Krashen S. *Free Voluntary reading: New Research, Applications, and Controversies. Paper presented at the RELC conference, Singapore, April, 2004.*
2. Cowan J.R. *Lexical and syntactic research for the design of EFL reading materials. TESOL Quarterly, 8 (4), 1974.*
3. Komiyama R. *CAR: A Means for Motivating Students to Read // English Teaching Forum. Volume 47, Number 3, 2009.*



УДК372.881.111.1

## AUTHENTIC ASSESSMENT IN KAZAKHSTAN: CURRENT SITUATION AND FUTURE

MSc in Educational Leadership, S. Kadyrova  
Nazarbayev Intellectual School, Aktobe, Kazakhstan  
[samal.kadyrova@nu.edu.kz](mailto:samal.kadyrova@nu.edu.kz)

### **Түйін**

*Бұл мақала «Түпнұсқалық бағалауға» және оның қазіргі замандағы рөліне арналған. Көптеген авторларға жүгінсек, «түпнұсқалық бағалау» - әр оқушының шынайы өмірге жақындатылған жағдайларда білім алатын оқушылардың дағдылары мен қабілеттерін табуға бағытталған. Түпнұсқалық бағалауды әр түрлі әдістермен тексеруге болады. Мысал үшін, оқушылармен ауызша сұхбат өткізу, мазмұндама айту, жоба жазу, тәжірибе немесе зерттеу жазу, оқушылармен конструктивті диалог құру. Сонымен қатар, мақаланың авторы критерийлерді құрастыру жолдарына қоса түпнұсқалық бағалаудың кемшіліктерін де айта кетеді. Мақаланың соңында түпнұсқалық бағалаудың мысалын 11-12 сыныптардың Назарбаев Зияткерлік мектебіндегі оқушыларымен Жаһандық перспективалар және жоба жұмысы (ЖПЖЖ) сабағы арқылы көрсетеді.*

### **Резюме**

*Данная статья посвящена понятию «Аутентичное оценивание» и его роли в современном образовании. Согласно многим авторам, «аутентичное оценивание» является одним из видов оценивания, который направлен на выявление навыков и способностей учащихся, обучающихся в ситуациях, максимально приближенных к реальным условиям. Осуществление данного вида оценивания возможно через устный опрос учащихся, пересказов, написание научных проектов, проведение экспериментов и исследований, а также конструктивного диалога с учащимися. Автор данной статьи подробно описывает не только создание критериев «аутентичного оценивания», по которым можно оценить того или иного учащегося, но и представляет недостатки данного оценивания. В завершении, теория в данном исследовании подкрепляется практикой проведения «аутентичного оценивания» на уроке Глобальные Перспективы и Проектная Работа (ГППР) в 11-12 классах в одной из Назарбаев Интеллектуальных школ.*

### **Introduction**

Along with the development of technology, new methods of learning as well as teaching are taking place in the educational system nowadays. A range of factors make educators focus more on knowledge that could be applicable in real life. Among these factors are the processes of internationalization and globalization that offer students to study abroad, the incapability of Kazakhstani students to work as their gained knowledge at school are not applicable in life situations. As an example can serve the results of Kazakhstani schoolchildren of International benchmark PISA (Programme for International Student Assessment) where Kazakhstani schoolchildren have shown very low reading results and took only the 63 place among 65 countries participants [1].

Many people used to complain about the educational system of Kazakhstan as after graduating school schoolchildren like “fish which are full of necessary and



unnecessary knowledge that cannot even swim”. As the Secretary of the Commission on the Future of Higher Education Margaret Spellings (2006) pointed out in one of her speeches “traditional model of assessment is not able to prepare students to become independent thinkers; furthermore, the typical structure of exams just prolong the time during which a learner continues to think like a student rather than an apprentice practitioner” [2].

Everything that has been written above proves the necessity of driving the reforms towards the educational system to something more effective which could prepare learners to future life. Authentic assessment is one of the ways because due to it students have an opportunity to demonstrate what they have learned by applying new information to one’s own knowledge and draw conclusions. Admittedly, authentic assessment responds to a main educational question: What do I learn this and thatfor? This paper provides an in-depth analysis of the “authentic assessment” concept, which includes identification of this concept by various authors, other variations of authentic assessment, examples of authentic assessment tasks, information about rubric, limitations of authentic assessment, the experience of using authentic assessment in Global Perspectives and Project Work lessons at Nazarbayev Intellectual school in 11 and 12 grades which followed by few recommendations on how to improve its further implementation and usage at school.

### **Defining Authentic Assessment**

Initially authentic assessment has been a popular method for evaluating students’ performances among specific groups of students such as those with some forms of disabilities, little kids, and gifted students. Then it has become a significant component of the 1990s education reform, and Wiggins was one its most convincing proponents [3]. Wiggins (1993) asserted that traditional methods of student assessment such as multiple-choice, true/false test and etc. fail to demonstrate full intellectual performance valued in real life experiences [4].

Another considerable leap in the development of authentic assessment has been mentioned at a time when standardized competency tests were rejected in favor of high-ordered thinking skills tasks. Consequently, since 2002 authentic assessment serves as a tool against top-down high-stakes standardized tests as school educators did not see the connection with policy makers in grading [4]. What was the reason of the rapid development of authentic assessment? In order to answer the question, it would be better to review the literature first and give the definition to the notion of authentic assessment.

According to Wiggins & Grant (1990), assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contract, relies on indirect, simplistic substitutes from which we think valid inferences can be made about the student's performance [5,p.1]. Wiggins (1993) also claims that “Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either analogous to the kinds of problems faced by adults and consumers or professionals in the field” [5,p.229].



Richard Stiggins (1987) in his turn pointed out that authentic assessment means the examination which helps students to demonstrate specific abilities and competences and also it is the process of applying the gained knowledge into the practice [6].

Another definition was given by the Associate Professor of School of Library and Information Science in the Indiana University in Bloomington Daniel Callison (1998), in which he identifies authentic assessment as an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities [7,p. 1].

### **Examples of Authentic Assessment Tasks**

An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. O'Malley and Pierce (1996) have categorized common types of authentic assessment. Their examples include the following:

- Oral Interviews: Teacher asks student questions about personal background, activities, readings, and other interests.
- Story or Text Retelling: Student retells main ideas or selected details of text experienced through listening or reading.
- Writing Samples: Student generates narrative, expository, persuasive, or reference paper.
- Projects/Exhibitions: Student works with other students as a team to create a project that often involves multimedia production, oral and written presentations, and a display.
- Experiments/Demonstrations: Student documents a series of experiments, illustrates a procedure, performs the necessary steps to complete a task, and documents the results of the actions.
- Constructed-Response Items: Student responds in writing to open-ended questions [8, p. 2].

### **Other Variations of Authentic Assessment**

Authentic Assessment is sometimes called as Performance, Direct, Dynamic, Portfolio and Alternative Assessments.

Performance Assessment is another most common term for Authentic Assessment. This is the other most common term for this type of assessment. It is called Performance Assessment because students are asked to perform some meaningful tasks using real-world or authentic contexts.

Authentic Assessment can be also called as Direct Assessment. The reason is that this type of assessment provides more direct evidence of meaningful application of knowledge and skills. If, for instance, to use multiple-choice test, it will demonstrate the abilities of students but indirectly because of the limited choice of responds in comparison to open-ended questions in authentic assessment.

Dynamic assessment is conducted within a test-intervene-retest format. For instance, a teacher gives a test to a student; then the teacher intervenes by asking

questions about the child's preliminary answer to improve the student's cognitive processes. Afterwards, the teacher distributes the same or a similar test to the child to see if the child has developed a new strategy for solving the problem [4].

Portfolio assessments are the collection of students' works which demonstrate progress toward real-world outcomes. They are usually produced in collaboration with other peers; require student reflection [4].

Finally, as Authentic Assessment is an alternative to so-called traditional type of assessment it is sometimes called Alternative [9].

### **Rubric: How Does Authentic Assessment Work?**

It is known that in any learning process assessment requires teacher evaluation of student performance. In order to make these judgments valid and reliable rubrics are used. A rubric's expert Andrade (2008) defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts'" [10] For instance, a rubric for a group work presentation might tell students that their work will be assessed on clarity of organization, participation of all members of the group, creativity, layout and organization, content-depth and etc.

Regarding authentic assessment, teachers usually evaluate the ability of students to integrate new information into own knowledge. O'Malley and Pierce (1996) offered the following grading system in their works about authentic assessment: the classification of levels from 1 to 3. If to consider this classification more detailed: the levels of evaluation in a rubric are classified as 1 = basic, 2 = proficient, and 3 = advanced [8, p. 3].

The criteria for each performance level are directly depend on what the student actually does or perform. For instance, students should be evaluated on the ability to integrate new information into one's own knowledge. The levels as follows: basic, proficient and advanced. If the only thing the student can do is putting the information, it means that he is on the basic level. Proficient level requires the ability not only to put the information but also to integrate it to his prior knowledge and draw conclusions. Advanced level, consequently, demands all skills that have been described above, plus the proficiency to provide details and supportive evidence [10].

### **Disadvantages of Authentic Assessment**

There are few drawbacks or limitations of authentic assessment as well. First of all the narrow range of skills, namely skills of applicability and making conclusions are normally evaluated by teachers. In other words, by emphasizing the knowledge in-depth or applicability teachers limit the content knowledge that also should be assessed. For instance, a student is given a task to prepare an ideal tourist guiding company in Kazakhstan on purpose to attract more foreigners and develop tourism in Kazakhstan. This task would be primarily assessed organizational skills and creativity. However, it would not evaluate what the student knows about the development of tourism in Kazakhstan in general.

Secondly, there is the probability of subjectivity in scoring. As authentic assessment is aiming to evaluate more skills rather than the content of knowledge, it might raise many misunderstandings between students and teachers. For example, the same high-order question could be perceived by two students differently. Besides,



without clearly defined criteria, it can be challenging to avoid subjectivity from the side of teachers. Perhaps, the teacher would not accept the answer of one student by explaining such behavior by the lack of evidence in the answer. In order to avoid such subjectivity, evaluators (teachers) must visit some training courses and learn to create tasks with clearly defined criteria [11].

The last point to mention is too narrowness of authentic evaluation criteria that leads to loss of the value of assessment totally. As Terwilliger (1997) proposed, “the specificity of authentic assessment evaluation criteria to a particular task may limit its value as a measure of general learning outcomes” (as cited in Powers & Gamble, 2009) [4].

### **The Practice of Using Authentic Assessment in Global Perspectives and Project Work Lessons in 11 and 12 Grades**

By recalling my practice at Nazarbayev Intellectual School, it has come to my mind that we actually use authentic assessment in Global Perspectives and Project Work lessons in 11 and 12 grades. The specification of this subject is to develop primarily skills of critical thinking. Students are encouraged to describe their own perspectives on an issue, understand the influences of various factors on an issue. Furthermore, students are taught to identify the evidences and conclusions in the beginning of the first term; then, step by step they are encouraged to offer their own conclusion which is major for authentic assessment.

Every single lesson we attempt to conduct by asking high-ordered questions as for the contemporary issues. We teach students to be an active citizen of our country and be able to consider and discuss the situations that are happening in the world nowadays. The main aim of our subject is to evaluate the issues from different perspectives: historical, geographical and social. Very often we ask our students to find their own solutions to the problems: in the forms of discussions, debates, presentations, role-plays and etc.

Honestly, we do not provide any tests at our lessons. In order to know how far the student has understood the topic, we usually conduct so called “Constructed-Response Items” method where students write their responds to open-ended questions. We used to call this type of assessment as formative assessment (FA); however, after attending Assessment sessions I recognized that it is likely to be an authentic assessment one. In addition, teachers of Global Perspectives encourage students to have extra copybook for reflections, so called “reflective journals”. The main aim of this method is to enhance critical thinking of students and teach them to express their opinions freely. Moreover, they learn how to combine the new information into the previous one, which is one of the requirements of authentic assessment. These reflective journals are written in plain-text form and could be looked through by the teacher any convenient time. After this course I have become more confident in using authentic assessment. My tasks have been more general and vague, than precise and specific.

I do believe that conducting authentic assessment tasks in classrooms rather than traditional will help students to be more prepared for the future. However, few works should be done for its implementation and further improvement in all Kazakhstan



schools. First of all, policy makers should get introduced teachers with the notion of authentic assessment. It can be possible due to organized seminars, professional development programmes or even workshops. Providing webinars by the experts in the field authentic assessment could be another option of implementation. The last point to mention is teacher's own creativity and desire to driving the shift and changes.

### **Conclusion**

Assessment is an inevitable and essential part of any teaching process. The considered scholarly papers have shown that students are more motivated when they are informed how their works will be evaluated. Authentic assessment meets these requirements. This paper has provided an in-depth analysis of authentic assessment by considering "authentic assessment" concept, which includes identification of this concept by various authors, other variations of authentic assessment, examples of authentic assessment tasks, information about rubric, limitations of authentic assessment which followed by the experience of using authentic assessment in classroom.

According to the majority of authors, authentic assessment is identified as an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities. It usually requires students to be effective performers with acquired knowledge. Performance, Direct, Dynamic, Portfolio and Alternative are other names of authentic assessment. An authentic assessment usually includes a task for students to perform and a rubric by which their performances on the task will be evaluated. Oral interviews, story or text retelling, writing samples, projects/exhibitions, experiments/demonstrations and constructed-response items are the forms of authentic assessment which help to evaluate the ability of students to integrate new information into own knowledge. In Global Perspectives and Project Work lessons at Nazarbayev Intellectual School, for instance, teachers usually use constructed-response items in written form where students are asked to answer high-ordered questions. Besides, students have additional copybooks "reflective journals" in which they reflect after every lesson and are to combine the previous theme with a new one. However, despite the prevailing number of advantages of authentic assessment there are also some limitations such as lack of skills that are normally evaluated, subjectivity in scoring and narrowness of authentic evaluation criteria.

To sum up, authentic assessment helps students to see how real-life conditions or situations affect their theoretical knowledge. Both sides of learning process teachers as well as students benefit by using authentic assessment in classroom. Students are taught how to practice and apply important knowledge in real-life settings. Teachers, in their turn, concentrate on worthwhile strategies and skills. However, it is not the only right way to evaluate students' performances. It means that the choice of using traditional or authentic types of assessment depends primarily on learning objectives and students' needs. Therefore, the best suggestion for teachers might be to learn how to balance both types in classroom settings. In other words, the mix of the two will best meet needs of students as well as teachers.



### References

1. Inoue K., Gortazar L. 2014. *Strengthening Kazakhstan's education systems: an analysis of PISA 2009 and 2012*. Washington, DC: World Bank Group. Retrieved from: <http://documents.worldbank.org/curated/en/2012/01/20464344/strengthening-kazakhstan-education-systems-analysis-pisa-2009-2012>
2. Lombardi M. 2008. *Making the Grade: The Role of Assessment in Authentic Learning*. Educause Learning Initiative, pp. 1-16.
3. Terwilliger J. 1997. *Semantics, psychometrics and assessment reform: A close look at 'authentic' assessments*. *Educational Researcher*, 26(8), 24–27.
4. Powers K., Gamble B. 2009. *Authentic Assessment*. Web.10. Dec., 2013. Retrieved from: <http://www.education.com/reference/article/authentic-assessment/>
5. Wiggins G. 1993. *Assessment: Authenticity, context and validity*. *Phi Delta Kappan*, 75(3), Pp. 200–214.
6. Stiggins R. 2001. *Student – centered classroom assessment (3rd ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
7. Callison D. 1998. *Authentic Assessment*. Originally published *School Library Media Activities Monthly* 14, no. 5 (January 1998). *School Library Media Activities Monthly*. Reprinted with permission.
8. O'Malley J., Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learning: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing, 1996.
9. Mueller J. 2012. *What Is Authentic Assessment? (Authentic Assessment Toolbox)*. Web.11. Dec.2013. Retrieved from: <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>
10. Andrate H. 2008. *What is a Rubric? Create Rubrics for your Project-Based Learning Activities, Copyright, and ALTEC at University of Kansas*. Retrieved from: <http://rubistar.4teachers.org/index.php?screen=WhatIs>
11. Mehrens W.A. 1992. *Using performance assessment for accountability purposes*. *Educational Measurement: Issues and Practice*, 11(1), Pp. 3–20.



УДК355:2

## SOME IDEAS OF POLYLINGUAL IDENTIFICATION IN THE MILITARY EDUCATION SYSTEM

Cand.in Pedag.Sci. Z. Makhmutova,  
Deputy Head of FL department, Academy of Frontier Service of NSC,  
Almaty, Kazakhstan  
[mahmutova_zulfiya@mail.ru](mailto:mahmutova_zulfiya@mail.ru)

### *Түйін*

*Бұл мақалада әскери жоғарғы оқу орындарында ҚР мемлекеттік тіл саясатына байланысты, шет тілі сабағында көптілді меңгерген болашақ офицер тұлғасын қалыптастыру мәселесі қарастырылады.*

### *Резюме*

*Данная статья затрагивает некоторые вопросы внедрения идей полилингвального образования в военных учебных заведениях в свете реализации государственной языковой политики РК посредством формирования полилингвальной личности будущих офицеров на занятиях по иностранному языку.*

*Who doesn't know a foreign language, that doesn't know own.  
I.Goethe*

Polylingualeducation in Kazakhstan is gaining increasing importance and today is one of the main directions in higher education. The task is to prepare competitive specialists owning multiple languages [1].

The state educational policy in the field of learning of foreign languages is based on recognition of importance of all languages and creations of necessary conditions for multilingualism development in the territory of Republic of Kazakhstan. Along with Russian and Kazakh languages, communication is carried out more than in hundred languages, including languages of ethnic minorities. These circumstances create a reliable basis for development of multilingualism of the individual and for creation of relevance of studying not only languages of the people of the ethnic groups living near it, but also international languages. Multilingualism, being the most important factor of spiritual life of the modern polycultural world, intensifies political and economic contacts, at the same time increasing the pragmatism importance of foreign language skills. Foreign languages are the center defining language policy of the country, having social and economic specifics, the priority international relations, educational opportunities, needs for personnel for whom this or that foreign language can be priority.

At all times knowledge of a foreign language was considered as a sign of culture, education. According to many experts to master the native language in full degree – that is to estimate all its opportunities - it is possible, only studying any foreign language [2].

As a main objective in the field of learning of foreign language multilingualism, possession of each member of modern society of any foreign language moves



forward. In the concept of a development of education of the Republic of Kazakhstan some wide basic competences where enter can become the national purposes of education: three-lingualism, Euroasian polyculturalizm, communicativeness, etc. At present the problem of polycultural education in which center there is the personality possessing multilingual and polycultural competence is actual for us [3].

In the address of President Nursultan Nazarbaev “New Kazakhstan in the new world” in order to ensure the competitiveness of the country and its citizens offered a phased implementation of the cultural project “Trinity of languages”, according to which it is necessary to the development of three languages: Kazakh as the state language, Russian as a language of international communication and English as the language of successful integration into the global economy [4].

The polycultural society at a boundary of a new millennium represents such educational space in which pupils of different ethno linguistic religious and socioeconomic accessory live and are trained. Therefore, military education, being a component of the general national education in Kazakhstan as it is demanded by time, has to be polylingual. Future officer, being a full-fledged representative of our society, has to know the Kazakh language, as state, Russian, as language of international communication and one of foreign languages - as means of common cultural development. At military institute one of important tasks is familiarizing of younger generation with universal, global values, formation at abilities to communicate to interact with representatives of various next cultures and in world space.

Thus, problems of polylingual education at Military educational institute can become:

- formation at cadets of ideas of multilingualism;
- education of the tolerant relation to language and cultural distinctions, overcoming of negative ethno social stereotypes;
- formation of language skills with carriers of various cultures;
- formation at cadets the culture of international communication.

The polycultural identity of future officer is an individual with the developed linguistic consciousness. Language is base of formation of the person of the informative and sociocultural person of a new era. After all language and communication – the main condition of existence of the person in community with other people. There is a competent question - how many languages future officer needs to know? It is obvious not less than three and one of them foreign – as means of common cultural development [5].

“Knowledge of the mother, the state, Russian and foreign languages broadens the mind of man, promotes their full development, promotes the formation of installation tolerance and surround vision of the world” [3-4]. The knowledge of culture of the Kazakh people of dialogue of cultures of the foreign-language countries can become culturological aspect in training in a foreign language in the system of military education, after all understanding of native national culture is especially brightly shown by its comparison to cultures of other people. Dialogue of cultures in



teaching of a foreign language opens variety and unity of the world before pupils, helps to understand the values of different people. All this will teach to live and communicate in multinational Kazakhstan.

Other investigators of pointed the question that the achievement of these results is possible only with changes of both the content and the organization of educational process[6]. Thus, the investigation of urgent condition if the educational system and prognostication of possible tendencies and their future development cannot be realized out of the socio-economic aspect and without taking into account the interests and necessities of all the social individual in the educational sphere. At the same time, the analysis of the educational institutions' species diversity, the peculiarities of their educational process organization can serve an indicator of the dynamics social structure of the society.

As the purpose of training the development in future officer the ability to cross-cultural interaction where the foreign language is used as an instrument of this interaction has to serve any foreign language in Military institutes. How the tasks of the polycultural personality directly at lessons of a foreign language are carried out? The solution of polycultural education demands the use of active methods of training and education a leading place in which takes creative and search activity of cadets, discussions, group and individual work, role-playing games, project works during which the cadets gains experience in the solution of problems. Exactly here, the trainee acts as the creator – the main character. Formation of the polycultural personality on classes in a foreign language promotes the use of interactive methods of the training developing ability and skills of a speaking. As example are the lessons on which there is an acquaintance with culture of studied language countries, with features the creativity of various writers, etc.

Each teacher knows what huge potential out-of-class and educational work possesses [7]. In days of carrying out the Week of the languages, dated to celebration the Day of languages of Kazakhstan people the competitions on knowledge the customs traditions of the people occupying Kazakhstan, and also foreign countries are organized. Belonging to this or that nationality, the ability to express it by means of a foreign language created the atmosphere of a holiday, fun, in which all participants participate to action on a scene and desire to participate in this action. Participation in this action of cadets, representatives of Kyrgyzstan and Tajikistan was the culmination moment.

Holiday “Nauryz”, out-of-class activities “Holidays and national traditions of Europe”, “St. Valentine's Day”, “Halloween” and others allow cadets to put knowledge of a foreign language into practice, promote development of the principle of the interconnected training in language and cultures of studied language.

Use in work of a method of the project allows turning the lesson of foreign language into debatable research club in which problems taking into account features of culture of the country are solved. Project “I am proud of my Homeland”, “English-speaking countries”, “Education system in America and Kazakhstan”, “Armed Forces of Kazakhstan and other countries”, “We are in the heart of Eurasia”. “Military conflicts”, etc. The great interest causes carrying out polylingual games and



KVNs, other lessons with application of elements of integration (travelling lessons, a teleconference “Germany, Great Britain, Kazakhstan”, “Military conflicts all over the world”). At the department of foreign languages there was a tradition to carry out competitions of oratorical skill, the simultaneous interpreter in English, Kazakh and Russian languages.

Planning similar lessons, a main objective is not the simple acquaintance with this or that material, and aspiration to realize the main direction of polylingual education - perception of language as means of cross-cultural interaction. The offered forms of carrying out the lessons in the system of Military education will give the chance to involve all cadets in active oral practice in all languages, in particular in the state Kazakh language, German, Russian and English languages. The communicative technique has to be put in a basis of lesson, is integrated with traditional elements of teaching.

On the basis of the carried-out analysis, there is a belief that the multilingual environment in Kazakhstan, joint activity of numerous nationalities living by a row and the nations create ideal conditions for formation natural polylingual speakers, other languages spiritually rich and prepared for perception and cultures. The multilingualism promotes formation of the open person – open for the world, people, good and ready to activity for the benefit of other people what has to be the real officer.

Polylingual military education an important component of the modern general education promoting assimilation by students of knowledge of other languages, cultural values of the people and traditions, a way of life, youth education in the spirit of respect of foreign-language vital world outlook values. Polylingual education, being the best means for knowledge of the native language, serves the development of dialectic thinking, outlook expansion, and formation of the future officer.

### **References**

1. Сулейменова Э.Д., Смагулова Ж.С. *Языковая ситуация и языковое планирование в Казахстане.* – Алматы: Қазақ университеті, 2005. – С. 115
2. Zherba L.V. *Language system and speech activity.* – L. 1979. – 151 p.
3. *The concept of education development in RK up to 2015, by the order of the President of RK.* – The legislation on education in RK.
4. *State program of development and functioning of languages in the Republic of Kazakhstan for 2011-2020.* – Astana, 2011.
5. Humboldt V. *Language philosophy. New course: Manual, from 43-89.*
6. Kruzhkova Y., Firsova Y. *About Realization of the Politics of Polylingual Education implementation in the Republic of Kazakhstan// Стратегические направления реформирования системы образования.* – Педагогические науки, № 4. – 2012.
7. Galskova N.D., Koryakovtsev N.F., Musnitsky E.F., Nechaev N.N. *Training on a bilingual basis as a component of profound language education.* – IYaSh, No. 6. – 1995.

УДК 378.1.18

## ENCOURAGING CRITICAL THINKING AMONG STUDENTS THROUGH SELF-AWARENESS

MA in English Philology T.V. Mikhailova  
Sh. Ualikhanov Kokshetau State University, Kokshetau, Kazakhstan  
[tanyamikh25@mail.ru](mailto:tanyamikh25@mail.ru)

### **Түйін**

*Қазіргі таңда (статистикаға сәйкес) сыни тұрғыдан ойлай алатын, дебаттар мен талқылауларға қатысатын студенттер сыни тұрғыдан ойлай алмайтын студенттерге қарағанда қоғамның жауапты да салмақты мүшелеріне айналғандығы айқын болып отыр. Адамның өмірінің сапасы оның ойлауына сапасымен тікелей байланысты екендігі баршаға белгілі. Көбінесе адамдар қарапайым мәселелерді шешуде сыни тұрғыдан ойлауды қолданып, ал күрделі, даулы мәселелерді шешкенде дұрыс сыни тұрғыдан шешілген салмақты шешім табу қиын деп санайды. Студенттерді сыни тұрғыдан ойлауды жүйелі түрде үйретуге болады. Осы мақалада ағылшын тілі сабақтарында сын тұрғысынан ойлаудың тиімді әдістерінің қолдану ерекшеліктері зерттелген.*

### **Резюме**

*В настоящее время очевиден тот факт (и статистика это подтверждает), что студенты, владеющие критическим мышлением, активно участвующие в дебатах, дискуссиях, обсуждениях, становятся более серьезными и ответственными гражданами общества, чем студенты, не вполне владеющие навыками критического мышления. Как известно, качество жизни человека зависит от качества его мышления. Зачастую мы можем критически подходить к решению каких-то простых вопросов, в то время как решение трудоемких, спорных задач не находит верного и критически-взвешенного ответа. Обучать студентов критическому мышлению можно регулярно и систематически. В статье рассмотрены некоторые современные методы и полезные приёмы обучения студентов критическому мышлению на уроках английского языка.*

### **Introduction**

#### *Definitions and a Brief History of the Idea of Critical Thinking*

It is in the nature of human beings to think. But much of our thinking is biased, partial, uninformed or prejudiced. However the quality of our life and that of what we produce, make, or build depends on the quality of our thought. Thus the importance of Critical Thinking cannot be overestimated by school and university teachers nowadays.

The most developed statement of CT was presented by Michael Scriven & Richard Paul, at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.

*"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons,*

*depth, breadth, and fairness...*" [1]

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully ***analyzing, assessing, and reconstructing*** it.

Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Critical thinking is thinking about your thinking while you're thinking in order to make your thinking better.

When thinking about Critical Thinking in general I have an image of a person wandering in the mysterious labyrinth of his/her own thoughts, ideas, doubts, assumptions, prejudices, etc.

The main goal of the person imprisoned in this labyrinth is to walk through all the corners and along all the paths of this labyrinth and finally find the way out, i.e. be the winner. In order to do so this person should make right decisions based on experience and common sense. Thus I compare such labyrinth wanderers with critical thinkers. Good critical thinkers ("wanderers") must be able to think clearly about decisions that they are to make ("choose the path") in their everyday life because their own life is at stake. They win if they find the exit (make a correct decision).



The intellectual roots of Critical Thinking are as ancient as its etymology, traceable to the teaching practice and vision of *Socrates 2,500 years ago* who discovered by *a method of probing questioning* that people could not rationally justify their confident claims to knowledge. Confused meanings, inadequate evidence, or *self-contradictory beliefs* often lurked beneath smooth but largely empty rhetoric.

Socrates established the fact that one cannot depend upon those in "authority" to have sound knowledge and insight. He demonstrated that some individuals may have power and high position and yet be deeply confused and irrational. He established the importance of asking deep questions that probe profoundly into thinking before we accept ideas as worthy of belief.

He established the importance of seeking evidence, closely examining reasoning and assumptions, analyzing basic concepts, and tracing out implications not only of what is said but of what is done as well. [2]

His method of questioning is known as "*Socratic Questioning*" and now it is considered to be one of the best known Critical Thinking teaching strategies. In his mode of questioning, Socrates highlighted the need in thinking for *clarity and logical consistency*.

### **Main Part**

#### *Acquisition and Improvement of Critical Thinking through Self-Awareness*

Language teachers can activate Critical Thinking in the classroom by highlighting self-awareness; that is, they can help the learners have and show

understanding of themselves and their surroundings. By means of interactive approaches and materials, teachers can help students be aware of their perceptions, assumptions, prejudices, and values and can help students break old habits to construct a new point of view. [3]

*CT and Perception (Use of Optical illusions)*

Perception- is an active rather than a passive process. It enables us to construct, interpret, and make conclusions (inferences) about information we receive, rather than simply record “reality”. Use of optical illusions helps to teach students different ways of seeing and help them realize that people can perceive the same things or situations in different ways.

Tell your students to look at the first picture closely. If they do so, they will see Albert Einstein. But if they stand at a 5 meter distance (in this case you should use a wide screen), it will become Marilyn Monroe. Then tell your students to look at some other pictures with hidden optical illusions. Give it a try, you will see how amazed your students will be!



*Observation or Inference Activity for Students*

Science is based on observation and inference. Any phenomenon being studied must first be observed. An inference is a reason proposed to explain an observation.

Thus observations can be easily proven from direct evidence. Inferences need explanation or reasons to statements. [4]

**Task 1.** *Read each statement and decide whether it is an observation or an inference. Did the person making each statement observe or infer what he or she stated? Circle your answers.*

1. The container is filled to the 350 ml mark with water.  
a) observation      b) inference
2. The Sun rose at 6:55 this morning.  
a) observation      b) inference
3. The caterpillar did not eat the moth because it is not a carnivore.  
a) observation      b) inference
4. Sound traveled faster through the desk than through the air.  
a) observation      b) inference
5. The plant on the left is growing more because it has been receiving more water.  
a) observation      b) inference
6. When the Sun came out, it made the rain stop.  
a) observation      b) inference
7. I can jump high in tennis shoes because they have rubber on the bottom.  
a) observation      b) inference



8. When the power is turned on, the game lights up and plays a song.  
a) observation      b) inference
9. Dinosaurs died out when they could not adapt to the changing climate.  
a) observation      b) inference
10. Water can fall as precipitation, which may include rain, snow, or hail.  
a) observation      b) inference

*Correct answers:* 1. observation, 2. observation, 3. inference, 4. observation, 5. inference, 6. inference, 7. inference, 8. observation, 9. inference, 10. observation.

As a challenge, have students turn each observation into an inference and each inference into an observation.

**Task 2.** Make Observations and Inferences.

*Directions:* Look at the picture below. Then write 3 observations and 2 inferences, based on the picture.



Observations and inferences will vary. Observations should be verifiable from direct evidence, with no interpretation required. Inferences should propose explanations or attribute reasons to statements.

*Possible answers:*

1. (Observation): There are five penguins shown on the picture.
2. (Observation): This habitat has water, snow, and ice.
3. (Observation): Each penguin is white and black.
4. (Inference): The penguins are fleeing a predator that can only hunt in the water.
5. (Inference): More penguins are going to follow these five out of the water.

*CT and Prejudices*

A major obstacle to Critical Thinking is prejudice. Everyone has some prejudices because we all have ideas about what is true, false, right or wrong.

Our prejudices related to patriotism, religion, class, gender, etc. affect the way we think. To be a Critical Thinker means that one is aware of the ideas that may change his/her opinion.

*Question Your Prejudices Activities for Students.*

*Complete the given open-ended sentences and discuss responses of your classmates / group mates:*

- School is a place where...
- Women should...
- Men should never ...
- Parents are always...
- Literature is never...
- Education is...



### *Critical Thinking and Values.*

Critical Thinkers are thinkers who are *aware of the values* on which they base their judgements. The next Activity will help make students aware of their values and why they have certain ones.

#### *Your 5 Values Activity*

State what you value in order of importance, give reasons (Why?).

**Example:** I value money, friends, family, education, career, etc. ... because ...

### ***Critical Thinking and New Point of View***

Egocentricity is the inability or unwillingness to consider other points of view. It results in a refusal to accept new ideas, views, or facts. "Egocentric thinking results from the unfortunate fact that humans do not naturally consider the rights and needs of others." [5,21]

Trying to see a new point of view – or at least being open to seeing something differently – is an important strategy for Critical Thinking.

#### *Being A Jury Activity for Students*

**FORM A:** You believe that human beings are fundamentally bad and brutal, have animal-like instincts, and always look for pleasure. The best way to control human beings is to threaten and punish them.

**FORM B:** You believe that human beings are fundamentally good and can realize their potential if they are not prevented from doing so. There is no need to control human beings. The only thing to do is to show them love and understanding.

**FORM C:** You believe that human beings are neither good nor bad. Society and the environment they live in determine whether they will be good or bad. The way to control human beings is to persuade and reward them.

#### *Your Task: (10-15 min)*

Your group is a jury that will decide on a punishment for a suspect who is 25 years old, has lost his wife and his job, and has sole responsibility for the care of his 5-year-old son. The suspect was caught stealing food that costs \$ 40.

Your group must judge the man's actions and decide his punishment according to the philosophy assigned to your group (even if members of the group do not believe that philosophy). You should not show your form to other groups. Then the leader (speaker) of the group should present the group's verdict to all the other groups.

#### *General Discussion at the end of this activity:*

- 1) How did you feel having to support a view you don't believe in?
- 2) How did you feel having to listen to a point of view you don't share?
- 3) Which philosophy actually appeals to you and why?

### **Conclusion**

A Critical Thinker can begin to clear away the confusion by questioning statements and assumptions. Who said that? Is that source reliable? Do you have data / information supporting that claim? Has that been scientifically proven? Are you qualified to speak on this topic? Discussions and debates can promote Critical Thinking and that produces more involved citizens.

Critical thinking is an ability that must be taught by trained instructors. All the

teachers should bear in mind that: “Education’s purpose is to replace an empty mind with an open one” [6].

### References

1. *Defining Critical Thinking*. Retrieved from: <http://www.criticalthinking.org/pages/defining-critical-thinking/766>
2. *A Brief History of the Idea of Critical Thinking*. Retrieved from: <http://www.criticalthinking.org/pages/a-brief-history-of-the-idea-of-critical-thinking/408>
3. Evrim Üstünlüoğlu. *Language Teaching through Critical Thinking and Self-Awareness*. *English Teaching Forum*. July, 2004.
4. *Science skills. Observation or Inference?* Retrieved from: <https://www.scienceaz.com/main/ScienceSearch/?searchTerms=science%2Bskills%2Bobservation%2Bor%2Binference>
5. R. Paul, L. Elder. *The Miniature Guide to Critical Thinking. Concepts and Tools*. Foundation for Critical Thinking, 2008.
6. Retrieved from: [https://www.brainyquote.com/quotes/authors/m/malcolm_forbes.html](https://www.brainyquote.com/quotes/authors/m/malcolm_forbes.html)



УДК372.881.111.1

## INTAGRATED LESSON OF ENGLISH AND GEOGRAPHY “THE USE OF ‘THE’ WITH ENGLISH, KAZAKH AND RUSSIAN GEOGRAPHICAL NAMES”

English FL teacher L. Ostroverkhova  
School No. 7, Semey, Kazakhstan  
[ostroverkhova-65@mail.ru](mailto:ostroverkhova-65@mail.ru)

### *Түйін*

*Үштілді білім берудің мақсаты Қазақстан Республикасының мемлекеттік тілдік саясатынан шығады. Осыған байланысты үштілді оқытудың бірыңғай тілдік стандарты жасалады. Осы тілдік стандарт сабақта оқушыларға үш тілді бір мезгілде халықаралық стандартқа сәйкес меңгеруге мүмкіндік береді.*

### *Резюме*

*Цель трехязычного образования исходит из государственной языковой политики Республики Казахстан. В связи с этим был разработан Единый языковой стандарт обучения трем языкам. Данный языковой стандарт предполагает создание на уроке условий для одновременного овладения учащимися тремя языками в соответствии с международными стандартами.*

Integrated technology gives a lot of potential opportunities to increase the study time on target languages learning. Bilingual or trilingual education has a positive influence on the development of linguistic competences of children. Pupils have an opportunity to form a further understanding of language and its effective usage when continuing the development of two or more languages skills throughout all years of schooling. At the integrated lessons of English, Kazakh and Russian pupils get more language practice, especially if they are learned to read and write in three languages. They are also able to compare these languages. More than 150 scientific studies conducted over the past 35 years strongly support what was once expressed by the German philosopher Johann Wolfgang von Goethe: “He who knows only one language does not know, in fact, none”. Studies show that by processing information through two or three different languages the multilingual learners have a greater flexibility of thinking.

Pupils’ knowledge and skills of one language serve as the basis for the development of other languages. From the point of view of the children’s development of thinking skills and conceptual perception, these languages are interdependent. When the native language is developing at school, language and study skills, acquired by children in the target languages, are also transferred to the native language. If the educational environment provides access for children to two or three languages, they nurture each other.

Teaching at school in their second/third language does not hinder the children’s academic development. The results of educational research conducted in many countries confirmed that well-implemented bilingual or multilingual programs

provide good knowledge of the target language without any negative effects in the children's development. For example, the Foyer program in Belgium develops language and study skills in three languages (mother tongue, Dutch and French) at the primary school and most clearly illustrates the benefits of bilingual and trilingual education.

The lesson plan given below focuses on how to teach pupils to use geographical names in three languages: English, Kazakh and Russian. It gives pupils an opportunity to understand some grammar rules, to compare their use with particular geographical names in three languages and to practice them in rapid drills. Pupils also learn to investigate the material independently in groups, learn how to find necessary information and communicate with each other in the process of their research work.

### **Lesson Plan**

Theme: "The use of 'the' with English, Kazakh and Russian geographical names"

Level of learners: intermediate (B2) level

Timetable fit: pupils have already studied grammar rules about the use of 'the' with geographical names

Main aims: 1. to extend the range of use of the definite article 'the' with geographical names in three languages - English, Kazakh and Russian; 2. oral fluency practice

Subsidiary aim: pupils use appropriate geographical names with or without 'the'

Assumptions: pupils can use English, Kazakh and Russian geographical names in oral and written speech

Modules used at the lesson: critical thinking, learning how to learn, the importance of dialog in the classroom, assessment

Aids and materials: geographical maps of the UK, USA, Kazakhstan and Russia, cards with tasks and keys to the tasks

### **Procedure of the lesson**

#### **1. ORGANIZATION MOMENT**

Teacher: Good morning children. Today you will work in small groups. Take the card with a number and join your group. There will be 4 groups today.

Class: children choose cards with numbers (1, 2, 3, 4) and form new groups.

#### **2. WARMER**

T: Now tell the members of your group which country you would like to visit one day. Use the structure: "One day I would like to go to...". Please, share your ideas.

Cl: Students work in small groups. They are given pictures of different countries. Then they choose one pictures of the country which they would like to visit. They comment their choice with the phrase "One day I would like to go to ..."

#### **3. REVISION OF GRAMMAR RULES**

T: Now each group will examine the charts with the rules which explain how to use "the" with geographical names

## GEOGRAPHICAL NAMES WITH OR WITHOUT “THE”

Geographical name	The	No article
<i>Continents</i>	-	Africa, Europe, Asia
<i>Countries</i>	<b>The ... of...</b> The United States of America The United Kingdom of Great Britain and Northern Ireland The Republic of Kazakhstan	France, Japan, China, Spain, Brazil, Russia, Kazakhstan, India, Germany, Italy, Great Britain, Wales, Scotland, England, Ireland, Israel
<i>States of the USA</i>		Texas, California, Florida
<i>Regions</i>	The Middle East, the Far East, The Caucasus	Central Asia
<i>Cities, towns</i>	The Hague	London, Paris, New York
<i>Islands</i>	<b>Group of Islands</b> The British Isles, the Canary Islands	<b>Individual Islands</b> Corsica, Crete, Sicily, Bermuda, Taiwan, Cyprus
<i>Mountains</i>	<b>Mountain Ranges</b> The Rocky Mountains (the Rockies)	<b>Individual Mounts</b> (mount) Etna, Everest, Kilimanjaro, Ben Nevis
<i>Deserts</i>	The Sahara	
<i>Lakes</i>	<b>Group of Lakes</b> The Great Lakes	<b>Individual Lakes</b> (Lake) Superior, (Lake) Michigan, Alakol
<i>North / South / East / West</i>	<b>The... of...</b> The North of France	West(ern) Germany East(ern) Kazakhstan
	<b>BODIES OF WATER</b>	
	<b>The</b>	-
<i>Oceans</i>	The Atlantic Ocean, the Pacific Ocean	-
<i>Seas</i>	The Mediterranean (sea), the Black Sea	-
<i>Rivers</i>	The (river) Thames, the (river) Amazon, the Nile	-
<i>Channels</i>	The English Channel	-
<i>Canals</i>	The Panama Canal The Suez Canal	-
<i>Bays</i>	The Blue Bay	-
<i>Gulfs</i>	The Gulf of Mexico	-
<i>Straights</i>	The Strait of Dover	-
<i>Falls</i>	The Niagara Falls	Niagara Falls

### 4. RAPID DRILLS

T: Now practice the use of the definite article ‘the’ with geographical names in rapid drills. Then check your answers using the key with answers.

**Task1:** Correct the geographical names that are wrong

1. United States	16. southern California
2. Rocky Mountains	17. south of California
3. Alps	18. Bay of Bengal
4. Gulf of Mexico	19. Antarctica

5. Niagara Falls	20. Hudson Bay
6. Seine River	21. Great Britain
7. Los Angeles	22. Republic of Ireland
8. North America	23. United Kingdom
9. North Pole	24. Tien-Shen Mountains
10. Hawaiian Islands	25. English Channel
11. Russia	26. Northern Ireland
12. Lake Issyk-Kul	27. Republic of Kazakhstan
13. Strait of Dover	28. Mississippi River
14. Amazon River	29. east of Europe
15. Eurasia	30. western Europe

**Keys :** 1.the 2.the 3.the 4.the 5.- 6.the 7.- 8.- 9.the 10.the 11.- 12. – 13.the 14.the 15.- 16.- 17.the 18.the 19.- 20.the 21.- 22.the 23.the 24.the 25.the 26.- 27.the 28.the 29.the 30.-

### 5. GROUP WORK

T: Now each group will get one of the four tasks about British, American, Kazakhstani and Russian geography, do them with the help of geographical map and check their answers with the help of the answer key. Each group will choose a leader who will ask his mates questions and take notes about their correct and incorrect answers. At the end of the work leaders will evaluate the answers of each member of the group, give them marks and report about their results to the whole class.

#### a) Group 1 - British Geography

Task: Answer the questions, paying special attention to articles. Examine the map of the UK if you don't know the exact answer.

Question	Key
1. What separates England from France?	1. the English Channel
2. What is the closest point between England and France?	2. the Strait of Dover
3. What are the three countries of Great Britain?	3. England, Scotland and Wales
4. What group of islands is located to the northwest of Britain?	4. the Western Isles
5. Which seas wash the shores of Britain?	5. the North Sea, the Irish Sea
6. What channel separates Scotland from Northern Ireland?	6. the North Channel
7. Which island is located in the Irish Sea?	7. the Isle of Man
8. Which mountains separate Scotland from England?	8. the Cheviot Hills

#### b) Group 2 - American Geography

Task: Answer the questions, paying special attention to articles. Examine the map of the US if you don't know the exact answer.

Question	Key
1. Which mountain range is located in the western part of North America?	1. the Rocky Mountains
2. What states border on Lake Erie? Lake	2. Pennsylvania, New York, Ohio,

Michigan?	Michigan, Wisconsin, Illinois, Indiana
3. What states are washed by the Pacific Ocean?	3. Washington, Oregon, California, Alaska, Hawaii
4. Which bodies of water wash the shores of Florida?	4. the Gulf of Mexico, the State of Florida, the Atlantic Ocean
5. Which group of islands is to the south of Florida?	5. the Bahamas
6. Which is the smallest state? What waters is it washed by?	6. Rhode Island, the Atlantic Ocean
7. Which is the largest state? What waters is it washed by?	7. Alaska, the Pacific Ocean
8. Of which state is Lincoln the capital?	8. Nebraska

**c) Group 3 – Kazakhstani Geography**

Task: Answer the questions, paying special attention to articles. Examine the map of the Republic of Kazakhstan if you don't know the exact answer.

Question	Key
1. Which sea is located in the western part of Kazakhstan?	1. the Caspian Sea
2. What country does Kazakhstan border in the east?	2. China
3. What countries are washed by the Aral Sea?	3. By Kazakhstan and Uzbekistan
4. Which river flows in the east of Kazakhstan?	4. The Irtysh river
5. Which lakes are located in the east and south-east of Kazakhstan?	5. Lakes Balkhash, Alakol are in the south-east, lake Zaisan is in the east of Kazakhstan
6. Which are the largest cities in Kazakhstan?	6. Almaty, Astana, Karaganda, Chimkent
7. Which mountains are located in the south-east of Kazakhstan?	7. The Tien-Shan mountains
8. Which central Asian republics does Kazakhstan border in the south?	8. Kirgizstan, Uzbekistan and Turkmenistan

**d) Group 4 – Russian Geography**

Task: Answer the questions, paying special attention to articles. Examine the map of Russia and if you don't know the exact answer.

Question	Key
1. On which continents is Russia located?	On Europe and Asia / Eurasia
2. What is the capital of Russia and in which part of the country is it located?	Moscow is the capital of Russia. It is located in European part of the country



3. Which sea is located in the south of Russia?	1. the Black Sea
4. Which river flows into the Kaspian Sea?	2. The Volga
5. Which lake is the deepest in the world and where is it located?	3. Lake Baikal is located in the central part of Russia, in Siberia
6. Which region is located in the east part of Russia ?	4. The Far East
7. Which mountain range is located both in Russia and Kazakhstan?	5. The Altai mountains, the Urals
8. Which are the largest cities in Russia?	6. Moscow, St. Petersburg, Novosibirsk, Ekaterinburg

## 5. ASSESMENT

T: Now each group will assess their group work.

Cl: Count the number of correct and incorrect answers. Leaders evaluate the answers of each member of the group, give them marks and report about their results to the whole class.

## 6. HOMEWORK

T: Write an essay about the geography of one country you like. Use the geographical names according to the rules which were studied at the lesson.

### Conclusion

To design lessons with the use of two or three languages can be recommended to teachers of English for several reasons:

- language activities in multiple languages contribute to the development of the cognitive system of learners;
- the information processing skills and educational achievements can be developed through one, two, or more languages. Languages function as channels that feed the central information processing system;
- multilingual children can make a significant contribution to the society, country and the global community, if they are applied in practice, what teachers think is fair for all children.

### References

1. *A Single Language Standard of Learning three Languages//Ministry of Education and Science of the Republic of Kazakhstan National Academy of Education named after Y. Altynsarin. – Astana, 2016.*
2. *HillJ.,et al. Grammar and Practice. Hove, England: Longman Teaching Publications, 2010*
3. *MurphyR.Grammar in use: Reference and Practice for Intermediate Students of English. Cambridge University Press, 2015.*



UDC 371.3(651.934=20)

## TEAM TEACHING IN THE ERA OF TRILINGUAL EDUCATION

English FL Teacher T. Pazilova,  
Kyrgyz-Uzbek University, Osh, Kyrgyzstan  
[tunuk85@mail.ru](mailto:tunuk85@mail.ru),

English FL Teacher R. Abakulov  
Kyrgyz-Uzbek University, Osh, Kyrgyzstan  
[rabakulov@gmail.com](mailto:rabakulov@gmail.com)

### *Түйін*

*Бұл мақалада ағылшын тілін оқытуда топтық тәсілімен білім беру әдісінің тиімді жолдары қарастырылған. Ағылшын тілі сабақтарында болатын оң және теріс факторлар ұсынылған.*

### *Резюме*

*В данной статье рассматривается один из эффективных методов преподавания английского языка в командном обучении. Представлены положительные и отрицательные факторы обучения на уроках английского языка.*

We know today's priority task is gaining the best results in Teaching English. Important elements in modern teaching a foreign language creative mastery of new methods, skills and research to find appropriate materials which are accessible for language learners. One of the new effective methods in teaching is Team teaching. Team teaching is a method where two instructors work together in the same classroom to combine efforts to meet students' varied instructional and behavioral needs.

Team teaching may seem strange at first. It might be difficult for a teacher to work with someone else, because teachers usually work alone: Team teaching is a process and it does take time for an ideal relationship to develop between teachers. However, team-teaching can be a very rewarding experience for both the teachers and the students. Team teaching is an opportunity for both teachers to improve their teaching skills and to expand their teaching portfolios. In addition, students benefit because they learn from two teachers rather than one experienced making team teaching. Team teaching is definitely one of the examples for the English proverb "Two heads are better than one"

We have worked with a Peace Corps volunteer k-15, Megan Montgomery for one year. She helped us a lot to learn how to use these new methods in a traditional classroom. By working with a volunteer we have discovered new aspects, activities of teaching English classes. She introduced us to American culture, technology, and the American educational system. In addition, communicating with a native English speaker improved our English skills. The volunteer assist the teachers and students build up a better English vocabulary and use better pronunciation.

The students also benefit from team teaching, with two teachers, the students get more one-on-one assistance; one teacher can work individually with weaker students, while the other teachers the class. In addition, students gain the benefit oftwise as



much expertise, knowledge, time, and energy and teaching strengths in the classroom. They receive two different reactions to their progress and work. One teacher circulating the classroom while the other teaches keeps students more focused.

*Successful team teaching involves the following elements*

1. A volunteer and a counterpart attend class together.
2. They have to work together to plan lessons ahead of time. While one teacher teaches, the other should help. For example, he or she can write on the board display flashcards, or work with other props. He or she can also add important points that supplement the other teacher's lesson. It is also important that the person not teaching pays close attention to the class.
3. Both teachers must empower each other. Team-teaching not work unless the students view both teachers as knowledgeable authorities.
4. Teachers must give each other responsibility. They should not interrupt each other's sessions. While creating the lesson plan both teachers should be aware about tasks and that in case the other teacher can help to do the task. During class, they should be sure to follow the plan.

Some of the clear benefits that develop during planning and the actual teaching process are expressed in the following quotes:

"We work together before class to decide what we want to get across. We both go back and forth with e-mails checking each other's work to make sure that the language we are using isn't too difficult, to make sure the concepts are being gotten across in a clear manner, and we work together to determine things like the writing assignments we want them to do and what kind of oral assignments we want them to have.

We always come back together and discuss "What happened", what has gone wrong" and "what could be improved in the next class".

The benefits to a four - handed approach to team teaching are evident in these comments. The old saying two heads being better than one can be a major plus for team teaching. If the teachers are satisfied with the partnership, they can begin to trust each other enough to make their teaching more effective. That is two sets of eyes and ears can cooperate in developing materials, teaching and assessment. We can make team teaching with two counterpart teachers except a volunteer and also among an experienced teacher and young teacher. It helps young teachers to learn new methods and to practice with an experienced teacher.

***Here are sample directions doing this type of teaching***

1. Divide a section of the textbook equally. The teachers should discuss what activities they would like to do and decide what materials they need.
2. The teachers individually prepare to teach their halves of the lesson.
3. Before teaching the teachers should have a short discussion about the format of the lesson. For example, how you begin the lesson? How will you move from reviewing the last lesson to introducing new material? How will you move from one teacher to the other during class?

Discussing these key items will help create professional, well planned, and successful lesson.



Supportive team teaching with this model on a teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, a teacher could present the lesson while the other distributes materials.

***Some advantages:***

- Students receive individual help in teamely manner
- It's easier to keep students on task because of the proximity of the teacher.
- It saves time when distributing materials
- As a process observer the supporting teacher can observe behavior not seen by the teacher directing the lesson.
- The supporting teacher can walk to observe the other teacher modelgood teaching practices.

Students do not all learn at the same rate. Periods of equal length are not appropriate for all learning situations. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and inexperienced pupil in the single-subject classroom. Schools are moving toward the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.

Of course, team teaching is not the only answer to all problems plaguing teachers, students, and administrators. It requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination, and creativity. But the results are worth it.

Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. The evaluation done by a team of teachers will be more insightful and balanced than the introspection and self-evaluation of an individual teacher.

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. Students enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions, and point out consequences. Contrasting viewpoints encourage more active class participation and independent thinking from students, especially if there is team balance for gender, race, culture, and age. Team teaching is particularly effective with older and underprepared students when it moves beyond communicating facts to tap into their life experience.

***Some disadvantages:***

- Through the eyes of the students, one teacher has more control than the other



- Students often relate to one person as the teacher and the other as a teacher's aid.

- Having a teacher walk around during the lesson may be distracting to some students

- Students begin to expect immediate one-on-one assistance.

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation. Discussions can be draining and group decisions take longer. Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort. Some students flourish in a highly structured environment that favors repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Nonprofessional staff members could take over some responsibilities.

All things being considered, team teaching so enhances the quality of learning that it is sure to spread widely in the future.

Elements of an effective partnership in team teaching: sharing common pedagogical philosophy and an understanding of roles expectations was very important for the team teachers.

Experience and knowledge appeared to be two-edged sword: some adapted a more submissive role readily as they learned from a more experienced team teacher, while others felt a need to compete for a leadership role in the partnership. Personal incompatibility and inadequate communication skills were certainly the most frequently reasons for the failure of a partnership.

Therefore, team teachers are strongly advised to get to know potential partners before selecting a teaching mate. Successful teams are not developed by chance. Communication is crucial and administrators can facilitate this factor by providing enough preparation time, as well as regular forums for open discussion of teaching issues.

Following team teaching classes we have made in our English classes, and compared the results with traditional English classes:

*Subject:* Practical course of the English Language

*Course:* First course *Title:* American meals *Time:* required: 80 min

*Materials:* Pictures of vegetables and fruits, 2 flipcharts, handouts. *Authentic materials:* some vegetables and fruits in the box *Skills:* (L-S-R-W and Critical thinking) *Listening to a dialogue Speaking in discussion Reading Writing verbs*



*Critical thinking and making comparison*

*1. Motivation/warm up.*

There are some fruits and vegetables in the box. Students should come turn by turn to the blackboard and they have to look at the box and describe one fruit or a vegetable, the others should guess what kind of vegetable or fruit was described to them.

*Presentation:*

Before giving the text about "An American Meals and Kyrgyz Meals" we have to check their knowledge through brainstorming. First group will make brainstorming on American meals, and the other group will make brainstorming on Kyrgyz meals.

After the brainstorming teachers should give handouts about meals to students.

Students have to read the texts and put such notes (put "+" if you know the information, "-" if your variant was wrong through the brainstorming, and "A" if something new for you)

After the reading the text teachers work with a group to discuss how many notice they have on the text, what is new for them.

**Practice:** Listening dialogue

While listening ask students to count what kind of items we have used in the dialogue.

**Seller:** Good afternoon

**Buyer:** Hello, I need some meat for dinner. What is fresh today?

**Seller:** I have some meat for dinner, some delicious chops, I have also some lovely chicken and sausage. What would you like?

**Buyer:** I think, I will actually have some beefsteak, two beefsteaks please.

**Seller:** Excellent choice.

Now what would you like to go with your steak? Potatoes ... or how about some soup?

**Buyer:** I would like some bread, butter, and some cheese. I think, I would also like some strawberries.

**Seller:** Very good. And would you like some wine to go with your dinner?

**Buyer:** Yes, thank you. Oh and I also need some green tea and honey. That's all thank you.

**Seller:** Your total is \$2500.1 hope you enjoy your dinner. Have a nice evening.

**Buyer:** Thank you, bye.

After the dialogue students should tell what kind of items teachers used.

**Post activity:**

**a) A hot potato**

Teacher takes a small ball and asks students to imagine that it is a hot potato. They has to pass it to one of group mates asking questions about the text and dialogue. Other student should answer the question as soon as possible.

b) Divide the students in to four groups and ask them to create their own restaurant and make a menu for breakfast, dinner, supper, disserts and drinks. After the presenting their menu, students should choose the best restaurant.

After several classes we compared two different classes: team teaching and traditional. The results showed that team teaching is better than traditional. We have made this decision after the survey among the students which was aimed to see the effectiveness of the team teaching. And we got such results. Following questions were in the Survey:

1. Do you like team teaching?
  - a) strongly like
  - b) like
  - c) don't like
2. What do you like about team teaching?
3. What do you dislike about team teaching?
4. I believe team teaching makes English Language more interesting.
  - a) strongly agree
  - b) agree
  - c) disagree.
5. What are your personal suggestions for team teaching?

80% students strongly liked team teaching and 20% students liked traditional classes. Students liked team teaching because their communities created more opportunities to better the degree of mastering the English language and new community development ideas and initiatives. Also they improved their critical thinking skills through formal and informal interactions with a volunteer. They suggested us to conduct more team teaching classes.

In conclusion, we can say that team teaching strategy used at many groups in many courses at the University level. It will be effective if we use this technique at school where three languages are integrated with the subjects. We hope you find updated articles to be of value and it will help you to make useful team teaching classes at school and at the University.

#### **References**

1. Daniel L. Camel – Markers. *Building Effective Teacher Teams Together*. National Middle School Association. – 1998. – 102 p.
2. Rottier J. *Implementing and Improving Teaming*. National Middle School Association. – 2001. – 176 p.
3. *Team Teaching Manual*. Peace Corp volunteers. – Bishkek. – 2008.
4. *Team Teaching Tips for Foreign Language Teachers*. Retrieved from: [http://iteslj.org/techniques/benoit/Team Teaching.html](http://iteslj.org/techniques/benoit/Team%20Teaching.html)
5. Retrieved from: [Team Teaching - Advantages, Disadvantages - Students, Teachers, Teacher, and Single - StateUniversity.com](http://education.stateuniversity.com/pages/2493/Team-Teaching.html#ixzz4Yqfp7vdr)<http://education.stateuniversity.com/pages/2493/Team-Teaching.html#ixzz4Yqfp7vdr>

UDC 372.881.111.1

## CONTENT AND LANGUAGE INTEGRATED LEARNING: TRAINING SUBJECT TEACHERS - FIRST EXPERIENCE AND IMPRESSIONS

English FL Teacher, BC Trainer N. Penner,  
SecondarySchool-lyceum No. 23, Aktobe, Kazakhstan  
[npenner@mail.ru](mailto:npenner@mail.ru)

### Түйін

Білім дәстүрге бай және Қазақстан тарихында әрқашан маңызды рөл атқарды. Тәуелсіздік алғаннан кейін ол қарқынды дамуын бастады. Бүгінгі таңда қазақстандық мектептерде шет тілін оқытудағы бірнеше жаңа үрдістерді байқауға болады. Олардың бірі- бұл білім беру процесіне біріктірілген пәндік тілдік оқытуды (CLIL) енгізудің алғашқы талпыныстары. Осы әдістемені практикаға енгізу шет тілін меңгеру деңгейін жақсартуға бағытталған. Осы бағдарламаны табысты іске асыру үшін мектептерде мұғалімнің тиісті CLIL құзыреттіліктерін дамытуға ерекше назар аударылады. Бұл мақала CLIL әдістемесін қолданатын мұғалімге қойылатын негізгі талаптарды, пән мұғалімдерін шет тіліне оқыту мүмкіндіктерін, пән мұғалімдеріне ағылшын тілін оқытудың мазмұнын, Қазақстан Республикасының Ақтөбе және Атырау қалаларындағы биология, химия, ОИВТ және физика пәні мұғалімдеріне арналған курстарын өткізудің алғашқы тәжірибесін қарастырады.

### Резюме

Образование имеет богатые традиции и всегда играло важную роль в истории Казахстана. После получения независимости оно переживает стремительное развитие. Сегодня можно наблюдать несколько новых тенденций в преподавании иностранного языка, в казахстанских школах. Одна из них – это первые попытки внедрения предметно-языкового интегрированного обучения (CLIL) в образовательный процесс. Внедрение данной методики в практику направлено как на улучшения уровня владения иностранным языком, так и знаний, умений неязыковой области. Для успешной реализации данной программы в школах, особое внимание уделяется развитию соответствующих CLIL компетентностей учителя. Статья рассматривает основные требования к учителю, использующему методику CLIL, возможности обучения учителей предметников иностранному языку, содержание курса обучения английскому языку учителей – предметников, первый опыт проведения курсов для учителей биологии, химии, ОИВТ, физики в городах Актобе и Атырау Республики Казахстан.

Education has a rich tradition and has always played an important part in the history of Kazakhstan. After getting independence it has been undergoing rapid development. In foreign language teaching, several new trends can be observed in Kazakhstani schools of today. One of them is the first attempts of introduction of Content and Language Integrated Learning (CLIL) into educational process. The approach relates to European Commission document on education “*Teaching and learning. Towards the learning society*”, which declares proficiency in three Community languages as a prior objective, and suggests, in a list of methods, teaching content in a foreign language as a way to contribute to achieving this objective.



CLIL aims to create an improvement in both the foreign language and the non-language area competence, general categories being motivational and cognitive impact of the positive attitudes triggered by using CLIL, and the linguistic and methodological utilisation of the non-language content material. It is believed that content, e.g. Biology, and a foreign language, e.g. English, can be better developed through gradual interplay – 25-100 % of the content is taught in a foreign language. (Pavesi, 2001).

Up to four content subjects are planned to be taught in English, e.g. Physics, Chemistry, Biology and IT. For successful implementation of the programme to schools, special attention needs to be paid to the development of appropriate – CLIL specific – teacher competences.

The teacher competence in general seems to cover the subject knowledge and skills and their application. What attitudes, what professional skills are to be acquired for the teaching of mathematics through the medium of the English language?

Whereas in an English class, communicative competence is the ultimate aim of teaching, and involves both accuracy and fluency, the main aim of subject teaching is to develop subject thinking. Learning subjects includes „appropriating ways of speaking, that is, learning the language of a subject” (Zazkis, 2000).

CLIL teachers should therefore have a good command of the target language and resort to the learners’ mother tongue with care. For learners, however, code switching is a natural communication strategy, and teachers should allow it, particularly in the first stages of CLIL. Teachers’ task is to flexibly adapt their instructional support bearing in mind that in order to enable incidental language learning, i.e. language acquisition in the learners, their main concern should be to scaffold them on their way towards achieving mathematical competences. Learners, whose attention is focused on the non-linguistic content, need to have access to spontaneous speech, preferably in an interactive context.

**The teacher’s task is to enable** the students develop their individually different process of knowledge building and meaning construction as well as positive attitudes (De Corte, 2000). It is a common belief that mathematics and languages are difficult subjects. Therefore, in order to help the learners succeed, it is of the utmost importance for the teacher to examine and analyse possible barriers that might have a negative impact on learning. The CLIL teacher should be able to suggest ways how these could be minimised and use a variety of effective teaching strategies that would help overcome individual learning difficulties.

**The teacher’s task is to identify** and use dual-focused activities which simultaneously cater for language and content aspects. From the point of view of class management, a qualified CLIL teacher should be able to decide whether teaching the whole class, groups, pairs, or individuals is appropriate for particular learning purposes, should be able to maintain learners’ interest and motivation through relevant learning opportunities, and to consider time management.

Nowadays at many Higher Educational Pedagogical institutions of Kazakhstan the students are involved in five-year pre-service diploma courses combine two majors in their studies: their main subject with foreign language teaching. The

graduates obtain dual qualification, e.g. for teaching a subject and teaching it in English. Their qualification applies for secondary and high schools, i.e. for learners aged 11-17.

The author believes that teacher training must be tailored to meet the specific needs of CLIL instruction which involve not only teaching strategies, but also school curriculum development and reform.

Since the school year 2015-2016, the Ministry of Education and Science of Republic of Kazakhstan in cooperation with British Council in Kazakhstan have run a special training course “Teaching English for Subject Classroom” the aim of which is to give subject teachers both theoretical and practical aspects of CLIL, i.e. to extend teachers’ education and provide them with enhanced qualifications – teaching subjects in English. The course was conducted in Aktobe, Atyrau, Karaganda and other cities of Kazakhstan. The course covered language and cultural preparation, classroom observations, microteaching of peers with the use of innovative teaching methods and approaches, and a variety of related activities. The course aimed at developing the participants’ knowledge and skills in English for further use in the teaching of subjects, knowledge and skills in subjects through the L2, use of reciprocal teaching strategies with regard to students’ individual differences. The course encouraged the interaction of L1, L2, and paid attention to the differences in the teacher’s work, i.e. teaching subjects in L1 and in the L2.

In teacher training programme, the following items are substantial: interaction of the two languages L1, L2 during teaching subjects in English with attention paid to advantages, disadvantages and possible problems that might occur, and differences in the work of a subject teacher when teaching in L1 and English.

The 36 hour course covered:

- plenary discussion based on participants’ experience,
- participants’ individual or group work with a variety of textbooks and teaching materials suitable for CLIL in comparison with similar materials in the mother tongue (L1); attention is paid to possible obstacles based partly on L1 and L2 interference and partly on the relation of the content matter and background knowledge of the target language community,
- preparing short teaching sessions - lesson stages, e.g. presentation, practice,
- micro-teaching of peers with immediate feedback, which takes the form of analysis and discussion.

The course was originally designed for teacher training of prospective subject teachers. It is run in English. Regardless of this fact, teachers of non-language subjects participated. This feature enriched the course in the multilingual perspective.

Throughout the course, the stress was being put on the comprehension for the teachers to learn how to adapt their teaching styles towards the use of *interactive strategies*. In their teaching practice, they needed to use a variety of verbal and non-verbal means to illustrate the meaning, such as repetition, rephrasing, gestures, body language, exemplification, analogies, representation and visualisation. Explanation

was accompanied with the use of visual and multimedia aids. At early stages, emphasis was on the development of receptive skills. The use of L1 was the last resort.

By the end of the course the teachers exhibited active teaching behaviours such as clearly giving instructions, accurately describing tasks, and maintaining learners' engagement in instructional tasks, pacing instruction appropriately and communicating their expectations for students' success. In presenting new information, they used appropriate strategies such as demonstrating, outlining, using visuals, building redundancy, rephrasing, scaffolding, linking new information to learners' previous knowledge, etc. to make input comprehensible and context-embedded.

Having conducted the course in Aktobe region and in Atyrau the author believes that positive comments of participants prove the practical value of the course and the necessity of its implementation into the course of professional development for subject teachers.

### **References**

1. Corté E. *De. Marrying Theory Building and the Improvement of School Practice: A Permanent Challenge for Instructional Psychology. Learning and Instruction 10: 249-266. (2000).*
2. Marsh D. *Using languages to learn and learning to use languages. Eds. D. Marsh – G. Langé. Finland: University of Jyväskylä. (2000).*
3. *Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference, 1998, Strasbourg, Council of Europe.*
4. Nakahara T., Koyama M. *Changing Teaching Methods in School Mathematics, An Analysis of Some Episodes from Classes. In: Proceedings PME 24, Volume 3. Hiroshima University: Pp.183-190.*
5. Naves T. *What Are the Characteristics of Successful CLIL Programmes? In: TIE-CLIL Professional Development Course. Ed. G. Langé. Milan: M.I.U.R.: Pp. 91-94. (2002).*
6. Pavesi M., Bertocchi D., Hofmannová M., Kazianka M. *CLIL Guidelines for Teachers. Milan: TIE CLIL. (2001).*
7. Vygotsky L.S. (1986). *Thought and Language. Cambridge, MA: The MIT Press.*



UDC (P48)

## TEACHING FOR COMMUNICATIVE COMPETENCE

G. Rzabayeva  
School-lyceum No. 7, Semey, Kazakhstan  
[izguty@mail.ru](mailto:izguty@mail.ru)

### Түйін

*Бұл мақалада коммуникативтік технологиялар негізінде шет тілдерді оқыту қарастырылады. Коммуникативтік технологияны пайдалану көп мәдениетті тілдік тұлғаның қалыптасуы мен дамуына; басқа мәдениетті қарым-қатынасқа қол жеткізуге; ағылшын тілін пайдалана отырып оқушылардың әртүрлі іс-шаралар өткізу қабілетіне; мектепте өзін-өзі дамыту және өздігінен білім алу дайындығына, сондай-ақ адамдардың кәсіби міндеттерін жүзеге асыру үшін шығармашылық қабілетін арттыруға ықпал етеді.*

### Резюме

*Данная статья рассматривает обучение иностранным языкам на основе коммуникативной технологии. Использование коммуникативной технологии способствует формированию и развитию поликультурной языковой личности, для достижения продуктивной коммуникации с носителями других культур; способностей школьников для проведения различных мероприятий, используя английский язык; готовность школьников к саморазвитию и самообразованию, а также внести свой вклад в творческий потенциал людей, чтобы выполнять свои профессиональные обязанности.*

The communicative method precisely defines objectives headed by free communication through conversation, reading, listening comprehension and writing. For those aims, the communicative method uses contemporary elements of tele- and radio communication, etc. which are natural in the world of exchanging information. Nevertheless, a book remains the main but not the only tool of language learning at school. A teacher can choose any book which corresponds to his/her purposes and defines his/her methodological approach towards language teaching. But a book should be both interesting and accessible for students. A textbook should help learning the language, but not give interesting or boring facts about it. On the other hand, even the most attractive textbook will not give any results, if its contents (drills, exercises, rules, etc.) are separated from the communicative learning with the help of a teacher as a professional counselor. An English language teacher must know English as well as his mother tongue. The teacher must be aware of the laws according to which language functions. The teacher must be acquainted with the last methodological points of view, but he is not to be obliged to acquire those if they do not conform to his purposes and aims. The teacher ought to know the difference between general linguistics and pedagogical linguistics in order not to convert lessons at school to linguistic seminars [2, p.18].

What is communication? It seems to me, communication is first of all exchanging opinions, information, notions of social, cultural, political and other aspects of everyday life. Communication always has associations with written and oral discourse. But communication includes a surprised face, a smile, a nervous



movement or a smoke above the fire of Indians, as well. Communication is also advertising the colour of the president's suit, flags, posters or a whistle of a boy under the window of his sweetheart. The world around us is the world of communication in various spheres [4, p.203]. And only at language lessons the only means of communication are textbooks and the lecturing teacher. In the classroom, the teacher is the source of information. And this communication is under control rather than free. In this case, the purpose of a teacher is to transform the communication with students to a pleasant, attractive and emotional lesson.

In today's day and age, having solid English skills is a must. It's becoming the language of the world and all of us gotta keep up. But if you've been learning for a while and don't find yourself really communicating with ease, how do you get around the learning slump? You'll need a bit of ingenuity and dedication, but luckily it's easier now more than ever [6, p.45].

**Find native English speakers.** In certain areas it's the hardest thing to do, but it's the best use of your time. Talking to actual native speakers is the *most effective* way to improve your English skills, speaking or otherwise. So whether you have to Skype them, call them, or beg them to speak to you, do so. Your progress will be faster this way than any other.

- Even if they're just tourists, invite them to dinner! They get a meal, you get an English lesson. Advertise on Craigslist. Take a class and get buddy-buddy with your teacher. Offer a language exchange. They're hiding out there somewhere!

**Listen to the music of English.** Not English music, the music of English -- its lilt, its prosody, the sing-songy-ness of it. The intonation. Even if you speak perfect English *technically*, if you speak it like a robot you're not speaking it the way it's meant to be spoken [5, p.72].

- Watch people. Watch how their mouths form the words. Watch how emotion is communicated. Watch where the emphasis goes on certain sentences and how that provides context. Apart from just deciphering their words, take notice of the humor, the feeling, and the formality they employ.

**Slow down.** Above all, if you want to be understood, *slow down*. The more clearly you speak, the better chance your listener has of understanding you. It's tempting to get nervous and want to speed up to get it all over with, but you can't do that! Clarity is key – for some native English speakers, too!

- They will be patient with you -- don't worry! You just got to be patient with yourself. It's much less frustrating to speak to someone who you understand even though they're speaking slowly than to speak to someone you don't understand at all. Speaking quickly isn't impressive if your tongue gets all jumbly.

**Record yourself.** Though we hear ourselves all the time, we really don't know quite what we sound like. So record yourself! What are the weak and strong points you hear in your speech? And then you can concentrate on what you need to work on.

- A great idea is to get a book on tape, record yourself reading an excerpt from it (or mimicking the narrator), and comparing yourself to the recording. That way you can do it over and over until you get it right!



• When that's a bit too much effort, just read your books aloud. You'll score points on your reading skills *and* yourspeaking skills. Half the battle is just getting comfortable with the words

**Take different style classes.** In fact, one class is even great. But if you can take more than one class - of differing styles - that's even better. A group class can be cheap, fun, and work on all your skills, but adding a one-on-one class, too? You'll get that individualized attention to your speech you've been craving. That's a double dose of improvement.

• There are specialized classes you can take, too. Accent reduction classes, business English classes, tourism classes, heck, sometimes even food classes. If you see something that interests you (let's face it, sometimes grammar doesn't cut it), go for it! You may learn more than you think.

**Speak English at home.** This is the biggest, easiest mistake to make. You go about your day, you're on the job working partly in English, you go to your English class, and then you go home and revert back to your native tongue. While you may be making slow improvements, you'll never get past that dreaded lingual plateau. Make a point to speak it at home, too. Have only English at the dinner table. Stick to English TV at home. Make it as 24/7 as possible.

• Heck, talk to yourself in English. Narrate your actions. While you're washing the dishes, say what you're doing, thinking, or feeling. It sounds a little silly (if you get caught!), but it keeps your brain thinking in English *before* your first language, which is huge. Once you can do that, the rest is just keeping it up.

Tips:

- Speak, learn, and practice with confidence.
  - Do not feel overwhelmed. Take it one word at a time and be happy for the having learned each new word.
  - Practice daily. If you don't, you'll forget!
  - Listen carefully and write down any words to look up in the dictionary later.
- Don't stop reading to figure out the word unless you truly don't understand the overall meaning.

About trinity of languages in Kazakhstan President N.A.Nazarbayev has repeatedly said in various official statements. This idea was first announced on October 2006 at the XII session of the Assembly of Kazakhstan's People, the head of the State noted that the knowledge of at least three languages is important for the future of our children. In the Message of 2007 "New Kazakhstan in the new world", Nursultan Nazarbayev proposed to begin a phased implementation of the cultural project "Trinity of languages". "Kazakhstan should be perceived worldwide as a highly educated country whose population uses three languages. They are: Kazakh language – the state language, Russian language – as a language of international communication and English – the language of successful integration into the global economy", - said the President. With the direct participation of the basic HEIs by the Ministry of Education and Science of the Republic of Kazakhstan, in 2012 was developed the Concept of trilingual education, in which the analysis of the conditions and possibilities of the modern education system is given for the implementation of

the ideas of trinity of languages and identified priority areas for the development of multilingual education. This implies, first of all, the revision of the content of modern language education as a whole, which will require developing a package of documents determining the strategy and tactics for learning languages in the education system of the Republic of Kazakhstan.

On May 6, 2015 the President, making an announcement at an enlarged Government's meeting in Astana "Nation's Plan -100 concrete steps to implement the five institutional reforms" outlined the importance of a gradual transition to English in the education system; the main objective is to increase competitiveness of future specialists and growth of export potential of education sector.

Creating an effective polylingual environment in schools is one of the main factors of competitiveness of the education system, the entry of our country in the 30 developed countries of the world and a condition for the promotion of the Bologna initiatives, in particular academic mobility and the implementation of joint study programs.

### References

1. Английский язык. Retrieved from: <http://ct.dim-yar.ru/types-ofhouses-tipy-domov/>
2. Færch C., Kasper, G. (1983). *Strategies in interlanguage communication*. London: Longman..
3. Savignon S. (1997). *Communicative competence: theory and classroom practice: texts and contexts in second language learning (2nd ed.)*. New York: McGraw-Hill.
4. Nunan D. (1991). *Communicative Tasks and the Language Curriculum*. *Tesol Quarterly* (25)2.
5. Gerngross G., Puchta H. (1984). *Beyond notions and functions: Language teaching or the art of letting go*. In: S. Savignon and M.S. Bern's (Eds.) *Initiatives in communicative language teaching. A book of readings*.
6. Larsen-Freeman D. (1986). *Techniques and principles in language teaching*. Oxford University Press.
7. Savignon S., Berns M. S. (Eds.) (1984). *Initiatives in communicative language teaching*. Reading, PA: Addison-Wesley.
8. *Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan. February 28, 2007. Address to the people of Kazakhstan. New Kazakhstan in the new world, 2007*. Retrieved from: [http://www.akorda.kz/ru/page/page_poslanie-prezidenta-respubliki-kazakhstan-n-nazarbaeva-narodu-kazakhstana-28-fevralya-2007-g1343986887](http://www.akorda.kz/ru/page/page_poslanie-prezidenta-respubliki-kazakhstan-n-nazarbaeva-narodu-kazakhstana-28-fevralya-2007-g1343986887), free.– Caps. With the screen.
9. Andreassian I.M. *Innovative technologies mastering foreign language communication // Zamezhnyya Respublitsy Language Society in Belarus*. – 2006 – No. 2.
10. Retrieved from: <http://www.ridsource.com>
11. Retrieved from: <http://www.teachingstrategies.com>

UDC 372.881.1

## USING OF INTERACTIVE METHODS DURING ENGLISH LESSONS

English FL Teacher G.M. Shamsherakova  
Secondary school No. 6, Kyzylorda, Kazakhstan  
[kyz_school6@mail.ru](mailto:kyz_school6@mail.ru)

### **Түйін**

*Үштілділік – көптілді меңгерген тұлғаның қалыптастыру негізі. Бірінші кезең – құжаттарды рәсімдеу негізі, ғылыми және әдіснамалық әдебиетімен жұмыс жасау. Екінші кезең – тура дамытуды және шет тілінде сабақтарды өткізу, сонымен қатар интеграциялық сабақтарды өткізу, сабақтан тыс жұмыс өткізу, оқушыларды үш тілде таныстыру жобасын ұйымдастыру. Үшінші кезең – зерттеу нәтижелерін, білім процесінде енгізу, ұжымдастардың мінездемелерінің нәтижелерін реттілік жұмысын жақсарту бағытында жұмыс жасау.*

### **Резюме**

*Трехединство языков – основа формирования многокультурной личности. Первый этап – включает изучение этой проблемы на основе регулирования документов, научной и методологической литературы. Второй этап включает прямое развитие и осуществление проведение уроков на английском языке, большое количество интегрированных уроков, внеклассной деятельности и организации проекта деятельности, представлять студентов на трех языках. Третий этап включает обобщение и систематизацию изученных результатов, введения образовательного процесса, результатов основывающихся на рекомендациях коллег в порядке улучшения работы в этом направлении.*

*“Қазақстан бүкіл әлемге халқы үш тілді пайдаланатын мәдениетті ел ретінде танылуға тиіс. Бұлар – қазақ тілі – мемлекеттік тіл орыс тілі – ұлтаралық қатынас тілі және ағылшын тілі – жаһандық экономикаға ойдағыдай кіру тілі» деген салиқалы үндеуінен бастау алған болатын.*

*“Казахстан должен восприниматься во всем мире как высокообразованная страна, - неоднократно подчеркивал Президент, - население которое пользуется тремя языками. Это: казахский язык - государственный язык, русский язык – как язык межнационального общения и английский язык – язык успешной интеграции в глобальную экономику”*

*Н.А. Назарбаев*

### **Introduction**

"Kazakhstan should be perceived worldwide as a highly educated country – the President has repeatedly stressed, - whose the population can use three languages. They are: Kazakh language is the state language, Russian language is as a language of international communication and English is the language of successful integration into the global economy".

The problem of language is one of the most important in the spiritual life of our country. Everyone knows that the language of the people is its greatest asset, because language is one of the attributes that reflect the nature of a nation and of a people. Language is a national valuable property, a tool which, throughout a person's conscious life teaches him or her art and knowledge, cultural sensitivity and how to be an active citizen of society. Moreover, taking culture of language to a higher level is our duty, as language is a means of all actions and communication of people. As a source of spiritual wealth that does not lose its historical value, language has always



represented and continues to represent a national valuable asset and precious legacy of our ancestors. Therefore, language is a phenomenon that has a huge impact on establishment of inter-ethnic culture; it is considered to be an indicator of development process of Kazakhstan's culture.

«Trinity of languages — the basis of the formation of multicultural personality»

The first stage — included a study of this problem on the basis of regulatory documents, scientific and methodological literature, Internet resources, accumulation and collection of empirical material on improvement of language education, the generalization of innovative educators in teaching the native, non-native and foreign languages; The second stage — includes the direct development and implementation of lessons as English, and a number of integrated lessons and extra-curricular activities and organization of the project activity to introduce students with three languages;) Third stage — included generalization and systematization of the study results, the introduction 16 the educational process of the results based on the recommendations of colleagues in order to improve the work in this direction. Understanding the role of languages in the world today especially acute poses the question of the effectiveness of language learning and improving language training of students.

### **Practical part**

#### **Model lesson**

*Theme:* What should you do to keep fit?

*Aims:*

1. Educational- to develop pupils' mental ability, to introduce new words, to get acquaintance pupils with rules of diet.

2. Practical - to develop pupils' writing, thinking, reading, speaking comprehensions.

3. Cultural - to develop pupils' conversational speech.

*Visual aids cards, interactive board, books, pictures.*

*Methods:* RWCT – strategies.

*Literature:* T.Ayapova

“English”, “Speak out”.

*The outline of lesson:*

1. Organization moment: Greetings Asking the date and the day Asking about weather Checking up the attendance.

2. Practical part: Brainstorming activity.

#### **Proverbs:**

1. An apple a day, keep a doctor away. Ешь по одному яблоку в день. Күніне бір алма жеу керек.

2. Good health is above wealth. Главное богатство - это здоровье. Денсаулық зор байлық.

3. Eating good, quality food. Хорошая еда-качественная еда. Жаксы тағам-сапалы тағам.

### **3. Brainstorming activity.**



a) ill	b) doctor	c) sleep	d) headache
sick	nurse	take care of	a sore throat
sad	teacher	nurse	Toothache
unwell	chemist	look after	pill

#### 4. Active vocabulary. What is the English for?

##### 1) Speaking strategies.

Nouns	Verb	Adjectives
garlic	rub	terrible
stock	ache	awful
insomnia	hurt	sick
cough	swallow	giddy
remedy	examine	tablespoonful
chest	offer	fresh
burn	suggest	healthy
handkerchief	strip	recent
responsibility	weigh	confident
junk food	grow	polite

##### 2). Here are some things a person can do to take care of his/her health.

Not smoking	Taking regular	exercises	Eating good quality food
не курить регулярно	выполнять упражнения	хорошая еда	качественная еда
темекі шекпеу	керек жаттығулар жасап тұру		жақсы тағам-сапалы тағам
having regular	dieting to keep		not drinking
check – ups	your weight down		alcohol
проходить	проверять свой вес		не употреблять алкоголь
осмотр у врача	дәрігерге көрініп тұру		салмақты өлшеп тұру ішімдік ішпеу

#### 5. How fit are you? Как Вы следите за своим здоровьем? Сіз қалай денсаулығыңызды сақтайсыз? Ответить на вопросы. Сұрақтарға жауап беру.

- How often do you eat chocolate or sweets?
- How often do you eat fruit or green vegetables?
- How many hours' sleep do you normally get at night?
- How often do you play sport or do exercise?
- How many hours a day do you spend watching TV or videos?
- Which of these things would you like to do now?

1;2;4 every day	once or twice a week
occasionally	very rarely
3) more than 12	between 8 and 12
between 5 and 8	less than 5
5) less than 1	between 1 and 3
between 3 and 5	more than 5
6) eat a bar of chocolate	watch a video

go shopping

go swimming

### 6. Reading strategies. Работа с текстом. Мәтінмен жұмыс жасау.

A recent survey shows that children in Britain aren't as fit as their parents and grandparents. The problem starts at school. Teachers nowadays have to give a lot of time to subjects like Maths, English, Geography, Chemistry and so pupils do less PE and Games. Also, most pupils don't walk or cycle to school. Some go on the bus, but more and more parents take their children to school and back by car.

When they get home, they sit down and watch TV or play computer games. The surveys says that sixty per cent of British children have got a television or computer in their bedroom.

This problem about young people isn't just a British problem. Surveys in other countries show that it's happening all over the world. Children eat too much junk food, they don't read books, and they don't take enough exercises, because they've got all these wonderful things - televisions, video - recorders, DVD-s, computers.

### 7. Find the words from the text which mean the same.

- a. a short time ago.
- b. in good health.
- c. at the present time.
- d. unhealthy food.

### 8. Discussion. Обсуждение. Талқылау. Thinking strategies

What two young people say about the text.

Now read what two young people say about the article in exercise 7.

My name is Mick. I think that the survey is wrong. We do a lot of PE and games at our school. I play basketball for the school team. I eat a lot of junk food like hamburgers and pizzas, but that's all right, because I take lot of exercise.

My name is Pat. I think that the survey is right. I've got a TV in my room, so I watch TV a lot. I don't walk to school. My dad takes me in the car. I eat a lot of fast food, but I also like eating fruit and vegetables.

### 9. Grammar reference.

Ex. 11 p. 118

Some/any

I want _____ bread.

I never drink ___ alcohol. I don't want _____ mineral water, thanks.

Would you like ___ cake?

“Is there _____ milk left?”

“No, there's only ___”.

There are not _____ cans of coke left and there are only _____ cans of orange juice.

### 10. Dialogue. Диалог. Диалог.

At the doctor's. У врача. Дәрігердің қабылдауында.

P: Hello. How are you?

D: Hello. Come in, please. What's the matter with you?

P: I'm ill. It seems to me that I have a sore throat.



D: Let's check up your throat.

P: O'key, please.

D: Oh. You are really ill. You have a sore throat.

P: What do you recommend me?

D: I'll write a prescription for you. You can buy everything in the chemist. And also you can drink a glass of warm milk with honey.

**11. Ex: 4. GoodAdvices. Полезные советы. Пайдалы кеңестер.**

About diet and fitness.

You should

1. Eat a lot of fresh fruit and vegetables
2. Do physical exercises regularly
3. Walk in the park
4. Go in for sports.

you should not

1. Eat a lot of chocolate.
2. Sleep for a long time.
3. Eat a junk food.
4. Drink, cola, coffee, dizzy.

Everybody must take multivitamins every day.

Homework: ex: 12, ex: 6 p 116, to learn vocabulary.

**12. Getting marks. Оценивание. Бағалау.**

Appreciation.Active pupils.

**13. Conclusion:** In order to conclude my words. I want to repeat our proverb "An apple a day, keep a doctor away", help yourself.

**14. End of the lesson.**

**Conclusion**

One of the tasks of the school is the communion of the younger generation to the universal, global values, the formation of children and young people's ability to communicate and interact with representatives of neighboring cultures and in space. Along with the Kazakh language, having the status of the state, and Russian – language of interethnic communication, an important means of communication was a foreign language. The ,main aim of facing the teachers and students of the school – the development of a multicultural personality capable of social and professional self-determination, knowing the history and traditions of the people, speak several languages, to achieve communicative activity-operation in three languages in all situations, striving for self-development and self-improvement.

Saying of trinity of languages at schools, I want to notice that pupils of more than 10 nationalities get education in our class.

**References**

1. Kral Th. *Teacher development making the right moves.*
2. Douglas H. *Principles of language learning and teaching. Brown Fourth edition.* – San Francisco State University.
3. *ULT USTAZY journal.* –№4(28). – 2016.
4. *Intellectual person journal.* – №03(07). – 2015.

UDK 355:52

## ӘСКЕРИ ЖОҒАРҒЫ ОҚУ ОРЫНДАРЫНДА ШЕТ ТІЛІН ОҚЫТУДА АНА ТІЛІНІҢ АТҚАРАТЫН ФУНКЦИЯСЫ МЕН РӨЛІ

Преподаватель английского языка А. Сариева  
Академия Пограничной службы КНБ РК, Алматы, Казахстан  
[sarieva_1981@mail.ru](mailto:sarieva_1981@mail.ru)

### *Resume*

*In this article the author will try to highlight the functions and the role of the mother-tongue in teaching of a foreign language to military high education institutes and also will justify the strict limitation for the usage of mother tongue in communicative skill development in line with proper comprehension.*

### *Резюме*

*В статье автор пытается описать роль и функцию родного языка, а также строго регламентировать использование родного языка при развитии коммуникативных навыков при обучении иностранным языкам в военном вузе*

Ағылшын тілі-қазақ елін әлемге танытатын, әлемдік деңгейге шығаратын тіл, сол себепті ағылшын тілін үйренудің маңызы зор. Жоғары оқу орындарының алдына жауапты да, абыройлы міндеттер қойылып отыр. Солардың бірі – білім алушы қабілетін анықтай отырып, алған білімдерін біліктілік дәрежесіне көтеру. Алғашқы сабақта курсант қабілетін анықтау барысында оның психологиясы, жеке қабілеті (сөздей, сандық, кеңістіктей) тексерілгені жөн. Олардың қабілетін анықтау үш деңгейде қарастырылады. Олар: теориялық, әдістемелік, педагогикалық - ұйымдастыру. Бірақ ағылшын тілі пәні бойынша кейбір курсанттардың білім деңгейі төмен болғандығына байланысты, сөйлеу іскерліктерінің толық дамымауына байланысты, оқытушымен коммуникативтік байланысқа түсуге тартыншақтайды, кейде сөйлесуден мүлдем бас тартады. Дәл осы кезде ана тілінің рөлі ерекше. Ол курсанттардың шет тілінде сөйлеу қызығушылығын арттыру барысында оқытушыға көмек көрсетеді. Оқытушы сөйлеу арқылы ауызша сөйлеу жүзеге асырылатындығын, яғни сөйлеу әрекетінің бұл түрі арқылы адамдар бір-бірімен түсінісетіндігін, басқа адамдардың біліміне, іскерлігіне ықпал ететіндігін, оларға бір нәрсені дәлелдейтіндігін, оларды бір нәрсеге сендіретіндігін, сондай-ақ айтылып тұрған хабарға өзінің көңіл-күй қатынасын білдіретіндігін, түсіндіреді.

Шет тілін оқытуда ана тілі ерекшеліктері мен ықпалын ескеріп отыру қажеттігін академик Л.В. Щерба дәлелдеген. «Ана тілін шет тілі сабағынан аластауға болады, алайда оны мектеп жағдайында оқушылардың санасынан аластау мүмкін емес» деп жазды Л.В. Щерба [1]. Бұл қағиданы қазіргі кезде барлық әдістемешілер мойындайды да қолдайды да. Бірақ ана тілінің мөлшері аз болса да, оқу барысына бөгет болмай, керісінше оны жетілдіруге септігін тигізуі керек.

Ана тілін шет тілі сабағында қолдану мына факторларға да байланысты:

- Оқытушының шет тілін жетік меңгеруіне;
- Оқыту кезеңіне (егер бастапқы кезеңде сабақты толық шет тілінде өткізу мүмкіншілігі болмаса, жоғарғы кезеңде білім алушының сөз байлығының толығына байланысты ана тілінен мүлде бас тартуға болады);
- Қай кезеңде болса да білім алушының коммуникация жүйесін қалыптастыру деңгейіне;
- Оқытылып отырған тілдік материалдың мазмұнының күрделілігіне.
- Шет тілі шындығында қатынас құралы болу үшін білім алушы сабақ барысында «бір тілдік» орта қалыптастыруы тиіс, ол – ана тілін мүмкіндігінше өте аз мөлшерде қолдану [2].

Шет тілі сабағында ана тілінің атқаратын функциясын (қызметін) атап өтейік:

- Үнталандыру функциясы.
- Оқыту функциясы.
- Ұйымдастыру функциясы.
- Семантикалық функциясы.
- Тексеру функциясы.
- Коммуникативтік функциясы.
- Енді осы функциялардың әрқайсысына жекеше тоқталайық.
- Үнталандыру функциясы.

Ана тілі сабақ мақсатын жеткізу үшін, қандай да бір жаттығу орындаудың алдында оның тапсырмасын толық түсінікті етіп жеткізу үшін, білім алушылардың оқуға деген қызығушылығын арттыру үшін қолданылады. Мысалы, I would конструкциясын қолдану дағдысын қалыптастыру үшін, оқушыларға келесі тапсырманы беруге болады: «Топ ішінде өзара қиялдарыңыз жайлы сөйлесіңіздер – сіз не істер едіңіз, егер. Осылай кім арманшыл екендігін анықтайтын боламыз». Бұл тапсырма коммуникативтік дағды қалыптастыруды көздейді. Қиялдарыңыз жайлы сөйлесіңіздер дегенде, оқытушы лексиканы пайдалануда шек қоймайды, білім алушылар ойларын жеткізу үшін тілдік құралды өздері таңдайды. Тағы бір мысал: Present Perfect құбылысы бойынша мына екі практикалық жаттығуларды салыстырып көрейік:

а) Берілген сөйлемдерге сұрақ қойыңыз;

ә) Үстелдің үстінде көптеген заттар жатыр. Менің бұйрығым бойынша, сіздер көздеріңізді жұмасындар, сол кезде мен бір затты алып тастаймын немесе қосамын. Бұйрық бойынша көздеріңізді ашып, үстелге қарап, маған мына сұрақты «Have you put a piece of chalk on the table?» қоя отырып, не өзгергенін анықтаңыздар. Ойнау, бірінші тапсырма білім алушылар тарапынан қызықсыз орындалса, екінші тапсырма кезінде білім алушылардың қызығушылығы артып, өздерінің жаңа грамматикалық материалды қолданып, дағдыланып жатқандықтарын байқамайда қалады. Жоғарыдағы мысалға қарап, ана тілі жаттығудың тапсырмасын жеткізу үшін де қолданылады деуге болады. Бірақ комментарилер, жазбаша тапсырма оқулықтарда, үлестірме материалдарда ана

тілінде бастапқы кезеңде өз бетімен жұмыс істеуге көмектесу үшін берілгенмен, ауызекі тілде жойылып кетеді, кейбір білгір мамандар әу бастан ана тілін араластырмауға тырысады.

Көптеген оқытушылар ана тілін сабақты қорытандылау үшін де қолданады. Бұл оқу үдерісіндегі бірден-бір маңызды сәт, себебі оқытушы осы сабақта курсанттар қандай жетістікке жеткендігін атап өтуі керек.

Сонымен қатар, мотивациялық қызмет сабақта сөйлеу және тілдік материалды енгізу үшін мәселе туғызатын ситуацияларды қолдануда, белгілі тақырып бойынша презентация немесе жобалар жазуға шығармашылық тапсырма берген кезде жүзеге асырылады [3].

Оқыту функциясы.

Шет тілін оқытудағы фонетикалық дағдыларды қалыптастыруда бастапқы кезеңде ана тілінің рөлі ерекше. Бұл ана тілінде жоқ дыбыстардың артикуляциясын түсіндіру кезінде қолайлы. Мысалы, ағылшын тіліндегі [θ] және [ð] дыбыстары қазақ тілінде мүлде жоқ. Сол сияқты, неміс және ағылшын тілдеріндегі [f], [v], [j], [G] қазақ тілінде жоқ дыбыстар. Ал, ағылшын және неміс тілдеріндегі [ŋ], [a:], [ø:], [y:], [e:] дыбыстары қазақ тілді білім алушыларға қиындық әкелмейтін айдан анық, себебі бұл дыбыстар қазақ тілінде де кездеседі.

Көптеген практик-оқытушылар грамматиканы алғаш түсіндірген кезде ана тіліне жүгінеді. Оқытушы бұл жерде бір жағынан грамматикалық материалды нақты және толық түсіндіріп, оның ерекшеліктері мен құрылымына көңіл бөліп, сөйлемде қолдану жолын көрсетсе, екінші жағынан қазақ және шет тілдеріндегі мысалдарды салыстыра отырып түсіндіреді. Сонымен, мына екі сөйлемді салыстырсақ: «Мен бұл кітапты сатып алдым. Мен бұл кітапты алдыңғы аптада сатып алдым» Қазақ тілінде екі сөйлемде де «сатып алдым» етістігі қолданылса, ағылшын тілінде «өткен аптада» сөзі әр түрлі уақытты білдіргендіктен, – Present Perfect және Past Simple тұлғалары арқылы беріледі.

Әрбір оқытушы шет тілін оқыта отырып, курсанттардың жан-жақты дамып, жетілуіне: дүниеге көзқарасының, ойы, сана - сезімі мен эмоциясының, рухани және эстетикалық көзқарасының, мінезінің қалыптасуына, өз бетінше білімін көтеруге ұмтылуын дағдыға айналдыруға әсер етіп, олардың жан-жақты дамыған азамат болуына ықпал жасауы керек.

Ұйымдастыру функциясы.

Тілдік іскерлікті қалыптастыруда, лексика-грамматикалық материалды түсіндіргенде коммуникативтік дағды қалыптастыру мақсатында ойын технологиясын қолданған жөн. Ағылшын тілін оқытуда ойын түрлерін қолдану курсанттың тілді үйренуге деген ынтасын арттырады. Ағылшын тілін үйрету кезінде ойын элементтерін пайдалану курсанттың шет тіліне деген қызғушылығын арттырып, жаңа тақырыпты жақсы түсінуге әсер етеді. Ойын арқылы курсанттар ағылшын тілінде жеңіл қарым-қатынас жасай алады және ойын кезінде курсанттар шаршағандығын сезбей, әсерлене, қызыға отырып ағылшын тілін тез үйренеді. Ойын дегеніміз – жас ерекшеліктеріне қарамайтын, адамның көңіл-күйін көтеретін, ойландыратын үрдіс. Ойын – төзімділікті,

алғырттықты, тапқырлықты, ұқыптылықты, ізденімпаздықты, іскерлікті, дүниетаным өрісінің көлемдігін, көп білуді, сондай-ақ, басқа да толып жатқан сапалық қасиеттерді қалыптастыруға үлкен мүмкіндігі бар педагогикалық тиімді әдістердің бірі [4].

Егер де оқытушы ойынды тек курсанттардың көңілін көтеру, демалдыру үшін ойнатса, онда пайда болмайды. Ойын белгілері бір білім беруді мақсат етіп қолданылған кезде ғана нәтижелі болады. Ойындар курсанттың тапқырлығын, байқағыштығын, зейінділігін арттырумен қатар, ерік, сезім түрлерінде дамытады. Ойын түрлері ойын-сабақ, ойын жаттығу, сергіту ойындары, дидактикалық мақсаттағы ойындар, сөздік ойындар, логикалық ойындар және тағы басқалары деп бөлінеді.

Психологиялық тұрғыдан алып қарағанда бірінші курстың курсанттары белсенді болып келеді. Бұл жастағы курсанттар өздерін еркін ұстап, сабаққа аса қызыға қатысады, өзінің айналасындағы нәрсені көріп, соны бейнелеуді ұнатты. Курсанттың қызығушылығын арттыру мақсатында оқытушы ойынға қатысушының өзіндік ырғағын бейнелеп көрсетіп, тапсырманы дұрыс құра білуі керек. Тақырыптық «рөлдік ойындар» курсанттардың сөйлеу дағдысының қалыптасуын дамытады. Ойын – курсанттармен дидактикалық қарым-қатынас жасаудың әмбебап нысаны, білім берудің ең көне нысаны болып табылады, өйткені қатысушылардың жасына шектеу қойылмайды, ойыншыларға өздерін оқу үдірісінің субъектілері ретінде сезінуге мүмкіндік береді.

Ағылшын тілін үйренудің бастапқы кезеңінде оқу ойындарының тілдік (фонетикалық, лексикалық, грамматикалық), рөлдік және динамикалық түрлерін араластыра пайдаланған жөн. Тілдік ойындар дыбыстау дағдысын, лексикалық және грамматикалық дағдыларды қалыптастыруға, тілдік құбылыстарды пайдалануға жаттықтыруға бағытталған.

Фонетикалық ойындарға:

- есту қабілетін дамытуға арналған ойындар мен жаттығулар (ағылшын тілінің дыбыстарын дұрыс қабылдау үшін қажетті);
- дыбыстау (курсанттар үшін фонетиканың ең маңызды әрі күрделі бөлімдерінің бірі);
- дұрыс интонациялау дағдысын қалыптастыруға арналған ойын тәсілдері жатады.

Ойын қызметі курсанттардың сабақтағы жұмысын түрлендірумен қатар жұмысын нысандарын, әдіс-тәсілдерін саралауға мүмкіндік береді.

Рөлдік ойындарды пайдалану арқылы коммуникация іске асырылады.

Ойынның сабақ барысындағы басты мақсаты – білім беруді ойынмен ұштастыру. Курсанттардың ойынға белсенді түрде қатысуы олардың ұжымда өздерін ұстауға, болашақта мемлекеттік шекараны қырағы қорғайтын шекарашы - офицер болуға бағыттайды. Ойын бір қарағанда қарапайым құбылыс не әрекет сияқты болғанымен, ол ұжымдық әрекет. Ойын арқылы курсанттың:

- қисынды ой-қабілеті дамиды;



- өздігінен жұмыс істеуге үйренеді;
- сөздік қоры байиды, тілі дамиды;
- зейіні қалыптасады;
- байқампаздығы артады;
- өзара сыйластыққа үйретеді;
- ойынның ережесін бұзбауға, тәртіптілікке баулиды;
- бір-біріне деген сенімділігі артады;
- сабаққа қызығушылығы артады [5].

Семантикалық функциясы.

Тіл көрнекілігі мен зат-сурет көрнекілігі тәсілдері, яғни сөз мағанасын контекст арқылы түсіндіру, синонимдер мен антонимдерді пайдалану, сөзді құрамына қарай талдау арқылы түсіндіру тәсілі жүрмеген кезде оқытушы сөздің мағанасын ана тілінде түсіндіру тәсіліне жүгінеді. Адамның мінезін, сезімін сипаттайтын сөздер бір немесе бірнеше сөздермен аударылады, сөйтіп, уақытты үнемдеп, сөздердің қолдану дағдыларын жаттықтыруға мүмкіншілік береді [7]. Мысалы, confident – сенімді, батыл, hatred – жеккөрушілік.

Тексеру функциясы.

Ана тілін қолдана отырып, тест құрастыруға болады.

а) шарада:

Бірінші: «мақтаншақ» етістік (can)

Екінші: қыздың аты (Ada)

Барлығы: мемлекеттің аты. (Жауабы - Canada)

ә) ағылшын тіліндегі сөйлемнің қазақ тілінде эквивалентін табыңыз:

I am in two minds about it.

1. Мен бұған қарсымын.
2. Мен екі ойлы болып тұрмын.
3. Мен жынданатын шығармын.
4. Тас түскен жеріне ауыр. (Жауабы - 2)

He has no eye for anybody but her.

1. Оның екі көзі сонда.
2. Оның сол адамға қатысты ойы жоқ.
3. Оны бағалайтын сол ғана.
4. Сол үшін оның көзі нашар көреді. (Жауабы - 1)

б) ағылшын тіліндегі мақалдардың қазақ тіліндегі нұсқасын табыңыз:

1. When in Rome do as the Romans do.
2. The more, the merrier.
3. Never say die.
4. Can leopard change his spots?

а) Көңіл сиса, бәрі де сияды.

ә) Горбатого могила исправит.

б) В чужой монастырь со своим уставом не ходят.

в) Никогда не падай духом.

Сондай-ақ, курсанттарға дайын аударманы көрсетпестен бұрын, оларға мақалдардың нұсқаларын өз беттерімен табуына мүмкіндік берген дұрыс. Аудару жолдарын іздестіру оқушылардың аударма білу дағдыларын жетілдіреді, сөздікпен жұмыс істеу қабілетін, қызығушылығын арттырады.

Ана тілі шет тілі сабағында курсанттардың ауызша жауап кезінде жіберген қателерін жөндеуге ықпалын тигізеді. Курсанттың қате айтқан сөйлемін дәлме-дәл аударма отырып, Курсантқа қате кеткен жерді көрсетіп, өз бетімен қатесін түзетуге мүмкіндік береді. Мысалы:

Cadet: It's late. It's eleven. Send children to bed, please. (the children)

Teacher: Біреудің балаларын ұйқыға жатқыз?

Cadet: I want to be a border guard. I'd like to study our state border. (to guard)

Teacher: Мемлекеттік шекараны зерттеу ме, әлде оны күзету ме?

Коммуникативтік функциясы.

Оқу процесінде меңгеруге тиісті шет тілі аспектілерінің ішінде аса маңыздысы – лексика, өйткені шамалы болса да сөздік қорын игермей шет тілін іс жүзінде меңгеру мүмкін емес. Лексиканы сөзде қолдана алу үшін меңгеру керек, яғни басқа адамдардың сөзін оқып немесе тыңдап-түсіну, өз ойын ауызша немесе жазбаша жеткізу үшін қажетті лексиканы қолдана алатындай шамада меңгерген жөн [9].

Лексиканы коммуникативтік бағытта қолдану мақсатында сөздердің қызметі мен мағанасына қарай қолдануға арналған кестені пайдалануға болады. Бұл кестеде курсанттардың өз ойын жеткізуде көмек болатын вербалды сүйеніштер: қазақ, ағылшын тілдеріндегі сөз бірліктері, сұрақтар немесе синтагмалық үлгілер қолданылады.

Мысалы: Кесте«What sort of military service do you want to do when you graduate our Academy from?»

1. What kind of military service would you like to have?

- қызмет бабымен жоғары көтерілетін; престижді және жалақысы жоғары; тұрарлық және қызықты;

- with good promotion prospects; prestigious and well paid; rewarding /interesting;

2. Which of these things are important for you while choosing a military service?

- адал болу; карьералық өсу; жұмыс сағаты және жалақы;

- to be faithful; career prospects; working hours and salary;

3. How can you get military service satisfaction?

- мемлекеттік шекараны қырағы қорғау; басқаларға көмектесу және қамқор болу; өзімнің творчестволық қабілетімді қолдану; компьютермен жұмыс істеу;

- vigilant guarding of the state border; help others and care for them; use my creative abilities; use a computer;

4. What is necessary for your career?

- жақсы білім, сәтті жағдай және мүмкіншілік; іскерлік және қабілет, білім және дағды; ата-ананың көмегі;

- good education, a lucky chance and opportunities; skills, abilities, knowledge and experience; help of parents;

5. What traits of character do you need to become the best in your profession?

- батылдық, ақыл; энтузиазм, амбиция; жауапкершілік;

- determination, intelligence; enthusiasm, ambition; responsibility;

Кесте мынадай жолмен жасалады курсант оқытушының сұрағына жауап бере отырып, өз ойын тұжырымдайтын керекті сөзді немесе сөз тіркесін оңай тауып алады. Бұл жерде бірінші орынға ана тілі шығады, оқушы қазақ тілінен ағылшын тілінің эквивалентіне көшеді, яғни бұл жағдайда ана тілі сөз қорын байыту құралы және өтіп жатқан тақырып аясында сөйлем құрастыру көмекші құралы болып табылады.

Сонымен, шет тілін оқытуда ана тілін ескеру принципі бүгінгі күнде көптеген педагогтер мойындап отырған әдістемелердің бірден бірі. Әйтсе де бастапқы орынға шет тілін қою керек. Ана тілін шет тілін оқыту процесінен мүлде ығыстырып тастау мүмкін емес. Коммуникативтік дағдыны дамытуда ана тілінің қолданылу мөлшері әрқашан қатаң шектеулі және түсінікті болуы керек. Тек сондай жағдайда ғана ана тілі оқытудың тиімді құралы бола алады.

#### Әдебиет

1. Щерба Л.В. Преподавание иностранных языков // Общие вопросы методики. – М., 1976.
2. Әбдіғалиев С.Ә. Неміс тілін оқытудың негіздері. – Алматы, 1992.
3. Беляев Б.В. Очерки по психологии обучения иностранным языкам. – М.: Учпедгиз, 1959.
4. Леонтьев А.А. Основы психолингвистики. – М.: Смысл, 1999.
5. Ситнов Ю. А. Грамматические знания, навыки и умения в свете теории когнитивизма// Иностранные языки в школе. №7. – 2005.
6. Дюнфорт Э. Грамматическое строение языка как произведение искусства. – М: Парсифаль, 1997.
7. Weigmann J. Unterrichtsmodelle. Ismaning Max Hueber Verlag. –1995.
8. Қазіргі қазақ тілі (Лексика, фонетика, грамматика). – Алматы, 1954.
9. Миролубов А.А. История отечественной методики обучения иностранным языкам. М.: Ступени, Инфра-М. – 2002.





UDC 372.881.1

## THE BASICS OF DIFFERENTIATED INSTRUCTION IN ENGLISH LANGUAGE TEACHING

Master of education D. Sarmoldina  
Nazarbayev Intellectual School, Petropavlovsk, Kazakhstan  
[dinarasarmoldina@mail.ru](mailto:dinarasarmoldina@mail.ru)

### *Түйін*

*Бұл мақалада шетел тілді оқытуда әр түрлі деңгейі мен қабілеттері бар оқушылар үшін сараланған оқытудың маңыздылығы туралы айтылады*

### *Резюме*

*В этой статье говорится о важности дифференцированного обучения в преподавании иностранного языка для учащихся разных уровней и способностей*

Every student comes to school, not only with unique academic needs, but also with unique background knowledge and experiences, culture, language, personality, interests, and attitudes toward learning. Experienced teachers should recognize that all of these factors affect how students learn in the classroom, and they adjust, modify or differentiate their instructions to meet students' needs. Today, most commonly, teaching foreign languages, aimed at the average student. Because it is comfortable for teachers to select and prepare a set of tasks intended only for one level of students, which will not consume much of the time. In practice, there is no emphasis on the individual characteristics of the individual learner, the peculiarities of perception of the material, the speed of assimilation, the level of student development, its motives and interests. This is the main cause why challenged students do not have time for the middle class work rate and strong students lose interest in the subject, and even find themselves lagging behind [1].

This topic is sufficiently studied, but, in view of the complexity of the application of these technologies in practice, it continues to attract the attention of teachers. Many foreign teachers have worked and continue to work on its development: created a huge number of books, written dissertations and articles, practice guidelines. Yet differentiation of education is a difficult way to increase interest in a particular subject and the teaching as a whole. On this basis, there is a scientific problem: what should be done to differentiation led to positive results in training?

It is a term that every teacher has heard during his or her training: differentiation. Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning' [2]. In recent decades, it has come to be considered a key skill for any teacher, especially those of mixed-ability classes. Nevertheless, what does it mean?

According to Training and Development Agency for Schools there are three categories of differentiation that provide a good starting point. They are:

Differentiation by task, which involves setting different tasks for students of different abilities.

Differentiation by support, which means gives more help to certain students within the group.

Differentiation by outcome, which involves setting open-ended tasks and allowing students to response in different levels.

By BBC Active [3] there are methods of differentiation in the classroom with seven categories: task, grouping, resources, pace, outcome, support and assessment.

As a graduate student, Yi-Fang Lui conducted a research for his dissertation on the differentiated instruction that comes from the idea of “one size doesn’t fit all” which means that each child is similar to all others and at the same time different from all others. All students have individual preferences, backgrounds, and needs. Therefore, to meet their needs, the instruction needs to be differentiated. By his words before we engage our students in instruction, it is important to be aware of learners’ diversity in the classroom. Gardner’s theory of multiple intelligences (MI) helps teachers to find out the preference and discover different learning styles of each student. Moreover, socioeconomics and family background, readiness, gender, culture and ethnics are all affected factors for students’ diversity [4]. According to Tomlinson [5], differentiated instruction is a teacher’s response to learner’s need which is guided by general principles of facilitating a classroom in which attention to individuals is effective. She indicates three elements of curriculum that can be differentiated: “Content,” “Process,” and “Products” based on students’ readiness for particular topic, personal interests and learning profiles.

So what is differentiated instruction? It is to teach students at their current levels of ability, rather than taking a standardized approach to teaching. With differentiated instruction, classroom teachers plan what the students will need to learn, how they will learn it and how they will demonstrate what they have learned. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. One of the most popular terms when referring to differentiating instruction is that "one size does not fit all."

In my 13-year teaching experience, I have never come across a class or a group of one level. All of them come to school with various backgrounds, abilities and educational readiness for learning and, of course, have different styles of learning. Once in my teaching practice one of the gifted students gave the feedback to the lesson that he had not acquired anything new in the lesson and it was boring for him. Since, these words having been born in my mind and I have been reflecting how to make the lesson engaging and productive for each student. That was the core rationale to explore differentiation strategies and use them in my teaching practice. First during the teaching process, I continually assessed and reassessed students before, during and following instruction, which allowed me to continually group and regroup students to identify their needs and preferences. When using differentiated strategies, the students were actively engaged in the learning process and students were offered choices in their learning, as often the activities are based on 6 learning

styles, which are: visual, auditory, tactile, kinesthetic, analytic and global [6]. Learning styles are the general approaches that students use in acquiring a new language or in learning any other subject.

Looking through the methods of differentiation suggested by Training and Development Agency for Schools and Yi-Fang Lui's, I decided to use differentiated instruction that Yi-Fang Lui considered in his study. By his research, there is a plan that have effective results in classroom and that can be categorized into three aspects: the content, the process, and the evaluation [7] that I follow in my teaching practice. They are as follows:

Before starting a lesson, the teacher needs to make sure that the highly-set up expectations, the well-designed assessments and the organized instructional processes engage and motivate all learners. Moreover, in the teacher's instructional planning, diverse learning styles of all students are to be considered. However, authentic target language resources are included in a variety of print and non-print materials provided by the teacher.

During the lesson, the teacher and students should communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers. Meanwhile, student activity should be more than teacher activity in most lessons, that is to say, student to student interactions as well as teacher to student interactions. Students should work independently, in pairs, or in groups. When error correction is appropriate, students should be given opportunities, including wait-time, to self-correct. Teacher's correction to student's errors is often done through follow-up reviews and reteaching strategies. In addition, "all levels of thinking skills" should be guided to all students, e.g., they repeat, recognize, and recall as well as apply, create, and predict. Finally, "Technology," that is appropriate and available, should be used by students and teachers to facilitate learning and teaching processes.

"Assessments are ongoing." Students are assessed formally and informally on how well they are able to meet the objectives of the lesson. Moreover, continuous self-assessments and the usages of language specific learning strategies by students are encouraged to assess their own progress.

After following this plan for two months, I see a minor progress in my students' learning achievements. This process enables students work more effectively: instead of consistently being placed into one specific group, students with special needs consistently move throughout the various groups, depending upon their strengths. Weak students see their progress by evaluating their work. Gifted students are more interested in extended tasks for them.

Though it is a challenge for me to start thinking and planning relevant scaffolding approaches for students of various abilities, I realize now that if I go on the way I started and try other methods in differentiation, it will be a permanent way of teaching in my practice. In the future, I plan to continue studying this issue and create an explicit and systematic instruction for students of diverse learning abilities.

### References

1. Малина А. Д. *Индивидуализация и дифференциация* // III Общероссийская студенческая электронная научная конференция «Студенческий научный форум», 15 – 20 февраля 2011 г.
2. Retrieved from: <http://www.sistemaengland.org.uk/wp-content/uploads/2015/07/Sharing-tips-and-tools-on-Differentiation.pdf>
3. Retrieved from: <http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>
4. Heacox D. *Differentiating instruction in the regular classroom: How to reach and teach all learners, grade 3-12.* – Minneapolis, MN: Free Spirit.
5. Tomlison C.A. *The Differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: ASCD.
6. Rebecca L. *Learning styles and Strategies.* – Oxford, GALA, 2003.
7. Yi-Fang-Lui. *Differentiated instruction through flexible grouping in EFL classroom.*



UDC 372.881.1

## PROJECTS AS A FORM OF INDIVIDUAL WORK OF STUDENTS

Master degree in Economics Zh.Smagulova  
Korkyt Ata State University, Kyzylorda, Kazakhstan  
[zchanna_555@mail.ru](mailto:zchanna_555@mail.ru)

Master degree in Management B. Kultanov  
Korkyt Ata State University, Kyzylorda, Kazakhstan  
[bkultanov@inbox.ru](mailto:bkultanov@inbox.ru)

### **Түйін**

*Мақалада студенттермен орындалатын өзіндік жұмыстардың анықтамасы мен маңыздылығы суреттелуде. Студенттердің өзіндік жұмыстарының топтамасы келтірілген (реконструкциялық, шығармашылық, т.б.). Жобалардың өзіндік жұмыс ретінде кең таралуы, оларға қойылатын негізгі талаптар айқындалған. Сонымен бірге нақты мысалда жобаларды орындау бойынша әдістемелік нұсқаулар ұсынылған.*

### **Abstract**

*The definition and importance of individual work of students is described in the article. The individual work of student is classified (reproductive (training), reconstructive, search individual works). There are given the reasons of implementation of projects as a form of individual work and their classification. Besides of it the methodical instructions of projects are described in the article on the concrete example.*

Independent work along with classroom represents one of forms of educational process and is its essential part. Efficiency of classroom work always depends on self-training of students. Planning and control from teachers are necessary for its successful accomplishment, and also planning of amount of independent work in syllabus of specialties.

This work is the planned activity of students performed on a task and with the participation of a teacher in management, but without his direct presence.

This work is intended not only for mastering each discipline, but also for forming of skills of independent work in general – in educational, scientific, professional activity; for acquisition of a responsibility capability, to independently solve a problem, to find constructive solutions, to find a way out of a crisis situation. The higher school differs from average in many parameters, including a technique of study and degree of independence of trainees. The teacher of higher education institution will only organize cognitive activity of students, the student himself performs knowledge. Independent work finishes tasks of all types of study.

This work contributes to:

- the deepening and extension of knowledge;
- formation of interest to cognitive activity;
- mastery of the techniques of the process of cognition;
- development of cognitive abilities.





You can highlight conditions that affect the successful implementation of independent work:

- motivated learning task (which contributes);
- a clear statement of educational objectives;
- knowledge of student methods, methods of performance;
- a clear definition of teacher reporting forms, work volume, deadlines for the submission;
- providing Advisory assistance to the student;
- clear evaluation criteria, reporting, etc.;
- use of different types and forms of control (practicum, examinations, tests, performance at seminars, etc.).

Independent work of students, mediates the enrichment, synthesis, consolidation of theoretical knowledge, develops and improves the skills of analysis, synthesis, and structuring information. Timely and high-quality independent work are effective and constructive form of communication the individuality of the student teacher. The content of the work allows to identify the degree of understanding and development of student learning material, the ability to work independently in different aspects of the educational process of higher level.

The success and quality of creative work due to the awareness of the student in the curriculum (courses of study), the content of educational programs in the disciplines of his skills to plan and it is advisable to organize independent work, as well as the availability of clear, concise recommendations and requirements of teachers requirements for content performed by the student work. This work provides an opportunity for creative, individual and original way to discover and realize the potential of the future.

Independent work includes the reproducing and creative processes in activities of the student. Depending on it three levels of independent educational activities of students are differentiated:

- 1) reproductive training is performed on a sample: solution of tasks, filling of tables, schemes. Cognitive activity of the student is shown in recognition, judgment, storing. The purpose of such works – fixing of knowledge, forming of abilities, skills;
- 2) reconstructive – reorganization of decisions, scheduling, theses, annotation are performed. Papers can be carried out; at this level;
- 3) creative, searching – creative work requires the analysis of a problem situation, receiving a new information; the student will self-construct the choice of means and methods of the decision (educational and research tasks, term and final qualification papers) [1].

Post-industrial, information society, transition to which began in our country, determines essentially new requirements of society to the higher education.

In the conditions of constantly growing rates of updating of knowledge, the equipment and technologies speed with their changes had begun to advance dynamics of generational change of people.



Acquisition of a personal and working experience in training process by non-standard means, development at students of aspiration and ability to independently get and use new knowledge and becomes criterion of success for future specialist.

In case of traditional approach to education, the traditional tutorials oriented to cool fixed form of work that. It is necessary to involve each student in active informative process, to create an adequate educational environment which would provide a possibility of an open entry to various sources, an opportunity to work in a cooperation in case of the solution of various problems. The most perspective in this case is the method of projects.

The method of projects and training in a cooperation find the increasing distribution in educational system. Reasons:

- Need to acquire this knowledge independently, to be able to use the acquired knowledge for the solution of new informative and practical tasks;
- Relevance of acquisition of communicative skills and abilities, i.e. ability to work in various groups, playing different social roles (the leader, the contractor, the intermediary and so forth);
- The importance for development of the person of ability to use research methods: to collect necessary information, the facts, to be able to analyze them from the different points of view, to make hypotheses, to draw conclusions and make decisions.

The project is a plan, an offer, preliminary text of any document, a complex of technical documentation (calculations, drawings, prototypes, etc.). The educational project is a complex of the search, research, settlement, graphical and other work types which are carried out by pupils independently for the purpose of the practical or theoretical solution of a significant problem. The method of projects is understood as a training system in case of which pupils acquire knowledge and abilities in the course of independent planning and accomplishment gradually of the becoming complicated practical tasks - projects. "I know for what everything that I learn is necessary to me. I know where and how I can apply it" - here the main thesis of modern understanding of a method of projects.

Creativity, ability to be guided in information space and to independently design the knowledge is the cornerstone of a method of projects.

As epigraph to project training the Chinese proverb can serve «tell me - and I will forget. Show me - and I will remember. Involve me - and I will learn"[2].

There are following types of projects:

A practice-oriented project is aimed at project participants or the external customer. These projects are distinguished by the result of activities of its participants which is accurately designated from the very beginning which can be used in life of group, organization, the residential district, city, state. The value of the project consists in reality of use of a product in practice and its capability to solve the set problem.

A research project on structure reminds the scientific research. It includes reasons for relevance of the chosen subject, definition of a research problem, sliding hypotheses with subsequent its check, discussion and the analysis of the received



results. In case of project implementation methods of modern science shall be used: laboratory experiment, modeling, sociological questionnaire, etc.

The information project is directed to collection of information about any object or the phenomenon for the purpose of the analysis, generalization and submission of information for wide audience. Such projects require well thought over structure and a possibility of its correction on a work progress. A release of the project often is the publication with media.

The creative project offers the most free and nonconventional approach to its accomplishment and the presentation of results. It can be almanacs, staging, sports, works graphic or arts and crafts, videos, etc.

**Role project.** Development and implementation of such project is the most difficult. Participating in it, the designer takes himself a role of literary or historical characters, the invented heroes for the purpose of a reconstruction of various social or business relations through game situations. The project deliverable remains open before the termination. What does judicial session come to the end with? Whether the conflict will be resolved and the agreement is signed? [3].

**Main requirements to the educational project.**

– Work on the project is always directed to permission of a specific, socially important, research, information, practical problem.

– Actions planning according to the problem resolution - in other words, performance of work always begins with designing the project.

– Research work of pupils as compulsory provision of each project. Distinctive features of the project is a search of information.

– The result of the project is a product.

– Representation of a product to the customer — the presentation of a product and protection of the project.

Thus, the project is "5 P" - a problem - planning - search - a product - the presentation [2].

As the teacher of discipline (marketing) during which students carry out projects on various topics, we offer the following structure of the educational project:

1) setting of goals and objectives (identifying of concrete objectives)

2) planning (the analysis of a problem, determination of information sources, problem definition and the choice of criteria for evaluation of results, cast in team),

3) research (collection and refining of information, discussion of alternatives ("brainstorming"), choice of an optimal variant),

4) project implementation (carrying out research and work on the project, execution of the project),

5) assessment of results (the analysis of project implementation, the achieved results (progress and failures) and the reasons of it, the analysis of achievement of an effective objective),

6) protection of the project (the project presentation, an explanation of the received results, establishment of feedback with audience)

The project presentation in group is a result of work on the project.



Below the example of short methodical instructions for accomplishment of the mini-project for discipline "Marketing" on the topic "Identification of the Main Segment of Cell Phones of Kyzylorda" follows.

Project implementation requires accomplishment by students on the following sequence of activities:

- 1) setting of research goal and objectives (identifying of the main segment of cell phones buyers of Kyzylorda – a gender, age, a profession, the income of buyers, the preferred brand, a purchase price, the purchase reason, etc.)
- 2) making of research plan
- 3) selection of sources of information and methods of carrying out of research (sources of primary and secondary information, questionery as research method, etc.)
- 4) accomplishment of a research (cast among group, creation of the questionnaire, holding poll of buyers by method of random check, etc.)
- 5) the analysis of the received results (calculation and the analysis of results, their graphical representation)
- 6) representation of the received results (the presentation of project deliver)
- 7) carrying out of feedback (after the presentation of the received results in audience students of group answer questions of audience, and also ask questions to audience fixing)

It would be desirable to note that as a result of participation in different projects (a training program at Montreux business school (Switzerland) according to the Bolashak program, a TEMPUS program grant on training in a magistracy, a CANEM program grant on a training at Genova University) I had an opportunity to observe experience of teaching in the advanced higher education institutions of Europe and to implement them at domestic university.

### **Conclusion**

In conclusion there we wish to emphasize once again that the method of projects belongs to high pedagogical technologies and requires thorough training, both from the teacher and from students, and at least careful coordination of all activities of students during the work on the project. At the same time from the provided description of technology of a method of projects its orientation on intellectual development of the identity of future specialist, on forming of its critical and creative thinking, use of the acquired theoretical knowledge in practice is rather obvious.

The method of projects can really be considered as one of the most effective methods allowing achieving effective objectives of a modern training system and education.

### **References**

1. Lukovtseva A.K. *Psychology and pedagogics. Course of lectures: KDU; Moscow; 2008.*
2. Vorobyova L.V. *Project as form of independent works of the student. Krasnoyarsk Technical School of Space Mechanical Engineering, Krasnoyarsk, teacher of special disciplines. Retrieved from: <http://festival.1september.ru/articles/313883/>*
3. Grushevskaya G. N. *The Project as a form of independent work of the student. STT GGTU. Retrieved from: <https://infourok.ru/prezentaciya-na-temu-proekt-kak-forma-samostoyatelnoy-raboti-studenta-516233.html>.*



4. *Tovazhnyansky L.L., Romanovsky O.G., Bondarenko V.V., Ponomakryov O.S., Chervanyova Z.O. Fundamentals of pedagogics of the higher school. – Harkov , 2005. – 600 p.*

5. *Zagvyazinsky V.I. General pedagogics: Education guidance. – M.: High school, 2008. — Pp.119-127.*





UDC 372.881.1

## INNOVATIVE THINKING SKILLS FOR STUDENTS MEETING THE NEEDS OF GIFTED CHILDREN IN THE ENGLISH LANGUAGE CLASSROOM

English FL Teacher A. Suleimenova  
Nazarbayev Intellectual School, Karaganda, Kazakhstan  
[aiguldulatovne@gmail.com](mailto:aiguldulatovne@gmail.com)

### *Түйін*

*Мақалада, ағылшын тілі сабағында дарынды балалардың талаптарын ескере отырып, сынып тыс аралаудың негізгі қағидаларын қолдану тәжірибесі ұсынылған. Берілген материалға тәжірибелік ұсыныс кіреді, оларды сабақ жүргізу барысында да, басқа уақытта да қолдануға болады.*

### *Резюме*

*Статья представляет опыт использования основных принципов дифференцирования класса с учетом потребностей одаренных учащихся на уроках английского языка в смешанных группах. Данный материал содержит практические рекомендации, которые можно применять как на уроке, так и во внеклассное время.*

It is commonly agreed that the majority of gifted learners are recognized for their self-regulatory metacognition such as defining, focusing, persisting, guiding, coping, correcting, reinforcing, and solving. Therefore, when planning the work with gifted students it is highly recommended to use these features of their cognition effectively.

Generally, the term "metacognition" is an awareness of one's thinking and it involves two components: knowledge about cognition that refers to an individual's awareness of personal strengths and weaknesses and the more observable aspect of metacognition, namely, the regulation of cognition. This comprises the activities of planning, monitoring and revising.

Starting my teaching career I have realized the need of meeting the needs of all students in mixed ability groups. There were students who barely could use English language to express their thoughts and complete the required tasks. At the same time, there were students who could write poems and discuss any academic and scientific topic fluently with native speakers. I always was searching for ideas that could meet the needs of my students and challenge them.

The idea that I want to describe in this article is simple whereas it brought to significant changes in my groups. I have decided to use Student's Contract that was presented by Shelagh Gallagher who is a well-known expert in gifted education and in problem-based learning at Gifted Education Program. Thus, Student's Contract is a term that means a formal agreement between teacher and a student.

The procedure is following. In the beginning of each term students wrote their SMART goal. Then they shared their ideas with peers to get feedback and see whether it was clear and grammatically accurate. It is important to mention that not

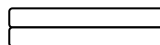
all students were willing to show what they intended to achieve with anyone else. Therefore, I have suggested choosing their “critical friend” whose job was to give a constructive feedback. Then students were asked to describe each step with precise dates and outcomes that would lead to the achievement of their goal. After this procedure students gave comments to their so-called “critical friends” and there was a space for teacher’s notes. It is worth mentioning that before setting goals teachers should give some examples of realistic and unrealistic goals. When all required details of the contract are written, both sides must put a signature and then meet on a regular basis to check the progress and negotiate any issues (Picture 1). There are some examples of the contract that my students have created and then followed during one term period (Picture 2).

<i>Student:</i>		<i>Signature:</i>	
<i>Teacher:</i>		<i>Signature:</i>	
<i>SMART Goal:</i>			
<i>Steps:</i>	<i>Date:</i>	<i>Outcome:</i>	
<i>My</i> <i>notes/thoughts/questions</i>	<i>classmate's</i>	<i>My</i> <i>notes/thoughts/questions</i>	<i>teacher's</i>

**Pic.1. The structure of a Student’s Contract**



**Pic. 2. Examples of Student’s Contracts**



The idea was not welcomed by some students since not many of them realized the importance of following the contract’s requirements. The next term it was decided to rely on teacher’s observation of students’ skills and their academic needs. So, when the Term 2 started I sent the individual task for two months (Picture 3). Obviously, it was difficult to limit the choice for learners and impose my requirements on them. I tried to find the tasks that would be both interesting and assisting their development. As a result, students were determined to complete the tasks and there were many interesting observations of all students’ being involved in learning process. Those students who needed to improve their basic grammar were working with various resources and discussing the rules with teachers and peers. Those who were highly talented and motivated showed their outstanding analytical skills using advanced English (Picture 4).

Pic.3 Examples of Individual Tasks

Pic.4 Outcomes of Students by the end of Term 2

By the end of this experiment I asked students to share their achievements in groups. That moment I realized that all students achieved their set goal and it was the greatest appreciation of my efforts in directing the learning process of each student. After the implementation of Student's Contracts it became easier for students and teacher to plan own learning and use metacognition knowing the strengths and areas of improvement. Moreover, this technique can be adapted to any subject and it will also lead to sharing responsibilities for learning among students and teachers.

Obviously, there are more techniques and strategies that were implemented into learning process when working with gifted students. Thus, rigor-increasing, engagement-enhancing thinking tools known as the content imperatives developed by Sandra Kaplan are the effective tools in enhancing each student's thinking capacity. Then, divergent and convergent questions are another way of differentiating the content. Focus on multiple intelligence and creativity tests, for example, Torrance Test for Creative Thinking Figural Form, William's creative taxonomy and others are being tested. These tools can support the increase of students' motivation and teachers' understanding of their needs and exceptional talents.

#### References

1. Munro J. *Psychology of gifted learning*. Retrieved from: <https://students.education.unimelb.edu.au/selage/pub/readings/psyglearn/PGL-MetacogaspectofGL.pdf>
2. Heng M.A. *Promoting metacognition in gifted learners*. – *Teaching and Learning*, 15(1),7-11
3. *Training Program in Gifted Education*, AEO «Nazarbayev Intellectual Schools», 2013.





UDC 37.013

## SOME PROBLEMS OF SOCIAL LEARNING

PhD in Psychology M.Tileubayeva  
Kazakh Ablai khan University of International Relations and World Languages,  
Almaty, Kazakhstan  
[ai_arum@mail.ru](mailto:ai_arum@mail.ru)

MA in Philology A.Nam  
Kazakh Ablai khan University of International Relations and World Languages,  
Almaty, Kazakhstan  
[asia44@yandex.ru](mailto:asia44@yandex.ru)

### *Түйін*

*Осы мақалада әлеуметтік оқыту теориясының мәні - оқу мен оқыту жақсарту, мінезділік санаты ұсынылған. Басқаларды бақылау мен тәжірибе біріккенде ғана біз бәрінен де жақсы үйренеміз. Мақала оқушыларға оң мінезді дамытуға көмектеседі.*

### *Резюме*

*Суть теории социального обучения состоит в том, чтобы усилить преподавание и обучение, категория бихевиоризма представлена в статье. Люди обучаются лучше всего, когда сочетаются два фактора: наблюдение за другими и обучение на практике. Эта статья может помочь студентам развить позитивное поведение.*

Humans learn to speak, use tools, and to behave appropriately in social situations mostly by observing and imitating others. This is the essence of *sociallearning theory* (sometimes called observational learning). This theory falls under the category of behaviorism because it involves observing the behaviors of others and the rewards and punishments that result from those behaviors. Future behaviors are then based on these observations as we learn from vicarious reinforcement and punishment.

Cognition plays a part in social learning in the form of expectations. After observing a model we expect that if we behave in the same way we will get rewarded or punished similarly. Instead of having to go through the long trial and error learning (*incremental learning*) where we gradually eliminate the incorrect responses, we are able to benefit immediately from observing the success or failure of others (*insightful learning*). Some prefer the term, *social cognitive learningtheory*. Here learning is defined as a change in mental processes that creates the capacity to demonstrate different behaviors that occurs as a result of observing others.

According to Feist and Rosenberg social learning involves learning vicariously. *Vicarious learning* occurs when we learn by imitating or observing others. *Enactive learning* occurs when we learn by doing. We learn best when both are combined: observe others and learn by doing. In the classroom, this would mean that students would be able to observe somebody engaged in academic or social tasks and then be given chances to experiment or apply what they have learned [1].

### ***Four Conditions Necessary for Social Learning***

There are four conditions necessary for social learning to take place.

**1. Attention.** Learners need to pay attention to the behavior to be learned. In a classroom, teachers sometimes have to point out specific behaviors. “*Boys and girls, did you notice how ...*” Also, teachers sometimes have ask for students to look for specific behaviors. “*When you go into the lunchroom I want you to notice how the 6th grade class . . .*”

**2. Retention.** The observer must be able to remember what was observed later when given opportunities to act. Posters with reminder, concept maps, and graphic organizers are all ways to call attention to salient elements. Also, verbal reminders can be used. “*We’re going to the library. Let’s remember the three important things we learned about ...*”

**3. Production.** Observers must be given opportunities to reproduce the behavior. Also, observers must be able to reproduce the behavior. That is, the behavior must be proximal. For example, in swing a golf club, but since it is beyond my capabilities to reproduce that behavior, it would not be a very effective learning situation. Likewise, I could have an expert tap dancer come into a 3rd grade classroom and model dancing; but again, since it would not be possible for most of them to reproduce the behavior, it would not be a very effective learning situation.

**4. Motivation.** The observer must be motivated to act. That means that the observer must value the behavior or the rewards that behavior may bring about and that observer must expect to see some sort of reinforcement as a result of the behavior.

One of the classic studies in psychology related to social learning was conducted by Albert Bandura and colleagues (Bandura, Ross, & Ross, 1961). Here, children were shown a film where adults interacted aggressively (hitting, punching, and kicking), with an inflatable toy known as a Bobo doll.

Children were put into four different groups: Group 1 watched a film version where the adult was rewarded for the aggressive behavior. Group 2 watched a film version where the adult was punished for the aggressive behavior. Group 3 watched a film version where the adult there were no consequences for the aggressive behavior. Group 4 was the control group. They did not watch any films. We have used it in our classrooms and the results are challenging.

### ***Results***

After watching the film, children were put in a room in which there was a doll. The results showed that children who saw the adult rewarded for aggressive behavior (Group 1) were more likely to behave aggressively when compared to the other groups. Children who saw the adult punished for aggressive behavior (Group 2) were less likely to behave aggressively when compared to the other groups. This study demonstrates that children’s future behaviors are strongly influenced by observing (a) the behavior of adults and (b) how these behaviors are rewarded and punished for their behaviors. As a result of it we can suggest principles of learning.

### ***Basic principles of learning:***

1. People can learn by observing others especially from people who have certain



characteristics. (talent, power, good looks, intelligence, or popular)

2. Individuals are reinforced by the model.

3. Imitating behavior can lead to consequences.

4. There is a difference between learning a behavior and performing a behavior.

5. Reinforcement (rewards) and punishment can influence when an individual exhibits certain behavior.

6. The expectation of reinforcement can influence a certain behavior. (studying your study guide will result in a good grade)

7. Development of an individual is reflected around their environment. Environment also affects behavior. (home-life, friends, television, classroom, etc.)

We should also pay attention to modeling. Zimbardo (2008) identified the following variables as being important in determining how much influence a model will have:

**Status of the model.** The model is perceived positively, liked, and respected. Models with high prestige and who are older or more powerful are more apt to influence observational learning.

**Similarity of the model.** There are perceived similarities between the model and the observer.

**Potential for modeling.** The model's behavior is within the observer's range of competence to imitate the behavior. That is, they have the capacity to imitate the task.

**Perceived competence of the model.** Observers are more likely to imitate behaviors in others they perceive as competent. If you were looking to imitate somebody's golf swing, you would find a golfer who is very good.

**Reinforcing consequences.** The model gets rewarded or punished for the behavior.

**Noticeable behavior.** The model's behavior stands out against the background of competing models [4].

*Modeling* in this context refers to behavioral, cognitive, and affective changes that occur as a result of observing one or more models[1]. There are three types of modeling: The first type of modeling is where you attempt to directly imitate another's behavior. This is called *direct modeling*. For example, Sam saw Mary study and how she studied. He saw that she got A's on most of her exams. Sam wanted to be as successful. He began to study in the same way that Mary did [1].

The second type of modeling is where you imitate the behaviors of characters in movies, books, video games, or on television. This is called *symbolic modeling*. This occurs frequently with teenagers and the various media they consume. For example, Phil began talking and dressing the way characters do on his favorite TV show.

The third type of modeling where you take bits and pieces from a variety of models. This is called *synthesized modeling*. For example, Harvey was a beginning teacher. He took ideas and modeled his teaching style from a variety of teachers that he observed during student teaching and his first year of teaching.

Children learn by watching the actions and responses of others, particularly



older students and adults. As well, they learn customs and social skills and they begin to develop and internalize their own values. This is supported by Vygotsky's theory of cognitive development described in his book that characterizes thinking as moving from outside in as children take on the thought patterns of their culture and environment. Social learning can be used to help students develop positive behaviors as part of a classroom management plan and to enhance the teaching and learning of academic subjects and skills [5].

*It is important to help students to develop positive behaviors in the teaching and learning foreign languages.*

How do you provide positive role models that reflective the lives and experiences of all students? One simple way to do this is to have an abundance of high quality books that include characters with positive character traits. These books should have an equal number of male and female lead characters that are similar in age and circumstance to the students who are reading them. Books also enable students to see the logical consequences of negative behavior without having to experience the circumstances. However, this should not involve moralizing or propaganda. This often has the opposite intended effect.

Also, model the behaviors you wish to see. For effective modeling make sure that the four essential conditions exist; attention, retention, production, and motivation. Remember also that as a classroom teacher your interactions are being watched. If your interactions demonstrate respect for your students and other teachers, these attitudes are more likely to be reflected by your students. Children learn what they live.

*There is social learning theory to enhance teaching and learning*

Below are four simple ways to use social learning theory to enhance teaching and learning:

**1. Student demonstrations.** Look for students who do a particular skill well. Allow them to demonstrate to others or teach in small groups.

**2. Social interaction.** Create learning experienced that utilize social interaction. This could include structured conversations, cooperative learning, T-talks, moral dilemmas, or problem solving activities related to curriculum content in which students are able to work together and hear the thinking and reasoning of others.

**3. Multiage classrooms.** Multiage classrooms contain two or three grade levels within a single class. This creates a variety of opportunities for many forms of social learning to occur.

**4. Cognitive modeling.** Use *cognitive modeling* to teach complex skills or processes. Here a teacher thinks aloud while demonstrating a skill. Cognitive modeling is the process of making your thinking visible. For example, in figure 12.3, Ms. Haroldson is teaching students how to read a textbook. She thinks out loud as she goes through each step so students know exactly what she is doing and why.

– Social learning theory, sometimes call social cognitive learning or observation learning, states that humans learn by watching the behaviors of others and the rewards or punishment associated with those behaviors.

– From a social learning perspective, learning is defined as a change in

mental processes that creates the capacity to demonstrate different behaviors that occurs as a result of observing others.

– The four conditions necessary for social learning to take place are attention, retention, production, and motivation.

– There are three types of modeling: direct, symbolic, and synthesized modeling.

– Social learning theory can be used to help with classroom management and to enhance teaching and learning.

In conclusion we can point out that the social learning theory is the study of how the environment, behaviors, and people can all affect daily life. All of these things according to Bandura influence one another. The main thing to take out of this is that the environment can truly effect how an individual learns. Students in the classroom will model what they learn and how they act. We should always remember it in the teaching process.

### **References**

1. Feist and Rosenberg. *Psychology - perspectives and connections*. – 2nd edition. New York, 2012. – p.760
2. Bandura A., Ross D., Ross S.A. (1961). *Transmission of aggression through the imitation of aggressive models*. *Journal of Abnormal and Social Psychology*, 63, 575-582.
3. Gerrig, R.J. & Zimbardo, P.G. (2008). *Psychology and life (18thed)*. Boston, MA; Pearson Education.
4. Zimbardo P.G. (2007). *The Lucifer effect: Understanding how good people turn evil*. New York. p.151
5. Vygotsky L.S. 1978. *Mind and society: The development of higher psychological processes*. Cambridge, Harvard University Press.



UDC 37.013

## SOME PROBLEMS OF TEACHING LEARNING STRATEGIES

PhD in Psychology M.Tileubayeva  
Kazakh Ablai khan University of International Relations and World Languages,  
Almaty, Kazakhstan  
[ai_arum@mail.ru](mailto:ai_arum@mail.ru)

MA in Philology A.Nam  
Kazakh Ablai khan University of International Relations and World Languages,  
Almaty, Kazakhstan  
[asia44@yandex.ru](mailto:asia44@yandex.ru)

### **Түйін**

*Бұл мақалада оқыту стратегиясының түрлері мен қызметі негізделген стратегиялар қарастырылған. Бұл мақаладан мұғалімдер нақты оқу бағдарламасының мазмұнын немесе нақты дағдыларды үйретуге қарағанда, оқыту стратегиясын қалай үйретуі, студенттерді қалай оқыту керектігін үйренеді. Мақалада мұғалімнің лекция, семинар, практикалық оқу-жаттығуларын өту кезінде қолданылатын: панельдік талқылау, ауызша баяндау, рөлдік ойындар, ойындар, талқылау, студенттердің топтық жұмысты үйренуі, оқыту стратегиясының ерекшеліктері және студенттің тәуелсіздігінің қалыптасуы, практикалық жағдайларды талқылау, бейнелер, психологиялық міндеттерді шешу сияқты оқыту стратегиялары ұсынылады.*

### **Резюме**

*В статье представлены виды стратегий обучения и деятельностно-базируемые стратегии. Учителя могут извлечь из статьи способы обучения стратегиям обучения – учить студентов учиться, чем обучать их содержанию специфического учебного плана или специфическим навыкам. Эта статья делится опытом преподавателей в проведении лекций, семинаров, практических упражнений, используя такие стратегии как: коллективное обсуждение, устная презентация, ролевая игра, игра, обсуждение. В статье также представлены характерные особенности стратегий обучения, формирование независимости студента, в таких задачах как анализ практических ситуаций, видео, решение психологических задач.*

### **Introduction**

The strategic task of modern higher education is to focus on providing the best opportunities for students, to reveal and implement their talents and abilities on encouraging them for life-long learning and to acquire knowledge.

The approach to the Kazakhstani higher education has been changing since 2030. In his 1998 Presidential Address, President Nursultan Nazarbayev stated the accomplishments and problems of the country and announced the priorities of the country's development for the period up to 2030[1]. He expressed his belief that each citizen of Kazakhstan “has ripened a profound awareness of the fact that one can no longer live for the day only, merely in an incessant turmoil of settling present day tasks” and they had to well remember that “apart from the goals set for the period of today, our generation bears tremendous responsibility to future generations, which is, in fact, responsibility of parents and grandparents to their children and grandchildren.” Speaking about building a new state, a new market economy and a



new democracy, the necessity to honestly analyze both external and internal factors of the country's development and to identify priorities and elaborate the relevant strategy on the basis of the people's general consolidation, on the basis of Kazakhstani history and unique circumstances was mentioned. The long-term priorities of the country, mentioned in the Program, were national security, country's political stability and consolidation of the society economic growth based on an open market economy with high level of foreign investments and internal savings to gain realistic, stable and steadily growing rates of economic growth, power resources, health, education and well-being of Kazakhstani citizens [1].

The implementation of trilingualism in Kazakhstani higher education institutions has been further enhanced by the A Hundred Steps to Realize Five Institution Reforms Plan of the Nation (20.05.2015) [2] and the Plan of Enhancement of Trilingual Education for 2015-2016, as of October 30, 2015 [3]. Since this program appeared we have been teaching psychology in English using strategies at the university.

Psychology is the most important of the foundations of education. It plays pivotal role in the process of teaching and learning. The psychology used specifically in education is called educational psychology. We can say that both psychology and education are interrelated. Education is the shaping behavior, whereas psychology is the study of how, when and why to shape these behaviors[4].

When you were a little kid, did you learn how to ride a bike? Did you learn how to do long division, or learn the capital cities of different countries? How about learning how to drive a car when you were a little older, or learning how to do laundry?

We use the term 'learning' all the time in everyday life. But within the field of educational psychology, the term learning is actually a specific term. Different people use different words to define learning within educational psychology, but in general, we're talking about a step-by-step process in which an individual experiences permanent, lasting changes in knowledge, behaviors, or ways of processing the world.

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies

Teaching strategies that promote critical thinking engage students in an active learning process. An active learning process requires students to be directly involved in the learning process, thus they are more likely to commit to memory information associated with the lesson.

Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information..

Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the

students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

The use of an activity is an activity-based strategy whereby locations are specifically created and assigned for students to explore topics, curriculum areas, resources, and types of learning (e.g., listening, reading, presentations).

A *learning strategy* is a person's approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.

The use of a *panel discussion* is an activity-based strategy whereby a group of participants discuss a topic before an audience, following a predetermined format. Typically, a moderator introduces the topic and participants and facilitates the discussion. Each panel member presents a prepared statement, representing various viewpoints, answers follow-up questions from the moderator and audience, and provides conclusions or summary statements.

The use of an *oral presentation* is an activity-based strategy whereby a student makes a formal or informal presentation of material (e.g., report, culminating activity, and answers to questions) to an audience. Constructing an oral presentation effectively includes selecting and developing a suitable topic, organizing material clearly and logically, and using appropriate diction and grammar. Delivering an oral presentation effectively includes using an appealing opening, maintaining eye contact, and using appropriate tone and body language.

An *instructional sequence in which students learn each strategy following these teacher-directed steps*: pretest, describe, model, verbal practice, controlled practice, grade-appropriate practice, posttest and generalization.

Teachers provide specific feedback on performance, and then students use the strategy with grade-appropriate or increasingly more difficult materials [6].

Activity learning are debate, oral presentation, panel discussion, retelling, simulation, survey, rehearsal, repetition then practice. Let's mention then in detail:

The use of debates is an activity-based strategy whereby opposing sides of an issue (e.g., teams or individuals) make oral presentations before an audience or judge, following defined formats (e.g., parliamentary debate) and conventions (e.g., order of speakers).

*Arts-based teaching and learning strategies* are strategies that strive to improve student achievement by engaging students in dramatic, dance, musical, and visual forms and experiences. Such strategies can be employed throughout the curriculum and generally emphasize the creative and critical process, rather than an insistence on product or performance.

Arts-based strategies help students to integrate – physically and mentally – all aspects of learning, based as they are on the human need and ability to express feeling and thought through the senses. Such strategies encompass a wide variety of



formal and informal activities that motivate students to explore a wide spectrum of personal and group responses.

Proponents of *arts-based strategies* suggest the arts intrinsically develop student esteem, improve critical and creative thinking, deepen cultural understanding, increase motivation, and help students to internalize, externalize, and transfer their learning.

The use of *chanting* is an arts-based strategy whereby words, text, and language structures are explored through rhythmical reading and accompanying listening experiences.

The use of a *game* is an arts-based strategy whereby a print, media, or electronic activity, simulation, or contest (competitive or cooperative) is played according to a clear set of rules in order to challenge and motivate students to learn.

The use of *role playing* is an arts-based strategy whereby a person acts out or performs a particular role in order to explore and dramatize the thoughts, feelings, and experiences of another person in a simulated situation.

The use of *discussion* is a cooperative strategy whereby students engage in purposeful talk with teachers and peers to explore ideas, articulate thoughts, listen and respond to the thoughts of others, process information, make connections between experience and new ideas, and interpret texts for understanding and insight.

The use of an *interview* is a cooperative strategy whereby a person (the interviewer) engages in a conversation with another (the interviewee) in order to gather personal information and opinion, practical experience, and advice. The person interviewed is often an expert or a person in the role of an expert.

*Cooperative teaching and learning strategies* are strategies that strive to improve student achievement by consciously grouping students (e.g., within a heterogeneous class) to work together in specific ways. Often when referring to several teachers working together (e.g., designing a course, assessing an interdisciplinary performance), the term collaborative strategy is used. Five defining elements (see Marzano (2001) of cooperative learning include: positive interdependence (a sense of sink or swim together); face-to-face interaction (encouraging each other learn); individual and group accountability (individual contribution to group achievement); interpersonal and small group skills (leadership and conflict resolution); group processing (reflecting on team improvement) [7].

The use of *round table* is a cooperative strategy whereby students write factual answers to a posed question (e.g., “What do you know about ...?” “Who is famous for...?”) in order to generate and share a variety of information. Students can either answer a question sequentially on a single piece of paper that is passed around, or answer questions simultaneously on a separate piece of paper.

*Direct-instruction* strategies are teaching and learning strategies that strive to improve achievement by the personal and timely intervention of the teacher. Here the teacher’s words and actions both guide and model the learning, whether to a large or small group, or to an individual student. Direct-instruction strategies are often viewed as the quickest way to impart knowledge, especially in more traditional classrooms.



Such methodologies can sometimes focus more on the teaching than on the learning, especially when we fail to assess transfer for each student. In such cases, detractors of direct instruction often characterized it by such phrases as “chalk and talk” and “stand and deliver.” However, used wisely and balanced with other types of instruction, a direct strategy is often the most appropriate to the situation. Let’s turn to direct-instruction strategies

Direct-Instruction Strategies are:

- Conferencing
- Demonstration
- Review
- Feedback
- Guided Reading
- Guided Writing
- Seminar/Tutorial
- Read-aloud
- Lecture

The use of *feedback* is a direct-instruction strategy whereby learners’ progress is reported back to them. Marzano (2001) generalizes that feedback should be “corrective” in nature, timely, and specific to a criterion (i.e., from specific levels of knowledge and skill) rather than a percentage score), and that students can effectively provide some of their own feedback.

*Conferencing* is a direct-instruction strategy whereby pairs or small groups of teachers, students, or parents/guardians meet to facilitate learning for a variety of purposes such as to support participants, discuss work, invite response, assess progress, point out strengths, consider problems/solutions, and focus on specific topics.

The use of a *demonstration* is a direct-instruction strategy whereby the instructor (e.g., teacher or student) models a process, shows visually how something works, or provides an example of a concept that needs to be understood and learned.

The use of *review* is a direct-instruction process whereby previous work (e.g., notes, classroom lessons, tests, outlines) are studied again in order to clarify and consolidate previously learned knowledge or skills. Reviewing material can include whole-class questioning, individual reflection, games, informal quizzes, and demonstrations.

The use of *guided writing* is a direct-instruction strategy whereby the teacher leads students in a variety of writing experiences to direct their understanding of the process, purpose, and forms of writing. Guided writing strategies include demonstrating ways to generate and analyze ideas, describe and explain characters and events, record and organize information, edit and share work, expand the repertoire of techniques and types of writing, and build writing confidence in familiar and unfamiliar contexts.

The use of *guided reading* is a direct-instruction strategy whereby the teacher groups and regroups students according to reading knowledge and skills in order to help them read and discuss texts with greater independence. Guided reading



strategies include teaching how to choose and read books of different genres, apply prior reading experiences, use vocabulary, syntax, and phonics to develop understanding, and reflect about one's reading.

The use of a *seminar* or tutorial is a direct-instruction strategy whereby a group of students explore personal or assigned topics in depth, under the direction of a teacher or discussion leader. Generally, seminars emphasize small group discussion of prepared readings or a student presentation, under the direction of a group leader, whereas tutorials emphasize focused instruction of a smaller group under the direction of tutor or expert.

The use of a *read-aloud* is a direct-instruction strategy whereby teachers and students read aloud texts (e.g., stories, poems, anecdotes, biographies, newspaper articles) which are generally selected and rehearsed in advance. Reading aloud generates interest in diverse reading material, encourages listening and reflecting, develops fluency and love of reading, and introduces new forms and genres.

The use of a *lecture* is a direct-instruction strategy whereby the teacher/presenter orally transmits structured information to a group within a specific time, while listeners record appropriate notes or responses. Textual cues within the lecture, as well as accompanying visual aids and presentation technologies, may further the listeners' understanding.

The use of a *textbook* is a direct-instruction strategy whereby standard, foundational instruction in a subject or discipline is produced in print or electronic form, usually for a specific grade audience, to support classroom teaching and personal study. Textbooks contain expert information for all students in one resource that supports a jurisdiction's curriculum in a consistent, relevant, and often sequential manner.

*ICT-based strategies* are teaching and learning strategies that strive to improve achievement by harnessing the power, innovation, and potential of information and communication technologies. Information/Communication Technologies

ICT use digital or electronic data and applications to create, modify, and transmit information. Word-processing, database, and spreadsheet software improve productivity; the Internet, email programs and web browsers improve telecommunications; desktop publishing and graphic and photographic programs heighten visual display; multimedia and hypermedia software help create multimedia presentations and web-based publications.

Such technologies can be both the medium by which teaching and learning is advanced and the content of that activity and as such it is impossible to name all applications and developments in ICT-based education here. Some educators note that ICT is rapidly becoming redundant as a category, while others believe that most other teaching/learning/instructional strategies can be both strengthened or weakened by appropriate and inappropriate use of ICT.

*Independent learning strategies* are teaching and learning strategies that strive to improve achievement by developing the ability to take responsibility for one's learning and understand how one learns. Such strategies include a wide spectrum of



behaviors from taking greater control of the content of learning to determining the purpose, scope, and rational of learning itself.

Independent learning strategies encourage students to make personal connections and responses to the curriculum, and eventually structure the curriculum to fit their needs and goals. To facilitate independent learning, teachers may still guide students through complex processes (e.g., the inquiry process, ICT applications) which might otherwise seem daunting.

The products of independent learning such as portfolios, reports, and response journals should be assessed with clear criteria to both meet standards and reflect independence of thought and structure.

*Inquiry-based teaching and learning strategies* are strategies that strive to improve student achievement by engaging students in individual and group investigation or research of a topic, idea, narrative, or problem, within a process or model of discovery.

Inquiry-based strategies are used and adapted in every subject, from scientific experimentation to technical application, from library research to historical analysis.

Thinking-skills strategies are teaching and learning strategies that strive to improve achievement by consciously developing students' ability to consider ideas, analyze perspectives, solve problems, and make decisions. In this sense, all teaching, learning, instructional strategies could be considered “thinking-skills” strategies. However, it is useful to focus on those strategies that develop thinking skills directly - from lower to higher order (e.g., Bloom’s “knowledge” to “synthesis”).

*Analyzing stereotype* is a thinking-based strategy whereby students examine and evaluate personal, societal, and cultural beliefs, awareness, and perceptions about inequities, discrimination, and prejudices based on race, gender, class, ethnicity, sexual orientation, physical or mental attributes, or points of view.

The use of *an anticipation guide* is a thinking-based strategy whereby students are given a series of statements, opinions, or quotations to cue a their responses such as their agreement or disagreement (with reasons), predictions, or gaps in knowledge.

*Brainstorming* is a thinking-skills strategy whereby individuals and groups share and record questions, ideas, and examples that come to mind (without judgement or censure) about a central idea, topic, or problem, for further inquiry.

The use of *a case study* is a thinking-skills strategy whereby a particular real-life instance or simulated problem is examined as an exemplar of general principles for in-depth study of an issue and options for dealing with it. As students shift from the skills emphasis of elementary grades to the content emphasis of secondary grades, they face greater demands to read information from textbooks, take notes from lectures, work independently, and express understanding in written compositions and on paper and pencil tests. For students who haven't acquired such important academic skills, the task of mastering content often comes with failure, particularly in inclusive general education classes. In response to this challenge, many students with learning problems, including those with learning disabilities (LD), have acquired and use

specific learning strategies to become successful despite their knowledge and skill deficits.

In conclusion we would like to point out that a learning strategy is an individual's approach to complete a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings. Therefore, teachers who teach learning strategies teach students how to learn, rather than teaching them specific curriculum content or specific skills.

### References

1. Назарбаев Н.А. Новый Казахстан в новом мире // Казахстанская правда. — № 33(25278). — 1 марта. — 2007.
2. Распоряжение государственного секретаря Республики Казахстан № 11 от 30.10.2015. Retrieved from: <http://www.inform.kz/rus/article/2777943>
3. Retrieved from: <http://www.studylecturenates.com/social-sciences/education/333-psychological-foundation-of-education-education-and-psychology>
4. LoCastroV. (1994). *Learning strategies and learning environments*. *TESOL Quarterly*, 28(2), 409-414.
5. Retrieved from: <http://timgauntley.blogspot.com/p/evolving-glossary-of-teachinglearning.html>
6. Retrieved from: <http://timgauntley.blogspot.com/p/evolving-glossary-of-teachinglearning.html>
7. ElyC., Pease-Alvarez L. (Eds.). (1996). *Learning styles and strategies [Special Issue]*. *TESOL Journal*, 6(1) [Autumn].
8. MayerR. (1988). *Learning strategies: An overview*. In Weinstein, C., E. Goetz, P. Alexander (Eds.) *Learning and Study Strategies: Issues in Assessment, Instruction, and Evaluation* (pp. 11-22). New York: Academic Press.





UDC 811.111:371.3

## USING PICTURES FOR STORY-TELLING

Master of Philology Y.G.Yechina  
Dulaty Taraz State University, Taraz, Kazakhstan  
[yelena-717@yandex.ru](mailto:yelena-717@yandex.ru)

### *Түйін*

*Мақалада ағылшын тілі сабағында қысқа әңгімелерді құрастыру процесіндегі ауызша және жазбаша түрде қолданылатын практикалық тапсырмалар қарастырылып, оларды орындаудың ұсыныстары берілген.*

### *Резюме*

*В статье рассматриваются практические задания, используемые в процессе обучения созданию короткого рассказа на уроке английского языка в устной или письменной форме, представлены рекомендации по их выполнению.*

The article aims at presenting practical activities for teaching storytelling in the English classroom, thus improving teachers' ability to involve students in creating stories, and efficiently develop productive skills with both entertaining and intellectually forming tasks from the intermediate to the advanced level knowledge of the language. The ideas can also be transferred to teaching other languages in the era of trilingual education.

### **Literature review**

Basing on the aim of the paper the author reviews practical handbooks and resource books used in teaching English with the most advantageous contents available.

Ben Goldstein's resource book for the language classroom "Working with images" is a store of activities in describing, interpreting and creating different types of images, including signs, symbols and icons, advertising and art ones. Used in practical teaching they help to arouse students' interest and spice up the lesson proving that "a picture is worth a thousand words".

The handbook for language teachers "Stories. Narrative activities in the language classroom" by Ruth Wajnryb presents a description of practical activities, games recommended for storytelling in the classroom at different levels of English learning, provides a teacher with photocopiable cards and classified vocabulary lists. The modern approach to the narrative schematic structure of a story consideration (defining an abstract, orientation, complication, evaluation, resolution and coda in a text) makes it a valuable source in the practical teaching of English and American literature, stylistics and other subjects dealing with texts analysis.

Jeremy Harmer' "How to teach writing" combines the theoretical consideration of the writing process with the special focus on relation of speaking and writing to each other as the two most difficult to form skills that have "always formed part of the syllabus in the teaching of English" [1; 31]. In the "Building the writing habit

chapter” one is recommended to use pictures in class “as with music, you don’t need to speak the language of pictures in order to be stimulated by them” [1; 67].

**Methodology** – descriptive, comparative, qualitative assessment methods of data analysis, the use of problem solving, primary narrative skills, classified vocabulary and narrative schematic structure in the process of the proposed activities application at an English lesson.

### Discussion

Due to the modern survey a person gets from 80% to more than 90% of information of the world analyzing visual images.

Visual aids influence greatly the way students understand and memorize the information presented at the lesson. Pictures as well as other types of images let us communicate efficiently though sometimes from a different cultural perspective or from a different personal point of view. To stimulate the English language learning process a teacher is to choose among the existing activities based on the use of pictures or create their own, making them more appropriate to study special lexical or grammatical concepts.

The activity *sequencing of a series of pictures* is widely used by many teachers and aims at telling a story (e.g. a fairytale) in groups. Each card is a picture of the part of a story created by students. The plot of the fairytale depends on the order of the cards and personal imagination.

One of the interesting tasks - *flashbacks* - is suggested in Ben Goldstein’s book for the language classroom “Working with images”. Showing the image *Four thoughts* with 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, you are 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]. Then they work in groups and each student narrates his/her story to the others. Finally a volunteer from each group tells their flashback story to the rest of the class.

The use of *the photos of shadows* is also recommended in the same book and is usually of great interest for many students and teachers. You can start with the simple images interpretation presenting easy-to-describe pictures and later pass to the more complicated ones developing students’ imagination.

Presenting 2 portraits of the people having lived in different centuries you can set the task to create *a story of the family relations* throughout a number of generations in the framework of the same family. It is better to practice with the use of an additional vocabulary list and chronological order of events on the worksheets.

Showing the students photos of people in holiday locations ask them *to write the postcard* which those people could write or to tell *the story of their vacation*.

A portrait of a single person can be used *to create a dialogue between a student and a person depicted* (another student acts as a character). One can also write a “day in the life” diary of the character, what he does for a living, how he might spend his day.

The task *suspects and objects* in Jeremy Harmer' book "How to teach writing" is rather entertaining. Students are shown the pictures of the people and have to write a description of one of them. "When they have written their descriptions, the pictures are put up on the board. The students then give their description to another student who has to identify which picture is being described and, perhaps, stick the description under the correct picture"[1; 67]. The same way is the work with the description of a picture of stolen objects. The descriptions are later matched with the objects.

Inviting your students to tell *thelife story of a thing* with a picture of one object for each group you make them imagine the background of something they haven't even noticed in the everyday life. E.g. you can bring a picture of a worn-out hat and ask the students to tell about its owner(s), his habits, character, and some events of his life. It is also very useful to present a narrative structure of the whole story including "abstract, orientation, complication, evaluation, resolution and coda"[3; 34] to follow while creating the text orally or in writing.

A *series of pictures of random objects* (e.g. a train, a cat, a pack of cards, some tools, a bicycle) gives your students the chance to choose 3 or 4 of them and make up a story which connects them.

The *story reconstruction* based on *dramatic pictures* (historical paintings or the real life photos showing some dramatic events or very intense moments such as someone coming face to face with a wild animal can be taken as an example) makes everyone create a story keeping to the story structure, the use of additional vocabulary and connecting words given on handouts or a blackboard.

### Conclusion

Productive skills formation (compared with receptive ones) requires more time, effort and the level of responsibility on the side of a teacher as well as students' attention and diligence. English teachers are to find the ways to make the process easier, more interesting and efficient. Using pictures for storytelling improves your students' speaking and writing skills, makes them enjoy the learning process and provides a variety of forms of individual, pair and group work as well as teaching methods to be applied in the classroom.

### References

1. Harmer J. *How to teach writing*. – Pearson Education Limited, 2007.
2. Goldstein B. *Working with images. A resource book for the language classroom*, UK, Cambridge University Press, 2009.
3. Wajnryb R. *Stories. Narrative activities in the language classroom*. – UK, Cambridge University Press, 2009.



UDC 372.881.1

## LITERACY ACROSS CURRICULUM

English FL Teacher S. Zikirina  
Nazarbaev Intellectual School, Petropavlovsk, Kazakhstan  
[Zikirina61@inbox.ru](mailto:Zikirina61@inbox.ru)

### *Түйін*

*Мақалада Петропавл қаласындағы химия биология бағытындағы Назарбаев Зияткерлік мектебінде жүзеге асырылып жатқан «Оқу бағдарламаларының кешені арқылы академиялық сауаттылықты дамыту» атты жобаның мазмұны мен мәні ашылады. Автор аталған жобаны алдымен тіл пәндері аясында, кейін тұтас мектеп деңгейінде енгізудің алғышарттары мен себептерін және маңызын сипаттайды. Аталған тақырып бойынша әдебиет көздеріне шолу жасайды. Сонымен қатар барлық пән мұғалімдерінің ұсынылған оқытудың мәнін терең түсінуі арқылы академиялық сауаттылықты дамыту бойынша жүргізілген жұмыс түрлерімен бөліседі.*

### *Резюме*

*Данная статья освещает исследовательский проект «Развитие академической грамотности через комплекс учебных программ», который проводится в Назарбаев Интеллектуальной школе химико-биологического направления г. Петропавловска. Автор описывает предосылки, причины и важность организации проекта в рамках сначала методических объединений языковых дисциплин и затем в рамках всей школы, освещает изученную литературу по данной теме и делится проведенным объемом работы по развитию академической грамотности учащихся через глубокое понимание такого преподавания учителями всех предметов.*

Strong literacy skills lay at the heart of a student's ability to learn and succeed in school and beyond. "Literacy is an essential skill for student in becoming successful learners and as a foundation for success in all learning areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of that content area. [1]

The importance of literacy is also linked to social justice equity and equality issues. Students who do not develop literacy skills are in danger of becoming disempowered and of having greatly reduced life opportunities. And while, as Cope and Kalantzsis [2] argue this maybe "a delusion to think education could ever be an instrument that ameliorates society's most fundamental ills" many teaches working with disadvantaged students hold on to the hope that their work will transform the lives of their students in positive ways. The Australian Curriculum Assessment and Reporting authority [1] classifies literacy as the "ability for students to become literate through the development of knowledge, skills and dispositions, in order to interpret and use the language of learning and communicating within school and life beyond compulsory education." The ability to read, view, write, listen, speak, and create oral, visual, print and digital texts, whilst using language in a way that targets a variety of languages and contexts enables a student to develop literacy skills. [1]

At our teaching practice at Nazarbaev Intellectual School (NIS) English teachers estimated from monitoring language skills that undeveloped academic writing skills

is the first issue that students came across from the beginning of school year. It was an essential consequence of limited time of previous standards of teaching foreign languages directed for teaching and developing communication versus writing. Therefore, we identified research question of our action research from simple teaching written tasks to more general meaning of multiliteracy approach in educating process where language teachers are engaged together with subject teachers. It was essentially pointed out that the teaching of writing should be developed very powerfully and consistently across the curriculum.

The teaching of literacy across the curriculum is now firmly embedded in most Western Education systems. Whilst the Language and Literacy strand, of the subject English, or the first language, has as its primary focus the sequential development of the key literacy skills associated with reading, writing, speaking, viewing and listening, “students need to become literate across a range of subject areas ... each of these areas has specialized and sometimes idiosyncratic literacy practices and conventions.”[3]

All teachers now must not only see themselves as teachers of specific content areas, such as mathematics, Geography, History but also as teachers of literacy. In order to respond effectively to the literacy learning need of their students all teachers need to become highly effective in the practices of literacy teaching and learning. “All teachers then should be aware of the literacy complexities and challenges of the tasks they ask their students to do, and be skilled and expert at planning, coordinating and orchestrating learning activities”. (Henderson and Exley, 2012) The days of assuming that students learn these skills in subject English, (Russian or Kazakh) and that the teachers of these subjects have the sole responsibility of teaching these skills is long gone and will never return. Although English teachers initiated to develop a rigorous project that would take into account the above issues and challenges.

The first objective in our action research was to determine the specific genres that learners would encounter throughout the curriculum in years 7-12 in all subject areas. Mapping of written tasks that students come across at school curriculum, ‘clarifying theories’ context’ and ‘literature review of the action research’ showed the necessity to do wider approach to literacy in our school. It was identified that many teachers were not explicitly teaching the literacy skills needed in subject areas rather they were assuming that students were learning these skills in English, Russian or Kazakh language lessons. Students were becoming confused about the way teachers were approaching the explicit instruction of genres, both the syntactic features and the schematic structure. Some teachers were explicitly teaching the writing of the same genre, in different subjects; however, they were using different models and language to describe the schematic and syntactic features of each genre. Assumptions, about learner’s proficiency and skill in being able to write common genres, had also resulted in students receiving no explicit teaching of some genres. It was also identified that many teachers lacked sufficient literacy skills themselves.

To overcome the issues English, Kazakh and Russian language teachers conducted several workshops where they determined the common terminology for



teaching writing and compiled the “Writing guide” to assist NIS students in improving their written communication.

In order to ensure that all learners received the appropriate explicit teaching of the syntactic and schematic structure of each genre encountered in the NIS curriculum it was considered to create a whole school guide to the teaching and writing of genres. Like all teachers, subject specific teachers need to understand that learning to become literate is a complex process. In order to be an effective teacher of literacy, in any subject area, teachers need to be able to connect theory with practice and be able to articulate ‘why they are doing what they are doing’ (Wilkinson). Henderson(2012) argues that planning for literacy teaching is complex and necessary.

While there are many competing theories as to what constitutes the most effective literacy teaching evident in schools today, what is widely agreed upon is that ‘there is no one size fits all curricular and pedagogical model for literacy teaching and learning and that the effective literacy teacher will need to have a wide repertoire of practices [4]. In order to develop a wide repertoire of practices, the subject area teacher needs to consider all perspectives and theoretical viewpoints represented in the research literature and shape these perspectives and viewpoints in such a way that they cater for the needs of individual students in their own unique contexts. Specifically, the teacher of specific subject area need to become familiar with the theories that have become an important part of educational policy initiatives since the late 1990’s and that are currently being enacted in schools across Australia, the UK and the USA.

Humanity subjects are ideal vehicles for the explicit teaching of literacy skills, through the comprehension and composition of this variety of genres and text types these subject typically have two strands; knowledge and understanding and inquiry and skills. Both strands have specific literacies that are unique and fundamental to accessing and demonstrating the educating understandings and essential skills of the subject. That is why our action research group decided to begin firstly with humanity subjects.

After analyzing the map of written tasks across the school curriculum with humanity and science teachers we collectively have come to understanding that exactly argumentative writing is the most needed, consistent and powerful learning tool to deepen dialogical and dialectical learning and thinking.

Teaching dialogical and dialectical thinking is an imperative, as generally speaking, students learn best when they are given the opportunity to express their views and analyze other’s points of view. Even when dealing with a mono-logical problem found in mathematics, for example, students best learn by being given opportunities to learn dialogically (through constructivism) before coming to the correct mono-logical answer. Teachers must establish learning environments where students are encouraged to progress from the dialogical to the dialectical. Simply put, dialogue becomes dialectical when ideas or reasoning comes into conflict with each other. There is then a need to evaluate their various strengths and weaknesses and develop one’s position, verdict or draw conclusions, solve problems and develop new ideas.

Given the challenges that society faces in today's modern world, it is even more imperative that we, as teachers, develop dialogical and dialectical teaching and learning contexts across the curriculum.

NIS teachers of History, Kazakh in the Modern World, Russian, Kazakh, English and the Sciences considered actively pursue the processes for teaching argumentative writing. In all subjects, there are key technical terms and associated vocabulary that students must learn if they are able to access the key concepts and content of the subject. They need to understand the vocabulary associated with the key content in each subject area. They need to understand the language of maps, diagrams and photographs. They need to be able to classify and describe, analyze and evaluate, label, write reports and a range of other non-fiction texts and genres. Students are to consider revising similar structures, demands, scaffolding, assessment and moderation processes no matter the subject. The quality of teaching is widely acknowledged as the largest in-school determinant of variation in student's achievement. Therefore, this year Action research group of three English department teachers jointly with two international teachers has started the intense professional development seminars for the whole teachers staff via introducing academic requirements of argumentative writing. This group selected the trainers of each department to participate in 'train the trainer' model of professional development. The collaborative actionresearch has been started and the long-term outcome of our research work will be literally educated student with deep understanding of dialogical and dialectical thinking.

Based on what we have already investigated, our research group determined that all students need inspired, informed and dedicated explicit instruction in the specific literacy skills of each subject they encounter. Well-versed in academic literacy and subject content teachers will give them support in developing argumentative writing. In addition to the teaching of specific content knowledge, it will be the quality of literacy teaching and learning practices, in every classroom, in every lesson that will ensure that student learn well in all subject areas.

#### **References**

1. Australian Curriculum, Assessment and Reporting Authority (ACARA), *General Capabilities: Literacy*. Retrieved from: [www.australiancurriculum.edu.au/General Capabilities/Literacy](http://www.australiancurriculum.edu.au/General-Capabilities/Literacy), 2013.
2. Copt B., Kalantzis M., *Multiliteracies: New Literacies, New Learning*. *Pedagogies: An International Journal*, 4(3), p 164-195, 2009.
3. Henderson and Exley. *Planning for Literacy Learning*. South Melbourne, Vic.: Oxford University Press, p19, 2012
4. Henderson R. (Ed.). *Teaching literacies in the middle years: Pedagogies and diversity*. South Melbourne, Vic.: Oxford University Press, p 21, 2012

UDC 372.881.111.1

## MOTIVATION SUCCESS – A NECESSARY CONDITION FOR MASTERING A FOREIGN LANGUAGE

English FL Teacher N. Zelenskaya  
Specialized Military Boarding School-Lyceum “Zhas Uhlan” named after Ch. Ualikhanov for  
Gifted Children, Semey, Kazakhstan  
[zn59@mail.ru](mailto:zn59@mail.ru)

English FL Teacher Y. Ukrainchenko  
Main Secondary School named after Abay, Borodulikha, Kazakhstan  
[ukrainchenko85@mail.ru](mailto:ukrainchenko85@mail.ru)

### ***Түйін***

*Бүгінгі таңда ең өзекті және басты мәселе ол оқушылардың білім алу әдісін іздеудегі оңтайлы уәж болып табылады. Осы мақала осындай негізгі мәселелерді себеп, уәж деп қарастырады. Мақаланың мазмұнында ағылшын тілін үйренудегі оңтайлы уәжді қалыптастыру бойынша ең тиімді әдістер көрсетілген.*

### ***Резюме***

*Одной из важнейших и актуальных тем на сегодняшний день является проблема поиска методов положительной мотивации школьников к получению знаний. Данная статья рассматривает такие ключевые понятия, как мотив, мотивация. В содержании статьи приведены наиболее эффективные методы, формирующие положительную мотивацию к изучению английского языка.*

### **Introduction**

The German writer Goethe once said: "He who doesn't learn any foreign language, does not know his native one." These words are relevant to the present days.

Multicultural education in Kazakhstan is one of the most important areas. The school plays an important role in the development of multicultural students' personality. It must release the student a competitive, open-minded, able not only to use the technology, but also possess the culture of the word.

English is the international language which is taught at kindergartens and from the first grade of a primary school. It is not a fashion, it's a necessity.

Teaching is the process of interaction between the teacher and the students. What should they be like to make this process effective and successful? Any teacher should know the answer on this question – it's a motivation.

### **Main part**

Any activity can't be without a motive. A motive is like a push which inspires action. It is no secret that the motivation to study English language students has always been a challenge for teachers, it is especially reduced in the transition from primary to secondary level education. Each teacher is faced with the problem that for some pupils the language learning process is an important, meaningful, he is motivated to learn the language, to the other students - is an excessive burden he has

to bear, and he does not hide his boredom, yawns and is just waiting for the end of the lesson. Therefore, the study of ways to improve students' motivation to learn a foreign language at different levels of education in secondary school is quite relevant and is of scientific and practical interest, as well, you can learn a foreign language, if only he will feel the need for it, that is going to motivate.

It's important for teacher to create conditions for the formation of students' intrinsic motivation, the formation of self-interest and the need for language learning. For this purpose it is necessary to develop additional situations and materials that enhance the motivation to learn English, the formation metasubject competencies.

Game technology is well suited for this case. Fun activities include exercises that form the ability to highlight key features of objects and to compare; group games on the generalization of objects to certain signs; group games in the course of which in primary school children develop self-control, quick response to the word, phonemic hearing. In this game the story evolves parallel to the main training content, it helps to strengthen the learning process. The game promotes memorization, which is predominant in the initial stage of learning a foreign language. At the senior stage of foreign language teaching organization of communication with role-playing and business games enhances the effectiveness of the educational process.

The use of information technology as an integral part of a successful English learning. Material submitted clearly through presentations, videos, promotes faster, better learning and memorizing the topics studied.

Admission collage is one of the effective ways to increase the motivation of students to learn English, as it allows to reveal the creative potential of students, to shape students' key competences: communicative competence, training and educational, personal, social and labor. The project activities allows each student to obtain a successful result and contributes to the formation of positive emotional experiences associated with the preparation and execution of tasks. All children interested to participate in a common effort, sticking his work in collage general, receive a positive evaluation, feeling part of a whole.

Music is one of the most powerful ways to influence the feelings and emotions of students. Music and songs can be an invaluable aid in the process of learning English. The song is a great surge of enthusiasm and is a pleasant and, at the same time, stimulating approach to the study of the culture of foreign language countries. Good songs are not forgotten, unlike the grammatical structures that disappear out of your head at the end of the lesson, the song can live a long time and become part of one's culture.

What are the methodological advantages of songs in teaching English?

The songs mean a longer-lasting learning and expanding vocabulary, they include new words and expressions.

The songs have a familiar vocabulary found in the new contextual environment that helps to activate it, the songs are better absorbed and activated grammatical constructions

Songs contribute to the improvement of pronunciation skills.

Songs contribute to the aesthetic education of students, team building. Songs give the opportunity to relax, take a short break in routine learning activities in the classroom. It is a kind of relaxation in the middle or end of the lesson, when you need unloading, relieve tension and restore performance.

Children's participation in various competitions and contests also increases the level of motivation of students to the cognitive activity and learning English, students develop creative interest in the field of linguistics.

### **Conclusion**

Thus, it can be assumed that the development of interest in the study of the English language will be more successful if students' motivation is formed by bringing additional tools training, training materials. The use of elements of different technologies in the classroom and extracurricular activities can help increase interest and improve the competence of the various English language learners.





UDC 372.881.1

## THE USING OF KUNST WORDS AT THE ENGLISH CLASSROOM

Cand.of Pedag.Sci., Assoc. Prof. R. Zhussupova  
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan  
[rozazhussupova@rambler.ru](mailto:rozazhussupova@rambler.ru)

English FL Teacher D. Zhassarova  
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan  
[dina29.01@rambler.ru](mailto:dina29.01@rambler.ru)

**resume**  
**резюме**

As we have seen technology has changed forever what we do as language teachers. Moreover, it has opened up new opportunities for the way our learners learn. Nowadays, our teaching role is far wider than inputting new knowledge. We also facilitate learning. While our learners study or communicate using technology, we monitor activities and ensure that learning opportunities are maximized. We run learner– training sessions, informing learners of the potential of technology, and encourage our learners to take advantage of the many opportunities to practice away from the confines of the classroom.

The actuality of this paper is that formation of “Kunst words” begins to take a pivotal place in English linguistics on account of development of science and technology, new trends in the literature, art and music, medicine and architecture. “Kunst word” is as an example of inseparable part in our everyday linguistic contact. A lot of new objects and processes are continually created in technology. We can find new ideas and variations in social life and science. In last decades abundant attention is paid to so-called “neologism explosion” as a formation a great deal of words which are demanded to define new objects or actions occurring in our life. Linguists claim that a lexical unit is a pivotal part of different new expressions in the English language. These lexical units are consciously designed for defining any innovations not by word-formation method, but arbitrarily using individual sounds and fragments of morphemes of one or more languages (often Latin, Greek, English). Highlighting of new words and defining them as a term is a complex matter. As it is written in the book by Antropova N.A.: “In modern foreign Germanistics these lexical units are determined as “Kunstwort”, which means artificial word. G. Voigt was one of the authors of creating the term “*kunstwort*”. The word “Kunstwort” has been used in the German language since the middle of XVII century. Many years later the term “kunst word” has meant not only a scientific or technical term, but the word which is created artificially and not by the rules of word formation” [1,352]. We suggest “Kunst word” is the general name of the diverse types of words such as: the old words with new senses, borrowings or loan words, abbreviations, collocations, neologisms, writers’ new expressions or occasionalisms, slang and jargonisms, professionalisms.





The first type of “kunst words” is neologisms. SagyndykovaZh.O. mentions that the centuries following the Renaissance (16th and 17th centuries) were a time when many new words came into English. The term “neologismis” first attested in English in 1772, borrowed from French “néologisme” (1734) [2,133]. There is a range of definitions of such a linguistic term, as neologism, and each of them articulates the essence of this notion taking into the consideration one of the numerous aspects of neologism. The most general are:

– Merriam-Webster Dictionary defines Neologisms as a linguistic term which refers to any newly coined word, word combination, a new meaning for an existing word, or a word borrowed from another language, the novelty of which is still felt [3].

– As it is written in The Oxford Dictionary: “Neologisms are words that have appeared in a language in connection with new phenomena, new concepts, but which have not yet entered into the active vocabularies of a significant portion of the native speakers of the language” [4].

– Turalieva G.U. writes that the term “neologismis” used to describe a word that has been made-up or invented by a speaker, which appears in a transcript of spontaneous speech dialogue. It can also be described as a word which does not appear in the dictionary of the primary spoken language.

– The Cambridge Encyclopedia of the English Language offers the following definition: “Neologism is a new word or expression in a language, or a familiar word or expression that is now being used with a new meaning” [5,238].

– Ahmanova O.S. says that neologisms can be defined as newly coined lexical units or existing lexical units that acquire a new sense.

– According to Shalina L.V., neologism is a new word is a form or the use of a form not recorded in general dictionaries. [6, 10].

– The Collins Dictionary defines neologism as a new coined word or expression; the coining or use of new words [7].

Though “kunst words” are short-lived because they appeared on special occasion and disappeared suddenly. Hence we illustrate for teachers the using “Kunst words” in foreign language teaching because students are curious in slang and neologisms, especially teenagers. Pupils always want to use slang in their speech because of using every day Internet and Social Networks. They like to use slang for fun or to show their individuality or even some students use it to seem to be more fashionable. Every student has a reason to use slang.

First, we made interview as a test which contained grammatical and lexical questions with new 5 slang words. Then we asked the following questions:

- 1) Did you know or hear these 5 slang words before?
- 2) Can you explain the meaning of these 5 slang words?
- 3) Why do you use slang in your speech?

Secondly we developed different lessons on the topic “Slang”. As an example here only two of them.

**Lesson planning: Level: Intermediate Topic: Slang word “Brinner”**

Materials: Laptops, worksheets and a key list, an article.

Aims: Doing exercises, group working, discussing, skimming reading.

Duration: 45 minutes

Warm-Up (15 minutes):

Students should use the laptops and open a web-link (<http://www.macmillandictionary.com/buzzword/entries/brinner.html>) with an article. A teacher should give 2 worksheets to each student. Also the teacher should not print a copy of the Key for each student but check the answers as a class. The teacher encourages students to do skimming with the text and to do the following exercise:

Ex.1. Find the information.

Read the article on *brinner* and answer these questions:

1. Which two words combine to form the term brinner?
2. What, according to the article, is a dog's breakfast?
3. What is a full English?
4. How many different kinds of milk are available at the Cereal Killer Cafe?
5. Where did the word brinner first start to be used?
6. When was the term brunch coined?

When the students have completed the exercise, the teacher should ask them to compare their answers with a partner. Then she/he should check the answers in open class.

Reading skill (10 minutes): Ex.2. Find the word.

Look in the text and find the following words and phrases. The first letters are given. The words are in the order in which they appear in the text.

1. an adjective meaning making someone remember happy times in the past  
n _____
2. a three-word verb phrase meaning to organize a situation so that you have several choices available to you, in order to increase your chances of success  
h _____ y _____ b _____
3. an adjective meaning relating to food and how to cook it  
c _____
4. a noun meaning a process in which different styles are combined to form something new  
f _____
5. a noun meaning a strong feeling of liking someone or something  
c _____
6. a three-word phrase meaning to include other similar people or things in what you are saying  
a _____ t _____ l _____
7. a two-word adjective used before the name of a meal and meaning large and very good  
s _____ -u _____
8. a verb meaning to enjoy the flavour of something as much as you can by eating or drinking it slowly



s _____

Comprehension checking (10 minutes):

The teacher should ask the students to complete Exercise 3 without looking back at the text. If they have a good general idea of the sense of the text (and what brinner is), they should be able to do this.

Ex.3. Are these statements true (T) or false (F) according to the text? Correct the false statements.

1. Brinner and brunch are the same thing.
2. Eggs are a basic constituent part of brinner.
3. The concept of brinner is more established in the UK than in the US.
4. In the UK, supermarket sales of eggs, bacon and pancakes are falling.
5. Breakfast cereal is, in principle at least, not normally eaten after noon.
6. The evening is the time of day when we are least likely to have the time to enjoy breakfast cuisine.

The teacher should encourage the students to use a monolingual dictionary to help the students with Exercise 4. Also encourage them to look back at the context of each phrasal verb in the text as this may give clues to the answer.

Ex.4. Match the verbs in the left-hand column with the definitions in the right-hand column.

1. cotton on
  2. spring up
  3. take off
  4. capitalize on
  5. kick back
  6. consist of
- a. to take advantage of a situation
  - b. to be made of particular parts or things
  - c. to begin to understand or realize something
  - d. to relax
  - e. to appear or be produced suddenly and quickly
  - f. to become successful or popular very quickly

Practice (10 minutes): In Exercise 5, the educator asks the students to complete the exercise and then discuss their answers with a partner. The educator checks the answers in open class.

Ex.5. Words followed by prepositions

Which prepositions follow these words?

1. restrict _____
2. fusion _____
3. crush _____
4. associate _____
5. model _____
6. example _____

Ex.6. Verb + noun collocations



Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.

1. cotton on to
  2. exert
  3. gain
  4. hedge
  5. carry
  6. serve
- a. one's bets
  - b. a meal
  - c. the expectation (of something)
  - d. an idea
  - e. momentum
  - f. an influence (on something)

Homework:

Students should make menu of their own brinner with using description to each food.

Here is a lesson on the topic “Collocations” which is also interesting for pupils, because it's always amusingly to learn by heart new collocations.

**Lesson planning: Level: Intermediate Topic: Collocations**

Aims: to revise common collocations; to boost students' confidence; to promote cooperative learning; to develop deduction skills; to promote students' creativity

Materials: ppt game; projector; 4 desktop/laptop computers

Duration: 45 minutes

Procedure:

Lead-in (3 min):

A teacher writes several collocations on board: *break the law, save money, hard work, flying saucer, a business plan, chocolate mousse*

These are all examples of common English collocations and the teacher should ask students to explain the meaning of the word collocation.

Revision of common collocations – word associations game (10-15 min):

(ppt game, two teams, frontal)

Project the ppt onto the screen.

Students are divided in two teams (blue team and red team). The teacher gives instructions.

Game rules: The game of associations consists of four hidden columns and the final solution. By clicking on a cell of the column, the player opens it and has a chance to guess one of the solutions. The player is trying to reveal the solution to the column or the final solution. If the player finds the solution to a column, he has the right to guess other columns or the final solution. If the player's solution to a column or the final solution is incorrect, the other player has the opportunity to open the cells if there are unopened cells or guess the solution to a column or the final solution. The winner is the player who reveals the final solution. The educator should inform the students that the solution to each column is a word that collocates with all the words

in the column. The final solution is a word that collocates with the words that are solutions to the columns. The teacher lets the students open fields (the blue team starts). When they choose a field, the teacher clicks on it and reveals the clue. The team that finds the final solution wins. The teacher should get the students to think of some sentences for given collocations. The teacher writes some of them on board. And elicits a few examples of other verbs that collocate with the word representing the final solution.

Writing practice (20 min):(group work). The teacher should put the students into four groups. The groups are diverse in terms of language proficiency and gender. The teacher assigns one verb (solutions to the columns) to each group. Tells them they should think of as many words that collocate with it as they can. They should also come up with sentences which illustrate the use. The teacher asks them to write their examples on board.

Round-up (up to 10 min):(group work). The teacher asks the students to create word clouds out of the collocations they have thought of.

Homework: to find new collocations in the NY Times Newspaper.

Besides during teaching we conducted lessons with using music, movies and role plays. Particularly we have presented lyrics of the song “Diamonds and Rust” by Joan Baez with the examples of slang expressions in subtitles of “Jurassic Park”, “Charlie's Angels: Full Throttle”, “The Fast and the Furious”, “Mean Girls” movies.

Finally we have made interviews and testing with students. We assume that slang is the most interesting type of “Kunst words” for students because these young people represent modern society, they seek to know all innovations, they are avid Internet users and, finally, they are slang lovers. We believe that slang needs to be integrated into foreign language classes and that this is the only way to enable young learners to have self-confidence and interact with native speakers. Many students are not taught slang in preparation for university life. As a result, these students struggle to understand lectures and participate in discussions that include colloquial language. By teaching slang in the classroom, we can prepare our students for real world interactions.

The results of this implementation Kunst words in practice have shown that in spite of some draw backs, the participants perceived the usage of slang words, neologisms, etc. Their perceptions revealed important implications about the development of language acquisition. Therefore, these results should be taken into account to aid both teachers and students in EFLT. Summarizing we considered that vocabulary is constantly changing and develops quickly together with technological needs. It has been said that it is dangerous to make predictions more than two years ahead. How far such developments will impact on the teaching and learning of languages is equally unclear. We only know that change is inevitable, and in our view, welcome.

### **References**

1. Антропова Н.А. Словообразование в сфере немецкой разговорной лексики (на материале имени существительного). – М.: Прометей, 2005. – 543 с.

2. Сағындыкова Ж.О. Политические неологизмы: формирование и функционированию – Кокшетау, 2012. – 270 с.
3. Retrieved from: <http://www.merriam-webster.com/dictionary/cell>
4. Retrieved from: <http://www.oxforddictionaries.com/>
5. Crystal D. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 2004. – 480 p.
6. Шалина Л.В. К вопросу о сущности неологизма в современной лингвистике // Известия ПГПУ «Гуманитарные науки» №4(8) 2007. – 368с.
7. Retrieved from: <http://www.collinsdictionary.com/>



УДК372.881.111.1

## EMPOWERING TEACHERS THROUGH PROFESSIONAL DEVELOPMENT IN TODAY'S WORLD OF CONSTANTLY CHANGING TECHNOLOGY

English FL Teacher Sh.A. Adambaeva,  
Secondary school No. 112 ,Kyzylorda, Kazakhstan  
[adambaeva.64@mail.ru](mailto:adambaeva.64@mail.ru)

### *Түйін*

*Мүмкіндіктерді кеңейту, мұғалімдердің оқу процесіне қатысуға қабілеттілігін көрсете алатын және бақылауды ортақ пайдалана білетін негізіне жатады, сондай-ақ олардың өміріне оқу жүйесі әсер етеді. Сонымен бірге, мұғалімнің билікті сезінуі оның көшбасшылық дағдыларында көрінеді және оқушының жетістіктерін, қарым-қатынасын жақсартуда құқығы мен мүмкіншілігін ұлғайтады.*

### *Резюме*

*Увеличение прав и возможностей – это процесс, посредством которого учителя способны участвовать в учебном процессе, разделяя свой контроль, а также уметь влиять на ход событий и институты, которые воздействуют на их жизнь. Их полномочия могут также проявляться в лидерских навыках, что также расширяет права и возможности учителя, которые приводят к улучшению успеваемости учащихся и отношений.*

To be an effective teacher requires a combination of professional knowledge and specialized skills as well as your own personal experiences and qualities. And adding to their knowledge base and acquiring new skills are among the main reasons teachers participate in professional development activities [1]. I have been trained to use new techniques and resources to try them with my students [2].

Teachers face similar challenges due to the very nature of school environment. I teach my classes independently from my colleagues, which make them feel isolated. Sometimes teachers, especially those who are new to the field, can become overwhelmed by the demands of school bureaucracy, and if teachers do not receive regular supervision or feedback, they can become frustrated. Professional development activities can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experience and ideas with colleagues help the teacher to gain a sense of community and belonging.

I find professional development activities that suit me. Teacher development opportunities can take many forms. Some are individual or informal while other occasions are collective or structured. The most obvious professional development activity for an English teacher is reading journal articles about teaching English; (and maybe even writing an article for one) keeps you informed about new trends and research developments. However, in this article, I will focus on activities that are active and interactive and that often involve reflective teaching. However, this article includes information about how some teachers actually put these ideas into practice;

it helps you to decide which strategy or method best suits you and your teaching situation.

**Reflective teaching.** Many researchers believe that teachers can learn a great deal about the reasons behind their teaching philosophies and practices by examining their experiences and asking and answering questions about them (see Richards and Farrell 2007; Bailey, Curtis, and Nunan 2013; Zeichner and Liston 2011). No approach to reflective teaching is superior to another; in fact, language teachers can learn strategies from other academic disciplines. I see reflective practice as a fundamental part of continuing professional development; it provides me with opportunities to analyze and ask questions about my objectives as well as to examine how I plan and what I teach. There are key characteristics of describing a teacher who engages in reflective teaching practice as someone who:

- is able to identify, analyze, and attempt to solve problems that occur in class;
- is conscious of and questions his or her beliefs about language teaching;
- is responsible for his or her own professional development.

**Individual technique: Keep a teaching journal.** Writing down observations and thoughts about your teaching is one way to gain insight about the how's and why's behind your teaching style as well as a means to document what goes on in your classroom. By keeping a journal, teachers can examine the details that indicate why a particular lesson was successful or why one was not. The process of describing events, asking questions, and formulating hypotheses can reveal aspects of language teaching that further a teacher's own professional development [1].

It is important to identify a particular goal or goals and to write about in your teaching journal. Getting in the habit of writing about your teaching may take time. In the beginning, it may be difficult to write freely (without editing yourself), but give yourself time to get used to keeping a teaching journal. Writing down questions and ideas to think about later can help me direct my focus on the goal I wish to achieve.

**Collaborative technique: Share journals.** The usefulness of keeping a journal increases when a teacher shares journal entries with a colleague or group of colleagues. This technique allows teachers to compare their experience and to comment on solutions to problems and point out successful parts of a lesson that they might try with their own classes. In responding to journal entries, teachers can ask each other questions and offer suggestions. While working with my colleagues, already familiar with the notion of collaborative journals, I asked the group to comment in their notebooks on how they could put into practice one aspect of the training. We then collected the journals and redistributed them so that one of the other teacher trainers would respond to that day's entry. My colleagues and I found the collaborative journal exchange to be an enlightening experience because it gave them the chance to find out what their colleagues were learning from the sessions and to make comments in a supportive way.

**Individual technique: Analyze a 'critical incident'.** One effective means of reflective inquiry is to analyze an unexpected event that happens during a class. Such analysis usually involves the teacher writing down a description of what has occurred and then considering why it has happened and how it might affect future learning and





teaching interactions. A critical incident can refer to a positive or negative classroom event, but what makes it “critical” is how that particular incident caused you to pause, think about it, and review how it relates to your beliefs and perceptions about teaching [3]. The examination of a critical incident can be done individually or collectively, and often the analysis is a component of journal writing or discussion groups. Let me share an experience I had as a teacher trainer that led me to step back and analyze a situation in my classroom. I was conducting my first workshop in a two-week training course with Oblast teachers of English in Kyzylorda. I had decided to have the teachers work in small groups. I randomly divided the teachers into groups of four or five to complete a task related to my presentation on teaching oral skills. I instructed each group to create a mini-lesson to present to the rest of the teachers, who would then comment on it and offer constructive criticism. When I asked one of the groups why they had completed the task in such a way, a teacher replied: "Well, what you presented works best. We could not improve it."

**Collaborative technique: Become active in an international professional association.** Joining an international professional associations another way to connect with colleagues and pursue personal goals for professional development. The benefits to becoming a member of an international organization include receiving regular newsletters, being apart of interest groups that focus on teaching topics and issues that concern you, and having the opportunity to share and learn from other like-minded individuals. Two well-known and highly respected international associations are Teachers of English to Speakers of Other Languages, Inc. (TESOL) and the International Association of Teachers of English as a Foreign Language (IATEFL) for example like KazTEA. Participating in conferences is an excellent way for teachers to gain confidence and demonstrate their expertise. For teachers who have never presented at a conference, probably the best advice is to start small and attend a local conference that focuses on short presentations on successful practices in class; several teachers can present an activity that has been effective with their students. After gaining experience at a local conference, teachers may feel empowered to go on to a larger conference. The first time at a large conference, you might want to present together with colleagues from your study group or support network. Or you could present a poster session that spotlights an activity or aspect of teaching that would be of interest to other teachers of English.

### Conclusion

Professional development is an ongoing process that evolves the way you assess and reexamine your teaching beliefs and practices. Some of the approaches described in this article can be pursued individually while others prove to be more beneficial if done collectively. Some activities can be done informally (journals, study groups, etc.) and some follow more traditional formats (e.g. workshops, conferences). There is no recipe for professional development that works for everyone; something you find to be an effective tool for reflective inquiry may not offer similar results for a colleague. Techniques that you use today may not meet your needs a year from now.

Find something that motivates you to pursue professional development. Many of us discover that by collaborating with other like-minded teachers, we empower

ourselves in our individual teaching practices. Effective professional development is self-empowerment. Deciding to take the first step is your responsibility, and that step is well worth taking.

### References

1. Bailey K., Curtis A. and Nunan D. 2012, 2014. *Pursuing professional development: The self as source*. Ontario, Canada.
2. Chisman F.P. and Crandall J.A. 2014. *Passing the torch: Strategies for innovation in community college ESL*. New York: Council for Advancement of Adult Literacy.
3. Richards J. and Farrell T. 2015. *Professional development for language teachers: Strategies for teacher learning*. New York: Cambridge University Press.
4. Zeichner K. and Liston D. 2011. *Reflective teaching: An introduction*. Teacher Development, 2012-2013. Selected Articles from Forum.
5. Brown Douglas M., 2007. *Principles of Language Learning*.



УДК372.881.111.1

## CREATE SOME FRIENDLY COMPETITION

English FL Teacher A. Karimova  
Dulaty Taraz State University, Taraz, Kazakhstan  
erke_karimova84@mail.ru

### *Түйін*

*Мақалада студенттердің оқуға деген қызығушылығын жоғарылату үшін қолданылатын әдістердің бірі – жарыс туралы айтылған.*

### *Резюме*

*Соревнование является отличным способом для мотивации студентов. Существуют много способов, способствующие дружественному духу конкуренции на занятиях. В данной статье мы представляем некоторые пути повышения мотивации студентов.*

Students are naturally competitive, so when you give them opportunities to compete, they will be highly motivated. Have them compete for points, special prizes or simply the chance to have their names written on the "Winner's Circle".

Ensuring that you maintain a constructive classroom environment will help immensely. It is important for students not to feel like to be laughed at or given negative feedback. Try to provide students with positive criticism as opposed to reinforcing the fact that they have made a mistake or performed poorly. Making mistakes is simply a part of the learning process and students that make mistakes will give you a good idea of what you need to focus on because there are probably other students in your class that have the same questions or misunderstandings.

Planning exercises that appeal to different types of learners is an essential part of getting all your students to participate. Perhaps some students who perform well on tests are quite shy while students who perform poorly on tests are natural performers and enjoy role play activities. Giving a range of activities that target visual, auditory, and kinesthetic learners will increase student participation. The more variety there is in your lessons, the more your students will gain from them. Having a combination of worksheets, role-plays, games, listening exercises, etc. will keep students engaged and provide them with plenty of practice.

Now I want to show some ways to increase your students' motivation quickly and easily. **Students fulfill the expectations that the adults around them communicate.** This does not mean that every student will score 100% on every test we write. It does mean that if you communicate to a child that he or she is failure, he or she will fail. If you communicate to that same student that he or she will succeed; you will often find that that is the outcome. With every opportunity, encourage your students that they are making progress in their language learning. Point out to them the areas in which you see progress and improvement. For areas in which a student struggles, try to portray a picture of what success will look like. Encouraging your students to visualize their success will aid them in accomplishing those goals you set before them.

**Making sure you are teaching to all the learning styles in your classrooms is another way to motivate your students.** It is unrealistic to expect an auditory learner to be successful and motivated if her sole instruction comes from reading a textbook.



Likewise, a kinesthetic learner will be frustrated listening to his teacher lecture class after class. Make sure, as you plan your lessons, that you are teaching to all the learning styles in your classroom. If you do, you will engage students who might otherwise struggle to pay attention in class.

**When a student disengages from class, it is a good opportunity for you the teacher to notice what methods you are using in class.** Although some practices may be fine for most students, timed tests, independent learning time, self checking methods, for example, there will be students who not only do not connect with these methods but who suffer negatively when you use them in your classroom. If a student begins to disengage, be aware of the methods you are using and look for patterns. Though it is difficult to meet every need of a classroom full of language learners, you can take pains to avoid certain methods when it is possible to help certain students perform better in class. This will also help you be intentional about using a variety of methods with your class further engaging all of them.

**Sometimes motivating your students is as easy as changing the material you are using.** For most teachers, the school chooses a curriculum that they expect each teacher to follow in his or her classes. Even when this is the case, it does not mean that you cannot bring additional resources to class. Sometimes students are turned off by the style or approach of certain curriculum authors. Bringing a different perspective into the class will reengage your students who are turned off by your current materials. In addition, it will challenge those who are already seeing success from the assigned curriculum.

**Varying your environment can also be just the thing a reluctant student needs to find fresh motivation.** Field trips are always a great way to learn in a practical setting, but even if that is not possible, take your class outside for today's lesson. Your students may also benefit from a class meeting in the library or in another classroom. You can still meet your daily class goals even if you take your class beyond the classroom walls. Try setting your students to research at the library, observe another class, or listen to native speakers in a public area. There is always language to be learned, so meet your listening, speaking, and reading goals outside the confinement of students' tables.

**Providing students with accountability is an important element of being a teacher.** Without the idea of a deadline and a grade, many students would never have the self-motivation that is required to successfully learn a language. Be clear with your students when you tell them your expectations. Make sure they know the deadline for a project's completion and what standards you will use to assess that project. You may also consider contracting grades with your students who are at more advanced levels. From the start of class, your students know what they need to accomplish, and they know that their success is completely dependent upon themselves. This will get them to be self-motivated learners and help them engage themselves in the learning process.

**Competition is a great way to motivate students.** We do not suggest posting grades publicly or otherwise embarrassing your students, but there are many ways to foster a friendly spirit of competition in your class. Games are fun for reviewing and they motivate and engage students. You can also group your class into teams and set them to a challenge. Who can collect the most authentic examples of the grammatical structure you are currently studying? Which team can write the most entertaining skit



with this week's vocabulary words? Whatever you are studying, there is some way to add some competition to the mix.

One never fail motivational method you can use with your students is giving rewards. Tell your students that if everyone in class earns an 80% or higher on a test you will have a pizza party or you will watch the movietogether. Even something as little as a sticker on a teenager's paper can be enough to spark some giggles and winks but with it some fresh motivation. Design your rewards to your students' personalities, and tell them what your plans are. Students look forward to even the simple pleasures that you can dole out on an ordinary day.

Finally, though not as enjoyable as other techniques to motivate, consequences of certain actions can also be a motivator to students. Make your expectations clear, and communicate to your student what the consequences will be to certain behavior or work ethic. No one likes to be punished, but when positive reinforcement and lively change ups do not work, sometimes there has to be negative consequences to your student's actions.

Everyone struggles to be motivated at some point. When you see your students in that place, try some of these fun ways to engage and enliven your class. If all else fails, it may be time for some consequences. Variety is enjoyable for students and teachers alike. Avoid getting stuck in a rut and your students will probably find themselves motivated without you even trying to make it happen.

In group activities making groups or teams and having races often gets students motivated. Competition will drive students to not only be the best performing group but also work hard to not let down their teammates. These activities should still be conducted in an encouraging and friendly environment so as to not cause your students lots of stress. It is important to have students take turns when working in groups so that all students are required to participate. While working as a group to answer a question is great, there should be a set order that determines which student presents the answer to the class at any given point in the activity. By having students form groups in a variety of ways, you can ensure that students are placed in different groups throughout the course and thus no serious rivalry can take root between groups of students. Sometimes simply the satisfaction of winning is not enough to motive students and then just as you would for motivating students at the individual level, prizes or points may help.

Students need to practice speaking English to improve so it is in their best interest to participate fully during their lessons. You can plan lessons accordingly and start incentive programs in order to encourage students to try their best and speak more often in class.

### **References**

1. Baldwin T.T., Ford J.K. 1988. *Transfer of training: A review and directions for future research. Personnel Review*, 26(3), Pp. 201-213.
2. *A Basis for Practice: The Middle Years Programme. – International Baccalaureate Organization*, 2006.
3. Gagne R., Briggs, L.J. 1974. *Principlesofinstructions. New York: Holton, Rinehart & Winston.*



УДК372.881.111.1

## KAZAKHSTANI SCHOOLS IN THE FRAMEWORK OF TRILINGUALISM

English FL teacher S.S. Rakhmetova  
Nazarbayev Intellectual School, Atyrau, Kazakhstan  
[saule-2015@mail.ru](mailto:saule-2015@mail.ru)

### *Түйін*

*Берілген мақалада еліміздегі білім беру бағдарламасында жүзеге асырылып отырған “үштілді тіл” мәдени жобасы айтылады. Көптілді оқыту – тиімділігі өте жоғары, қазіргі кездегі көптеген мүмкіндіктерге қол жеткізуге болатын маңызды идея. Үштілділік жан-жақты дамыған, білімді, әлемдік кеңістігіндегі ақпараттан хабардар, бірнеше тілді меңгерген жеке тұлғаны дамытудың бірден-бір жолы деп қарастырылады.*

### *Резюме*

*Один из приоритетов образовательной системы Республики Казахстан – это культурный проект “Триединство языков”. Знание нескольких языков является требованием современного общества, фактором роста и процветания страны. Трехязычие способствует полиязычному развитию личности, конкурентоспособной в современном мире.*

Multilingualism is now becoming a critical factor in modern, multicultural world. Development of multicultural and fully harmonious personality is one of the main goals of education of the Republic of Kazakhstan. The state educational policy in the field of teaching foreign languages is based on the recognition of the importance of promoting multilingualism on the territory of Kazakhstan. In our country the program of trilingualism is successfully used in "Nazarbayev Intellectual Schools». The aim of trilingual education is the formation of a citizen with a sense of respect and understanding for other cultures able to live in peace and harmony with people of different nationalities. The effectiveness of the trilingual education is that students are more highly motivated, show high academic performance in all subjects develop communicative skills and knowledge of students through the study of the three languages. Multilingual education is the basis of formation of the polycultural personality. Kazakh language is the state language, knowledge of Russian language and one foreign language broadens the mind to know the students, contributes to the multilateral development, the development of culture of interethnic communication, influences the formation of planetary thinking and tolerance. In-depth study of the Kazakh language, and training in three languages is one of the main directions of the pedagogical process in secondary education today.

Trilingualism is declared, but society yet has not received it because first we have to solve the problem with the Kazakh language, as it exists, and then to make steps towards the two and trilingualism. The purpose is beautiful, but very hard to teach the three languages to all students in schools. Today the state and each person understands how important the knowledge of languages. To speak the same language is not enough because we live in a certain geopolitical space. The modern young



man, not knowing the languages will lag behind in getting the information that is necessary for professional growth.

An integral part of the educational program in Nazarbayev Intellectual schools (NIS) is the policy of trilingual education. It is implemented through a parallel study of subjects in Kazakh, Russian and English.

The projects on creation of Nazarbayev Intellectual schools were initiated by the President Nursultan Nazarbayev in 2008. Currently across the country there are 20 NIS with an enrolment of 510 students.

Kazakhstan should be perceived worldwide as a highly educated country which population can use three languages. They are: Kazakh language which is the state language, Russian as the language of inter-ethnic communication, and English as the language of successful integration into the global economy. In order to integrate into the global inspection space of the Republic of Kazakhstan has chosen the strategic course of orientation to the world standards of inspection practices taking into account preservation of the best traditions and standards of national education. There is a need of revision of curriculum of secondary education as it contributes to the development of thinking skills. High education is overloaded with academic subjects, when it is excessively focused on theory. In the framework of the transition to teaching in three languages in the model curriculum of primary education there was increased the number of hours devoted to the study of the target languages .In 2016-2017 academic year in primary and secondary schools will be begun preparatory work for the transition to teaching in three languages. National Academy of Education named after Altynsarin developed the program of additional education in three languages and a program of extra-curricular work in subjects of the senior classes which is planned to be studied in English. In 2023-2024 academic year there will be a transition to the trilingualism of all secondary schools in the country as part of the transition to the study of trilingualism it is planned learning of the following subjects:

- The history of Kazakhstan in Kazakh;
- The World history in Russian;
- Computer science, physics, biology, chemistry in English.

The choice should be based on a joint decision of the educational organization. The model of trilingual learning involves a gradual transition to English language learning in high school. Since 2013-2014 school year English is taught from the first grade in Kazakhstan. For learning English in 1-4 grades it is given an hour per week and from 5th till 11th classes it is dedicated two hours. In the 2017-2018 academic year into the 5th class there will come the students, who started learning English from the first grade, so fifth grade will begin preparing for the transition to English language learning in high school. In the primary school preparation of students is carried out according to the methods of subject-integrated education with the increase of hours of English for one hour. Subject integrated learning means that teaching material on English lessons is based on the content of subjects studied in English. The preparation for the transition to the study of terminology has been started in the subjects as computer science, physics, biology, conducting extra-curricular activity



and studying of selected topics on elective courses in the English language from the fifth to the ninth grade. After the ninth grade there will be conducted external assessment of the language competence of students. It is planned to organize summer language schools for students in the fifth-eleventh grades with the third -fourth year students.

The main aim of education in NIS is the formation of polylingual personality of a graduate who speaks three languages, knows the subject area in those languages is able successfully to engage in dialogue on different fields of activities, appreciate the culture of his people and understands and respects other cultures.

The effectiveness of the trilingual education. International studies show that students enrolled in programs trilingual education are firstly, more highly motivated, attentive to the work and clearly see the benefits of learning multiple languages. Secondly, the best learning outcomes for all subjects, in all the spoken languages than group education only in their native language. According to teachers participating in the research, there is no negative consequence in the development of learning skills and academic performance of students. "NIS is the experimental platform for the development, implementation and testing of innovative educational models. It combines the best traditions of the Kazakh education and advanced experience of the world pedagogical practice "In order the teacher will be able to cope with the task of trilingualism it is necessary to seriously revise the content of training and improve the quality of training of future teachers and strengthen the skills, enhancement the level of teachers already in surroundings of CLIL approach. Content and language Integrated Learning is a subject and language integrated learning .Method which integrates the teaching of curriculum content with teaching a second or third language. The obvious advantages of CLIL methodology: formation of cross-cultural knowledge; Developing students ' intercultural communication skills; improve language competence, opportunities to explore the subject through different points of view, increasing motivation and confidence of students in foreign language and the subjects taught. An important feature of the educational process in such schools is the study of objects in three languages. The introduction of trilingual education suggests:

1. Ensuring the full preservation and development of national identity of students through strengthening the priority of Kazakh as the state language.
2. The feasibility of learning in 3 languages in terms of schools with profound studying of English language.
3. The development of model curriculum based on common core curriculum.
4. Creating public and private methods of multilingual education.
5. The definition of human, material, technical and methodical conditions for the gradual transition to learning in 3 languages Experts recommend several techniques consistent usage of the language: parallel translation, the message preliminary information, synthesis of information in their native language, as well as the transition from language to language. Parallel translation in the system of our education is replaced by the so-called technical transfer. These techniques assume unlimited use of various teaching materials, conducting innovative and creative lessons. We can already state some visible results of the program. The Ministry of





Education and Science has promoted publishing trilingual dictionaries of terms (English-Kazakh-Russian), textbooks, workbooks; it monitors the implementation of the national budget program of professional training and retraining of teachers in public education institutions. The Daryn National Centre holds seminars and workshops, national English Olympiads, participates in developing English courses for schools with intensive English learning. Realization of Bologna Process principles in the Kazakhstani higher education is monitored which enables one to state the main achievements and gaps and develop a strategy for improvements. Regional programs of developing trilingualism have been designed. Links of universities with Kazakhstani and foreign organizations, enterprises and educational institutions have been reinforced. The number of English-speaking guest lecturers and professors who work in higher education institutions is rapidly increasing. More students participate in academic mobility and work programs abroad. In universities trilingual education centres which coordinate university policy in trilingual education and provide for the training and professional development of trilingual specialists, have been established. Several schools and universities of Kazakhstan have developed trilingual education programs and a number of integrated courses taught in English. The implementation of trilingualism in Kazakhstani higher education institutions has been further enhanced by the A Hundred Steps to Realize Five Institution Reforms Plan of the Nation (20.05.2015) [7] and the Plan of Enhancement of Trilingual Education for 2015-2016, as of October 30, 2015 [8].

In Part III of the A Hundred Steps to Realize Five Institution Reforms Plan of the Nation a gradual transition to English language education in high school and higher educational institution education (Article 79) was stated, in Part IV Identity and Unity – development and implementation of the “NurlyBolashak” National Program and development of the Mangilik El values in the school education programs were mentioned (Article 89) [7]. The Plan of Enhancement of Trilingual Education for 2015-2016 approved by the State Secretary of the Republic of Kazakhstan G. Abdylkalikova is a set of organizational and informative measures taken in order to motivate Kazakhstani people of all age to learn Kazakh, Russian and English languages[8].

Based on the analysis of the results of multilingual education, we can draw the following conclusions:

1. Such education is elitist. It is effective when training-trained and developed students. So in secondary school it is advisable to form on a competitive basis, special classes or groups. Language training involves introductory training at the primary education stage.

2. Studying all the subjects starts in the native language and is based on the cultural heritage of the country.

3. In the course of a partial inclusion of educational material in a foreign language is comparative analysis of the phenomena under consideration in the context of different cultures.

The theme of ethnic unity and harmony relevant in the world. Language is in this saturated society plays a huge role. In a pluralist society there is always the



question of language. As world practice shows, it often happens that the language disputes lead to disastrous situations. In our country this problem does not exist. Timely and wise decision of the President on the implementation of the policy Trinity of languages – became the proper permission of the language policy in the country. On the topic of development and strengthening of Kazakh, NursultanNazarbayev noted that for his people, we may share the history, culture, and customs only in their own language. However, he noted that in the modern world it is impossible to maintain a policy of prohibition of languages other than the state. The President once again drew attention to the fact that tolerance and multilingualism – is a necessary condition for the development of modern states including multinational Kazakhstan. Trinity of languages, which constantly urges the Head of the state, is the most optimal variant of the language policy and the development of our country in conditions of globalization. "No one is to blame for the fact that we are a multi-ethnic country. Historically our task is to preserve the unity of the society", - stressed the Head of the state. After all, language is the development of nation and to convey its history, culture, customs to the next generations we can only their language, because each language has its own unique features.

Trilingualism carries some advantages. According to the most recent scientific discoveries, the study of languages forms new neural connections in the brain. Further development of mental abilities is important in the twenty-first century. But because the new educational system opens up brilliant prospects of Kazakhstan in the world space community and within the country in terms of communication, remove cultural barriers and forging new relations in all spheres of life. Knowledge of different languages enriches the world, as the ability to understand another language and therefore another culture gives a person the opportunity to think more broadly. The challenge in trilingualism is design and development of integrated courses as for that not only good language proficiency, but teaching techniques used in the formation of language skills are required. Therefore, school and university teachers who are to give integrated courses should be trained both in the language and in methods of teaching a foreign language as it is the only way to make a language integrated course effective. These are only some of many challenges Kazakhstani educators face, yet there is hope that support of the state, greater autonomy of the schools and competence of educators will help realization of trilingual educational system in the Republic of Kazakhstan.

### **References**

1. Долгосрочная стратегия развития Казахстана «Казахстан-2030».
2. Жилбаев Ж. Об особенностях образовательного процесса в общеобразовательных школах Республики Казахстан в 2016- 2017 учебном году. – Білімді Ел. – №15 (52).
3. Retrieved from: <http://kafu.kz/en/three-language-education/1650-trilingualism-in-kazakhstani-higher-education-prospects-and-challenges.html>

