

ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ Л.Н.ГУМИЛЕВА



Филологический факультет  
Кафедра иностранных языков



**СБОРНИК МАТЕРИАЛОВ**  
международного семинара  
**«STRENGTHENING FOREIGN LANGUAGES  
TEACHING: CHALLENGES,  
APPROACHES AND TECHNOLOGIES»**

*27-29 марта 2018 года*

Астана, Республика Казахстан

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Сборник содержит статьи участников международного семинара «Strengthening Foreign Languages Teaching: Challenges, Approaches and Technologies». В сборнике рассмотрены актуальные вопросы касательно основных тенденций и особенностей развития современной методики преподавания иностранных языков в средней и высшей школе в условиях полиязычия, проанализирован опыт по реализации инновационных технологий в языковом образовании, рассмотрены вопросы преподавания предметов на иностранном языке, представлены исследования результатов независимого и интегрированного подходов с особым упором на креативность и критическое мышление, необходимых для академического письма в учебной деятельности магистрантов.

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## PROJECTS IN L2 & L3 CO-LEARNING

*Sagimbayeva J.E.  
Moldakhmetova G.Z.  
Kamzinova D.G.,  
Foreign Languages Department  
Philology Faculty  
The Eurasian National University  
after L.N.Gumilyov,  
Astana, Kazakhstan*

Modern requirements instituted in Kazakhstan higher education system are stipulated by the need of facilitating socio – economic development of the nation, as well as the need in the professionals with entrepreneurship skills and adaptive-artistic capacity for operation in science – intensive and high – tech industrial market infrastructure. This led us to focus on economic major for languages' co-learning. Kazakhstan's significant breakthrough in economics, and recognition of the nation as a full member of global community and free economy state set forth before the country a new objective: endure global market competition, which requires high quality education infrastructure that is able to train professionals capable of competing on the global labor market.

Demands of modern society justify the need for integration in education. Among the vectors of modernization of educational process in a modern institution – introduction of classes, that is beyond the bounds of a single subject. Co – learning serves to expand student's understanding of certain subjects. It enhances the structure of interdisciplinary links and facilitates the upbringing efficiency of the knowledge given, breaks the resulted disproportion between intellectual and emotional cognition, ratio of logic and emotion.

This article is organized in three sections. Section 1 outlines co – learning of the English and the Kazakh languages; the second one analyzes project activity, section 3 points out some conclusions.

### ***Co- learning of the English and the Kazakh languages***

The unification of two disciplines allows for a 20 – 30 % increase in effectiveness of knowledge acquisition. Co – learning spearheads the revolutionary transformation of the traditional methods and educational techniques, and the education industry as a whole. Co – learning can be understood as the system allowing students to deepen and expand their grasp of the English and Kazakh languages, as well as acquire a basic level of economic expertise. The discipline «The English language» is very often integrated easily with any other discipline and «the Kazakh language» in particular, because the ability to operate in both English and Kazakh languages is considered one of the general academic skills.

The essence of integrated education of the English and the Kazakh languages reflects the methods of co – learning:



- active usage of knowledge acquired in the economic courses (involvement of terms, situational problems, derived from the economic disciplines);
- examination of complex problems which by themselves demand involvement of economic knowledge;
- research method (students juxtapose the facts, notions on the same phenomena events; establish links and correlations between them; apply jointly acquired skills).

Co – learning possesses a number of advantages:

- co – learning contributes to the increase in learning motivations, fostering cognitive interest of the students, holistic scientific world picture and regarding of a phenomenon from different angles;
- in larger degree than traditional English and Kazakh classes, co – learning contributes to the development of speech, students’ ability to juxtapose, generalize, draw conclusions;
- co – learning not only allows for deeper understanding of languages and better erudition, but also contributes to forming of a thoroughly developed, harmonic and intelligent individual;
- co – learning of languages proves to be the source of connecting the facts which support or deepen certain conclusions; students observations in various subjects, co – learning enables students to systematize their knowledge;
- such kind of learning hones rational skills as part of one’s individual educational trajectory;
- contribution to the growth of professional improvement of the English and Kazakh language teachers because the courses require grasp of methods of intensification of the academic process, professing the active approach to education.

Co – learning of the English and the Kazakh languages is built on 10 topics for the economic faculty students. Each topic consists of theoretical materials, training exercises, topical vocabulary, specific texts, case - studies and projects. Co – learning is intended for the Economic faculty students armed with essential knowledge of the English and the Kazakh languages. An essential knowledge is usually taken in schools twice a week. Co – learning does not involve learning from the very beginning (zero point). The total amount of credits focused for training both English and Kazakh languages at the Faculty of Economics contains 6 credits: training lasts 3 semesters, each of which is given by 2 credits. This involves 90 hours of practical classes per semester, 90 hours of self - learning and 90 hours self - learning with the teacher. However, it should be noted that only the third semester is professionally-oriented language practice (languages for specific purposes). It is clear that a limited number of credits led to the choice of project activity as a fundamental teaching method designed mainly for self - learning of students. The content of co - learning is of the following topics: «All of the money», «Your career and income», «Marketing», «Preservation of Capital», «Financial institution», «Loans», «Fundamentals of Management», «Business correspondence», «The World of Finance», «How to start a business».

As an example the topic «Your career and income" can be suggested to demonstrate co - learning. All tasks and exercises are performed simultaneously in

two languages. This topic begins with an explanation of grammar: «Past Simple and Present Perfect» with examples within economic context. Then the lexical - grammatical exercises are offered: select the appropriate verb from the following ones and use the right tense; fill in the gaps with the verbs in past simple or present perfect; compose correct sentences and use the full form of denial from the words in brackets; make questions starting with «have you ever ...? »; choose the correct answer; fill in «during» or «since that the moment ... »; correct wrong sentences.

It is extremely important to develop the vocabulary for economic purposes:

- phonetic «working out» of new words (the repetition after a teacher, work in groups) should take place under the scheme: the word in English + the word in Russian; the word in the Kazakh language + the word in Russian;
- orthographical work is carried out through spelling words in both English and Kazakh languages by turn: insert the required letter in the word; find the words in the suggested squares; puzzle out crosswords;
- fixing the lexical material is done by giving the definition of the words in both languages; translating 2 or 3 sentences with each new word (practice the economic vocabulary).

The thematic vocabulary is practiced on the basis of the text «Employment, labor market and unemployment». On the stage of the pre – reading work the following lexical and grammatical exercises are in progress: find the verbs used with the word «market» in the text; pick up adjectives from the text to the noun «period», «increase", «decrease», «influence», «withdrawal / removal», etc.; point sentences containing past simple or present perfect; determine the original form of the words «unemployment», «collaboration», «reduction»; translate 1, 3, 5 paragraphs from the English and Kazakh languages into Russian.

The mandatory stage of co - learning is working with the text, consisting of pre – reading, reading and post – reading tasks. The texts were chosen from textbooks on economics, banking, management, accounting for American college students. These texts have a certain structure: introduction, major part and consummation, or conclusion. Exactly such kinds of texts are the basis for the monologue statements. The following parameters as fundamental ones are used in the selection of the texts: matching the interests of students, the methodological value and originality of the text. The pre – reading stage puts forward the following tasks: write down the key words and phrases that make up a thematic basis of the text «Employment, labor market and unemployment»; skim text and write out the sentences serving bunch of semantic parts of the text; define a paragraph with statistical information on unemployment and translate it; read the fourth paragraph and try to understand it without a dictionary. The reading assignments: read the text; divide the text on introduction, main and final parts and entitle each; suggest the main idea of the given text in 5 sentences; list the statistics on unemployment according to the text; make 10 questions to the text; specify the most interesting paragraph and explain why; draw a retelling plan - scheme of the text; retell text on plan - scheme with new words. The post – reading assignments:

- 1) Pair work. Discuss the issue of labor market and unemployment with your

partner.

2) Explain how you understand the «labor market»? How important is employment in your country?

3) List the factors affecting the labor market.

The key stage is creative activity where dialogue, monologue, opponency (argument / counter-argument) and the project are proposed. The project is carried out in small groups with the definition of a consultant who oversees the work within the group, makes notes about grammatical errors committed, the new words & phrases usage and, analyzes the difficulties and failures. Thus, the groups are given a topic to make the preparation «What profession do you choose to become more successful?» based on the argument of students' choice. The presentation is prepared with the clichéd phrases of starting and ending of the speech (Let me introduce ....., Thank you ... , Thank you for your question, and let me answer ... ). The presentation begins in English, and continues in the Kazakh language. Each group prepares a list of advantages and disadvantages of the chosen profession. There comes presentation, followed by question and answer phase. The final stage is analysis by consultants, commenting on their marks. The teacher thanks everyone for active work, makes recommendations and observations.

Moreover, co – learning as an innovative model of languages teaching is built on taking into attention the age particularities of students, especially particularities of memorizing new stuff. At this stage of mental development, visual synthesis of the material in the form of formulas, diagrams, graphs, tables, algorithms, etc. plays the greater role in memorization.

### ***Project activity within co-learning of the English and Kazakh languages***

In modern environment, humanistic philosophy of education is being carried out by means of various technologies that aim not just at transferring knowledge, but also at distinguishing, developing and expansion of artistic interests and abilities for each student, stimulating his or her independent productive work. That is the main reason to choose the project method among numerous technologies. The project method implies existence of a problem that calls for research. This organized research is carried out by the students individually, in pairs or groups. The project method is focused on students' independent work. This is an active implementation of received knowledge, or aimed for acquisition of new information, or for receiving practical results based on application of collected data. Students visualize the way this theoretical knowledge to be put into practice. Project is valuable due to the fact that during its course students learn to collect data on their own, attain experience of research and academic work. Project activity, as is well-known, serves as a combination of search, problematic and artistic methods.

A large number of definitions of project exist, introduced by authors. For instance, Russian-language authors define project as «an independently planned and implemented work by the student, in which speech communication is included in the intellectually-emotional context of another activity»[1,10]. Definitions of western scholars are of more generalized nature – for instance, Hymes [6, 32]. believes that «project method is an approach that compliments primary methods and can be used

practically at any level or age of the acquired skills of the students». M. Knoll [5, 201]. distinguishes the following indicators of the project method:

- 1) presence of an actual goal, achievement of which involves active application of the studied language in communication form for the purpose of acquiring new knowledge;
- 2) communal planning (teacher and student) and execution in small groups;
- 3) active participation of all students;
- 4) independent search and actions with mobilization of all auxiliary means (guides, dictionaries, tape recorders, camera);
- 5) presentation which can be rendered in a form of a poster, collage, etc.;
- 6) granting students an opportunity to materialize their individual abilities and interests in education.

Project activity is characterized by high degree of communication and implies speaking students' own opinions, emotions, active inclusion to real activity, adopt personal responsibility for advancement in education. Main goals of implementation of project activity in educational practice:

- demonstrate the capacity of an individual student or group for obtaining experience in research;
- realize one's interest in subject of research, expand expertise in it;
- exhibit language proficiency;
- achieve self – improvement and social maturity.

Project activity allows not only to reach academic goals set before the teacher, but also educative. Students can have a new look at themselves and the reality of their everyday life, history and culture of their nation, and, of course, know more about the country of the studied foreign language. It is eventually designed to contribute to a deeper understanding of the role of Kazakhstan in the globalized world, fostering active citizenship and maximum development of individual skills and talents of each.

In the basis of project activity lies development of cognitive skills of the students, capacity for independent application for one's knowledge, ability to navigate in any information environment and study received data, propose hypotheses and make decisions.

Students develop their research work skills, source work, analysis, generalization. Activities like reading texts, listening to audio recordings, watching videos “impel” the students to speak, which contributes to vocabulary expansion.

It is also important to note that students work in small groups. Experience suggests that any group will have language skill disparity. In traditional education form, less capable students keep silent. In the project work, each student contributes to its actualization to one's capacity and personal interests. Students' activity becomes determined, dedicated and planned. There is interaction among students and the teacher, and the position of the latter varies from supervisor to a peer and an advisor. Project work distinguishing feature is its special form of organization. In organization of project work it is important to adhere to the following conditions:

- subject matter may be related both to the foreign language country and the student's country of residence; students are focused on comparison and juxtaposition of the events, phenomena, historic facts in the lives of people around the world;
- a problem proposed by the students is formulated in a way that focuses students on involvement of facts from the adjacent fields – in our case, economics – and various information sources;
- one must involve all students in the work, offering each one tasks that account for his / her language proficiency.

Among important features of the project is its openness and transparency. Students on their own define the work objectives, select tasks and set the operation sequence, i.e. perform duties in accordance with their tasks, motives and goals. Due to the fact that project activity gives students opportunity to express their own ideas, it is important to limit control and supervision of their work, and encourage their independent efforts. By discussing volumes and deadlines of the work with the teacher, the students can, on one's own, define the amount of time required for him to finish work, which materials are to be employed, which tasks are to be completed, independently or in a team. Majority of projects can be executed by individual students, but the project will become most creative if performed in a group. Project activity contributes to the development of freedom of personal growth, promotion of the individuality. Teacher's freedom is manifested in the opportunity of deciding along with the student on the educational plan. In the process of joint discussion, students select the project subject, problem solving methods (interview, survey, research, etc.). The teacher, jointly with the students, can select the venue for educational work: classroom, museum, exposition, tour agency.

Another important feature of the project is its influence on motivational sphere of the individual. Students will take pleasure in their work, and operate more efficiently, if there is motivation. Motivational factor lies in the collaboration among students, which is not competitive in nature, which demands a more modern approach to language education. Students' independence in planning and executing work in conjunction with others is another motivational factor. The teacher consults, observes.

Projects possess a number of advantages over traditional methods of education. Main advantages are as follows:

- maintaining students' motivation in studying the English and Kazakh languages;
- visual integration of knowledge by subjects;
- opportunities for creative activity.

Project activity eliminates the dependence of student on teacher by means of self – organization and self – education in the process of manufacturing of an actual product or solving of an actual problem, based on reality. Therefore, one of the main principles of work in the project method is the provision of students' real independence and opportunity for taking initiative and individuality in the process of intellectual work.

Application of project is one of the most effective ways to form professional communication competence of the future economist or financier. Execution of project tasks enables students to see the practical merit in learning the English and Kazakh languages, therefore stimulating interest to the subject matter and research work in the process of acquiring information, and skills during the course of performing the project tasks in varying communication situations. The project method is the technology focused not on integration of factual knowledge, but their practical application and acquisition of new knowledge by way of self – organization and self – education of the students.

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## **ИСПОЛЬЗОВАНИЕ ОНЛАЙН-СЕРВИСОВ В ПРЕПОДАВАНИИ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ИНОСТРАННОГО ЯЗЫКА**

*Касенова А.Б.  
ст. преподаватель  
кафедры иностранных языков  
филологического факультета  
ЕНУ им. Л.Н.Гумилева  
Астана, Казахстан*

Распространение глобальной сети Интернет открывают перед преподавателями иностранных языков, а также самими студентами огромные возможности для дальнейшего совершенствования учебного процесса.

Актуальность применения Интернет-ресурсов при обучении иностранным языкам, исследование их видов и особенностей обусловлены как продуктивностью их использования для лучшего усвоения базовых знаний, так и удобством, экономичностью применения тех или иных средств в условиях современного информационного общества.