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UDC 372.881.111.1

MASSIVE OPEN ONLINE COURSES FOR EFFECTIVELY IMPROVING STUDENTS SPEAKING AND LISTENING SKILLS

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Massive Open Online Courses (MOOCs) are a modern form of online course that started in 2011 and has evolved since then. The acronym MOOC stands for Massive Open Online Course, and it explains the main characteristics of this new form of online learning. Although the interpretation is negotiable, can be put down as follows: Massive – the courses are offered to a great number of audience, Open – MOOCs are free to enroll and study, Online – the courses are accessed via web-based platforms, and Course – they are for educational purposes. MOOCs offer people access to education by offering lecturers, mentors, peers, and well-organized resources [1].

At the present stage of the development of society, the modernization of the content of education in Kazakhstan is not least associated with innovative processes in the organization of foreign language teaching. Therefore, the main goal of modern education is to choose the methods and forms of organizing students' educational activities that optimally correspond to the goal. In recent years, the question of the use of new information technologies in school has been increasingly raised. Since the main purpose of teaching foreign languages is the formation and development of the communicative culture of students and teaching practical mastery of a foreign language, then the use of online language learning sources is the best approach in teaching.

MOOC is a new trend in the development of English education. As a compulsory course in educational sphere, listening and speaking helps students to understand and master the linguistic features of audio and oral English, improve their listening comprehension ability, and their communication and conversational skills. Today, new methods of using Internet resources are opposed to traditional teaching of foreign languages. To teach communication in a foreign language, there need to be created real life situations that will stimulate the study of the material and develop adequate behavior, which, in turn, are widely offered by MOOCs [2]. Now everyone understands that the online learning sources have enormous information capabilities and no less impressive services. Many students have long appreciated all the advantages of the technological advancement and

actively use its services in their educational activities, while for teachers, the space of this world wide web for the most part remains unknown, unfamiliar and to some extent frightening.

Listening and speaking skills can change to address the changing demands of students and teachers as information technology progresses. First and foremost, it must be student-centered and meet their requirements for self-directed learning. Personalized learning should be possible in the online English learning mode. As a result, students will be able to build learning plans based on their English proficiency and complete their studies on time. Students will then choose from a variety of online classes, watch instructional videos, complete course assignments, and take part in group discussions. Second, teachers should be given adequate instructional tools, and students should be able to access learning content through the internet and multimedia. Information technology can provide abundant multimedia resources for English listening courses, such as pictures, video, audio, animation and etc, so that students can learn in many ways. Thirdly, the great interaction among instructors, students and other students ought to be ensured. On one hand, students can illuminate issues they experience with in the handle of English learning through moment communication. On the other hand, the advancement of students' listening and talking capability depends on a parcel of home, counting verbal home with instructors, and with other learners. Finally, differentiated assessment and evaluation strategies ought to be accessible for under studies. Online assessment can be combined with developmental assessment to alter the conventional one-way assessment mode of instructors, which is accommodating to put forward learning recommendations comparing to students' characteristics.

Innovative digital tools make learning more engaging, attracting new target audiences, explaining the growing importance of online education in the development of listening and speaking skills. MOOCs (massive open online courses) are one example:

1) teachers who register for courses in order to refresh and update their knowledge of the subject being taught and to master new methods of teaching students.

2) parents who use MOOCs to help their children learn, especially those homeschoolers. Some times both parents and children register for the courses, making the process of learning a "family affair", thereby fostering mutual understanding and strengthening the family;

3) those who are constantly engaged in personal development and seek new knowledge about the world around them, but did not have time or access to such knowledge before. Some times they register to MOOCs solely for their own interest, the pleasure of self-improvement.

4) MOOCs could solve the problems of those professionals who have limited time but want to update their existing knowledge or acquire new knowledge, different from the basic knowledge acquired at university, without which further career advancement becomes impossible [3].

Among a great number of subjects that Massive Open Online Courses offer via the popular platforms, like Coursera, EdX, FUN, FutureLearn, MiriadaX, and others [4]. The notion of learning a foreign language via MOOCs brings hot debates as much as learning anything. Everyone asks why one would want to be a part of MOOCs society in the first place. The answer relates to the participants beliefs and learning behaviors that may contribute to or impede the independent learning experiences.

The number of people who are listening. In 2015, more people signed up for MOOCs than in the first three years of their life (The first MOOCs started in late 2012 at Stanford). According to estimates, the overall number of students who enrolled in at least one course in 2015 exceeded 35 million (compared to 16-18 million in 2014).

Coursera, the world's largest online course provider, has added 7 million new students to its 17 million-strong users base. For the first time, the demand for MOOCs grew faster than

Coursera. In 2014, Coursera's student population exceeded the combined student population of the other providers, but in 2015, Coursera's student population was less than 50% of all MOOCs students.

The major three providers of the modern MOOCs education platform are widely referred to as Coursera, edX, and Udacity. However, FutureLearn, which had a banner year in 2015, now has more students than Udacity, making it the world's third largest provider of online courses. First came xMOOCs which are based on "the cognitive-behaviorist pedagogy" and provide "a tutor-centric model that establishes a one-to-many relationship" to reach a great number of participants. That is, xMOOCs give tutorials as in videos, supplementary materials, and support practice drills and quizzes. The pedagogy employ pedagogy where out of types three types of interaction, content-content interaction is the highest idea. The idea is to meet the knowledge of knowledge-based providing providing an online and lecture lecture environment. As long as content content is well documented there there is claimed to be no that that cannot be taught xMOOCs xMOOCs. They seem to offer a more traditional education and curriculum.

The cMOOCs are based on connectivist teaching principles which encourage autonomy, peer-to-peer learning, social networking diversity, openness, emergent knowledge and interactivity. The pedagogy employed is based on creating networked connections between and amongst students, teachers, and content. It is not a coincidence that MOOCs are designed as to be cMOOCs. Highlighting the importance of learners' roles in learning has been a recent development in traditional classrooms where students were encouraged to learn from each other. By this means, the students create knowledge, share and negotiate it rather than being a consumer only. As for the role of the instructor in such massive courses, it is to facilitate, aggregate, review, summarize, and reflect on activities in daily/weekly newsletter. This is also the reason why the success heavily depends on interaction via provided tools (hyperlinks, Google Hangouts on Air, Facebook clinics etc.). Hence, it is a fair assumption that cMOOCs would satisfy the goals of Communicative Language Teaching.

All in all, the difference shows that xMOOCs, mostly offered by elite U.S. institutions, are based primarily on the behaviorist approach to distance education pedagogy whereas cMOOCs are designed in massive networks. It is arguable which pedagogy is more successful than the other, but it is also clear that each attracts and engages different learner profiles. Nowadays, xMOOCs outnumbered cMOOCs as connectivist pedagogy is relatively newer. Time will show which pedagogy will be adopted more and bring more successful examples of the learning environment.

The number of students has risen by 275 percent and is steadily approaching 3 million. Furthermore, they also unveiled a course that is on track to set a world record, with 440,000 students participating in the British Council's Understanding IELTS: Techniques for English Language Tests.

MOOCs in English listening and speaking turn English learning into a method of interesting exploration, scope broadening, and peer information sharing, rather than a repetitive process of gaining language knowledge and mechanical skill repetition. However, the success of MOOC learning is determined by individual students' behaviors, knowledge toward modern technologies. As a result, teachers can not only help students understand the value and usability of MOOC instruction, but also assist them in selecting courses that are appropriate for their English proficiency. Furthermore, teachers should learn and apply some new pedagogical concepts and strategies to motivate students' learning in MOOC [5]. Finally, teachers should understand the variables that influence students' learning success in relation to courses so that they can rationally direct students to engage in MOOCs successfully and efficiently.

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UDC 372.881.111.1

ELECTRONIC PLATFORMS IN THE PROCESS OF DISTANCE LEARNING

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Blended learning forces us to consider the characteristics of digital technologies in General and information and communication technologies (ICTs) in particular. According to James Curran, a researcher at the University of Sydney, Australia, such a critical approach to the introduction of electronic, computer technologies allows students to independently navigate the ever-changing world of modern technologies [1]. At the same time, the format for presenting information has changed. Today, most of the information is presented in multimedia format: the text is constantly updated with audio, images, infographics, videos, and animations. Obviously, this trend is caused by a large amount of information. Messages in text form can quickly disappear in an intense news feed if other media formats do not have units of measurement. Modern universities are equipped with the latest technologies that contribute to the successful acquisition of knowledge by students.

As noted by Kudysheva A. A. the purpose of the blended method is to form students’ ability to plan and organize their activities, focusing on the final result. Students learn to make informed choices, make decisions, and take responsibility for them. They form skills and abilities to work in the information space, independently search, select and analyze information, present the result using various modern technologies, i.e. the necessary speech and socio-cultural competencies are formed.

The blended learning model fits into the holistic concept of modern education, which is based on the introduction of new educational standards and joining the Bologna process and other international agreements. However, due to the fact that the level of information technology provision and the General level of computer literacy in most Kazakh educational institutions leaves much to be desired, it cannot be said that this model is widely used in the teaching process.

There are several reasons. One of the main problems is the fear of teachers to use modern computer technologies in their work. This characteristic can be attributed to people who are afraid to use new technological developments. As the role of teachers in the use of blended learning increases, we can say that motivation and the desire for self-education are absolutely necessary for a modern teacher in working with students. Another rather serious problem is the lack of time. Developing new