

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ

ШЕТ ТІЛІ КАФЕДРАСЫ

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Жауапты редактор – Мейрамбекова Л.К., PhD, Л.Н. Гумилев ат. ЕҰУ халықаралық қатынастар факультетінің шетел тілдері кафедрасының меңгерушісі
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Техникалық редакторлар – Милованова Н.В., магистр;
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Жинаққа «Азия елдерінде шет тілдерін оқыту: тәжірибесі мен инновациясы» халықаралық ғылыми-тәжірибелік онлайн конференцияның материалдары енді. Конференцияға Ресей Федерациясы, Франция, Испания, Түркия, Әзірбайжан, Қырғызстан және Қазақстан білім берудегі саласының мамандары қатысты.

Жинақта білім беру ісінің өзекті мәселелері, осы заманғы озық технологияларды меңгеру мен оны оқыту ісінде қолданудың тиімді әдістері, кредиттік оқыту жүйесінің теориясы мен әдістемелік негіздері, педагогикалық қызметтің теориясы мен практикасы, халықаралық білім беру технологияларын тиімді пайдаланудың әдіс-тәсілдері кең көлемде қамтылған.

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METHODOLOGICAL ASPECTS OF DEVELOPING RECEPTIVE SKILLS IN ONLINE LEARNING

Shakiyeva Bibigul Kalymtayevna

bibigulshakiyeva@gmail.com

Master Student

Sh.Ualikhanov KU, Kokshetau, Kazakhstan

Akynova Damira Birzhanovna

akynova.d@yandex.kz

Acting Associate Professor, PhD

L.N. Gumilyov ENU, Nur-Sultan, Kazakhstan

Nowadays information and communication technologies have changed the trajectory of communication in all areas of human life, including education. The importance of Internet in teaching and learning as a global resource is now generally recognized. Therefore, online learning as a form of knowledge transfer is one of the most convenient and flexible ways to get an education. At the same time the development of receptive skills in learning English has its own difficulties not only in classroom learning, but also in learning online. It is well known that receptive skills must precede productive ones. This means that without understanding language in the process of listening and reading, it is impossible to move on to speaking and writing. Thus, it seems important to find new methods of developing receptive skills, especially through distance learning. [1;1]

As a result of the universities transition to online learning and increasing the requirements for the level of English language knowledge, the problem of providing the educational process with the necessary teaching tools constantly arises. Currently, there are many educational manuals for the development of communication skills in all types of speech activity: reading, speaking, listening, writing, but most of them are aimed at auditory work.

Most of the presented material does not develop listening skills, therefore, in this regard, it is necessary to develop an educational manual, which mainly develop receptive skills. Now, in the context of accelerating scientific and technological progress, reading a book, and watching a film, based on it, may be of particular interest as a teaching tool that complements the curriculum and serves to expand knowledge of

the program. This manual based on a film and a book allows organizing work on the perception and understanding of texts in online seminar classes. [2;35]

The development of such demanded manual requires studying the theory and practice of forming students' receptive skills, the content of online learning and the theoretical justification of the methodological basis for its development and practical implementation.

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. Receptive types of speech include listening and reading. Listening and reading can be grouped together because they are both used to receive language which was produced by someone else. [3;4]

In psychological terms, listening and reading bring together the complex mechanism of correlating words with concepts, establishing links between concepts and revealing the content of the speech message and the intention of the author (sender of the speech).

Thereby, in developing manuals, it is necessary to consider the psychological and linguistic difficulties of listening and reading, to create conditions for the mobilization of students' internal mechanisms for active and productive perception of information.

To make an educational manual for online learning it is necessary to consider the content of online learning and its differentiation from traditional learning in off-line format. Off-line learning is to be considered as traditional learning, which offer the usage of ICT in a usual classroom, consisting of a teacher and students and their communication is face-to-face. Whereas online learning suggests learning together with the usage of Internet and information communication technologies where teachers and students work online, using different platforms, social sites, and apps. [4;152]

Considering the content of the receptive skills and online learning in the search of the optimal content and structure of the manual, it is necessary to rely on a certain set of interconnected components (ideas, principles, and ways to implement the research strategy), that form a single system set, that be methodological model. It directs theoretical and practical activities to the creation of an educational tool that ensures the achievement of the main goal of teaching the language of English teaching specialty – the formation of students' communicative competence.

To structure a methodological model for reading, the cognitive theory should be reviewed as it is one of the main theories to develop reading skills and contribute to the theory of teaching literacy. The proponents of the cognitive theories proposed the "Inquiry method" based on the idea of consistency and interactivity. The main idea of this method is learning as a process in which the actions of the student are arranged in a spiral or cyclical manner. This cycle or this spiral includes asking questions (Asking), finding out, investigating, studying the phenomenon (Investigating), creating (Creating), discussing (Discussing) and thinking about the process and the result, including reflection as a means of checking the solution (Reflecting). [5] The method got its name due to the similarity of student's actions with detective's actions that does investigation.

At the turn of the XX and XXI centuries when the screen replaced the book D.Lyu suggested the theory “Two-level theory of new types of literacy”. The author combined all the latest theoretical and practical developments of American, European, and Australian researchers, and presented its practical application in education. The author defines for teaching screen reading the following strategies: (a) information detection, (b) its evaluation, (c) synthesis and (d) communication. [6;16]

Having reviewed the theoretical material on developing listening skills for the presented manual there was taken the model of listening foreign language teaching suggested by Ludmila Mandel [8], an English course teacher and Irina A. Gonchar [9;24], the teacher of Russian as a foreign language. The model of L. Mandel suggests watching and listening at first without any warming up questions, then doing exercises and assignments with a video analysis. The model of A.Gonchar was developed on the basis of Ye.I.Passov’s method concepts features. [10;57] They are:

1. Differentiation, where every method serves as a mean of achieving a specific goal;
2. Method independence from conditions, where the method determines the strategy;
3. The ability of the method to cover all aspects of skill acquisition
4. Necessity of “the dominant idea for solution of the main methodological purpose”.

In the developed educational manual, there is a complex of these reading theories and teaching listening methods. They are presented in accordance with Dublin descriptors [7] by the following steps and exercises:

Step 1. Information detection (Knowledge and understanding). Finding out exercises and assignments

- a) Learn the new vocabulary used in assignment.
- b) Explain the meaning of the following expressions according to the context.
- c) Match the words/phrases to their meanings.
- d) Fill in the gaps with the words from the box in the correct form.

Step 2. Evaluation (Applying knowledge and understanding). Investigating exercises

- a) Read the text (extract).
- b) Watch an extract and an audio from the film 2-3 times without any subtitles.
- c) Listen and match phrases with their owners and circle the correct answer.
- d) Put the events into the chronological order.

Step 3. Synthesis (Making judgements)

- a) Define the main points in the text and video.
- b) Describe your feelings while reading the text and watching an extract.
- c) Give the characteristic to the main characters. How are they shown in the text and in the extract?
- d) Say how the environment (people, objects) influence the characters.

Step 4. Communication (Communication skills)

Studying the phenomenon of the text

a) Divide the text into logical parts, write a plan and retell the text according to the plan, using the given vocabulary.

Discussion exercises

a) Stop-shot. Find out the shot and describe it.

b) Answer the questions.

c) Find the similar scenes in a book and an extract from the film. What are the differences between these scenes in a film and a book?

Step 5. Reflection (Learning skills)

Exercises for creative activities

a) Write an essay.

b) Choose a character and do a presentation.

This model of developing receptive skills suggests the practical seminar classes in such way: students do exercises and assignments of the first two parts of the model independently, the next two online with a teacher and the last independently (all tasks, which are doing independently, should be attached in Edmodo or Google class). And, it also supposes students work with words, phrases to learn, to pronounce correctly in using the following learning online services:

- *Quizlet* is a platform that makes it easy to remember any information that can be presented in the form of training cards;
- *Vocaroo* is an online voice recorder, where students can practice their speaking skills and the teacher can see their progress;
- *Google form* is an online service for creating feedback forms, online tests, and surveys;
- *Online Test Pad* – is an online service which allows creating different tests of any complexity on any topic.

Summing up all the above, it should be concluded that distance learning requires students to be highly organized, self-disciplined, self-educated, and able to communicate. Distance classes' students are a learning network community. And how the implementation of this model will affect the online training of students, whether it will help them to master receptive skills effectively depends entirely on the organization of the learning process.

Taking into account the specifics of teaching foreign languages and distance learning aspects the methodological manual considering the usage of recommended model of developing receptive skills helps teachers to make a very clear organization of distance seminar classes. Due to the large amount of work, especially considering that the classes are online the main work on the implementation of the online educational process according to the model is carried out by the teachers. The teacher can manage and regulate the educational activities of students, as well as monitor and comment on their works. The teachers should know their subject, the teaching methods and be able to organize effectively the interaction of participants in the educational process using Internet resources and different online forums, services, platforms, e-mails, blogs and mobile apps.

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HOW TO ORGANIZE PROJECT WORKS IN ESP CLASSES?

Tajieva Aliya Utebaevna

aliya_tazhieva@mail.ru

Candidate of Pedagogical Sciences, Associate Professor
Nukus State Pedagogical Institute, Karakalpakstan, Uzbekistan

After the Presidential Decree “On measures to further improve of the system of foreign languages learning” new opportunities for learning and teaching foreign languages have been introduced throughout Uzbekistan. A lot of projects, various teaching methods, which can motivate a new generation of youth to learning foreign languages have been implementing since then. At the same time movements in the system of training specialists who are confident in teaching foreign languages, activities in creating conditions and opportunities for wide use of sources have been developing in the country.[1]

The problem, which we are discussing in this article is also concerned to the field of teaching foreign languages, especially to the issues of effective usage of innovative teaching methods. However, analyses of the current system of organizing language