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АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ ЖЕКЕ ЖАҒДАЙЛАРЫ

Аңдатпа

Мақалада шет тілін оқыту саласындағы жаңа бағыттарды қарастыру әрекеті жасалған. Шет тілін оқытудағы бұл жаңашылдықтарды жүзеге асыру үшін шет тілін оқыту жүйесін модернизациялау мен бұл идеяларды шет тілін оқыту практикасына енгізу негізінде жүргізу ұсынылған.

Кілт сөздер: жаңғырту, әдістер, технологиялар, оқыту, тұжырымдама, ұстаным.

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SEPARATE APPROACHES TO LEARNING ENGLISH LANGUAGE

Summary

The author does attempt to consider new directions in the field of training to a foreign language. These innovations in the field of training to a foreign language are supposed to be carried out on the basis of modernisation of system of training to a foreign language and introductions of these ideas in practice of teaching of a foreign language.

Key words: modernization, methods, technology, training, concept, position.

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ICT IN LANGUAGE TEACHING: SELF-EDUCATION COMPETENCE AND TEACHING TECHNOLOGIES

Annotation

The article describes the use of multimedia technology in the language teaching. It should be noted that the use of multimedia are highly effective and actual. In the article is given a review of various program and internet resources with audio and video material on English.

Keywords: self-education, teaching technologies, multimedia, ICT.

Introduction

According to the new educational paradigm people should acquire knowledge not for life but during a life, that means continuing education during the whole life. We should always develop and improve our knowledge especially in the field of our specialty.

This November I took participation to the Professional Development course for academics organized by Republican Institute for Development of Leading and Research-Pedagogical Staff of Education System of the Republic of Kazakhstan, the branch of JSC "The National Center for Professional Development "Өрлеу". The training was held on-line according the 4 modules on the basis of Moodle and face-to-face in the Newcastle University (UK). The Enhancing Learning and Teaching in Higher Education (ELTHE) course was designed using the principles of blended learning in order to maximise the flexibility and accessibility of our learning opportunities.

As one of Newcastle academics, Professor David Leat, said, 'authentic professional learning is not delivered but engaged with'. So, this course content, portfolio tasks, activities and delivery styles have been selected to encourage us to 'engage' with the course as much as possible. The tasks invited us to actively reflect on our previous learning and teaching experiences, including the UK workshops and other aspects of the course and to select some key areas for further consideration. These tasks seek to prompt self review and reflection of our experiences and any learning you have taken from them and wish to take forward to your teaching practices. For this purpose we were writing reflective dairy daily where we were analyzing the material of training and giving feedback.

In workshop session many interesting questions has been discussed, such as aspects of knowledge and categories of cognitive learning (Bloom's taxonomy, Biggs classification). We were told about different kinds of learning – deep, surface and strategic. We became aware about the social and institutional context of learning, and 3 components of effective teaching that include subject expertise, learning and teaching approaches and emotional intelligence that impact cognitive ability of learners. Many innovative techniques in teaching process have been demonstrated during the workshop session, such as project work, case-study, teaching in small group, interactive lectures, discussion, online learning and others.

Methods and materials

I would like to tell about usage of ICT in teaching process. This theme is very actual because ICT technologies are rapid developing in the terms of informatisation of education process.

Sarah Chesney and Aeshley Wright informed us about on-line learning and using of internet and other online technologies and resources in educational process (such as Wiki, Skype, Blog, Anymeeting, Webquest, etc.) Webquests are mini -projects in which a large percentage of the input and material is supplied from the Internet. Webquests can be teacher-made or learner-made. Depending on the learning activity the teacher decides on. What makes webquests different from projects or simulations is the fairly rigid structure they have evolved over the years, and it is this structure - and the process of implementing webquests in the classroom - that we will be exploring here.

Chat has enormous potential to link students around the world in real time. the use of chat in the classroom, where the teacher can link up classes and groups in different locations, as part of collaborative project work or for one-off chat sessions.

Blogs, wikis and podcasts are all examples of social software, computer tools which allow people to connect, to communicate and to collaborate online. A blog is essentially a web page with regular diary or journal entries. The term is short for web log. A wiki is a collaborative web space, consisting of a number of pages that can be edited by any user. The term comes from the Hawaiian word for 'quick', A podcast is an audio and/or video file that is 'broadcast' via the

Internet and can be downloaded to a computer or mobile device such as an MP3 player for listening/viewing. The word podcast comes from combining iPod and ....broadcast, iPod being the brand name for the Apple portable MP3 player. The most common type of blog is kept by one person, who regularly post comments, thoughts, analyses, experiences of daily life, interesting links, jokes or any other form of content, to a web page. Blogs may consist of written text only, or they may include pictures or photos - photoblogs - or even audio and video. Most blogs will allow readers to comment on blog entries, thereby creating an online community around a common topic, interest or person. We can thus see why blogs are referred to as social software, as they set up informal grassroots links between blogs and writers/readers of blogs.

First of all, how is a wiki different from a blog? A blog is essentially an online journal or diary, usually written by one person, which is added to regularly. Most blogs allow visitors to add comments, which are then visible to the blog owner and also to subsequent visitors who can in turn comment further. A wiki, on the other hand, is like a public website, or public web page, started by one person, but which subsequent visitors can add to, delete or change as they wish. Instead of being a static web page or website like a blog, a wiki is more dynamic, and can have multiple authors. A wiki is like having a publicly accessible word processing document available online, which anyone can edit.

Although the use of ICT tools such as blogs, wikis and podcasts can be very motivating for learners. All of these tools are easy to set up and use, with no specialist technical knowledge required.

Related to the area of online and computer-based assessment, are electronic portfolios, also called ePortfolios or digital portfolios. A traditional paper-based portfolio is a collection of a learner's work, and an ePortfolio simply means that this work is presented in electronic format, and can thus include various electronic media such as video, audio, blogs or websites, as well as documents. An ePortfolio can showcase a range of the owner's skills, and display achievements not just from formal learning situations, but also from extra-curricular activities or work experience. The portfolio may also include reflections on the learning experience itself.

Perhaps the most famous authoring tool in our field is Hot Potatoes. This is a small Windows or Mac program that creates a variety of exercises and can be freely downloaded for educational purposes (http://hotpot.uvic.cal).This program will install on your own computer and allows you to create web-based exercises of the following types:
• multiple choice
• short answer
• jumbled sentence
• crossword
• matching/ordering
• gap-fill

It also allows you to include audio files in MP3 format and will even allow you to store your exercises all a central server so that they can be accessed from anywhere with an Internet connection. To get started, install the program and find it in your program folder. When you first start it up you will be presented with the following screen.

CD-ROMs are often cited as being particularly motivating for learners, as they use 'new' technology, provide a multi-sensory alternative to paper-based classroom work, encourage self-study and autonomous learning, and can expose learners to authentic language via audio and video.

"Multimedia can:
• enhance learning in different locations and institutions of diverse quality;
• present opportunities to students working at different rates and levels; and

• compensate, in the short term, for high student populations and limited numbers of trained and experienced teachers – in combination with robust teacher development initiatives and improvements in teachers' working conditions." [1;19-20]

Multimedia allows to learn a considerable amount of educational material in a short time period. Thanks to interactive communication student actively interacts with a computer program and has the ability to manage the process of learning English.

As for computer training programs, we can recommend some of them: «Professor Higgins», «Learn to speak English», «Euro Talk» etc. Also of interest are the program «English For Communication», «The Grammar Rom», «English Reading Club», «Sraightforward» and other multimedia courses on CD and DVD-discs.

Language databases and multimedia Internet resources about the culture of the country of the studied language (thematic websites, network encyclopedia, virtual tours of the galleries and museums) can greatly enrich and expand linguistic and cultural practices of students.

One of the sites with open access to resources is Randall's ESL CyberListeningLab (www.esl-lab.com), which contains hundreds of audio and video files, located on the level of complexity and a lot of resources containing vital subjects. Each image is accompanied by questions in the format "choose one answer from many" and "fill the gaps" with automatic counting the number of correct answers.

There are many sites where students have access to radio and television programs, news reports, songs, speeches, interviews, biographies, advertisements, movie trailers. Here you can also find audio books, essays, and poems. Audios and videos on these sites can be as short as a few minutes, and long enough, includes a full record radio or television. Foreign language teachers can use these resources to create your own exercises and activities to test your understanding, just as they do with other media sources - audio cassettes and CD.

At the primary level it makes sense to give an exercise, in which students listen to the task all together and then perform exercises on a full understanding or understanding of the basic ideas listened text format "select one correct answer " or " immune response." For example, after listening to the summary of the news program students can ask a question: "This is a story about a business area or the public sector?" Then before the next listening to the teacher can prepare children to perceive details and to ask: "What is the name of the Prime Minister the country?" For mid-level students is relevant task to understand more detailed information. For this purpose, the teacher can prepare questions like "yes/no" or "multiple choice." Another task can be paired or group work for titling an audiotext. For example, the students listened to a little snippet of news programs, are given the task to restore the entire contents of the program. Working with video, they can record their text accompanying visuals.

I have known about the MOOCs (Massive open online course sites) and Coursera.org that provide free access to many on-line courses on different fields. I'd like to use the video resources that are being offered by Khan academy for teaching purpose. It was interesting to know about on-line learning system in Newcastle university – Blackboard and its functions, that it's available to all students of university not only by PC, but by Smartphone, Tablets. It was very interesting and useful to know how to use automatic response device integrated to interactive whiteboard during multiple choice testing on the lecture for getting the immediate response and feedback from the student perspectives, or how to use ReCap system for recording on video and delivering lectures (through the course site). Creating of e-Portfolio is would be necessary for development of self-reflection on the activity and gained skills, especially for application to job.

Result

As a result, the implementation of ICT and multimedia during the lesson activity and independent work at home promoted to improve student's language knowledge and skills, motivated their autonomy learning of English and culture.

Conclusion

The use of multimedia technology in teaching foreign languages significantly increases the motivation of students, the degree of mastery of the material contributes to the development of skills of speaking and writing, as well as increases the amount of independent learning activities of students, contributing to the formation of self-education competence.

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ИКТ В ОБУЧЕНИИ ЯЗЫКУ: САМООБРАЗОВАТЕЛЬНАЯ КОМПЕТЕНЦИЯ И ОБУЧАЮЩИЕ ТЕХНОЛОГИИ

Аннотация

Статья посвящена описанию применения мультимедийных средств в обучении языку. Следует отметить актуальность и эффективность данной технологии. В статье дается обзор различных мультимедийных программ и Интернет-ресурсов, содержащих аудио- и видео материалы для обучения языку.

Ключевые слова: самообразовательная компетенция, мультимедиа технологии, ИКТ, обучение языку.

Исмаилова Ш.А.

ТІЛ ҮЙРЕТУГЕ ПАЙДАЛАНАТЫН АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАР: ӨЗДІГІНЕН БІЛІМ АЛУ КОМПЕТЕНЦИЯСЫ ЖӘНЕ ОҚЫТАТЫН ТЕХНОЛОГИЯЛАР

Аңдатпа

Бұл мақалада информатизациялау жағдайда студентіні өздігінен білім алу құзырының құралымы мәселесі қарастырылады. Ақпараттық технологияның (интернет және мультимедиа) қолданысы жаңа материалдың ең жақсы меңгер- және дағдының жұмыспен өтеуіне мүмкіндік туғызады. Автор дағдыларды және жоғарылат-иеленушіліктің деңгейін шетелдік тілмен ұштау қоятын пайдалы интернет-ресурсттар тізбесін келтіреді.

Кілт сөздері: информатизация, ақпараттық технология, тіл үйрету.