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А. БАЙТҰРСЫНОВ АТЫНДАҒЫ  
ҚОСТАНАЙ Өңірлік университеті

## АЛТЫНСАРИН ОҚУЛАРЫ

«ПЕДАГОГИКАЛЫҚ БІЛІМ  
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ХАЛЫҚАРАЛЫҚ  
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ  
КОНФЕРЕНЦИЯСЫ

## МАТЕРИАЛДАРЫ

II КІТАП

## АЛТЫНСАРИНСКИЕ ЧТЕНИЯ

## МАТЕРИАЛЫ

МЕЖДУНАРОДНОЙ  
НАУЧНО-ПРАКТИЧЕСКОЙ  
КОНФЕРЕНЦИИ

«НЕПРЕРЫВНОСТЬ ПЕДАГОГИЧЕСКОГО  
ОБРАЗОВАНИЯ – ЗАЛОГ УСПЕШНОСТИ  
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Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін еңгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

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социально значимых мотивов у половины четверокурсников нет какого-либо одного преобладающего, у остальных это польза людям (29,2%, что значимо меньше, чем на 1-м курсе,  $p \leq 0,01$  и  $p \leq 0,05$ ) и профессиональное мастерство (20,8%, что значимо выше, чем на 1-м курсе,  $p \leq 0,05$ , где такой мотив вообще не был представлен). Среди внешних положительных мотивов у 54,2% студентов 4-го курса нет какого-либо одного преобладающего, у остальных – это использование профессиональных знаний на практике (25%, что значимо меньше, чем у других групп испытуемых,  $p \leq 0,01$ ). Среди внешних отрицательных мотивов у большинства тоже не определен преобладающий (87,5%), что больше, чем у других групп испытуемых ( $p \leq 0,01$ ); для остальных – это престиж (8,3%) и возможность уехать от родителей (4,2%). Такая нечеткость внешних положительных мотивов, их слабая дифференцированность у старшекурсников свидетельствуют о вторичном кризисе профессионального самосознания и возможной перестройке профессиональной мотивации. При этом на 4-м курсе большинство (95,8%) имеют более выраженные положительные внешние мотивы, чем отрицательные. В числе внутренних социально значимых мотивов наиболее представлены: принесение пользы людям (65%), достижение профессионального мастерства (20%), ответственная работа (5%) либо важны все мотивы (10%). При этом у всех студентов внутренние мотивы профессии преобладают над внешними. Среди внешних положительных мотивов преобладает использование профессиональных знаний на практике (85%), в меньшей мере – высокая оплата труда (10%). Среди внешних отрицательных мотивов в наибольшей степени представлены обстоятельства (30%), что выше, чем у других групп испытуемых ( $p \leq 0,05$ ).

Мы можем сказать, что в независимости от года обучения для студентов-психологов с высокими показателями психологической готовности, характерно представление о себе, как о психологе в настоящем, идентификация себя с профессией, высокий уровень выраженности интересов и склонностей к выбранной профессии; в то время как для студентов-психологов с низкими показателями психологической готовности к профессиональной деятельности свойственны представления о себе как о психологе довольно размыты и диффузны, не сформировано четкое представление о будущей деятельности.

Можно сделать вывод что, в период обучения студентов как на первом, так и на втором и третьем курсах в их представлениях о специалиста-психолога наиболее значимыми признаются следующие качества: профессиональные знания и навыки, компетентность, умение слушать и понимать других людей, любовь к людям, развитые коммуникативные и интеллектуальные способности. При этом, интеллектуальные качества личности оцениваются первокурсниками как профессионально значимые как для психолога-исследователя, так и для психолога-практика. Кроме того, для деятельности психолога-исследователя необходимы, по мнению студентов, развитые свойства личности и наблюдательность; для психолога-практика – эмоциональные и сенсорные качества. К третьему курсу обучения возрастает адекватность представлений студентов представлениям экспертов о педагоге-психологе.

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### TEACHING ENGLISH VOCABULARY TO NON-LINGUISTIC SPECIALTY STUDENTS

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#### Аннотация

Бұл мақала тілдік емес мамандық студенттеріне шетел лексикасын оқытудың негізгі мәселелеріне, сонымен қатар тілдік емес мамандық студенттеріне ағылшын тілінің лексикасын оқытудың тиімділігін арттыру мақсатында әдістемелік үлгімен жаттығулар мысалдарына арналған.

**Түйін сөздер:** шетел лексикасы, тілдік емес мамандық, әдістемелік модель, ЕЛ оқыту әдістемесі

#### Аннотация

Статья посвящена основным проблемам, связанным с обучением иностранной лексики студентов неязыковых специальностей, а также методической модели и примерам упражнений с целью повышения эффективности обучения английской лексики студентов неязыковых специальностей.

**Ключевые слова:** иностранная лексика, нелингвистические специальности, методическая модель, методика обучения английскому языку.

### Abstract

This article is devoted to the main problems connected with teaching foreign vocabulary to students of non-linguistic specialties, as well as a methodological model and examples of exercises in order to increase the effectiveness of teaching English vocabulary to students of non-linguistic specialties.

**Keywords:** foreign vocabulary, nonlinguistic specialty, methodological model, methods of teaching EL.

Nowadays, employers put forward new, broader requirements for specialists who speak foreign languages. An efficient specialist must know at least one, or even better, two foreign languages. The expansion of Kazakhstan international cooperation in all areas of the economy and education, the current situation in the labor market requires from a future specialist a good knowledge of a foreign language. When applying for a job, the knowledge of foreign languages is increasingly a competitive advantage. It should be noted that the study of English at the elementary and pre-intermediate levels practically does not differ whether it is a linguistic or non-linguistic specialty.

Increasing the effectiveness of teaching a foreign language to students of non-linguistic specialties is one of the urgent tasks for modern methodological science. With the rapid development of modern technologies and their widespread use in the economic and educational spheres, proficiency in a foreign language becomes a real necessity, which is confirmed by the qualification requirements for specialists.

According to O. Gavrilova, there are several problems in teaching English among students of non-linguistic specialties, that hinder the effective learning of a foreign language. The problems are as follows: [1, c. 42]

- a limited schedule of hours allocated for the study of a foreign language;
- insufficient number of modern textbooks and educational materials in English ;
- insufficient use of audiovisual means and multimedia technologies, which allow to rationally organize the educational process, both within the framework of classroom studies and in the students' independent work.
- low level of students' motivation to learn a foreign language, due to the lack of continuity in the «school-university» system, when the university program, repeating the school program, does not open up new perspectives and opportunities for students in learning a foreign language as a means of acquiring new knowledge.

Another a common problem in the presentation of lexical material in most textbooks is the use of such techniques as: a) students are offered a list of words for memorization; b) words to be memorized as they appear in the exercises.

Unfortunately, this method cannot prevail in the system of teaching a foreign language vocabulary, because the development of knowledge, skills and abilities in this area involves the use of a systematic approach. In modern textbooks, words are traditionally not related to the topic are being studied. These words are rarely found in authentic texts, which means that they are seldom used. Accordingly, the teacher often has to correct the word lists, proactively build the educational process to meet the program requirements of the educational organization.

Thus, the studied word correlates with one specific word of the native language, as a result of which due attention is not paid to the peculiarities of the foreign lexical system, which leads to interference and lexical errors in oral and written speech. [2, c.56]

Undoubtedly, the effective mastering of foreign language vocabulary by students depends on the teacher. In the process of teaching a foreign language vocabulary, the teacher should clearly set the tasks of expanding and deepening lexical knowledge, improving the lexical skills and abilities of students of non-linguistic specialties, as well as helping to master the strategies and tactics, thanks to which both the teacher and students will be successful in teaching and learning a foreign language.[3, c.23]

In order to effectively organize the educational process, the teacher needs to create his own methodological model to develop language and speech skills, thanks to which the educational process will be systematized and the learning process will be effective.

Thus, having analyzed textbooks for teaching English vocabulary to students of non-linguistic specialties, it was decided to create a methodological model, which includes the following methods, which were selected in accordance with the positions of S.I. Lebedinsky and L.F. Herbika:

1. *Grammar-oriented method.* In this case, the emphasis is laid on the language system, its knowledge is considered a necessary condition for language proficiency as a means of communication; the main object of study is grammar, which is likened to logic, and vocabulary is viewed as an illustration of grammatical phenomena: translation, grammar-translation, comparative, consciously comparative, transformational.

2. *Behavioral* (mastery of speech is based on the stimulus-response paradigm): structural, audiolingual, cognitive.

3. *Communicatively oriented method* (the key principle is the principle of active communication; the process of learning a foreign language is a model of the natural process of communication in this language): audiovisual, integral, consciously practical, communicative, communicatively individualized and active method with suggestive elements.

4. *Intensively-oriented method* (accelerated acquisition of oral types of speech activity, i.e. speaking and listening): suggestopedic, emotional-semantic, method of activating students reserve capabilities, intensive method of teaching, suggestocybernetic, i.e. teaching the spoken language using immersion method.[4, c.16]

Let's take an example of grammar-oriented method. To illustrate the grammar-oriented method was chosen an English textbook, the authors of which are N.A. Bonk, G.A. Kotiy, N.A. Lukyanova. The grammatical theme is «Настоящее время группы Indefinite (The Present Indefinite Tense) и наречие неопределенного времени» [5, c. 83]

The text «*We learn foreign languages*» is given and followed by questions to the text and an explanation. In this section the following exercises were presented:

1. Put the following sentences in negative and interrogative forms. (*I often meet this engineer here*)
2. Read the following sentences, replacing the adverb often with the adverbs given in brackets (*Do they often come here? \* Sometimes, always, usually*)
3. Answer the questions. (*What do you read every morning?*)
4. Translate the following sentences, paying attention to the tense and mood of the predicate verb. (*Откройте ваши тетради, пожалуйста*)

To develop grammar skills while teaching a foreign language it is important not only to form productive skills in speaking and writing, but also to understand the speech of other people while listening or reading a text. An insufficient level of grammatical skills becomes a barrier to the formation of not only linguistic, but also speech and socio-cultural competence.

Behavioral method can be represented by two approaches. For example, a structural approach with is a set of functional transformations of the original structure, including, in addition to affirmative and negative structures, questions of all types and answers to them. For the presentation of the exercises, an English textbook was considered, the author of which is A.P. Starkov. [6, c.53]

*For example:* The book is on the desk. The book isn't on the chair. Is the book on the desk? - Yes, it is. (No, it isn't.) Is the book on the desk or on the chair? - The book is on the desk. Where is the book? - It's on the desk.

This approach involves conditional speech and genuine speech exercises, the correct selection and organization of which ensure the mastery of linguistic material for the purpose of its communicative use.

The second approach can be called *Cognitive approach* which is applied to teaching a foreign language. Cognitivism means that the study of a particular linguistic phenomenon should rely on the mental processes and actions that underlie the understanding and use of this phenomenon in speech. Here are some examples to support this statement. [7]

1. Exercises for the development of lexical memory and the creation of a cognitive word. (*remember the words that contain mm*)
2. Exercises to develop linguistic creative thinking (*make up as many verb phrases as possible with the following keyword; select words in brackets that can be combined with the keyword*).
3. Exercises for predicting words and phrases (*find the ending of proverbs*).
4. Exercises for coding lexical material (*carefully study the city plan and find cultural institutions there; listen to the words on the topic, select the visual images shown in the pictures for them*).

The third type of the approaches to teaching language and speech is communicatively-oriented method. It can be illustrated by the following example of a methodological model:

*Exercises for teaching dialogical speech «from the outside»:*

- listen to the dialogue, compose a similar one on the same topic;
- listen to the beginning of the dialogue, compose its end;
- listen to the soundtrack, film fragment, retell the conversation of the characters;
- highlight new information for you;

*Exercises for the perception of dialogue speech when participating in a dialogue:*

- listen to a series of taped questions. Give detailed answers in the pause allotted for this;
- listen to the beginning of the dialogue, continue it in pair work;
- *Exercises for teaching the perception of monologue speech:*

- listen to the text, answer the questions in detail;
- watch the film (filmstrip), explain its main idea;
- select pieces in a speech message and head them;

Another method called intensively-oriented uses the following exercises and assignments:

1. Exercises to put the students in a situational-thematic situations in which researchers find themselves abroad with the following tasks:

- choose a situation in order to create a dialogue (arrival, acquaintance; on city streets; stay in a hotel; in a scientific laboratory, conference hall; on a visit, receiving guests; in a restaurant, at a banquet; in a store)
2. The activities such as watching films, videos in English in order to increase audio perception of the students can refer to the intensively-oriented method too
- checking the understanding of the main content and the language and speech means used in the film.
  - discussion; description of the scene, characterization of the characters in the video, organization of discussions, analysis of what is happening on the screen.
  - role-playing game based on the plot or situation of the video film. [8, c.172]
- Out of the whole variety of methodological approaches and teaching techniques there can be used a number of teaching activities for developing the foreign language vocabulary among the students of non-linguistic specialties. The propose methodological model can be based on the following methods and can include the following teaching techniques:

**INFORMATIVE SECTION OF ACTIVITIES**

*The informative section of exercises provides an opportunity to get acquainted with new vocabulary before starting to study a particular topic, which in turn will help students understand a new topic more effectively.*

**Exercise 1.** Look at the expressions to express your opinion

- In my opinion,
- To my mind,
- From my point of view,
- My view / opinion / belief / impression / conviction is that
- I would say that

**Exercise 2.** Write down the new expressions in your dictionary

**Exercise 3.** Read the dialogue

*Hannah:* In my opinion, the good school is the one that makes a balance between discipline and fun

*Amy:* I completely agree with you, Hannah. Too much focus on discipline can make a school look like a prison and excessive focus on fun makes it a park rather than a school. So balance is better

*Paul:* I'm sorry to say, but I totally disagree with you. What is the point of fun in a school? To my mind, the good school is the one where you don't have to study such useless subjects as foreign languages

*Amy:* I don't agree with you, Paul. I think foreign languages are very important nowadays

*Hannah:* You are right, Amy. There is no good school that doesn't teach foreign languages today. [9]

**APPLICATION SECTION**

*The application section is used to memorize certain, just learned vocabulary. The repetition of the studied vocabulary makes it possible to better understand how to use words and expressions.*

**Exercise 4.** Read the conversation and underline the expressions that are used to give opinion, agree or disagree

**Exercise 5.** Fill in the chart with the expressions you found in the exercise 1.

*Table 1*

Opinion	Agree	Disagree

**Exercise 6.** Add other expressions that express the ideas above, but that are not used in the conversation

**TRANSFORMATION SECTION**

*The transformation section allows students to complete tasks on their own, as well as to show how well the vocabulary was learned based on exercises to express their own opinion.*

**Exercise 7.** Note down your answers to the questions below in the column marked "Me"

*Table 2*

Questions	Me	My partner
What is the best way to learn English?		
What is the best film genre?		
What is the best way to relax?		

**b)** Ask the questions to your partner and note down the answers in the last column. When your partner expresses his/her opinion ask him or her to give a reason for their answer. [10]

**Exercise 8.** Answer the following questions using the expressions to give opinion.

1. Which do you find more exciting, dancing or playing football, and why?
2. Is it good for children to watch TV?
3. Do you think it is good to keep animals in zoos?

4. Do you think walking to school is fun?

#### **COMMUNICATIVE SECTION**

*In the communication section, students learn to communicate and build dialogues. Thanks to this section, students have the opportunity to use the studied vocabulary both orally and in writing.*

**Exercise 9.** Divide into groups of three and play the roles of Amy, Hannah and Paul.

**Exercise 10.** Think up a continuation of the dialogue.

#### **CREATIVE SECTION**

*In the communication section, students learn to communicate and build dialogues. Thanks to this section, students have the opportunity to use the studied vocabulary both orally and in writing.*

**Exercise 11.** Make up a dialogue between two friends who are arguing about fast food using as many phrases from the list below as possible: *I strongly believe that, I really feel that, that's a good point, no doubt about it, I'm afraid I disagree, what are your thoughts about that?, don't you think? I don't think so.*

**Exercise 12.** Write a short text on the topic "Is social media damaging to our personal relationships?" using the expressions to give opinion.

To sum up, in order that upon completion of a long and continuous study of a particular foreign language, students of non-linguistic universities could communicate in this language, realize their speech intention to establish contact with native speakers of another language and culture, express their attitude and opinion to what they saw, heard, read etc., it is necessary to use various teaching methods, since effective mastery of foreign vocabulary implies teaching students of non-linguistic specialties using various methods and approaches that contain a grammatical component, a communicative component, a suggestopedic component, etc.

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### **РОЛЬ РЕФЛЕКСИИ В ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ**

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#### **Аннотация**

Актуальность и цель: в статье обоснована актуальность исследования рефлексии в педагогической деятельности, которая определяется малой методической разработанностью и важностью данной проблемы. На основе анализа ряда исследований по проблеме рефлексии и ее роли в педагогической деятельности сделаны выводы о значении рефлексии и влиянии, которое она оказывает на знания, навыки и стиль деятельности учителя. Использование рефлексии в качестве основного компонента в педагогической деятельности порождает способствует рост и успех в