

чайндаты, текстов с фактологическими ошибками или пробелами; инструктаж и иллюстрация эталона рассуждения (со стороны преподавателя), направленные на самостоятельное последующее использование студентом в процессе мыслительной деятельности; собственно ролевые игры, суть которых сводится к разделению группы студентов на несколько частей с определением для каждой группы учебных функций.

Технология проектного обучения, которая получила довольно широкое распространение в высшей школе, решает проблемы компетентностного подхода. Студент при реализации этой технологии самым непосредственным образом включается в активный познавательный процесс, самостоятельно формулирует учебную проблему, осуществляет сбор необходимой информации, планирует возможные варианты решения проблемы, делает выводы, анализирует свою деятельность. Необходимым результатом обучения на основе применения проектной технологии является не только освоение студентами образовательной программы, а затем умения применять полученные знания в практической деятельности. Так, например, студентами в рамках изучения темы «Современное функционирование народной педагогики» выполнялся проект, который завершался публичной защитой. Кроме того, что на занятиях студенты включены во взаимодействие, которое создается в условиях коллаборативной среды. Для этого студентам в обучении предлагаются методы, которые не только включают групповое и диалоговое обучение, но и дают возможность поделиться личным опытом, эмоциями, отношением к общечеловеческим ценностям.

Этнопедагогические идеи, которые внедряются в содержание образования высшей школы, служат задачам духовно-нравственного воспитания будущих педагогов. Опыт использования аксиологического подхода в преподавании обогащает содержание этнокультурного образования.

Темірбаева Жаксыгүл Лесбековна

«Тілдер» кафедрасының аға оқытушысы

Пазылова Алтынай Абуовна

«Тілдер» кафедрасының аға оқытушысы, магистр

Кемал Динара

«Шетел тілі: екі шетел тілі» мамандығының студенттері

«Сырдария» университеті, Жетісай қ-сы, ОҚО

WAYS AND MOTIVATION USAGE OF THE GAME IN TEACHING ENGLISH

АННОТАЦИЯ

Мақалада қазіргі қазақ бастауыш мектептерінде ағылшын тілін оқытудың жай-жағдайы, әдіс-тәсілдері жайлы қысқаша әдістемелік шолу жасалған, инновациялық технология мен интерактив әдістер мен тәсілдердің қазақ мектептеріне еніп келуі, шетел тілінің ойын элементтерін пайдалану мәселелеріне де жан-жақты тоқталған. Ойын элементтерін оқытудың теориялық мәселелеріне кеңінен ой өрбітіп, оның негізгі мақсат міндеттері мен әдістемелік мәселелері де жан-жақты сөз болады.

Түйінді сөздер: түрлі ойындар, психологиялық даму, белсенді қатысу, қызығушылық.

АННОТАЦИЯ

В этой статье рассматриваются вопросы метода преподавания английского языка в казахской начальной школе, включены вопросы использования методов и приемов использования инновационной технологии и интерактивной доски, способы их использования. Внесены теоретические вопросы употребления игровых элементов.

Ключевые слова: различные игры, психологическое развитие, активное участие, заинтересованности.

ABSTRACT

This article deals with the methods of teaching English language in the Kazakh primary school, including the use of methods and techniques for the use of innovative technology and interactive whiteboard, how to use them. Made theoretical questions the use of game elements.

Keywords: *a variety of games, psychological development, active participation, interest.*

The most important condition for the attractiveness of the educational games is a strict record of the age of psychological-pedagogical peculiarities of students.

So, when teaching a foreign language pre-school age children should take account of the psychological and pedagogical features, as curiosity and inquisitiveness. However, it is important to remember that they can not for a long time hold the attention on one type of activity. Therefore, their activities in the classroom should be of diverse Noah, emotionally rich. Many researchers note, that in the all levels of the age of the purpose of the training successfully achieved with the game of motivation and the assessment of the behavior of peer .

Game 's activity includes exercises, forming the ability to highlight key features of objects, compare; group games on the generalization of the items on certain grounds; group games in the course of which the students develop the ability to control himself, speed of reaction to the word, phonemic hearing. When the story develops in parallel with the main content of the training, helps to intensify the learning process. The game helps to memorize, which is predominant in the initial stage of studying a foreign language, that it enhances and supports the interest to the dialogue. It is possible to allocate the following kinds of training-the voice of the games at the initial stage of learning a foreign language [1].

Having considered the age of psychological - pedagogical features teachers can single out the main conditions for the appeal of the game at all stages of learning a foreign language

The function of inter-ethnic communication. The game allows a child to learn the universal human values, the culture of representatives of different nationalities, since the "games of the national and at the same time international, transnational.

The function of self-realization of the child in the game as "the range of human practice". Game allows revealing the child.

The communicative function of the game clearly illustrates the fact that the game - activity communicative, allows the child to enter into the real context of complex human communications.

Diagnostic feature of the game gives the teacher an opportunity to diagnose the various manifestations of the child (intellectual, creative, emotional, etc.). At the same time, game is "a field of self-expression" in which children check their powers and abilities in the free actions, assert themselves.

Therapeutic function of the game is to use the games as a means of overcoming the various challenges that arise in a child in behavior, communication, teaching of the [air conditioning general specification].

Correction function - is making positive changes, modifications in the structure of personality indices of the child. In the game, this process occurs naturally and gently.

The entertaining function of the game. The game is organized by the cultural space of leisure of the child, in which there is its development.

So, the game activates the cognitive abilities of learners, in the course of the operation increases the motivation of teaching, increases the level of interest of (heuristic function), working out and improving the skills and skills (training function), because the acquisition of new knowledge through the game goes simultaneously with their embodiment, in the course of which the repetition of not "pall", easily leading to a more lasting learning.

As a child does not feel the object of impact of an adult, considering himself a full-fledged subject of the activity, then there is a possibility through the game to form his personal qualities (educational function).

Functions of the game's form of education promote the use of various methods of motivation.

Motives of communication:

a) Students jointly solve the problem, participate in a role play, and learn how to communicate, take into account the opinion of the comrades;

b) In the role-playing game, their aim is to solve collective problems, there are different opportunities to students; students in practical activities on their own experience aware of the usefulness of their actions and the actions of their comrades on the game; they can critically assess how quickly their partners; in the game disciples become cautious, and sometimes risky;

c) Joint emotional experience during the role-playing game; contribute to the strengthening of interpersonal relations

Moral motives:

In a role play every student can express themselves, their knowledge, skills, their character, strong-willed qualities, their attitude to the work and to playing with him the other pupils.

Educational games:

the situation of success creates a positive emotional background for the development of the cognitive interest; failure is perceived not as a personal defeat, and the outright defeat in the game, and stimulates educational activities;

b) in the gaming activity in the process of achieving the common goal is activated, cognitive activity; the idea of seeking a way out, it is directed on the decision of cognitive tasks.

Conditions of the contingent of students

The practical part of this work will demonstrate how the games may be used in a process of language learning/teaching, which in this case is English. The aim is to present different games representing various games' types which should develop the English learning/teaching process. The focus will be the game itself not the involvement of the game to the lesson plan. Although four of five games presented here will be used in one lesson. The psychological development of the students of the group corresponds to the norm. Children are sufficient degree of independence in judgments, are able to analyze, compare, distinguish between the essential and nonessential features of objects and phenomena, to draw your own conclusions, and find ways of solution. Most of the students correctly express their thoughts in oral and written forms. Able to work independently with a book, learn the material. Aware of the importance of received knowledge. Have sustained attention in class, disciplined, respectful of the teacher[2].

With pleasure they take an active part in the lesson. The group is rather emotional, friendly. Children do not conflict between themselves and are engaged in the various sections and groups (chorus, sport, music, dancing). Increasing the number of students comply with the school mode.

The purpose of testing according to my research was to test the system of training of the games at the lessons of foreign language at the early stages.

The tasks of testing:

* Find out the attitude to the English language of the students at the early stages;

* Determine the initial level of knowledge of the students;

* Pick up the game forms of work with students;

* To play the form of work on the lessons of the English language;

* Compare the level of knowledge of students before and after testing.

At the first stage of work with the students were offered a questionnaire with a view to identifying the relationship to the English language. Question: what subjects do you like to study, and what you do not to like?

A positive response regarding the English language gave 90% of the students.

Surveys allow making a conclusion about the presence of comfortable situation on the lessons of the English language and about the interest to the subject for the majority of students.

The second questionnaire was aimed at the identification of the preferred forms of work.

Question: what forms of work at the lesson do you like?

The results show that the game is a favorite form of students' work at the lesson.

Game forms of work have been adapted to the topic of "Meals", which the students took place at this stage of learning. Lexical material on the topic was introduced in the previous phases of the

training. In connection with the fact that the methodological development was included in a holistic pedagogical process, its objectives correspond to the objectives and tasks standing in front of teachers at a particular stage of learning vocabulary. The main objective of the methodological development - training of students combining the familiar lexical elements in a variety of speech situations.

The initial stage of the lesson on the topic "Meals":

Objective: the repetition of the lexical material on the topic.

the Game-drill "Insert the letter".

Description: on the board are written the words from the current dictionary, in which missed one or a few letters. The task of the students is to fill in the blank, speak and translate a word. Students undertake the task of "the chain".

Reflection: the exercise is very easy on the plan and the conditions of carrying out. It is carried out at the initial stage of a lesson in several minutes. This exercise intensified students, helped to tune in to work with the vocabulary of a foreign language. Students repeated spelling, pronunciation and translation of active words.

Game-exercise "Drawing up of the recipe".

Description: the students choose and write the word, which is part of the "recipe".

Reflection: this game is an exercise aimed at a repetition of the writing of active words, but in contrast to the previous exercises here from students require a great deal of autonomy in the choice of words, his writing. May be a logical continuation of the previous exercise, or enter into a cycle of exercises to replicate vocabulary. Some confusion on the part of students caused the conditions of the game - the compilation of the general "recipe". After the game we have a vocabulary dictation, which showed that the disciples make fewer mistakes.

Game-exercise "Guess the word."

Description: students are divided into teams. The teacher reads out the characteristic words, the task of students is to guess what the word in question and it correctly pronounce.

Reflection: this exercise is very necessary when learning new vocabulary, because it gives the opportunity to understand the meanings of the words and their synonyms. The students were active during this exercise, committed mistakes in determining the values of the words. In difficult situations teacher did explanations.

The main stage of the lesson on the topic "Meals":

Objective: training of combining the familiar lexical elements in a speech situations.

Game situations.

Description: the game consists of two stages. The first stage: the teacher distributes each pair of students' cards with the active vocabulary (product names). The task of the students is with the help of questions to find out, who from the group have the necessary cards, and exchange them[3].

Reflection: with the help of this game, a situation was created realistic communication between students, which included the questions and the response of the replica. In communication between the participants of the game was a certain amount of spontaneity, however, the remarks were "tied" to the lexicon. This game is an excellent training usage in speech studied vocabulary of a foreign language. Many students managed to open up creatively.

Description of the second stage: the task of the students act out the dialogue in the roles, using the speech active words.

Reflection: in this case the pupils trained to use the vocabulary in a situation of dialogue of communication, which includes the question, the answer, and the subsequent reaction in the form of a question or a statement. The students told the dialogue in accordance with the role, in which they were. Phrases were previously thought, and spontaneity in communication practically was not. However, this form of work allowed the teacher to trace the errors and inaccuracies in the speech of the students and explain them.

REFERENCES:

1. Максимова, Т.М. Максимова Игра в обучении иностранному языку / Т. М. Максимова // Иностранные языки в школе. – 2003
2. Скаткин, М. Н. Школа и всесторонне развитие детей / М. Н. Скаткин. – М. : ВЛАДОС, 2006.
3. Аникеева, Н.П. Воспитание игрой: книга для учителя / Н.П. Аникеева. – М.: Просвещение, 2002

Тимошенко Л.И.,
сертифицированный учитель
первого (продвинутого) уровня,
с. Аулиеколь

СЕТЕВОЕ СООБЩЕСТВО КАК ИНСТРУМЕНТ МЕТОДИЧЕСКОЙ ПОДДЕРЖКИ В РАБОТЕ УЧИТЕЛЯ

АННОТАЦИЯ

Өзектілігі. Өзін-өзі жетілдіру, бір-бірінің білімін, тәжірибесін қабылдау және беру үшін педагогтарды бірлесе оқытуды құру қажеттігі туындайды. Желілік қауымдастық немесе мұғалімдер бірлестігі – бұл ұйымның желідегі кәсіби қызметінің жаңа формасы. Бұл бір пәндік немесе желідегі проблемалық кәсіби қызметінде жұмыс істейтін кәсіби мамандар тобы. Кәсіби желілік бірлестіктерге қатысу, мұғалімдерге бір елдің әр түкпір-түкпірінде өмір сүретін және шетелде бір-бірімен қарым-қатынас жасауға, кәсіби мәселелерді шешуге, өзін жүзеге асыруға және өзінің кәсіби деңгейін арттыруға мүмкіндік береді.

Мақсаты. Кәсіби дамытудың инновациялық моделін құру.

Әдістері. Мұғалімдердің біліктілігін арттыру, кәсіби желілік қоғамдастықты ақпараттандыру және әдістемелік қолдау көрсету мақсатында әңгіме және талдау қажеттілігін құру және дамыту.

Нәтижелері.

- бірыңғай ақпараттық кеңістік құру;
- тәжірибе алмасу, қолдау көрсету және ынтымақтастық;
- тәжірибемен алмасу,
- үздік педагогикалық тәжірибелерді тарату;
- кәсіби тақырыптарға ресми және бейресми қарым-қатынасты ұйымдастыру;
- Интернеттен тыс өзара әрекеттесуі үшін кейіннен виртуалды өзара әрекеттесуінің бастамасы;
- кәсіби деңгейін арттыру;
- жаңа білім беру бастамаларын қолдау.

Қорытынды. Кәсіби желілік қоғамдастықты құру педагогтарды бірлесе оқыту мүмкіндіктерін кеңейтуге жағдай жасау үшін және мектепте білім беру сапасын арттыруға ықпал ететін болады.

Түйінді сөздер: үздіксіз кәсіптік оқыту, желілік қоғамдастық, ақпараттық құзыреттілік, шығармашылық өзін-өзі жетілдіру, ҚР республикасының педагогикалық қауымдастығына интеграция.

АННОТАЦИЯ

Актуальность. Для того, чтобы совершенствоваться, передавать и перенимать опыт и знания друг у друга возникает необходимость создания коллаборативного обучения педагогов. Сетевые сообщества или объединения учителей – это новая форма организации профессиональной деятельности в сети. Это группа профессионалов, работающих в одной предметной или проблемной профессиональной деятельности в сети. Участие в профессиональных сетевых объединениях позволяет учителям, живущим в разных уголках одной страны и за рубежом общаться друг с другом, решать профессиональные вопросы, реализовать себя и повышать свой профессиональный уровень.

Цель. Создание инновационной модели профессионального развития.