Зерттеу әдістерін таңдау, экспериментті жоспарлау	Объективтілік, ойға қонымдылық (қисындылық) және абстрактілі ойлау
Зерттеу жүргізу	Жаңа ақпаратты жинақтау, талдау, жүйелеу
Қорытынды жасау	Ойын қысқаша және қисынды жеткізе білу іскерлігі
Зерттеу есептері мен презентацияларын рәсімдеу	Жетістіктерінің нәтижелерін рәсімдей алу іскерлігі, шығармашылық тәсіл
Зерттеу жұмысын қорғау	Ораторлық қабілет, жауапкершілік, жеке көзқарасын негіздей алу іскерлігі, өз іс-әрекетін бағалау, рефлексия

Жоба – білім алушы зерттеуіндегі мәнжазбаға қарағанда толық мазмұндағы шығарма,ол алға қойған проблеманы шешуге арналады.

Осылайша, студенттердің жобалау әрекетінің негізгі нәтижесі пәнді оқуға деген қызығушылығы, студенттердің танымдық белсенділігін арттыру, өз білімдерін үнемі толықтырып отыру қажеттілігіне тәрбиелеу болып табылады. Жобаны орындау барысында студенттер белсенділік және шығармашылық қабілеттерін танытады. Жобамен жұмыс жасай отырып, әрбір студент өз қиялын, белсенділігін және өз пікірін көрсетуге мүмкіндік алады.

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THE USE OF GAMES AS AN EFFECTIVE METHOD OF LEARNING A FOREIGN LANGUAGE

АННОТАЦИЯ

Бұл мақалада шет тілін үйренудегі адам мотивациясы мәселесі қарастырылады. Бұл - мотивация, мақсатты әрекеттерді оятады. Басқаша айтқанда, мотивация - адам тәртібін анықтайтын факторлардың жүйесі. Қазіргі уақытта, ең жаңа тақырып ояну болып табылады: мұғалімдердің мотивация бүгін.

Түйінді сөздер: мұғалім мотивациясы, ішкі және сыртқы мотивация, үздіксіз оқыту.

АННОТАЦИЯ

В статье рассматривается проблема мотивации человека при изучении иностранного языка. Это - мотивация, которая пробуждает целеустремленную деятельность. Другими словами, мотивация - система факторов, определяющая поведения человека. В настоящее время чаще тема пробуждения рассматривается как мотивация современных учителей.

Ключевые слова: *мотивация учителя, внутренняя и внешняя мотивация, постоянное обучение.*

ABSTRACT

The problem of human motivation when learning a foreign language. It's - motivation, which awakens purposeful activity. In other words, the motivation - a system of factors determine human behavior. Currently, most new theme is awakening: the motivation of teachers today.

Key words: *motivation of a teacher, intrinsic and extrinsic motivation, career ladder, lifelong teaching*

Teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. A career view underlines the temporal dimension of motivation in terms of a vocational situation. The steps on a career path activate long-term success in a challenging manner as intrinsic pleasure of being involved in one's profession and different extrinsic rewards with career advancement are important.

Teaching is known as one of the most successful professions. There are several reasons why teachers burn out: emotional exhaustion, as the result of emotional and physical overworking (trying to do too many things in a short time); depersonalization when teachers have negative attitudes towards their colleagues. The third reason is the lack of personal accomplishment. [1] Another de-motivating factor is lack of intellectual challenge. Without discovery new knowledge, skills, many teachers teach the same subject. So they can "lose a spark". The fifth reason is restricted autonomy. Standardized tests, federal curricula. And general mistrust with increasing administration demands is in this aspect. According to Hargreaves teachers need positive emotions to affect their self-determined motivation. [2] Self determination theory underlined three universal psychological needs: competence, autonomy and relatedness.

It is essential to choose games which are appropriate to the class in terms of language and type of participation. Having chosen an appropriate game, its character and the aims and rules must be made clear to the learners. It may be necessary to use the mother tongue to do this. If the learners are unclear about what they have to do, chaos and disillusionment may result.

Many teachers believe that competition should be avoided. It is possible to play the majority of games in this work with a spirit of challenge to achieve, rather than to 'do someone else down'. We believe that it is wrong and counter-productive to match learners of unequal ability even within a single exchange or challenge. The less able learner may 'give up' and the more able develop a false sense of his/her own achievement. We also believe it is wrong to compel an individual to participate. For many such learners there will be a point of 'readiness' to participate similar to the state of 'reading readiness' in young children. Learners reluctant to participate might be asked to act as judge and scorers.

As with all events in the classroom, it is advisable to stop a game and change to something else before the learners become tired of it. In this way their goodwill and concentration are retained.

We believe the teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use. It would suggest that the teacher is more concerned with form than with the exchange of ideas. In general, we think it better for the teacher to note the error and to comment on it later.

Any games or activities which involve language and your learners enjoy are language-learning material. You can find 'new' games by studying magazines, newspapers, radio and television programmer, party games and indeed by asking your learners. If you can create these games in the classroom and the language is appropriate, then they are useful. It is usually difficult to find a new game for specific language practice just when you need it. It is a wise precaution to

collect and file games for use whenever you happen to come across them. Games without materials can be described as in this book and filed in a binder. Games with visual materials could be kept in similar-sized envelopes bound in the same folder. It is helpful if the description of the game is written on the outside of the envelope and the visuals and handouts kept inside.

When collecting games it is important to note what language need only be understood by the players and what language must be used by them. Thus, the language level is determined by the type of use, not just the structures and vocabulary items themselves.

The notes on each game suggest which form of class organization is appropriate. Of the four types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. In class work it is easy to demonstrate that the learners say only one or two sentences in a lesson or, indeed, in a week. The greatest 'mistake' (if oral ability is an aim) is for the learner not to speak at all. Thus, although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be few mistakes.

Individual work: it is important to organize an individual work of pupils. A pupil can pay attention more to given task and do it more carefully.

Pair work: this is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all these reasons we often prefer to organize games in pair or general class wok, rather than in group work.

Group work: some games require four to six players; in these cases group work is essential. Membership of groups should be constant for the sake of goodwill and efficiency. If there is to be challenge between groups, they should be of mixed ability. If there is to be such challenge, the teacher might choose groups according to ability: this is very much a personal choice. Many teachers consider it advisable to have a group leader. However, once more, it is our experience that groups can operate perfectly well without a group leader. The leader would normally be one of the more able learners. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him/her. The leader's role is to ensure that the game or activity is properly organized and to act as an intermediary between learners and teacher. [3]

The teacher's role, once the groups are in action, is to go from group to group listening in, contributing and, *if necessary*, correcting.

If you have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to this games which rows of learners (if that is how they are seated) play against you or between themselves. Finally, after perhaps several weeks, ask the rows of learners to group themselves together to play a game between themselves.

It is absolutely essential that the learners are totally familiar with the games they are asked to play. (it is helpful if they are familiar with the game in their own language.)

Once the learners are familiar with group work, new games are normally introduced in the following way:
- explanation by the teacher to the class
- demonstration of parts of the game by the teacher and one or two learners
- trial by a group in front of the class
- any key language and/or instructions written on the board
- first try by groups
- key language, etc. removed from the board.

Class work: an important aspect of whole-class discussion is the welding together of the whole group and the camaraderie that comes about when a whole group works together towards a common goal. Moreover, there is diversity in numbers; the larger the group, the more variety there is in the ideas, opinions and experiences which can contribute to the learning process. This can stimulate a greater involvement in each member of the class. Furthermore, whole class discussion is

likely to be content based, rather than form based, encouraging fluency and a more memorable and meaningful exchange among the participants. It might also be more appropriate for the introverted and reflective learner. Finally, if we are talking about classes of 15 students or so, there are likely to be many opportunities of letting the whole class function as a single unit instead of dividing it into groups.

The two techniques can go hand in hand. After a session of group work, a whole-class feedback phase will give cohesion to the learning process. Ideally, the group work that has gone before will ensure that everyone has something to say, and also a reason for listening, having "rehearsed" in a more intimate context beforehand, students may face the whole class with more confidence in their ability to handle the target language.

Vocabulary building is related to concept building, and teachers should help students organize information or words according to concerts or topics. Activities in the classroom should help learners build up new networks or maintain, refine, and expand existing networks. Reinforcing and refining networks will help to facilitate fluency in lexical access, leading to automat city in what follows are some activities that I have found useful in vocabulary development. Each activity is presented with a description of haw it is consistent with idea of semantic network, concept building, and automat city of lexical access.

The teacher writes a topic (for example, "pollution") on the board, and students predict the words that would be associated with the topic. This activity could be used either as a pre-reading activity or as a game in itself. In the former, the teacher tells the students they are going to read a passage on, say, "pollution" and students are to predict the words that may appear in the passage. The teacher writes the board, occasionally asking the students the reason for their choice of words or foe the meaning. Students are then given the passage to check their prediction. As a game in itself, the teacher could give the students about 30seconds to one minute (depending on the proficiency of the students) to generate as many words as possible related to the topic given. Students then compare their words in pairs or a class, explaining or defending their choice of words. Important element in both activities is that students should be encouraged to explain why they have predicated the words. By explaining their choice of words they are not only refining their understanding of the words but also activating other words they are not only refining their understanding of the words but also activating other words in the scheme related to the words in question, thus "automatic sing" their knowledge of lexical-ledge of lexical co-occurrence.

As a variation, students can be title or topic of a reading text and an accompanying list of words. The students then go through the list in pairs or as a class, predicting whether each word would appear in the reading text, giving reasons for their choice. [4]

In my opinion the most important aspect of vocabulary teaching for advanced learners is to foster learner independence so that learners will be able to deal with new lexis and expand their vocabulary beyond the end of the course. Therefore guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning.

Guided discovery involve asking questions or offering examples that guide students to guess meanings correctly. In this way learners get involved in a process of semantic processing that helps learning and retention.

Students should start using dictionaries as early as possible, from Intermediate upwards. With adequate training, dictionaries are an invaluable tool for learners, giving them independence from the teacher. As well as understanding meaning, students are able to check pronunciation, the grammar of the word (e.g. verb pattern verb forms, plurality, comparatives, etc.), different spelling, style and register, as well as examples that illustrate usage.[5]

We could not talk about vocabulary teaching nowadays without mentioning Lewis, whose controversial, thought-provoking ideas have been shaking the world since its publication. We do into intend to offer a complete review of his work, but rather mention some of his contributions that in our opinion can be readily used in the classroom.

His most important contribution was to highlight the importance of vocabulary as being basic to communication. We do agree that if learners do not recognize the meaning of keywords they will

be unable to participate in the conversation, even if they know the morphology and syntax. On the other hand, we believe that grammar is equally important in teaching, and therefore in our opinion, it is not the case to substitute grammar teaching with vocabulary teaching, but that both should be present in teaching a foreign language.

I also defend the use of 'real' or 'automatic' material from the early stages of learning, because 'acquisition is facilitated by material which is only partly understood'. Although he does not supply evidence for this, I agree that students need to be given tasks they can accomplish without understanding everything from a given text, because this is what they will need as users of the language. He also suggests that it is better to work intensively with short extracts of authentic material, so they are not too daunting for students and can be explored for collocations. Finally, the Lexical Approach and Task-Based learning and Vocabulary have some common principles, which have been influencing foreign language teaching. Both approaches regard intensive, roughly tuned input as essential for acquisition, and maintain that successful communication is more important than the production of accurate sentences. We certainly agree with these principles and have tried to use them in our class. In life communication it is possible that where vocabulary is used correctly it can cancel out structural inaccuracy. Thus we must have something to say, we must have meanings we wish to express and we need to have a store of words that we can select from. We should posses with the sufficiently large scale of vocabulary to express the complexity of feelings.

We want to tell you about some types of games activities.

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ЖОҒАРҒЫ ОҚУ ОРНЫНДА БЕЛСЕНДІ ӘДІСТЕРДІ ҚОЛДАНУДЫҢ МАҢЫЗЫ

АННОТАЦИЯ

Оқытудағы тұлғаның белсенділігі психологиялық,педагогикалық ғылымдар және білім беру тәжірибесінде өзекті мәселелердің бірі. Оқытушының міндеті тек қана бәрін түсінікті етіп әңгімелеп, көрсетіп беру ғана емес, сонымен қатар студентті ойлауға, практикалық әрекеттердің дағдысын үйрететіндігінде. Осыған орай бұл мақалада жоғарғы оқу орындарында оқытудың белсенді әдістерін қолданудың қажеттілігі қарастырылған. Белсенді оқу үрдісінде оқытушы мен білім алушының рөлі анықталып,тұлғаның оқудағы белсенділігін арттыру үшін қолданылатын әдістердің жиынтығы қысқаша түсінігі оларды қолданудың ерекшеліктері берілген.. Оқу үрдісіне белсенді әдістерді қолдану жайлы ұсыныстар берілген.

***Түйінді сөздер:** Педагогикалық технологиялар,оқыту әдістемесі, енжар, белсенді және интербелсенді әдістер.*