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ДЕНЕ ШЫНЫҚТЫРУ, СПОРТ ЖӘНЕ ТУРИЗМ БОЙЫНША МАМАНДАРДЫ ДАЯРЛАУ ЖҮЙЕСІНДЕГІ ҚАЗІРГІ ЗАМАНҒЫ ПЕДАГОГИКАЛЫҚ ЖӘНЕ АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАР

Қазіргі кезеңде жоғары кәсіптік білім жүйесінің дамуы заманауи ақпараттық және коммуникациялық технологиялардың белсенді қолданылуымен сипатталады. Зерттеу барысында жоғары кәсіби білім беру ақпараттық даму процесінің алғышарттары анықталған, дене шынықтыру және спорт мамандарын даярлау жүйесінде қазіргі заманғы педагогикалық және ақпараттық-коммуникациялық технологиялардың деграциялық әдістемелік аспектілері қарастырылған.

Мақаланың мәнін ашатын сөздер: жоғары кәсіби білім жүйесін ақпараттандыру, дене шынықтыру және спорт бойынша мамандар даярлау жүйесін жаңғырту, жобалар әдісі, электрондық портфолио технологиясы.

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MODERN PEDAGOGICAL AND INFORMATION TECHNOLOGIES IN SPECIALISTS PREPARATION SYSTEM FOR PHYSICAL CULTURE, SPORT AND TOURISM

The current stage of development of higher professional education system is characterized by the active use of modern information and communication technologies. The study identified prerequisites for the development of the information process in higher education system, considered methodical aspects of the integration of modern pedagogical and information technologies in the system of preparation of specialists for physical culture, sports and tourism.

Keywords: informatization of higher professional education, modernization of the system of preparation of specialists for physical education, sport and tourism, method of projects, electronic portfolio.

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ABOUT ENGLISH COURSE FOR UNIVERSITY TEACHERS IN KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES

Abstract

The article deals with the content and results of advanced training on the base of Kazakh Ablai Khan University of International Relations And World Languages. University teachers from all Kazakhstan had opportunity to improve their English and learn such educational technologies as Critical Thinking, Action Research in Classroom, Reflective Practice, Information Technologies in Teaching, Content and Language Integrated Learning.

Keywords: advanced training, trilingual education, Critical Thinking, Action Research in Classroom, Reflective Practice, Information Technologies in Teaching, Content and Language Integrated Learning.

1. Introduction.

The importance of the development of trilingual education is emphasized in the Address by the President of the Republic of Kazakhstan, Leader of the Nation, N. Nazarbayev “Strategy Kazakhstan-2050”: new political course of the established state” (Astana, 2012): “Trilingualism should be encouraged at the state level” [1]. The task “to make a breakthrough in learning English” is set and it was noted that knowledge of English “will open for every citizen of our country new unlimited opportunities in life” [1].

The Roadmap for the development of trilingual education for 2015-2020 years was approved in Kazakhstan by joint order of the Ministry of Education and Science of the Republic of

Kazakhstan, the Ministry of Culture and Sports of the Republic of Kazakhstan, and the Ministry of Investment and Development of the Republic of Kazakhstan in November 2015 [2]. The implementation of this document is aimed at updating curriculums content at all levels of education; ensuring the continuity of trilingual education in the context of a unified educational environment; improving the system of training and retraining of teaching staff for the effective implementation of trilingual education; ensuring effective research in the field of trilingual education in Kazakhstan, popularization of the cultural project “Triunity of languages”.

Seven strategic directions are provided in the Roadmap:

1. Improvement of the normative and legal framework of trilingual education.
2. Research activities to study the problems of trilingual education.
3. Methodological and educational methodological support of trilingual education.
4. Activities to popularize the idea of trilingualism
5. Training and advanced training.
6. Institutional support of trilingual education.
7. Information support of the trilingual education.

According to the Roadmap of trilingual education, it is envisaged improvement the normative and legal framework. It includes the next points:

1. Introduction of changes and additions to the curricula and education standards with regard to the introducing from the year 2020 in the senior classes of schools, regardless of the language of learning, teaching of subjects of the natural-mathematical cycle such as “Computer science”, “Physics”, “Chemistry” and “Biology” in English. Making changes and additions to curriculum and standards of higher education with regard to the introduction teaching of English throughout the entire period of study.

2. Introduction of changes and additions to the curricula and higher education standards regarding introducing at least 20 percent of the academic subjects in the second language from the first year of learning. Second language for the Russian department is Kazakh, for the Kazakh department is Russian.

3. Introduction of changes and additions to curricula and higher education standards regarding introducing from the third year of learning at least 30 percent of basic and profiling disciplines in English.

In this way as early as September of 2019 four subjects will be taught in English in 10 and 11 grades. These subjects are computer science, physics, chemistry and biology.

Therefore, the pedagogical high schools have the task of training teachers who are ready to work in the new conditions.

Thus, studying English language is necessary for those who need it for future professional activities. And we, the university teachers, should do everything necessary, in particular, improving the methodological base of the taught disciplines and raising our own level of English language to help our students – future teachers.

The aim of the article is to show and analyze content, methods and meaning of English course for university teachers in Kazakh Ablai Khan University of international Relations and World Languages.

2. Materials and methods.

Methods of theoretical analysis of the documents of education and products of the activity of the teachers were used in our research. To evaluate university teachers’ knowledge of English language was used special test. The documents of education of Republic of Kazakhstan about trilingual education and the materials of English teacher professional development course programme developed by Kazakh Ablai Khan University of International Relations and World Languages were used for writing our article.

3. The results.

Advanced training course for teachers of the pedagogical universities of the Republic of Kazakhstan took place in Almaty from June 12 till September 1, 2017. The course has two stages. The

first stage was face to face learning from June 12 till July 22, and the second one was on-line learning from July 22 till September 1.

For our training teachers of Kazakh Ablai Khan University of International Relations and World Languages have developed special program which named “English teacher professional development course programme”. This program is “designed for University teachers delivering their classes in English who would like to improve their English for professional advancement as well as achieve their personal goal of gaining greater proficiency in English” [3, p. 3]. The program involves training in one of two levels Intermediate or Pre-Intermediate.

The objectives for Intermediate level learners are to increase an awareness of range of approaches to training; mainstream ESP teachers on program planning; create opportunities for professional practice exchange.

Learning outcomes for those who completed the program on Intermediate level include the next points. They will be able to:

- 1) Demonstrate the pedagogical competencies and skills of the classroom management;
- 2) Compare and contrast current trends, issues on English language curriculum on international and national levels;
- 3) Develop and evaluate syllabi and detailed lessons plans;
- 4) Analyze and discuss how the sociocultural context or the learning environment influences language development;
- 5) Identify and analyze well-designed language learning communicative activities;
- 6) Design tasks to test speaking, listening, writing, vocabulary and grammar skills.

The objectives of the Pre-Intermediate Program are to comprehend adapted short academic lectures and produce comprehensible spoken English in group activities and formal presentations in a rich context of situations and topics.

Learning outcomes for those who completed the program on Pre-Intermediate level include the next points. They will be able to:

- 1) Discuss familiar topics in past, present, and future tenses;
- 2) Recognize the need to choose the appropriate register (formal or informal) for the audience and task;
- 3) Express opinions appropriately in a group setting;
- 4) Recognize and discuss main ideas and details using contextual and organizational cues;
- 5) Follow and give a longer sequence of instructions;
- 6) Narrate a story or description that based on person experience or given on pictures;
- 7) Give a variety of individual or group presentations using basic research.

Before starting to learn on the base of the Program we passed ESL Placement Test which allows assessing the level of English proficiency of each learner. In accordance with the results of this test, the learners were placed in groups of the appropriate level. The number of learners of each group was from ten to twelve people.

The training is very effective when we have learners of the same level in each group. Unfortunately often we observe a situation when there are learners of the different levels in the same group. That is why the training is very easy and unproductive for some learners with higher level and very difficult and unproductive also for some learners with lower level of language.

Advanced training course for University teachers in Kazakh Ablai Khan University of International Relations and World Languages allowed making next conclusion. The presence in the group of learners with the same level of language proficiency increases the interest and creates a motivation for learning the language, helps to increase the effectiveness of group work, creates conditions for the exchange of experience and interactive interaction of learners. We spoke only English and this gave good result for our language level. We spoke English not only at our classes but everywhere we have been together. Due to such active communication, each of us managed to improve own level of English.

For a month we had only language classes. Then for two weeks we studied different pedagogical approaches and technologies on English. In total we studied five technologies, each one during two days. Most of these technologies we know well and use in our practice; however it was very interesting and useful to discuss them with colleagues in English.

We studied such pedagogical approaches and technologies as Critical Thinking, Action Research in Classroom, Reflective Practice, Information Technologies in Teaching, Content and Language Integrated Learning.

Critical Thinking in Teaching Programme is aimed at practicing some of the most central and important issues of critical thinking, to prepare teachers to teach students to reason well and focus on applying critical thinking strategies in class [3, p. 19].

In accordance with the Critical Thinking in Teaching Programme the objectives of the Program are:

- 1) Increase an awareness of the necessity of critical thinking;
- 2) Distinguish between creative and critical thinking;
- 3) Identify main critical thinking strategies in teaching and learning.

In the process of studying this technology, we analyzed diverse critical thinking topics and designed classroom activities applicable across our academic disciplines in the workplaces. We made conclusion that critical thinking is ability to analyze, compare, and solve problems. It forms skills which are necessary in life. We discussed how we can use Socratic questioning, Bloom taxonomy, Venn diagrams, thin and thick questions, and other critical thinking strategies in our lessons. We worked at groups and tried to use these strategies in nonstandard situations.

Thus as the result of our training activity we received learning outcomes which provided by the Critical Thinking in Teaching Programme: to be able to

- 1) Define critical thinking, reasoning and logic;
- 2) Ask appropriate questions for critical thinking;
- 3) Demonstrate understanding of the process of systemic problem solving;
- 4) Identify and overcome barriers to critical thinking;
- 5) Master some techniques of critical thinking in practice.

The next technology is Action Research in Classroom. The purpose of the Action Research in Classroom Programme is to provide teachers with the knowledge and skills to integrate Action Research as a teaching and problem solving technology, as well as teaching trainers to use Action Research to achieve lesson objectives [3, p. 22].

What is action research? Action research is a specific process for problem solving, verification, and discovery. The process can be used by an individual, teacher or student, but experience indicates the process works best through cooperation and collaboration.

In accordance with the Action Research in Classroom Programme the content of current course has been renovated in a following way:

- 1) Use of Borg's taxonomy for assessing final results;
- 2) New articles for discussion at the lessons;
- 3) Introduction of new technologies like games, problem solving tasks on reflection etc.;
- 4) Implementation of theory through practice, increasing the number of practical tasks.

Analysis of the activities and results of the course shows that the learning outcomes were achieved. By the end of the course the learners have been able to:

- 1) Analyze the strategies of action research;
- 2) Develop the concept of here and now research and create a definition of the action research;
- 3) Compare and contrast action and formal research;
- 4) Construct a research design that correlates to the four steps of the descriptive survey method;
- 5) Distinguish between data analysis and data interpretation and appraise how they correlate within research findings;

- 6) Compare methods of data analysis and data interpretation, and determine which methods are best suited for his action research project;
- 7) Evaluate and select which methods are best suited to illustrate research findings;
- 8) Outline the final action research project proposal.

The next technology is Reflective Practice. According the Programme Reflective Practice course is aimed at practicing some of the most central and important issues of reflection and self-observation in teaching [3, p. 26].

Reflection is a crucial and complex constituent of teaching, and it is useful to any teacher not depending on the subject. Reflective practice suggests systematical collection of information about classroom activities and its further analysis and evaluation. Reflective process may lead to changes and not only in professional activity of the teacher but also in any spheres of live.

During our reflective practice classes we tried to answer the questions:

- 1) Which ways of self-education did you use for last five years?
- 2) What professional qualities could you improve by these ways?
- 3) Do your colleges help you in your self-education?
- 4) What technologies do you use?

As a result of studying reflective practice teachers are able to:

- 1) Reflect on introduced reflective techniques;
- 2) Demonstrate ideas about reflective methods implementation in their teaching context;
- 3) Create tasks for students' reflective competence development;
- 4) Engage in self-reflection, collecting necessary information for its' further analysis and evaluation.

The next technology which we studied is Information Technologies. Information Technologies in Teaching Programme aim is to apply information-communication innovative technologies into the system of higher education which widens the potential of the education environment on the platform Moodle v.3.1 [3, p. 32].

Information Technologies classes was one of more interesting for us. Many learners noted the need to increase the time for studying this section of the program, because within the allotted time, it was possible only to get acquainted with the proposed programs and their capabilities, but not to master them.

We used Freemake Audio Converter Full, Freemake Video Converter Full, Hotpot_6305, and other useful programs.

We achieved the following learning outcomes provided by the program:

- 1) Acquire knowledge and skills in contemporary information and communication technologies in education;
- 2) Get knowledge, skills and professional competences in applying information and communication technologies in the classroom educational process;
- 3) Acquire technological competences working in the portal of distant learning Moodle v.3.1;
- 4) Learn principles of collaborating and managing own e-courses;
- 5) Acquire information- technological competences;
- 6) Acquire management basics, namely time management in educational process;
- 7) Expand didactic tools based on using multimedia educational resources.

The next technology is Content and Language Integrated Learning (CLIL). The aim of CLIL Programme is to prepare the teacher to self-understanding, the analysis of modern concepts of cognitive lingual-cultural methodology of foreign language and the use of CLIL- technologies in modeling professionally oriented foreign language communication [3, p. 32].

Then, after finishing face to face learning, we had on-line learning from July 22 and at the end of August we passed exam in our Universities to teachers from Almaty.

4. Conclusions.

The learning in Kazakh Ablai Khan University of International Relations and World Languages was very interesting and useful. It has let us to improve our English.

We could communicate with colleagues, discuss some questions in groups, and represented our works for evaluation to people who were studying the course. Moreover, it was very useful for me because nowadays I use some ideas of the course in my teaching practice.

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ШУМЕЙКО, Т.С.

АБЫЛАЙ ХАН АТЫНДАҒЫ ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ЖӘНЕ ӘЛЕМ ТІЛДЕРІ УНИВЕРСИТЕТІНДЕГІ ЖОО ОҚЫТУШЫЛАРЫНА АРНАЛҒАН АҒЫЛШЫН ТІЛІ БОЙЫНША ОҚУ КУРСТАРЫ ТУРАЛЫ

Бұл мақалада Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университетіндегі оқытушылардың біліктілігін арттырудың мазмұны мен нәтижесі қарастырылады. Бүкіл Қазақстан университеттерінің мұғалімдері ағылшын тілін жетілдіруге және «Сын тұрғыдан ойлау», «Сыныптағы әрекеттерді зерттеу», «Рефлексиітік тәжірибе», «Оқытудағы ақпараттық технологиялар», контент және көптілдік пәнаралық оқыту (CLIL) тілінде» сынды білім беру технологияларын меңгеруге мүмкіндік алды.

Мақаланың мәнін ашатын сөздер: біліктілікті арттыру, үштілдік білім беру, сыни тұрғыдан ойлау, сыныптық әрекеттерді зерттеу, рефлексиітік тәжірибе, оқытудағы ақпараттық технологиялар, контент және көптілдік пәнаралық оқыту (CLIL) тілінде.

ШУМЕЙКО, Т.С.

О КУРСАХ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ПРЕПОДАВАТЕЛЕЙ ВУЗОВ В КАЗАХСКОМ УНИВЕРСИТЕТЕ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ И МИРОВЫХ ЯЗЫКОВ ИМ. АБЫЛАЙ ХАНА

В статье рассматриваются содержание и результаты повышения квалификации на базе Казахского университета международных отношений и мировых языков им. Аблай Хана. Преподаватели университетов из всего Казахстана получили возможность улучшить свой английский и изучить такие образовательные технологии, как «Критическое мышление», «Исследование действий в классе», «Рефлексивная практика», «Информационные технологии в обучении», контент и интегрированное обучение на языках (CLIL).

Ключевые слова: повышение квалификации, трехязычное образование, критическое мышление, исследование действий в классе, рефлексивная практика, информационные технологии в обучении, контент и интегрированное обучение на языках (CLIL).