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**CREATION OF AN ELECTRONIC PRACTICE TEXTBOOK  
ON GRAMMAR BASED ON THE ENTERPRISE-3**

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**Аннотация**

*Мақала Enterprise-3 оқу құралының грамматика бойынша электрондық оқу құралының жасалуына арналған. Оқу үдерісінде электрондық оқу құралыны пайдалану өте маңызды. Авторлар ағылшын тілдің грамматикасың тәлім-тәрбиесіне оқу үдерісінде, оқу құралымың мектепте пайдалануға және электрондық оқу құралымың негізгі кезеңдерге, аймақтық компонентпен жаттығудың жүйесіне назар аударады. Зерттеудің практикалық маңызы Enterprise-3 оқу құралына арналған аймақтық компонентпен электрондық оқу құралында анықталған.*

### **Аннотация**

*Данная статья посвящена созданию электронного учебного пособия по грамматике на основе учебника Enterprise-3. Сейчас актуально использование электронных учебных пособий в учебном процессе. Авторы указывают принципы, методы, дедуктивный и индуктивный подходы при обучении грамматике, основные этапы создания электронного учебного пособия, а также систему упражнений с региональным компонентом для обучения грамматике по учебнику Enterprise-3. Практическая значимость состоит в созданном электронном учебном пособии по грамматике с региональным компонентом на основе учебника Enterprise-3.*

### **Abstract**

*The given article is devoted to creation of an electronic practice textbook on grammar based on the Enterprise-3. The authors identify principles, methods, deductive and inductive approaches to teaching grammar, use of electronic textbooks in school, main stages of creation of the electronic practice textbook, the system of exercises with the regional component of the grammar from the textbook Enterprise-3. Practical value of the research consists in the elaborated electronic practice textbook on grammar with regional component based on the Enterprise-3.*

**Түйінді сөздер:** электрондық оқу құралы, ағылшын тілінің грамматикасын оқыту, аймақтық компонент, Enterprise -3, жаттығудың жүйесі.

**Ключевые слова:** электронное учебное пособие, обучение грамматике английского языка, региональный компонент, Enterprise-3, система упражнений.

**Key words:** electronic practice textbook, teaching English grammar, regional component, Enterprise -3, the system of exercises.

## **1. Introduction.**

We live in the computer century, and it requires people of different professions, including teachers, computer literacy and technology education. There is an active process of informatization in education, which involves intensive introduction and application of new information technology. The use of the latest tools of information technology in different spheres of human activity, including education, is becoming increasingly important.

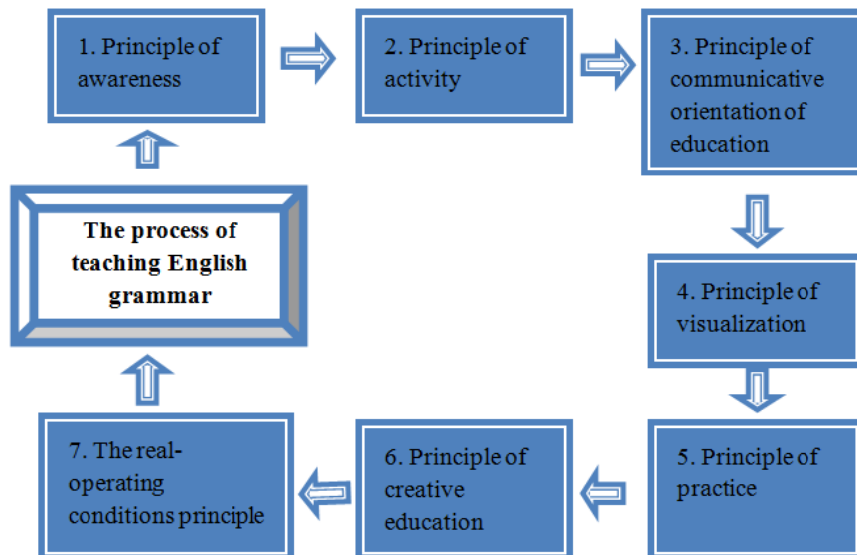
Information and communication technology has taken a firm place in the process of learning a foreign language. They have many advantages over traditional training methods. Among them are individualized training, based on individual abilities and characteristics of each student, the intensification of independent work of students and increasing cognitive activity.

The relevance of our research consists in the existence of the need to develop new approaches and improving existing general didactic, linguistic and methodological foundations of development and use of electronic practice textbook to improve the quality of FLTL.

Renewal and development of foreign language education in school may be directed to development of skills to represent his/her native country and culture, as well as the culture of the country the language is spoken in a foreign language and because of that it is important to add the regional component in our practice textbook on grammar based on the Enterprise-3.

## **2. Materials and methods.**

Grammar is one of the language's aspects. Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level (Nunan D., 2003, p. 154). Teaching grammar has a crucial role in the process of English teaching. Before creating an electronic practice textbook we explored theoretical part of teaching English grammar. We investigated 31 principles of different scientists such as N.D.Galskova and N.I.Geز, Robert Batstone and Rod Ellis, Robert Lado, G.V.Rogova and chose 7 main principles, which were the basis of our electronic practice textbook.



Picture 1. Main principles of teaching English grammar.

**The following methods were used to achieve the objectives of the research, testing hypotheses and solving the above problems:**

1. Theoretical analysis of the literature on the problems of the study;
2. Comparative analyses of using information and communication technologies in the educational process;
3. Modeling of the learning process.

We also explored inductive and deductive ways of presenting English grammar. We think that it is better to combine both approaches. It should depend on the grammar point being taught and the learning style of the student. Some learners appear to learn more effectively through a deductive approach, others appear to do better through an inductive approach. Many students prefer deduction because it requires less mental effort, but it is more effective, when pupils discover grammar themes by themselves and after that, they will develop this theme with the teacher.

The inductive way according to which the learner is expected to deduce the rule of a particular structure and grammar item from the situation in which it is presented should be used more often than deductive way of presenting grammar. But it does not mean that we need to forget top-down approach. Inductive way demands greater mental effort and will result in more effective learning in the longer term.

### 3. Results.

Our electronic practice textbook is designed for teachers. It includes exercises with regional component for consolidation of grammar themes, which taught during the course Enterprise-3.

The main goal of the electronic practice textbook is to form the student's grammatical skill of correct structures of English in different types of activities.

Objectives of the practice textbook:

- ✓ To give information about our motherland in the target language;
- ✓ To develop skills in written and oral communication in the international information space by providing basic sustainable phrases used in speech and writing;
- ✓ To develop the ability to plan their speech and nonverbal behavior;
- ✓ To educate civil and patriotic feelings, developing national consciousness and the desire for understanding between people of different communities;
- ✓ To form a tolerant attitude towards the manifestation of other cultures, recognizing the value of their own culture.

We did not include an explanation of grammar rules, because there is Enterprise 3 Grammar Student's book, where all explanation of grammar themes and examples, which are taught during

this course, can be found. We analyzed grammar exercises from Enterprise 3 Course book, Enterprise 3 Work book, Enterprise 3 Grammar Student's book, and may conclude, that we will create exercises, which do not exist in these books.

The essence of the regional component of the content of education is expressed in the account of the interests and needs of residents of the region, the inclusion of characteristics of the region in the content of education.

When we add regional component into material and structure of the textbook, we need to take into account following principles:

- ✚ statehood and ethnologic of the educational process;
- ✚ historical and cultural orientation of the organization in the educational process;
- ✚ humanistically-oriented construction of the content of education;
- ✚ humanistic orientation of the content of education, its focus on the free development of the individual as a bearer of traits of the citizen of the Republic of Kazakhstan and the world;
- ✚ the formation of socially significant values accepted in a democratic society;
- ✚ the unity of educational space of the multinational Kazakhstan disclosed as a unity of diverse national the educational systems (Калкеева К. П., 2010, с. 197).

Enterprise 3 Pre-intermediate is a complete course for students studying English at pre-intermediate level (Evans V., Dooley J., 2002). It provides students with the necessary skills to successfully communicate in both the oral and written forms of the language. The course consists of four modules of twenty-two units in total, six of which present in episodes. Each module ensures coverage of a care of useful language related to topics of general interest with which the students need to be familiar. There is Grammar in Use section in each unit. This section present grammar structures in a clear, easily understood way. But this section is used with Grammar Reference section, allowing students to reinforce and expand knowledge of grammar through a variety of useful exercises.

Our electronic practice textbook is created according to this system of exercises of Kudritskaya M.I.:

1. **Primary consolidation:** recognition, drill (read the text and underline the new grammar structures in it; match the structure and their translations; write the given words according to the new grammar form; open brackets using the words in the necessary form; fill in the gaps with the appropriate word form from the box).

2. **Speech preparatory exercises:** differentiation, identification, imitation, and contextualization (underline the correct verb form: past simple or past continuous, choose the right tense and complete the sentences; put *while, during or for* into each gap; find mistakes and correct them; make sentences according to given pattern; read invitation, write similar letter; put the words in brackets in the most natural place ).

3. **Communicative usage:** dialogues, games, role plays, debates, discussions. etc.

Each of modules of Enterprise 3 has definite theme and we decided to add regional component according to these themes.



Picture 2. The menu of an electronic practice textbook.

**Module 1:** People and places. In this section our exercises will convey information about famous people of our motherland and beautiful, attractive for tourists places.

**Unit 1: Read my lips**

**Exercise 1:** a) Choose a person from picture 3.9. and describe her/ him using linking words.  
(to Course book, Ex.9, Language development)

1. Age – She/he is young/ middle-aged/old
2. Name – her/his name is ...
3. Height – She/he is short/average-height/tall
4. Weight – she/he is thin/skinny/slim/average-weight/plump/obese
5. Hair – she/he has short/medium-length/long hair. Her/his hair is straight/wavy/curly  
He is bald. He has a shaved-head. He has a beard/ moustache/sideburns
6. Profession – she/he works as a(an)... her/his profession is a(an) ...
7. Place of living – she/he lives in (village, countryside, town, city)
8. Family – her/his family consists of (2,3,4... people). They are...
9. Hobby – her/his hobby is ...(-ing), ex: Collecting, swimming, reading...
10. Character – she/he is kind/tactful/polite/intelligent/boring/hard-working...
11. Dream – her/his dream is ... (to have children, to travel around the world)



b) Ask your partner about the person on the picture: Use special questions.

*These tasks have the goal to teach pupils to describe a person using linking words during the speech, develop their creative thinking and such skill as speaking.*

**Module 2:** Changes in life. Exercises will describe main events in the history of our state, ancient and modern monuments and the capital of Kazakhstan.

**Unit 7: A Ghostly Welcome**

**Exercise 1:** Quiz “How much do you know about Kazakhstan?” Answer the following questions quickly and correctly about the history and capital of our motherland one by one and discuss your knowledge about Kazakhstan all together.

1. When did our republic get the independence?
2. What is the main law for every person of Kazakhstan?
3. What is the territory of Kazakhstan?
4. What countries does it border?
5. When were the state symbols were officially approved?
6. What is the capital of Kazakhstan?
7. When was the capital transferred from Almaty to Astana?
8. What names did Astana have so far?
9. Who is the first Kazakh spaceman?
10. Who is the creator of the state flag?

*Function of this exercise is to enrich knowledge about motherland and develop speaking skill as well.*

**Module 3:** Experiences. This module will be devoted to geography of the republic. It includes nature, animals and ecology.

### Unit 18: Problems of Planet

**Exercise 1:** Make round table, which will be devoted to ecological problem of Aral sea and present in groups some ways of making conditions of life better in that place, don't forget about such important points as pollution and animals and fish, of course use clauses of purpose.



*This exercise develops speaking skills, trains the usage of clauses of purpose and critical thinking.*

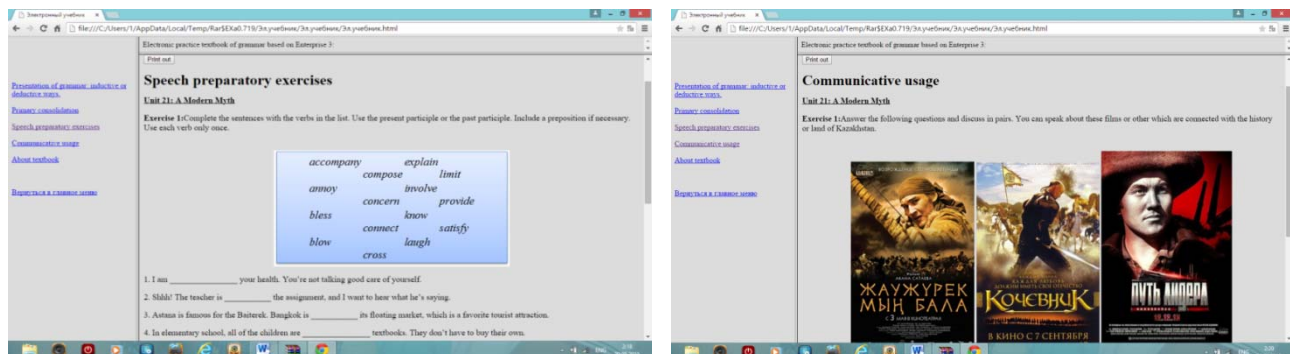
**Module 4** consists oftasks, which present information about great minds, inventors of the state.

### Unit 19: Quality or quantity?

**Exercise 1:** Answer questions about great minds of our state.

1. Who is the author of the novel “Way of Abai”?
2. When was Magjan Jumabaev born?
3. Who is the author of the novel “Kamar Sulu”?
4. Say the names of two Kazakh women, who were the heroes of the great Patriotic War?
5. Who is the author of these works “Notes on the Kyrgyz people”, “Essays of Djungaria”?
6. Who wrote some patriotic songs during the World War II? “Leningrades, children of mine”?
7. Who wrote about Kalkaman and Mamyr?
8. How many books did Al-Farabi write?
9. Who was initiator of construction of Kazakhstan Academy of Sciences and its first president?
10. Who is the author of the kuys “ Saryarka”, “Nazym”?

*Function of this task is to develop speaking skills, patriotic feelings and enrich knowledge about motherland.*



Picture 3. Exercises from electronic practice textbook.



#### 4. Conclusion.

Currently the question of the application of new technologies in teaching constantly raises in pedagogy. Speaking about of new technologies, we have in mind not only modern technical means of education, but also new forms and methods of teaching, new approaches to the organization of the learning process, new educational-methodical training manuals.

Our electronic practice textbook, which were designed for teacher was the goal of our research. The electronic practice textbook is structured so that students are able to practice grammatical skills, and then test your knowledge with the help of specially designed test. An electronic textbook designed for use in the classroom, but teacher can also give home tasks to their pupils from our electronic practice textbook. Our electronic practice textbook is made by the software program HTML with help of my brother, the second year student of KSPI, Ismailov Kalas. Hypertext Markup Language is a fairly simple set of codes that describes the structure of the document. Teacher can use any of the known browsers, such as Opera, Mozilla Firefox, Google Chrome or Internet Explorer.

Our electronic practice textbook is created for teachers who teach foreign language with the help of Enterprise 3 Pre- Intermediate, but it can be also used by ordinary teachers, because English grammar has definite rules, which are taught and learnt by everyone, who studies English.

This theme can be developed in two directions:

1. to add the method of projects into the textbook as additional material, for example – explore socially important themes connected with our country (historical events, ecology, animals);

Method of projects has following aims to develop:

\* pupils' interest to foreign language;

\* speaking skills;

\* pupils' activity and independence (Ахраменко Е. В., 2013, p.404-406).

2. to replace the series of episodes and include the story with regional component;

The main advantage of this software is the availability of the material. We can only hope that our electronic practice textbook will be used as effective tool for studying at schools and other cities.

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