

Использование духовного наследия выдающихся биев в процессе обучения не только повышает языковые способности студентов, но и выступает важнейшим воспитательным средством.

Умение правильно построить беседу, доказывать свою точку зрения и принять другую – очень важно. Различия в национально-культурных традициях речевого общения и поведения у разных народов существенны. И чтобы воспитать толерантность, то есть уважение и терпимость к языкам и культуре, наладить взаимоотношения между людьми разных национальностей, необходимо учитывать особенности речевого поведения народов, проживающих в одном государстве. Поэтому возродилась этнориторика.

Этнориторика и этнопедагогика изучают процесс социального взаимодействия и общественного воздействия, в ходе которого воспитывается, развивается личность, усваивающая социальные нормы, ценности, опыт; собирают и систематизируют народные знания о воспитании и обучении детей, народную мудрость, отраженную в религиозных учениях, сказках, сказаниях, былинах, притчах, песнях, загадках, пословицах и поговорках, играх, игрушках, в семейном и общинном укладе, быте, традициях, а также философско-этические, собственно педагогические мысли и воззрения, т.е. весь педагогический потенциал, оказывающий влияние на процесс историко-культурного формирования личности /3/.

Таким образом, содержание риторического образования в вузе должно включать те материалы, которые дают возможность воспитывать у молодежи национальные чувства и национальную гордость. Воспитание поликультурной личности предполагает освоение собственной культуры в рамках программы по этнориторике, а также изучение культуры других народов и формирование позитивного интереса к традициям и обычаям других национальностей, воспитание доброжелательности и открытости в процессе общения с представителями других рас и национальностей, развитие потребности в изучении языков межнационального общения. Проблема воспитания терпимости к чужим культурам, пробуждения интереса и уважения к ним, преодоления в себе чувства раздражения от непохожести других культур остро стоит в настоящее время.

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ASSISTING STUDENTS' AUTONOMY IN BUILDING THEIR TEACHING SKILLS THROUGH THE INTERACTIVE WEB

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I. Background

- Who are the learners?

The learners are third-year students training in specialty “Foreign Language: Two Foreign Languages (English and French/German)” with the intended qualification of an FLT teacher, Bachelor of Education. They all come from a variety of places in Kazakhstan mostly from the North of the country, but there are some students from Uzbekistan.

Students' native languages are mostly Kazakh and Russian, with a few people speaking other languages natively, such as Uzbek, Korean, Ukrainian, Byelorussian, Azerbaijani and Chechen.

About half of the students study on the basis of the state scholarship, some have scholarships from their local authorities on condition they return to their home village on completion of their studies, and about a third part of students pay for their education.

Most of the students are highly motivated and eager to learn foreign languages, though some of them intend to use their knowledge of languages in other spheres outside education, which makes them less motivated in the course *Modern Methods of Foreign Language Teaching*.

- What is the setting?

Kostanai State Pedagogical Institute has been an educational centre of Kostanai oblast since 1939 with three specialties: Mathematics, History and Russian. Now it trains students in 22 specialties, the number of students exceeds four thousand people, teaching staff about four hundred people.

Training is carried out in accord with the credit system and involves three types of assessment: formative everyday assessment, summative assessment twice each semester, and final assessment – examination at the end of the course.

There are specialized classrooms for teaching languages, a number of computer classrooms, whiteboards are installed in some classrooms, and there is wireless DSL internet connection in a few areas, which is free. There is a scientific library where students can either borrow books or work in the reading halls or computer classrooms with internet connection.

Modern Methods of FLT is a three credit course which means two lecture hours, a practical class, three hours of teacher-coordinated student work, and three hours of independent student research each week during the fifteen weeks of the semester.

The course is included into the compulsory part of the curriculum and its prerequisites are English of at least B2 level, courses in General Pedagogy, Ethno pedagogy, General and Age Psychology, History of FLT Methods.

For lectures all eighty-two students come together; they have practical classes in groups of eight to twelve, and teacher-coordinated work hours with two groups, i.e. about twenty students.

- What are the course goals?

The course objectives according to the ABCD model presented at Penn State Learning Design Community Hub <http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives/> are as follows:

Cognitive (comprehension) level – C: Being straightforwardly introduced to practical implementation of both commonly used and less commonly used methods of FLT during the lectures, A: trainee teachers B: will be able to adequately identify the method used by an experienced teacher in the video they watch at their teacher-coordinated classes and explain how this method meets the students' needs according to their level D: in fifty words or more

Cognitive (application level) – C: Being provided with the requirements for the modern class modeling and lesson organization in FLT, A: trainee teachers B: will be able to work out a set of criteria by which to critically observe and reflect on classes with reference to the students' age, language level and motivation D: in a rubric of at least seven criteria measured between grades from 'excellent' to 'poor'

Cognitive (problem solving/synthesis level) – C: Having learnt about lesson planning and classroom management, the three-stage procedure for teaching language skills: pre-, while-, and post activities A: trainee teachers B: will be able to choose the appropriate method for their classroom that would meet their students' needs and to successfully model their class, vary the activities, apply modern language laboratory equipment. They will demonstrate their choice in a series of short (fifteen minutes) lesson fragments at their practical classes D: as measured by the checklist by an observer based on the developed rubrics

Psychomotor – C: Given an idea how to expand their knowledge in innovation materials A: trainee teachers B: will try to use the modern technology and present the results of the web quests they perform as a part of their independent research at the teacher-coordinated classes D: in a Power Point or other presentation during ten minutes or less

Affective – C: Given an opportunity to work as a teacher in their demonstration lessons A: trainee teachers B: will form a positive attitude to the teaching profession and develop their creativity D: that will be shown in their diaries, one entry of at least one hundred words per week

- What are the student needs?

The Concept of Education Development in the Republic of Kazakhstan until 2015 and The State Program for Education Development in the Republic of Kazakhstan in the period 2010-2015 give clear orientation to the considerable changes in the sphere of foreign languages education. Such changes cannot be achieved without highly professional foreign languages teachers. They have to:

- possess a knowledge of the foreign language compatible with the world standards;
- be fully aware of the modern foreign languages teaching methods;
- be able to effectively choose between the existing methods and technologies those which answer the demands of the concrete teaching situation
- work to achieve the final goal of foreign languages education, i.e. formation of their students' communicative and intercultural competences.

All this, in its turn, arise the question of professional training of young and serving teachers. Nowadays the time of scientific and technical revolution appreciably has changed and has complicated the role of the teacher at school. He is not only a source of information for the pupils, but a person, who organizes and directs the process of studying and upbringing, influences the pupils by his personal characteristics. That's why great hopes are assigned to **the teacher of new generation** in our country. Teachers need to put much effort in modeling class, vary the activities, apply modern language laboratory equipment, expand their knowledge in innovation materials and change their attitude to modern technology. Only a creative teacher can bring up a creative person. For this reason, creativity gets an important sounding nowadays, the creative approach to the planning of a lesson is a pledge of successful realization of communicative method of foreign language teaching and learning.

In connection with ongoing efforts to promote proficiency in communicative performance of language students, instructors of foreign languages and ESL/EFL continually seek to make **maximum use of precious limited contact hours** in the classroom to provide the learners with the most beneficial combination of language and culture in authentic situations' contexts.

Lectures are delivered to the whole course of students in the form of problem solving discussion, which may be whole class, pair or group work; they are supplemented with Power Point presentations, video materials (Jeremy Harmer How to Teach English Longman, 2007 and Teaching Speaking DVD training booklet, British Council, 2008)

Practical classes in smaller groups (8-12 students) are held in the form of workshops; first four weeks they are done by the lecturer with trainee teachers as students and further the lecturer becomes an observer, and trainee teachers take turns in holding their demonstration lessons of 15 minutes, all other members of the group being students. These mini lessons are followed by an analysis first by students, then by the lecturer. Whether they get a chance to teach or not, all students are required to prepare a lesson plan for the 15 minutes according with the topic of the practical class. Topics include teaching pronunciation, grammar, vocabulary, and the four language skills, also a dictation, a video lesson and a complex lesson. The complex lesson is planned for 45 minutes and is not performed in full, but described by the trainee teachers with the following analysis. All lesson plans are checked and evaluated by the lecturer and returned to the students. By the end of the semester they form a trainee teacher portfolio together with the prepared handouts, video and audio recordings and texts.

Teacher - coordinated classes are devoted to the discussion of theoretical issues preceding the practical classes and are held in the form of discussions, round tables, role plays and web quest presentations.

II. Issue or problem that started the project

Our curriculum includes two lectures a week accompanied with a practical class for each of the eight smaller groups and three classes for students' work under the teacher's guidance in four

bigger groups of twenty. Students also have to spend at least three hours a week doing their own research in the field that should result in their course paper at the end of the course.

That's a lot of work for both students and me! But taking into account the fact that this is their central course in training to be English teachers, one should accept all the requirements are quite logical.

There are a lot of needs in my situation that technology can assist, but I think I would rather focus on students' independent research and its assessment.

First of all, most students find it difficult to choose the necessary information concerning their research topic. They go to non-authentic sites and follow old-fashioned or far-from-science resources, and/or plagiarize from them. As a result, they fail to disclose their research topic and cannot successfully defend it at the end of term.

Another problem is assessment. Since it is impossible for one person to assist eighty students in their research and course paper writing, I share this assessment part with my colleagues. However, other teachers sometimes develop their own requirements that students do not feel prepared for, or, on the contrary, show too much liberalism in assessing students' research.

III. Initial solution and expected response

I think I can address the problem that I presented in week 4: providing reliable sources to students of Methodology of FLT course along with assessing their progress of working at their course papers in the following way:

First, I started my page on Delicious.com and shared the link with my students. I thought this would help students start their search, and lead them to becoming more autonomous as they start their own Delicious pages.

Second, I created a rubric for the students to self-assess their progress in writing their reports for the course paper research. When they check themselves and discover that some issue is missing or weak, this must foster their enthusiasm.

Third, I opened a page at Nicenet.org for my students to share their experiences and ask for help or ask relevant questions during their preparation of their course paper.

And finally, I made a webquest for my students to start using the Web in a more independent and explorative way.

IV. Response and reflection

I introduced a number of changes into my course as I came along interesting information, such as learner autonomy and multiple intelligences, and useful sites for teaching language skills. This involved more technology into the course and produced a feeling of innovation in my own teaching.

I asked students to enter the discussion on the Nicenet and welcomed and invited students to discuss their problems with course paper. During two weeks only four of eighty students bothered to register and write a couple of lines. At first I was not sure they even read my responses, but then there developed some intercourse and students began to pay more attention. Then there was a technical problem in Nicenet site and all our activities faded again. When the problem was resolved students told each other of this tool and there was more activity on the site. Now there are eighteen messages in the main discussion thread.

I introduced the rubric I had created a week later: I thought they should get used to something new before they rush to another thing. Maybe it is not correct, I am not sure. I gave them the rubric by the end of the week, printed on paper. I am not sure they will all pay enough attention to it in the heavy load of the work they have by the end of the term.

I do not blame students: it is the first time in their lives they have been suggested to do such a thing about their learning. They have no idea how they can benefit from this. I tried to explain, but still they take it as only another assignment to do and try to minimize their efforts. However, the students who participated in the Nicenet exchange and worked with the rubric said that it took some load off them and they found these new instruments very inspiring.

It was not easy to combine teaching and improving the course at the same time, but I knew these students will not have another chance: they only take this course once in their training. For the next year I plan to start with a Nicenet page from the very beginning, and we will learn how to make rubrics earlier in the course. Webquest became a popular task

V. Changes made

First, I suggested them my page on Delicious.com <http://delicious.com/marinakudr> to find a variety of teaching resources on the web. I expected students to choose from the variety of sites I have found from them those that would suit their own needs.

Second, I created a rubric for assessing my students' course paper and gave them the paper version of it as they chose. Some students, however, asked for the link as well http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=2253050&

Third, I opened a Nicenet page for my class <http://www.nicenet.org/ICA/class/home.cfm?r=278A2C3A-D441-86A4-E5C2723698156267&CFID=7585386&CFTOKEN=5f4e51e23f27d20e-4A0D74E9-DDB4-B259-29BEEE0B019AC81A>

I explored the wonders of Zunalwebquest making tool and tried to make a web quest for my class and you can find it at <http://zunal.com/webquest.php?w=171324>

I also tried a new presentation type at Prezi.com <http://prezi.com/989zxmqqpgr/lecture-on-teaching-vocabulary/> for my open lecture class.

I conducted an additional class sharing my experience on how to open a Nicenet page and how to create rubrics.

VI. Conclusion

1 I believe new changes should be planned ahead of time; the probable fiasco of my own project can be the result of its being developed “right on the way”. I am thinking of doing it myself next term and as advice to those who also strive to implement technological improvements into their courses I suggest the following steps:

2 Explore the new technologies all the time: there is always something new that develops in educational sphere.

3 As you find the right resources or tools, save the links into your Delicious.com or similar site page.

4 Look at the curriculum of the course you teach and think what technological improvements can be made in the syllabus.

5 Plan these changes for the students and yourself ahead of time, before the semester begins. Assign tasks for every week; develop a routine for your students and yourself to follow.

6 Decide how you are going to grade students' success and give them the evaluation tools at the beginning of the course so that they knew ahead of time when they are expected to do what.

7 Share your resources with students, but tell them they should not limit their research with you findings, encourage students to look for the new things themselves.

8 Create a forum for students to share their emotions and discoveries in the course of the work they are doing.

9 Explain students how they can benefit from the implementation of the technological change and from participating in the forum.

10 Analyze what students are doing on-line in your classroom sessions so that those who have not involved feel they “are out of the game”, and to motivate active participants to continue their efforts.

After the course, compare the resulting outcome with what you have had before implementing the technological change; reflect and rethink your strategies for the next term.

RESOURCES

1 <http://delicious.com/marinakudr> This site helps you save and share your favourites and new findings on the internet

2 <http://www.breakingnewsenglish.com/>

- 3 <http://www.onestopenglish.com/skills/speaking/teaching-ideas/#.UH15EwNBPmE....>
- 4 http://esl.about.com/cs/teachingresources/a/bl_guilty.htm
- 5 <http://www.onestopenglish.com/teenagers/topic-based-materials/festivals/oct...>
- 6 <http://www.esl-galaxy.com/speaking.html>
- 7 <http://www.english-4kids.com/gamespkg1.html#.UH19XPRykXg.delicious>
- 8 <http://www.esl-lab.com/>
- 9 <http://www.real-english.com/reo/16/unit16.html>
- 10 <http://www.manythings.org/lar/>
- 11 <http://larryferlazzo.edublogs.org/2008/03/17/the-best-sites-to-practice-spe>
- 12 <http://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski>
- 13 <http://iteslj.org/Techniques/Krajka-WritingUsingNet.html>
- 14 <http://www.microsoft.com/Education/en-us/teachers/plans/Pages/index.aspx>
- 15 <http://rubistar.4teachers.org/index.php?screen=NewRubric&module=Rubistar>
- 16 <http://www.swccd.edu/~asc/lrnglinks/ss&concentrate.html>
- 17 <http://questgarden.com/137/45/8/120202072613/index.htm>
- 18 <http://www.easytestmaker.com>
- 19 <http://www.eltextpert.com/complab/index.html>
- 20 <http://lessonplanspage.com>
- 21 <http://www.educationworld.com>
- 22 <http://office.microsoft.com/en-us/templates/?CTT=97>
- 23 http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=13326
- 24 <http://www.yourdictionary.com/languages/slavic.html>
- 25 <http://www.writing.engr.psu.edu/exercises/index.html>
- 26 <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php>
- 27 <http://www.respondus.com/products/respondus/index.shtml>
- 28 http://www.cambridge.org/other_files/downloads/esl/booklets/Gilbert-Teachin...
- 29 <http://teflbootcamp.com/teaching-skills/teaching-efl-pronunciation/>

ҚАЗАҚ ТІЛІ САБАҚТАРЫНДА ТІЛДІ ИГЕРУДЕ КӨПТІЛДІЛІКТІ ҚОЛДАНУ ЖОЛДАРЫ

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Елбасы өзінің жолдауында «біз барша қазақстандықтарды біріктірудің басты факторларының бірі – еліміздің мемлекеттік тілін, барлық қазақстандықтардың ана тілін одан әрі дамытуға бар күш жігерімізді жұмсауымыз керек» деген болатын. Мемлекеттік тіл саясаты біздің елімізде мемлекеттегі тілдік ахуалды, тіл құрылысын қалыптастыру мен дамытудың негізгі факторы және ұлтаралық қарым-қатынас пен қоғамдық келісімді реттеудің бір тетігі, елімізде жүзеге асырылып жатқан саяси реформалардың құрамдас бөлшегі екендігі талас тудырмайды. Тіл саясатын тегеуірінді жүргізу үшін барлық құқықтық негіздер қалыптасты.

Жеке тұлғанының өзін-өзі тану, шығармашылықпен ойлау, рухани дамуына, діниұстанымына елемей өзге ұлт өкіліне мейірбандылықпен қарау, мәдени сұхбатқа дайын болу, яғни өзінің белгілі-бір мәдениетке тиісті екенін сезіну, сол өмірді таңдау және іске асыру.

Сондықтан республикамыздағы білім беру жүйесі екітілді білім беру жүйесімен сипатталады, ол өз ретінде көптілділікке айналады.

Қазіргі заманға сай білім беру жүйесінің тілдік мақсаты мынаны ұстанады:

көптілділік пен этномәдениеттілік;

әр тілді және мәдениетті топтардың өзара түсінісуі мен үндесуі;

оқушылардың өзге тілді жеткілікті деңгейде игеруі және халықаралық деңгейде оқушының кәсіптік мүмкіндігін жоғарлату.

Президент Н.Ә. Назарбаевтың «Өркендеу, қауіпсіздігі және барлық қазақстандықтардың әл-ауқатын көтеру» атты Қазақстан халқына жолдауында жас буынға, оның біліміне