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**NJSC “The L.N. Gumilyov Eurasian National University”
Faculty of Philology**



**«МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ:
ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДЫҢ ЗАМАНАУЫ МӘСЕЛЕЛЕРІ»**
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Authors are fully responsible for the content of research papers and the correctness of the facts indicated in them.

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*** SECTIONAL REPORTS ***

THE ASPECT OF REAL AND VIRTUAL CONTEXTS INTEGRATION IN TEACHING FOREIGN LANGUAGE

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Аңдатпа. Бұл мақалада ағылшын тілін оқытуда интеграциялық тәсілді пайдаланудың негізгі мәселелері қаралады. Ағылшын тілін шет тілі ретінде оқыту мақсатында қолданыстағы арналарға, олардың әлеуетіне талдау жүргізілді. Жалпы оқыту процесінің негізгі индикаторлары келтірілген.

Аннотация. В данной статье рассматриваются основные вопросы использования интегративного подхода в обучении английскому языку. Проведен анализ действующих каналов, их потенциал в целях преподавания английского как иностранного языка. Приведены основные индикаторы процесса обучения в целом.

Abstract. This article discusses the main issues of using an integrative approach in teaching English. An analysis of the existing channels was carried out, their potential in order to teach English as a foreign language. The main indicators of the training process as a whole are given.

Түйін сөздер: нақты контекст, сыртқы қызмет, тереңірек үңілу, өзара әрекеттесу, сандық арналар.

Ключевые слова: реальный контекст, внешняя деятельность, более глубокое погружение, взаимодействия, цифровые каналы.

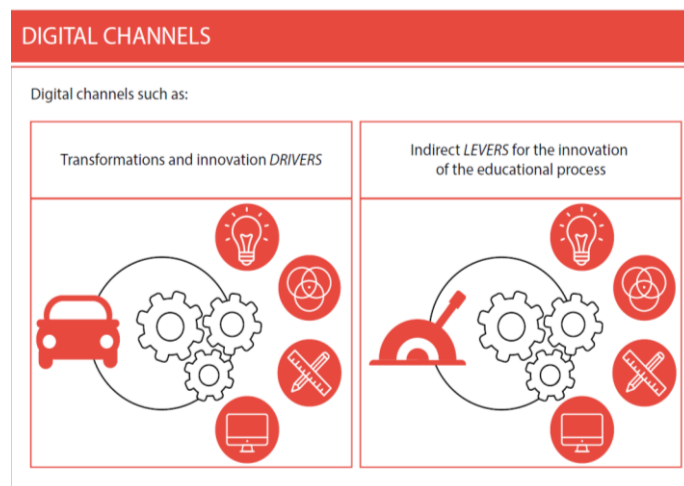
Key words: real context, external activities, deeper immersion, the interactions, digital channels.

INTRODUCTION

The outside world is made up of all real and virtual contexts that are not structurally part of the institution within which the study course is placed, but that can contribute effectively to the teaching and learning experience. The outside world could bring lifeblood to the teaching and learning activities which are being designed and which are meant to produce and transfer knowledge: it's a smart possibility to be considered if the study itself needed to be innovated in a modern way. Regarding this topic, the main issues are what kind of contributions have to be integrated in the teaching network and how. It's not so easy to be aware of all the possibilities offered by the external world in terms of factors that can be integrated in network, content circulating within it, activities proposed to students and channels to support the process.

To organize information and ideas it is necessary to go back to the "quadruple helix" model, a systemic interpretation, that builds upon the better known "triple helix". The "quadruple helix" involves the collaboration between Universities, Industry, Government and Society with the aim of producing innovation. These are precisely the elements that could be integrated within the Learning Innovation Network and that could contribute in terms of factors, content, channels, and activities. For example, regarding the external factors to be integrated in the network, it is important to mention corporate testimonials, experts on a specific research topic, teaching staff from other universities.

These are just a few examples of the factors we could integrate in the teaching and learning experience. They could support the achievement of specific Intended Learning Outcomes, providing an alternative point of view or going deeper into the subject. Regarding the contents, the outside world offers huge possibilities that can be exploited both through physical or digital channels.



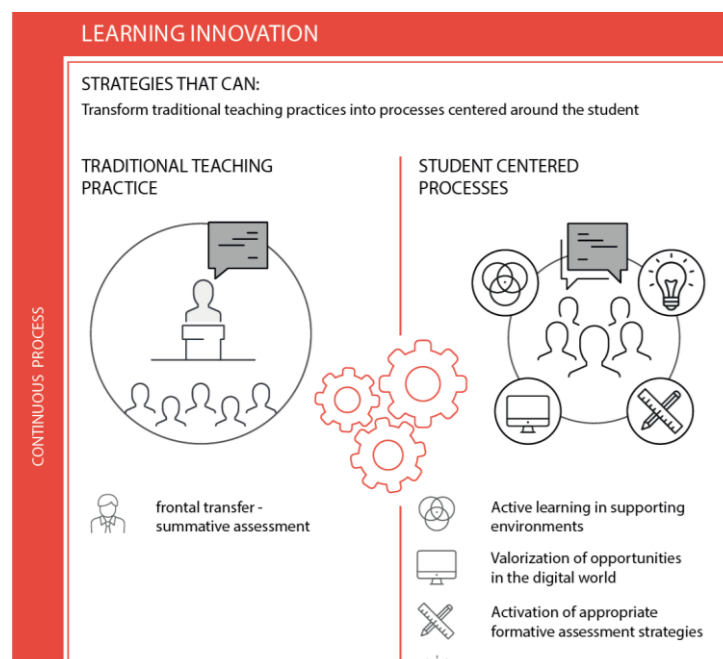
Picture 1 – Digital channels

For example, the Massive Open Online Courses offer a huge amount of structured digital contents. They are delivered both by Universities, Governments, Industries and Civil Society, and their number is constantly growing. Teachers can freely access both broader and shorter courses delivered by various MOOC providers, and one of the possibilities is also to integrate even a small part of their content within our course. Regarding the integration of open online content in the teaching and learning experience another possibility is offered by institutions that deal with enhancing cultural heritage. Several institutions are opening up and spreading outside the big amount of knowledge they gather.

The acronym GLAM (Galleries Libraries, Archives and Museums) was coined in the Anglo-Saxon world at the beginning of the 2000s and it refers to these institutions [1]. For example, the Rijksmuseum is an expression of this innovative, collaborative and shared approach for the conservation and the dissemination of the cultural heritage. So, there are various possibilities for integrating of contents in the Learning Innovation Network: it is important to understand how the content taken from the outside, the external world, can become part of a wealth of resources and offer effective support. For example, they could be very useful during a lecture to bridge some gaps or to provide further details. Or, they could facilitate experimentation while supporting a blended learning approach.

METHODOLOGY

To integrate external activities in modern teaching and learning experience, it should be leveraged on competitions organized by companies and research foundations for the solution or scouting of innovative ideas. The participation of young people and students in these competitions is often welcome or even requested. A specific example of these competitions are Hackathons, conventions of experts, mainly from the IT sector. The Hackathons can last a few days and their aim is to devise and select tech and digital solutions in a favorable and competitive environment. The participation in activities offered from the external world requires to act in a context that differs from the educational or academic world. This could be very useful for students, for example, to support the development of different soft skills. Even in terms of channels supporting the teaching and learning experience, the outside world offers various digital tools that properly support the interaction among the nodes in the Learning Innovation Network [2].



Picture 2 – Learning Innovation

But when talking about channels it has to be not forgotten physical channels: it should not be underestimated the effectiveness of experiencing physical spaces outside of the university. Few examples of the possibilities could be explored are laboratories within specific contexts, practical activities carried out in the field, company visits, and so on. Shifting the experience from a usual classroom environment allows both for a deeper immersion in the object of study and research, and an interruption to the habitual progress with a consequential increase in motivation and focus.

Integrating the external world in teaching and learning experience, so in Learning Innovation Network, could be quite an effort. One of the possibilities could be to involve all the nodes of the Learning Innovation Network in activating their external contacts [3]. For example, students could be asked to select and propose digital external contributions, whether content or tools. This could lead to a greater involvement in the course activities and even to co-planning the course itself with students. The individual contributions might be used that are not perfectly integrated in the course, as additional and optional activities, in-depth analysis and supplementary materials. This could help to go beyond what was designed by the teacher-designer.

RESULTS AND DISCUSSION

When the assessment takes place the effectiveness of a process of learning innovation, quantitative indicators such as “participation”, “activity output”, “final result” and “teaching assessment questionnaire”, are fundamental. But the process of learning innovation is constantly evolving and integrates different areas. It is therefore necessary to provide more depth to the quantitative data collected by including a qualitative assessment. To interpret the dynamics in greater detail throughout the course, it’s also important that the monitoring-plan starts at the beginning of a course, and follows it for its entire length. What are the qualitative indicators that help to understand what is working within the study course and what is not? The first thing to do is to observe the class to monitor the activities and the response coming from the students. Is it necessary to constantly ask for participation or are students truly engaged? Are the various phases of the activities clear? Is there any downtime that could be filled? Especially in small classes it’s helpful to create some informal occasions for students to share opinions and feelings, perhaps at the end of the lesson, to gather feedback that can allow teachers to identify any difficulties or doubts. To voice doubts that might be left unaddressed, it is crucial to include some formal feedback collection opportunities through, for example, one or more anonymous questionnaires that require

minimum effort on the part of students, but that are very useful in identifying small corrections that can be implemented in the next part of the course.

The effort required by educational experimentation, in general and within the course timeline. The perception of usefulness students has of the activities. The quality of the feedback the educator gives to the student with regard to the single activity. Any doubts on the assessment criteria. It's important throughout the course to correctly identify which elements might require explicit opinions from students. Following a request for feedback it is useful to show responsibility for what emerged, by communicating the new methods that have been implemented, or confirming the decisions made at the beginning of the studying process. This is a good opportunity to rework the classroom agreement and re-focus the meaning of the experimentation. The final assessment of any teaching experiment has five different objectives. First of all, it's important to understand what worked in relation to the various areas: organizational, educational, communicative and technological.

Another important point is to collect information to formalize and refine the model if it is to be used the following academic year. Another goal is to evaluate the effort required by the teacher or the team of teachers and to focus on what can be reiterated. In the same way, the effort required from students should also be assessed to understand whether to re-assign certain activities or remodel the entire course. Lastly, another interesting aspect is related to the students and the achievement of transversal skills. To achieve these goals, one first tool is an end of the course questionnaire that, compared to the evaluation questionnaire supplied by the institution, explicitly centers on innovative education and its multiple facets.

An important thing to initially investigate is the perception of usefulness students have: of the single activities and of the entire program, obviously in relation to the activities that the teacher designer has planned at the beginning of the course and their specific objectives. Another element to investigate is the challenges students have faced during the course, whether cognitive or organizational. This allows to deploy supporting corrective actions that reduce the time required by these elements so that it can be dedicated to more important aspects.

Another interesting source, is the perception of utility of the feedback and the perception of utility of the interactions between students, whether they are informal and unstructured or part of more complex and defined group work. A last area of interest is the development of transversal competencies, such as: problem-solving abilities communicating ideas or projects, public presentation, autonomous organization of tasks, choosing from different sources, working in groups, etc. For all or most of the elements the decision was made to investigate, it might be interesting to give students the possibility to provide details through open questions, in case they wanted to further develop certain topics.

CONCLUSION

After the final questionnaire it is advisable to organize some focus-groups with students, to deepen any critical points that have emerged from the questionnaire or the assessment throughout the course. The focus group allows us to investigate areas that are hard to bring to the surface in other ways, such as for example: the perception of the level of integration of the innovative learning activities in the course, the modification of students' habits and approach to the course, and any positive effects that were not taken into consideration before. Where possible, it would be appropriate that the focus group is directed by someone outside of the class dynamics, so as to ensure the students' freedom of expression. In case that's not possible, the teacher can direct it, obviously setting up open and transparent communication and ensuring the freedom of expression of students. Finally, one last important aspect that should be investigated is the perceived quality of the teaching and learning experience on the teachers' side, and the identification of the activities, roles and dynamics in which they have felt more comfortable. In this perspective, it can be useful to devote some time to an individual final review – or a meeting – of the teachers involved in the program to re-read organically which elements have emerged in quantitative and qualitative terms, integrating

them in their experimentation. In this way it is easier to identify: areas of sustainability, developing a higher awareness of the dynamics that have been activated and formalize the suggested model.

It is needed to investigate the quality of the learning experience, both from the perspective of the student and the teacher; obviously, in relation to the Intended Learning Outcomes identified by teachers at the beginning of the academic year and connected to the innovative activities. The monitoring plan must start at the beginning of the course and continue throughout its duration and after, and it must involve a quantitative analysis, enriched by a qualitative one.

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STUDYING THE LINGUOCULTURAL SPECIFICITY OF THE NAMES OF CHARACTER TRAITS IN THE ENGLISH LANGUAGE: METHODOLOGY AND APPLICATION IN HIGHER EDUCATION PEDAGOGY

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Аңдатпа. Автор ағылшын тілінде сөйлейтін елдердің мәдениеті мен тарихы контекстінде ағылшын тіліндегі мінез-құлық ерекшеліктерін зерттеуді қосқан. Бұл студенттерге лексикалық бірліктерді меңгеріп қана қоймай, олардың мағыналарын түсінуге және әртүрлі жағдайларда қолдануға мүмкіндік берді, бұл тіл мен мәдениетті тереңірек түсінуге ықпал етті. Автор шынайы мәтіндерді оқу, фильмдерді көру және кейстерді талқылау сияқты контекстік оқыту әдістерін қолданды, осылайша студенттер нақты жағдайлар мен контексттерде кейіпкерлердің

Аннотация. Автором включено изучение черт характера в английском языке в контексте культуры и истории англоязычных стран. Это позволило студентам не только изучать лексические единицы, но и понимать их значения и употребление в различных ситуациях, что способствовало более глубокому пониманию языка и культуры. Автором использовались методики контекстуального обучения, такие как чтение аутентичных текстов, просмотр фильмов и обсуждение кейсов, чтобы студенты могли видеть использование черт харак-

Abstract. The author included a study of character traits in the English language in the context of the culture and history of English-speaking countries. This allowed students not only to learn lexical items, but also to understand their meanings and use in various situations, which contributed to a deeper understanding of language and culture. The author used contextual learning techniques such as reading authentic texts, watching films and discussing case studies so that students could see the use of character