

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ

ШЕТ ТІЛІ КАФЕДРАСЫ

Қазақстан тәуелсіздігінің 30 жылдығына арналған
**«АЗИЯ ЕЛДЕРІНДЕГІ ШЕТ ТІЛДЕРІ:
ОҚЫТУ ТӘЖІРИБЕСІ ЖӘНЕ ИННОВАЦИЯСЫ»**
атты халықаралық онлайн ғылыми-практикалық
конференцияның материалдарының жинағы

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TEACHING EXPERIENCE AND INNOVATION"**
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Жинаққа «Азия елдерінде шет тілдерін оқыту: тәжірибесі мен инновациясы» халықаралық ғылыми-тәжірибелік онлайн конференцияның материалдары енді. Конференцияға Ресей Федерациясы, Франция, Испания, Түркия, Әзірбайжан, Қырғызстан және Қазақстан білім берудегі саласының мамандары қатысты.

Жинақта білім беру ісінің өзекті мәселелері, осы заманғы озық технологияларды меңгеру мен оны оқыту ісінде қолданудың тиімді әдістері, кредиттік оқыту жүйесінің теориясы мен әдістемелік негіздері, педагогикалық қызметтің теориясы мен практикасы, халықаралық білім беру технологияларын тиімді пайдаланудың әдіс-тәсілдері кең көлемде қамтылған.

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THE USE OF «TED TALKS» IN FLT

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If you have never watched a TED Talk before, you really need to. You can find them on just about every topic and they often challenge you to think in a different way. They are usually fairly short ranging from 5 to 15 minutes. This length makes them perfect for use in the classroom or even as homework assignments.

TED has been around since 1984, but it seems that TED Talks has only gained notoriety and worldwide recognition in recent years with smaller TEDx conferences around the globe. With more than 2,000 talks available for free online and the tagline.

"Ideas worth spreading," it's no wonder educators want to use these high-quality materials in their classrooms. Even educational publishers like Cengage have jumped on the bandwagon and started including TED Talks in their textbook series. While incorporating new supplemental materials like TED Talks into your classroom may seem daunting, it is well worth the effort. Here are some tips to help you choose appropriate talks for your ELLs and design them so that students learn most effectively. I have also included some excellent TED Talks to get you started.

Selecting an appropriate TED talk from such an extensive library is the first challenge, and what is ultimately selected depends heavily on the students and the goals. TED Lectures are generally quite challenging from a language learning point of view. They are often fast-paced, contain highly specialized vocabulary, and cover complex topics. I select supplementary units in our textbook and either add to the information already covered or present a contrasting viewpoint. If you want to choose a lecture on a completely new topic, keep in mind that topics students are familiar with are easier for them to understand than topics that are completely new. As captivating

as many lectures on obscure topics may be, they will be quite challenging for language learners, especially at the lower levels.

Determining Language Level Speaking of level, determining whether a particular TED Talk would suit students' language level is one of the biggest challenges everyone.

When watching TED Talks, keep an eye out for those that make use of detailed slides, which will aid comprehension.

For example, an analysis of one TED Talk revealed that affect and design were two words on the Academic Word List (AWL) that occurred very frequently while acoustics and architects, which are off-list words, also repeated and would likely need to be retaught for students to grasp the full meaning of the lecture.

Duration of the Talk Duration will also play a factor in the selection process. Because the material is often challenging and students will likely have to listen to the material several times, I often stick to the talks that are less than 6 minutes, which is a duration option in the TED Talks search function. For more advanced students, longer talks may be more suitable. For lower level students, you may want to pull out 1- to 2-minute clips to work with, instead. Use TED Talks in video form, the transcripts could certainly be adapted and used for reading practice, or talks could be incorporated into a reading class as an extension of a unit on the same theme. Choosing talk's related to textbook content is one of the easiest things to do, as you are likely to already have related activities at your disposal. Depending on the focus of class, there are different pre-, during-, and post talk activities you could do. Here are some to consider.

Activities: Before the Talk

Whether for reading or listening, the focus of activities before the talk will likely be on activating prior knowledge and vocabulary development. To get students interested in and talking about the topic, choose some images, general questions, or perhaps a survey.

Students can work with these materials in the classroom or at home. Vocabulary activities can mirror the patterns students are used to. At the lower levels, do matching activities in class and create a Quizlet study set for students to use, while at the higher levels, students have more ownership over their study materials.

Activities: During the Talk

While students are listening to the TED Talk or reading the transcript, activities can focus on note taking with various levels of support depending on student level. When use TED Talks in an intermediate-level listening and speaking class provide gap fill notes or blank outlines to get students started, whereas advanced level students could just be asked to take notes on their own without that framework. Similarly, readers could be asked to take notes or create an outline pulling out the main ideas and details, facts and opinions, and more. Comprehension questions assigned as homework can help focus students on key information and provide you with feedback on what areas students need more support.

Activities: After the Talk

Once students have processed the information in the talk, there is a wide array of post listening or -reading activities to choose from, and because this is the production stage of learning, I always find it to be the most fun and interesting. Discussions around the topic can be set up to be done orally in class or written in an online forum. Give lower level students frames for agreeing, disagreeing, asking for clarification, paraphrasing, and other types of responses you want to encourage and develop. Group or individual debates, presentations, and reports can all extend the topic and serve as skill development or practice and even assessment. Once the unit is complete, include the TED Talk material in whatever assessment method you choose.

TED Talk Recommendations. If they happen to fit into your curriculum, I can definitely recommend a few TED Talks that I have used. For a beginner listening and speaking class, Jay Walker's "The world's English mania" and clips from Tom Wujec's "Build a tower, build a team" were both excellent additions to units about English as a global language and team building in business, respectively. For an intermediate listening and speaking class, I use Birke Baehr's "What's wrong with our food system" to present an alternate view to the one in our textbook of genetically modified food and as a way to discuss what makes a good presentation. In the same class, you can use also Julian Treasure's "Why architects need to use their ears" in a unit on architecture, although it is somewhat difficult to listen to at times due to the examples he uses. While putting together a unit on art, find Ken Robinson's "Do schools kill creativity?" but ended up only using the anecdote about the dancer, which starts around the 15-minute mark. Keep in mind that these are just a handful of the many amazing talks out there, and if they do not work for you and your students, you can find one that will.

TED Talks are a fantastic resource for educators in any field and can be used as primary or supplemental material in the ESL classroom. If you want to see what others have done with TED Talks, look no further than TED Ed for "lessons worth sharing," where teachers have posted lessons they have created around specific talks. Once you have selected and scaffolded a particular talk for you students, I hope that you will post it for other educators to see as well. For even more information about TED Talks, visit the TESOL Blog to see what Alexandra Lowe ("TED Talks as Authentic Listening Materials: Turning Points and Near-Death Experiences") and I ("TED Talks for English Language Teaching") have said about them in the past.

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METHODOLOGICAL ASPECTS OF DEVELOPING RECEPTIVE SKILLS IN ONLINE LEARNING

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Nowadays information and communication technologies have changed the trajectory of communication in all areas of human life, including education. The importance of Internet in teaching and learning as a global resource is now generally recognized. Therefore, online learning as a form of knowledge transfer is one of the most convenient and flexible ways to get an education. At the same time the development of receptive skills in learning English has its own difficulties not only in classroom learning, but also in learning online. It is well known that receptive skills must precede productive ones. This means that without understanding language in the process of listening and reading, it is impossible to move on to speaking and writing. Thus, it seems important to find new methods of developing receptive skills, especially through distance learning. [1;1]

As a result of the universities transition to online learning and increasing the requirements for the level of English language knowledge, the problem of providing the educational process with the necessary teaching tools constantly arises. Currently, there are many educational manuals for the development of communication skills in all types of speech activity: reading, speaking, listening, writing, but most of them are aimed at auditory work.

Most of the presented material does not develop listening skills, therefore, in this regard, it is necessary to develop an educational manual, which mainly develop receptive skills. Now, in the context of accelerating scientific and technological progress, reading a book, and watching a film, based on it, may be of particular interest as a teaching tool that complements the curriculum and serves to expand knowledge of