

EDUCATIONAL VIDEO DEVELOPMENT FOR E-LEARNING**Issabek Aierke Daniyarkyzy**aierke_99@list.ru

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The use of video as a complement in education and training processes from 1950s has been on the agenda since (Marchionini, 2003). Starting with television and videotapes, this process, which continues with the contents on the CD, is further has become widespread and a common part of e-Learning activities (Giannakos, 2013). E-Learning processes are used in most of the time period of the training. The student and the lecturer in terms of space or time, or both time and place require special lesson design, teaching techniques, communication methods and arrangements. In this context, in the production of educational video for e-learning, specific approaches need to be considered. This study, e-Learning focuses on educational video development processes for the author’s experience in this field. However, it is supported by literature review. The study was held at the Academic Informatics 2015 Conference “Educational Video for E-Learning”. It is the expanded version of the paper presented with the title “Development”. It is considered to be of demonstrative nature.

The Widespread Process of Using Video in e-Learning

Videos can be embedded in learning management systems as well as content management. It can also be distributed over systems and web portals. Video in E-Learning processes use of; with the technological development of video creation, sharing tools and platforms made easy. In addition to this situation, the use of video in e-Learning processes it is possible to mention four main streams: (a) those related to cognitive processes, (b) open course materials, (c) mass open online courses, and (d) distance education prevalence increase in diameter.

Developments in Cognitive Processes and Use of Video in Education

An information transfer medium that appeals to multiple senses by combining video, image and sound it facilitates the transfer of abstract concepts. Information processing processes the visual elements, which started to be discussed through systematic study, positive role in associating and recalling (Mayer and Gallini, 1990; Shepard and Cooper, 1982) and its positive effect on learning, in essence, the contribution of video to learning processes. It also constitutes the basis of the studies on.

In the literature, it is possible to come across many studies emphasizing its positive effect. For example, Allam (2006) states that the use of images can be transferred to learners as well as motivate them. It has been observed that they gain research, collaborative work and problem solving skills.

According to Galbraith (2004), “active learning” approach with developments in web technologies it has become easily used in videos. Absolute truths are taught and demonstrations

in cases where it is made, the video allows the learner to watch the content repeatedly at his own pace. It can be preferred to the live lesson because it provides. Wetzel, Radtke, and Stern (1994), likewise video increases learners’ interest in the subject and their motivation to learn. Students engage in educational videos, according to Kearney and Treagust (2001) the use of videos in training processes increases the level of satisfaction. Donkor (2010 and 2011) used video in his studies to increase student motivation and interest. He found that the increased video quality plays an important role in this process. Willmot, Bramhall and Radley (2012) on the other hand, if video is integrated into learner-centered activities, in-depth learning that increases motivation, enriches the learning experience. It states that it improves the potential and increases the learner autonomy. Buch, Treschow, Svendsen and Worm (2014), on the other hand, in their studies on e-learning materials in the field of health. Video-

based e-learning materials compared to image and text-based e-learning materials were found that superior.

Open Education Resources

The Open Educational Resources movement was founded in 1999 at the University of Tübingen, Germany. Video (TIMMS, 2003), which appeared for the first time online, in 2002 Accelerated with MIT's Open Course Materials (MIT, 2001) movement and is a sprawling enterprise. As of June 2015, the Open Education Consortium's world. It has approximately 250 members across the board (Open Education Consortium, 2015). Although it occurs within the university, such as Khan Academy (<https://www.khanacademy.org>). It has also received extensive support from independent initiatives. Along with the open educational resources movement many course videos were made available and distributed for free around the world, it has attracted attention and demand as an individual learning material. With the move in question, you need within the framework of institutional policies, both by individual sharing of faculty members. The use of video in e-Learning processes has increased with the productions of independent entrepreneurs.

Massive Open Online Courses

The Open Educational Resources movement has become Open over time. Evolved into Open Educational Practices and Mass Open Online lessons have emerged. In 2008, under the leadership of George Siemens designed applications with a connectivist philosophy. Known as cMOOCs, this teaching-centered approach is avoided in applications, the content is not developed in advance created by learners. Coursera, which is referred to in the field as xMOOCs, edX and Second-generation massive online course applications such as Udacity have structured content. Short lecture videos with interactivity as well as a variety of reading activities in lectures is presented. These videos constitute good examples for the use of video in e-Learning. Guidance for practitioners, especially on how interactions can be used has feature.

Increasing the Prevalence of Distance Education

Equality of opportunity and opportunity in education due to open and distance learning being accessible provides. In this respect, both in higher education and in lifelong learning processes the preference rate is increasing. Open education movements, in particular, are one of the as part of it has gained a rising momentum across the world. Hollands and Tirthali (2014). According to the report, one million course completion certificates in xMOOCs on various platforms has been given. In order to reach more students in higher education institutions, remotely it is possible to say that the rate of opening a course or training program has increased. For example, according to SLOAN-C 2014 data, 33.5% of students take an online course at least once during their education (Allen & Seaman, 2014). Learning provided in face-to-face education with e-Learning according to the same report the proportion of academic leaders who think that their outputs can be achieved was 57% in 2003, 2013

increased to 74% in the year. According to data from research company Ambient Insight Regional (2013) for e-Learning (self-paced e-learning) applications that allow progress at their own pace Worldwide market increase of 7.6% is foreseen by 2016 (Ambient Insight as cited in the Regional report, Sawahel, 2013). This increase is 17.3% for Asia and 15.2% for Africa. 4.4% for North America, 14.6% for Latin America, 5.8% for Western Europe, Eastern Europe is expected to be 16.9% for the Middle East and 8.2% for the Middle East.

In Kazakhstan, January 2015, approximately 37% of university undergraduate, graduate

There is a total of 505 programs offered through open and distance learning at completion, undergraduate and graduate levels. Approximately 70% of the students in higher education receive distance education. As the number of programs in open and distance learning increases, the digital content produced increases in quantity as it is increasing. In this context, the production of educational videos has increased over the years.

Video in e-Learning

As mentioned above, video is frequently used as e-learning content. We can list the common video usage patterns in e-Learning processes as follows:

Registration and publication of lectures in the classroom

- Lecture videos
- Recording and broadcasting the screen
- Interviews with subject matter experts or subject area experts recording and publishing the presentations made by
- Case study videos
- How to videos
- On-site shooting of real events

Registration and broadcasting of the lessons, to be recorded and shared electronically. The advantage is that the cost is as well as being low in terms of time. The disadvantage is that the course times are long and This is because the course designed for face-to-face expression does not appeal to distance education learners.

Literature

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УДК 81 (07)

LISTENING AS ONE OF THE MAIN TYPES OF SPEECH ACTIVITY IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Learning a foreign language is an integral part of the general education program. In general, the educational process is aimed at the implementation of educational goals and objectives set by society, the state, and the individual. So, in accordance with the standards of education in our country, for the educational area “Foreign Language” defined the following goal: “the formation and development of students’ abilities for intercultural communication with native speakers of a foreign language” [1, p. 12].