

## 2. Game “At the Zoo”.

Goal: to teach the use of the modal verb can.

Necessary tools for the game: toy animals placed on different desks.

Game progress: one of the students is a tour guide, the rest are visitors to the animal park. For example, children go to the bear.

Tour guide: this is a bear. It can run and jump. It can swim and climb trees but it can't fly.

Visitors: can it hop?

Guide: No, it can't.

Then another student becomes a tour guide, and the game continues.

Duration of the game: 7-10 minutes.

## 3. Writing learning game.

The teacher writes some word on the blackboard, for example: schoolchildren. It is necessary to compose a word from the letters in this word. For example: school children: he, she, side, shoe, nose, ill, red, doll, line, child, school, etc. whichever group makes up the most words that group wins.

4. “Whose birthday is today?” The teacher told the students, “One of you has a birthday today. Guess who she is”.

Students: What color is her hair?

What color are her eyes?

What is her nose like?

What is she wearing?

What is her hobby? – When answering the questions "What is the date of birth?" students need to find out whose birthday it is. This game teaches students to speak English. [2]

It is possible to improve the quality of education through the effective use of the game:

- \* Students' interest in the lesson increases;

- \* Complex grammar can be explained in a simple and fun way;

- \* Increased student activity;

- \* Motivates you to master the material.

As a result, the student's memory of English vocabulary without play activities is less effective and requires more mental strength. The game included in the educational process, as a kind of learning in English lessons, should be interesting, easy and lively. It should be borne in mind that the game facilitates the learning process. Depending on the goals, tasks, and conditions set by the teacher for the lesson, the type of game should be changed.

## Literature

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UDC 372.881.111.1

**ACADEMIC VIDEO DEVELOPMENT FOR DISTANCE EDUCATION**

**Ongtalapkyzy Gulnur**

[ongtalapkyzy@mail.ru](mailto:ongtalapkyzy@mail.ru)

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”  
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

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, slope 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. Wetzell, 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 [2,34].

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
- 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.

One of the greatest strengths of television and video is the ability to communicate with viewers, both emotionally and cognitively. Through this ability to reach the emotions of viewers, video can have a powerful positive impact on both motivation and affective learning. These important learning components not only in themselves, but can play an important role in creating the conditions in which deeper cognitive learning can take place.

Marshall (2002) details three theories that explain how learning can be done with well-chosen video "based on the ability of entertainment media to engage the learner, activate emotional states, initiate interest in a topic, and take into account and perceive information." (P. 7). Arousal theory deals with how communication messages elicit varying degrees of generalized emotional arousal and how concomitant behavior can be affected while the person is in this state. The Short-Term Theory of Satisfaction deals with affective and motivational components such as enthusiasm, persistence, and concentration. Finally, the theory of stimulation of interest states that entertainment promotes learning and creativity by generating interest and interest in the topic in the student.

Video is a form of multimedia that conveys information over two simultaneous sensory channels: auditory and visual. It often uses several presentation modes, such as oral and graphical presentation in the case of screen printing and subtitling (Mayer, 2001). This plurality means that video conveys the same information to students through simultaneous teaching methods and can provide students with "multiple entry points" (Gardner, 2006) into content:

The richness of these forms of information [images, movement, sound, and sometimes text] benefits learners by allowing them to "... learn both verbally and visually, view real objects and realistic scenes, see sequences in movement, and view perspectives, which are difficult or impossible to observe in real life" (Wetzel, 1994). ... [Most researchers agree that "... when viewed together, each source provides additional additional information", thereby increasing the chances that understanding will take place (Kozma, 1991)". (CPB, 2004, p.5) There are three main ways of obtaining information: visual, auditory, and tactile. Silverman (2006) links these three ways to how students process information, deriving three main learning styles: visual-spatial, auditory-sequential, and tactile-kinesthetic. Visuospatial learners perceive new information by visualizing the entire concept and think in holistic, often three-dimensional, images. Conversely, students who listen sequentially think in words, process by hearsay, and tend to learn in a sequential, step-by-step process. Finally, students learning tactile kinesthetics perceive information through physical touch and sensation, and they benefit more from demonstration or application than from oral explanation.

The benefits of video – when most of the content is conveyed visually – is immediately apparent to visually oriented learners (CPB, 1997; Denning, undated). However, video also benefits listeners involving sound and speech and can provide demonstrations that are not possible in other classrooms for tactile students.

### **Literature**

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UDC 371.315

## **BLOGGING IN THE CLASSROOM**

**Rabilbek Assem Kenzhebekkyzy**

[f.asem@bk.ru](mailto:f.asem@bk.ru)

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”  
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan  
Scientific supervisor – F.R. Avazbakiyeva

“Welcome, to blogging!”

What is blogging? A blog today is a user’s personal page in the form of a diary or journal. A blog is usually created by one person who, if desired, can post on his page both text material and photographs, audio and video recordings, links to other Internet resources. Any blog user, having familiarized himself with the content of the site, can somehow react to the published text or viewed photos by posting his comments on the blog. Blogs are considered one of the social services of the Internet, since they create conditions for communication between people united by common interests, but separated by space. For the established objective reasons, the vast majority of research on the use of blogs in language teaching has been conducted in the United States and Western Europe since 1990s [1, p. 245]. According to the American Heritage Dictionary (4<sup>th</sup> ed., 2006), a blog is “a website containing the writer’s or group of writers’ own experiences, observations, opinions, etc., and often having images and links to other websites” [2].

The following types of blogs are used in the educational process: a teacher’s blog, individual study and collective study blogs. Let’s take a closer look at the content and methodological potential of each of the three types of blogs.

A teacher’s blog is a type of blog that is created and managed by a foreign language teacher. The blog may contain personal information about interests, hobbies, travel, vacation time, and the teacher’s family. In this case, this blog will serve as an example for students to create their own personal blogs. Also, the teacher’s blog may contain information about the course or subject:

Course program (for a week, a month, a quarter);

Homework;

Information about the material studied in a particular lesson;

Recommended sources in a foreign language for additional study (reading and listening);

Links to information and reference Internet resources;

Links to educational Internet resources on the topics studied;

Links to network tests on the topics studied for optional independent work (for example, after studying a specific grammatical time, learners can test themselves by taking the test online). Such content on the teacher’s blog will be useful for students to refine their homework and get links to additional sources for extracurricular work.