

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»
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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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**DEVELOPING LIFE COMPETENCIES OF UNIVERSITY STUDENTS
THROUGH COMMUNICATIVE APPROACH**

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Communication is the most important aspect of a language. Meaning is communicated through functions, grammar, vocabulary, discourse, and skills. The best way to learn language is to use it in interaction, rather than to learn about it. The syllabus focuses on tasks, functions and topic areas based on students' communicative needs. Pair and group work enable much interaction to occur in the classroom, so they are a key part of classroom activities. Communicating meaning is essential. Fluency is more important than accuracy. Activities focus on fluency much more than accuracy. Authentic materials or real language used for real communication provide useful input for students and are therefore used in the classroom. Students become active users of the language, the teacher's role focuses particularly on setting up communicative activities, providing a correction after fluency activities, and inputting language when needed [1; 31].

According to Cambridge University life competencies are divided into eight main types. It shows various life skills and how they can be developed in the learning process. Creativity is divergent thinking, imagination, cognitive flexibility, tolerance for ambiguity or unpredictability, and intrinsic motivation. Critical thinking and problem solving belong to higher levels of thinking, they allow students to think effectively and rationally about what they want to do and what, in their opinion, is the best action. Digital literacy is the knowledge and skills necessary for the safe and effective use of digital technologies and Internet resources. Learning to learn is to continue to master new skills and knowledge throughout life. Communication is an essential professional and life skill that allows you to exchange information and ideas, as well as express feelings and arguments. Cooperation is an effective division of labor, the use of information from different sources, points of view and experience, requires a higher level of creativity and a higher quality of solutions. Collaboration allows participants to achieve more than they can do alone. Emotional development is an important basis for success at any age. It affects our learning and ability to perform tasks effectively at university or at work. Social responsibility refers to the rights and

responsibilities that are associated with being a citizen of a particular nation or state, as well as a broader global organization. [2; 3]

Example activities of communicative approach to develop life skills of students.

1. Jigsaw reading.

Students will read the text about Stereotype about British.

Pre-reading. New words. https://quizlet.com/_aj1atp?x=1qqt&i=3efaba

While reading.

Group 1 reads Stereotype No. 1 and No. 2.

Group 2 reads Stereotype No. 3

Group 3 reads Stereotype No. 4

Group 4 reads Stereotype No. 5

There will be a speaker and a timekeeper in each group. Speaker should move to the groups and talk about the stereotype, which she has read. Time limit 2 minutes.

Stereotype No. 1: the British love to drink tea: You must drink endless cups of tea. The mere mention of such wonders as Earl Grey and English breakfast tea should set your heart flutter and you should refuse to drink absolutely anything else.

Stereotype No. 2: British people are obsessed with Harry Potter: You should, of course, absolutely adore Harry Potter. You must always carry a copy of all seven books with you, as well as wand, a broomstick, and a cage with an owl in. You should dedicate one day a week (or 19 hours and 38 minutes to be precise) to watching a marathon of all the Harry Potter DVDs and must try to memorize as many of the lines as possible in a bid to impress your friends with your Harry Potter wisdom (because, really, how else would you make friends?!). The same applies to Doctor Who and Sherlock Holmes.

Stereotype No. 3: the British are overly polite: As a Brit, you should start and finish every phrase by excusing yourself with 'sorry'. Equally, you must repeat 'please' and 'thank you' at least five times within a sentence. When entering a shop, you must be on red alert for absolute maximum politeness is required. If all else fails just take a quick turn about the shop and then make a swift exit, never having got what you came in for, but at least avoiding an awkward situation.

Stereotype No. 4: Brits love the Royal Family: An essential quality of every true Brit is that we absolutely love the Royal Family. Every morning should begin with a hearty rendition of our national anthem, God Save the Queen. Please always keep in mind that everything can be decorated with a Union Jack flag. Clothes, bed sheets, sofas ... you might even want to try hanging a few from the windows of your house or the roof of your car. In addition, all royal celebrations must be thoroughly prepared for in advance and celebrated with fervor. Flags, cakes and tea must be stocked in abundance. The lack of any one of these will inevitably lead to the failure of any royal-based event.

Stereotype No. 5: it's always raining in Britain: As a Brit, of course you can never leave the house without an umbrella, a raincoat and some wellington boots for good measure. Never let the sun fool you into thinking it might be a nice day. While you might occasionally spy the sun in the sky here in the UK, this is no reason to lose all of your good sense and leave one of these essential items at home. It will rain

eventually, don't you worry. And if on the off-chance there ever is a genuinely sunny day ... well then you best stay inside, you aren't equipped to handle it [3].

Post reading.

Each group should summarize their stereotype in 5 words. For example: British people like Harry Potter.

Looking at the factors that in this activity were used digital platform such as Quizlet, it helps to develop students' digital literacy. Also, in the jigsaw reading task there is group work it means collaboration, cooperation and communication. The text was chosen related to the topic and it is authentic.

2. Fishbone diagram.

Ishikawa diagrams (also called fishbone diagrams, herringbone diagrams, cause and effect diagrams, or Fishikawa diagrams) - cause and effect diagrams created by Kaoru Ishikawa show the potential causes of a particular event. The topic is success and failure. Students are divided into three teams and given three different texts. In each text, there is a problem for instance 'I have never been able to scuba-dive'. Students should complete cause why it happened and effect the result of this problem. Additionally, students should find a solution for the problem. The problem is the head of the fish, solution is tail, upper bones are cause and lower bones are effect.

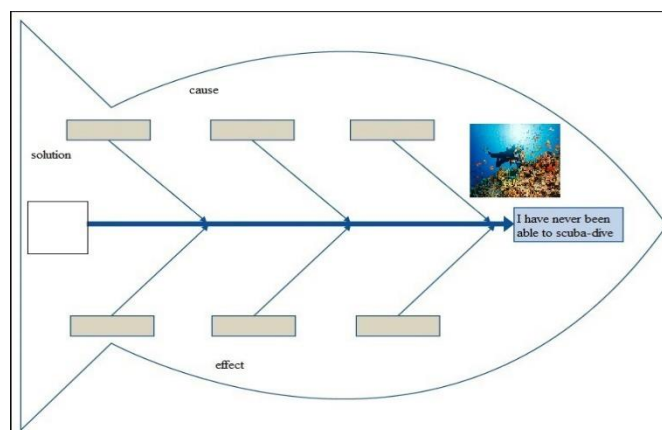


Figure 1. Fishbone diagram

This method is good to develop students' life competencies such as communication, collaboration, critical thinking and problem-solving skills.

3. Five finger retell.

Date _____ Name _____

5-Finger Retell

Title

Events

Beginning _____

Middle _____

End _____

Setting

Problem

Characters

Solution

Figure 2. Five finger retell

This task can be done in pair and group work. Students should write the title of the text, their names and date. The title of the text is ‘The millionaire with a secret’. Students are divided into groups. The first completion is characters of the story. Second is setting or place. Third is the problem of the text. Fourth are events beginning, middle and end. Fifth is solution. This activity develops students critical thinking, problem-solving and collaboration skills.

4. Listening for details using YouTube and Padlet.

Communicative approach can be used not only in reading and speaking tasks, but also in listening tasks. There is an example of how we can use communicative approach through Padlet platform. The topic is transport, to review vocabulary and learn more about British transport there is given a link to YouTube <https://youtu.be/neeY46yBMVQ>. The task is to write important tips how to use public transportation. You may write tips as 1, 2, 3... or one paragraph in 8-10 sentences.

This activity develops students’ digital literacy, listening and critical thinking skills to summarize the video.



Figure 3. Padlet

This study examines the development of life competencies using a communicative approach, especially from a methodological and didactic perspective. Since the communicative approach is an active process influenced by the complexities of human behavior, in which such elements as nonverbal behavior and individual styles of interpretation and attribution of meaning to events have a significant impact. Communicative approach can be conducted through modern platforms to develop all productive and receptive skills.

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DIE HAUPTFUNKTIONEN DER METAPHER BEIM FREMDSPRACHENUNTERRICHT FÜR KINDER IN VORSCHULEINRICHTUNGEN

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Anforderungen an die sprachliche Ausbildung der Studierenden sind heute sehr hoch. Wenn die Lernaktivität reich an emotionaler Vielfalt ist, haben das Lernen und die persönliche Entwicklung des modernen Schülers dieselbe Perspektive. Wie wir wissen, ist die Motivation zum Erlernen einer Fremdsprache von großer Bedeutung für die Gestaltung des Bildungsprozesses. Es hilft, das Denken zu aktivieren, ist an der Umsetzung bestimmter Fähigkeiten interessiert. Interesse ist die treibende Kraft kognitiver Aktivität.

Die Fremdsprache ist das Hauptkommunikationsmittel, sie hilft, die Hauptaufgaben fast jeder Aktivität zu lösen. Der Fremdsprachenunterricht trägt dazu bei, sich in dem einen oder anderen fremden Staat ein würdiges Bild zu machen, die Barriere der Unsicherheit zu zerstören, eigene Kultur in Besitz zu nehmen und die Kultur anderer Nationen zu verbreiten. In diesem Fall nimmt die Metapher einen besonderen Platz in den Ausdrucksmitteln ein.