

have further questions. Praising is highly valuable for students to raise their interest when they need support by the mentor – the teacher.

It is important to note that education and upbringing go closely to each other. If there is no appropriate discipline from students' side then, of course, there will be no respect. Also, teacher himself should behave appropriately, for instance, they should not sit above the desk, and it means you are not controlling what you are doing. That is why teachers should be serious and responsible.

As well as being punctual, sociable, teacher should be creative by using not only ready-made lesson plans and resources written in the curriculum, but also he/she should find new diverse resources. Moreover, teacher should work in different directions even among colleagues, for example, taking participation at the concerts.

Foreign language teacher should teach with pleasure bearing the responsibility of the knowledge you give for the foreign language learners. Language teacher should develop intrinsically by motivating students at the same time in order to maintain healthy competition among students and limiting psychological competition. You should compare them purely for the sake of their knowledge by eliminating students at the lesson and his or her personality. Then you will become brilliant teacher in demand in Kazakhstan.

In conclusion, the presence of teachers generation whose aim is to develop learners instead of teaching them, who help their pupils to become independent (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous learners, is essential in the education of the future.

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ENGLISH FOR CHILDREN AND PERSPECTIVES OF STUDYING OF ENGLISH KIDS

Андатпа. Бұл мақалада балаларға арналған ағылшынның зерттеу әдістері мен перспективалары туралы жазылған.

Кілт сөздер: балалар, зерттеу әдістері, ағылшын тілі

When we ask parents about their aspirations for their child's English language abilities, 'speaking English with confidence' is usually at the top of their wish list. Yes, they want their child to read well, have a wide vocabulary and a firm understanding of English grammar, but mostly they want to hear them speak and speak with confidence and enjoyment. Yet, as those of us who have ever tried to learn a language know, when it comes to speaking skills, confidence and enjoyment are often hard-won, especially if you are shy or introverted.

So how can parents and educators help make the transition to speaking English with confidence a little easier for children?

Games

The gamification of education divides opinion. Those who argue against the use of games in education talk about 'chocolate-covered broccoli' the attempt to mask dull rote learning with a superficial game. Yet good games seem to promote learning effortlessly, and children 'gamify' life all the time. Games can be used to promote speaking in two ways. The enthusiasm for communicating the game's purpose will quickly overcome any inhibitions they may feel about speaking in English.

Stories

Stories provide children with a context for speaking English. This is especially valuable if they are not able to experience an immersive language-learning environment (try getting a monolingual class of children to speak only English and you will understand the struggle). Experiencing a story together in English places children in a small world where English is a given. The storyteller (either a parent at home or a teacher in class) reads a line and pauses. If the child is familiar with the story after having heard it a few times, she will be able to assume the role of storyteller. A practiced storyteller will also sense when to pause and ask questions; not just simple questions like 'What color is this flower?' and 'What is the bear doing?' but more challenging ones that get the child to make predictions ('What will the mouse do next?'), reflect ('Why do you think the boy looks sad?') and explore their own emotions ('Have you ever felt like that?').

Songs

Songs and rhymes give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds. They notice relationships between words that sound similar through the rhymes at the end of the lines, and how words in combination create rhythm. Speaking and singing while clapping a familiar activity in any primary school reinforces this understanding. When children sing or chant with the lyrics in text form in front of them, they start to notice the fascinating (and sometimes frustrating) relationship between spelling and sound.

Video

Many parents (and teachers) worry that screen time is not only wasted time, but detrimental to the healthy development of a child's learning. However, used in moderation, video can be a pleasurable and stimulating English language learning tool, especially in situations where a native speaker model is unavailable. Other video platforms like YouTube are a great source of child-friendly material, but the barrage of adverts and potential exposure to offensive comments or external links means that learning with a teacher or parent is preferable. Like games, videos help children improve their speaking and can stimulate discussion, singing and reading.

Apps

Mobile apps for phones or tablets can provide a wide variety of learning experiences that combine some of the activities above in a safe digital environment, designed especially for

children. This means so much more than cute pictures and carefully graded content. The touch screen gives children access to a digital world in an intuitive way that a keyboard and mouse combination (designed for adults) never could. Additionally, mobile apps encourage interaction by calling out to the child to touch, tap, swipe, shake and talk to the device as much as possible. In other words, mobile devices are not passive screens churning out mind-numbing 'edutainment', but dynamic and challenging digital playmates. If the app is thoughtfully designed, it will offer motivation, support, rewards and praise at just the right moment.

Children can develop speaking confidence in the following stages:

Audio and subtitles on – The child can start by listening to the audio and reading the story, joining in when they hear and see familiar words and phrases.

Audio off, subtitles on – As they become more confident they can turn off the audio and read the subtitles themselves.

Audio and subtitles off – Finally they may choose to turn off the subtitles too and tell the story in their own words, using only the animated images as a prompt.

To help make this journey to independent story (re)telling easier, each video comes with a 'listen' and 'record' activity, which allows children to listen to short words and phrases in isolation from the main video. They can also record themselves to compare their pronunciation with that of the narrator. In addition, each pack of videos comes with games that consolidate spelling, vocabulary, grammar or simple comprehension.

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ОРЫС БӨЛІМІНДЕ БІЛІМ АЛУШЫЛАРДЫ ҚАЗАҚ ТІЛІ ПӘНІНЕН ЖАЗБА ЖҰМЫСЫНА DAҒДЫЛАНДЫРУДЫҢ ӘДІСТЕРІ

Abstract. The present article studies the methods of teaching written skills in Kazakh language in the framework of module system, teaching students to acquire the texts, collect and systematize the necessary material with its further usage in written works according to the context.

Key words: method, module system, teaching students, collect and systematize, necessary material, written works, context.

Қазақстан Республикасының «Білім туралы» Заңында оқыту формасын, әдістерін, технологиялар тандауда көп нұсқаулық қағидасы бекітілген, осы орайда оқытушылардың өзіне оңтайлы нұсқаны қолдануға, педагогикалық процесті кез-келген үлгімен, тіпті авторлық үлгімен құруға мүмкіндік береді.

Оқытуда әдіс-тәсілдің қандай түрін қолданбасын, оқытушының басты мақсаты жаңа тақырыпты меңгерте отырып, студенттің ойлау қабілетін арттыру, ойын жүйелі түрде дұрыс жеткізіп, өздігінен кез келген сұрақ пен мәселені шеше алуға дағдыландыру, білім алу арқылы тұлға ретінде қалыптастырып, дамыту.

Қазіргі уақытта Қазақстан Республикасының жоғары оқу орындарында білім беруде түрлі жаңа технологиялар қолданылуда. Соның бірі – модульдік жүйе. Ал, модуль дегеніміз – бір жүйенің дербес бөлігі.

Оқытушы бір оқу модуліне бөлінетін сағат санын анықтап алып, оның мақсатын, мазмұнын және нәтижелерін, сондай-ақ осы модуль сабақтарын ұйымдастырудың формасын ойластырып, оқу модулін құрайды. Бір модульді оқыту барысында модуль тақырыбына байланысты сағаттар бірнеше тақырыпшаларға бөлінуі мүмкін.

Модульдік оқыту технологиясы студент тұлғасының танымдық қабілеттерін дамыту, студенттің танымдық позестерін дамыту, оқуға қызығушылығын арттыру, белсенді сөздік қорын, ауызша және жазбаша тілін дамыту, тұлғаны қиындықтарға даярлау, шығармашылық айналысуға жағдай жасау сияқты мақсаттарды көздейді.