

иностранного языка. При этом обучение языку и культуре – взаимосвязаны, т.е. обучая языку, мы одновременно прививаем навыки межкультурной коммуникации. Одним из наиболее эффективных методов является интернет. Возможности Интернет-технологий для межкультурного образования студентов весьма существенны. Представители различных культур участвуют в виртуальном иностранном диалоге и имеют возможность сравнивать и анализировать своё собственное и "чужое" мировосприятие, понимать и принимать различные точки зрения.

Ключевые слова: Интернет-технологии, Межкультурные коммуникативные приёмы, культура.

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АЛДЫҢҒЫ ҚАТАРЛЫ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНА ОТЫРЫП, МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ

Аңдатпа: Бұл мақалада Интернет-технологияларын тиімділігі мәдениетаралық коммуникативтік құзыреттілігін оқыту тұрғысынан талқыланады. Ағылшын тілін оқытудың тиімді әдістері мен стратегиялары шет тілдерін қарқынды дамуына ықпал етеді. Сонымен қатар, тілді және мәдениетті оқыту- өзара байланысты, яғни тілді үйреткен кезде біз мәдениетаралық қарым-қатынас дағдыларын да таныстырамыз. Ең тиімді әдістерінің бірі Интернет-технологиялары. Түрлі мәдениеттер өкілдері виртуалды шетелдік диалог айналысатын және салыстыру және талдау, өз және «бөтен» әлемдік көзқарасын, түсіну және біздің көзқарастарымыздың әртүрлі қабылдауға мүмкіндік бар.

Кілт сөздер : Интернет-технологиялар, мәдениетаралық қарым-қатынас әдістері және мәдениет.

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HEURISTIC CONVERSATION AND THE WAYS TO IMPLEMENT IT TO THE LESSONS OF ENGLISH

Abstract: This article presents some aspects of use of the techniques of the Socratic method. Socratic method helps to develop critical thinking and speaking ability of students, which is one of the most important aspects in teaching English. Using this method leads to an increase in the creative, communicative, and cognitive development of students, and they can easily use this knowledge in the real life situations. This article describes the techniques and games with the help of which a text can be used as an object of discussion. This article describes the types of teaching games that can be used to discuss the text, associative thinking of the students on the topic of a lesson and development of creativity by expanding vocabulary knowledge of students. Methods based on games which are called "Basket of ideas", "Marks on the field" and "Pyramid" will help to diversify the lessons, and facilitate the implementation of the Socratic method in the lessons

Key words: Socratic Method, heuristic method of teaching, Heuristic conversation, learner's autonomy

Socratic Method can well be successfully implemented in all areas of education including EFL teaching. However, certain aspects of this method do not adhere to the humanistic language teaching practices that are of high value in contemporary language education, and need to be revised. Here are some ideas on how to implement it into lessons of English.

Heuristic conversation. The technology of Heuristic conversation lies in the fact that the teacher leads students to particular conclusions, which encompasses the main idea of the material studied, by the means of asking questions and by considering together with them [1, p 49]. D.A.Kretova underlines that “Heuristic method of teaching and education allows the educator to give students an opportunity for autonomy and creative search”[2, p24]. Heuristic conversation is topical in the contemporary system of education, as the “contemporary society requires professionalism of specialists, who are ready for productive work in different spheres and who can competently apply their theoretical knowledge in practice and solve problematic situations related to their professions” [3, p74]. The following scientists deal with the heuristic conversation as a technology of education and an active technology of education: V.B. Gaibova, D.A. Kretova, Z.K. Meretukov, V.A. Skakun, etc.

Heuristic conversation is a system of logically interrelated questions of a teacher and answers of students. The objective of such kind of conversation is the solution of a holistic problem or its parts. That is why the main part of questions in a conversation consists of small subtasks on the way to the solution of the main problem of the conversation. The material chosen for conversation must be saturated and interesting. The most important moment in implementing heuristic conversation is the transition from collective discussion of a problem to the individual performance of an exact student. Thus, heuristic conversation facilitates the process of creative activity, contributes to involuntary formation of memory, that is, students are not only able to reproduce the formulation of the concepts, but also to analyze and convert them, and also meets the need of the person in the desire to communicate, to be part of the solution of problems, the entire team. The highest level of informative independence of pupils is a research method for solving educational problems. It is used when students have a decent theoretical base and a certain level of mental operations that allow them to put the problem and find a solution. The most efficient form of organization of educational activity of students in solving research problems is group work. It provides the individual development of each student, the formation of interpersonal intelligence, which primarily means high development of communication skills.

Some tips on how to use heuristic conversation:

A “Basket of ideas”. This method of the organization of individual and group work of students at the initial stage of the lesson, when the actualization of their experience and knowledge is taking place. It allows to find out what the students know and think they know on the topic under the topic of the discussion of a lesson. On the board the teacher can draw a picture of a basket or stick a ready-made model of a basket, which will be filled with everything that all students know about the study topic together, which they may write on a piece of a paper or on the board. Information exchange is performed according to the following procedure:

1. A direct question about what students know on a particular issue or topic is asked.
2. Firstly, each student says and writes in a notebook everything they know on a particular problem, theme (strictly individual work, duration is 1-2 minutes).
3. Then information is exchanged in pairs and groups. Students share with each other knowledge (group work). The time for discussion is not more than 3 minutes. This discussion should be organized, for example, students should find out what matched existing ideas, on which there was disagreement. Then each group in a circle calls for some information or fact not repeating what has been said before (the list of ideas is written). All the information summarized in the form of theses written by a teacher in the "basket" of ideas (without comments), even if they are wrong. Facts, opinions, problems and concepts relevant to the topic of the lesson can be put in the "basket". Later in the lesson these disparate facts in the child's mind or opinions, problems or concepts can be linked in logic circuits. All errors are corrected further in the process of development new information.

“Marks on the field” . One of the useful methods of critical thinking method can be adapted to build skills which are helpful to use for Socratic questioning method further. This method is a means for the student to keep track of their reading comprehension. Technically, it is quite simple.

Students need to introduce a number of marks, and offer them while reading to put them with a pencil in the fields of a specially selected and printed text. It is advisable to indicate individual paragraphs or sentences in the text.

The marks should be as follows: By the mark of "tick" (v) the information that is already known to the student is marked in the text. They had previously met them. This source of information and the degree of reliability is not important.

"Plus" sign (+) indicates new knowledge, new information. The student puts this sign only if he met the information for the first time.

"Minus" sign (-) indicates information that is contrary to the views available to the student.

By the "Question mark" (?) the information which remains unclear to the student and requires additional information.

This method requires not passive reading as usual but an active and attentive one. It requires not just reading and grasping the meaning of the text, but also monitoring their own understanding in the process of reading the text, or the perception of any other information.

"Pyramid". This technique helps to make a text, to turn it into stories, reviews. It is reworked and adapted to the language lesson's needs. It is universal to work with students of any age. Lesson on which this method is applied, is constructed as follows:

1. Introduction to the text (teacher reading aloud or individual reading).
2. The written responses of students - building a "pyramid".
3. Updating each line of the "pyramid" - drawing the basics - the pieces of the text.
4. Creating the full text.

It is better not to tell the name of the story on which we will work. After the first acquaintance with the text the children are offered to headline the text, and then ask what the text is in a word and write it on the first line. (Entries are made in the column on the left side of the sheets of the notebooks. Then the second question is given and the second line is filled. There should be two words to say about the features of the story.

The third line - and three words about the place and time of action.

The fourth line - four words on the main events of the story.

The fifth line - five words about the main characters and their features.

The sixth - six words the feelings that have arisen in the course of reading - at the beginning, middle and end of the story.

On the seventh line the students must try to complement the first line but using seven words.

Eighth - to talk about personal perception of the story with the help of eight words or whether the students will advise their friends to read it.

This part of the lesson can be done on the board and on notebooks (especially at the beginning, when the technique is not familiar to children) - only individually or in groups.

Questions to make up the "Pyramid" – the basics of writing reviews.

1. What is it about?
2. Features.
3. Place and time.
4. Main events.
5. Protagonists.
6. Your emotions.
7. Addition to the part 1
8. Your own opinion about the text.

Then students are offered to make some additions. But they should remember the rules:

1. They can change the form of words, parts of speech and the number
2. The order of the words written in a single line can be anyhow, but it is necessary to use all the words;
3. Do not change the order of rows, the order of presentation of the responses. A text-blank is ready, from which students can compose an essay or review.

The advantage of this technique is that it allows children to create support for the coherent expression of their own thoughts, to convey their own vision and perception of the work.

The most interesting thing is that this technique is versatile. It is suitable for working with texts of any style, in any lesson. In the process of building a "pyramid" a discussion and conversation happen, thought and knowledge of both students and teachers are ordered and systematized. The technique called "Pyramid" "helps to identify the opinions of students, their understanding of the topic. Thanks to the technique problems and their solutions are defined. In the general discussion a huge panoramic views emerge, and often students discover something totally new that can help solve real-life problems further.

In the course of solving educational problems, students discover the "new" knowledge. To express them in scientific language, various productive tasks are used. For example, a formulation of theoretical concepts. The teacher can offer students problems with the aim of mastering the methods of their solutions or tasks to formulate problems based on practical situations. Another form of productive tasks is formulation of questions for mutual control. Such work is carried out in pairs or groups in both the permanent and variable composition. Gradually pupils throw bridges from the material which is being studied to the studied ones, establish causal relationships. This organization of knowledge reproduction using the individual approach, the development of methods of self-control, self-esteem contributes to a capacity for reflective thinking, and in general, the development of intelligence.

One can say with confidence that the problem-based situation actually occurs in the classroom, if there is an emotional response: it must be interesting to students why all got different results under the same conditions. And most important thing is that at such lessons a sincere desire to find the truth is born among children, since the topic (problem) was the result of the difficulties encountered by them. It is obvious that the problem-solving classes have also very powerful educational, moral potential: the ability to learn to accept someone else's point of view; competently discuss; to achieve a common result, realizing the unity of purpose. Working in this way, you should pay great attention to develop the qualities needed for a productive exchange of views: tolerance, the ability to listen to others, responsibility for one's own point of view. Thus, it will be able to significantly bring the learning process to real life, which flows for the classroom walls. Any teaching activities in the end is aimed at building an ideal society, and in this sense even a school class, trained by these technologies, is a step to achieve big goals.

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ЭВРИСТИКАЛЫҚ ӘНГІМЕ ЖӘНЕ ОНЫ АҒЫЛШЫН ТІЛІ САБАҚТАРЫНА ЕНГІЗУ ӘДІСТЕРІ

Андатпа: Берілген жұмыста Сократтық әдістің техникасын қолданудың кейбір аспектілері ұсынылған. Сократтық әдіс оқушылардың сын тұрғысынан ойлау және ағылшын тілін оқытудағы маңызды аспектілердің бірі болып табылатын сөйлеу қабілетін дамытуға көмектеседі. Берілген техникаларды қолдану оқушылардың шығармашылық, коммуникативті және танымдық дамуына үлес қосады және алған білімдерін шынайы өмір жағдайында еркін қолдана алатын болады. Берілген мақалада текстті талқылау, берілген тақырыпқа байланысты оқушылардың ассоциациялық ойлауын жетілдіу және сөздік қорын көбейте отырып шығармашылыққа тәрбиелеу көзі ретінде қолдануға болатын әдістер мен ойындар суреттелген. Эвристикалық әңгіме әдісін ағылшын тілі немесе басқа да тіл сабақтарында қолдануға болатын “Basket of ideas”, “Marks on the field” және “Pyramid” сияқты ойынға негізделген әдіс түрлері сабақтарды түрлендіруге, ал сократтық сұрақ қою әдісін сабаққа енгізуді жеңілдетуге көмектеседі.

Кілт сөздер: Сократтық әдіс, білім берудің эвристикалық әдісі, білім алушының автономдығы.

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ЭВРИСТИЧЕСКИЙ РАЗГОВОР И ПУТИ ВНЕДРЕНИЯ ДАННОГО МЕТОДА НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В данной работе представлены некоторые аспекты использования Сократовского метода. Сократовский метод помогает развивать критическое мышление и разговорные умения у учащихся, которые являются одними из важных аспектов в обучении английскому языку. Использование данной методики ведет к росту креативного, коммуникативного и познавательного развития учащихся, и они смогут с легкостью использовать эти знания в повседневной жизни. В данной статье описываются виды методических игр, которые могут быть использованы при обсуждении текста, развития ассоциативного мышления и творческих способностей учащихся, расширяя словарный запас учащихся. Методы, основанные на играх, называются “Basket of ideas”, “Marks on the field” и “Pyramid”. По мнению автора, они помогут разнообразить уроки, а также облегчить внедрение Сократовского метода на занятиях по английскому языку.

Ключевые слова: Сократовский метод, эвристический метод обучения, эвристический разговор, автономность учащегося.