

**AL-FARABI KAZAKH NATIONAL UNIVERSITY Faculty of Philology Department
of Turkology and Language Theory**

PROGRAM OF FINAL EXAMINATION ON THE DISCIPLINE

MPPIYa 2213

Methodology of Teaching the first foreign language
ID 99456

Educational programme "6B01704 –FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES"

Course – 1
Semester – 2
Number of credits – 5

Almaty 2024

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The purpose of studying the discipline: based on the new concept of foreign language education, to ensure the quality of professional and substantive training of a future teacher of foreign languages that meets the social and pedagogical requirements of a specialist at the present stage.

Expected learning outcomes:

1. To provide students with an understanding of the patterns of the socio-historical conditional development of the methodology of foreign language education and the change of fundamental paradigms;
2. To form the students' scientific view of the methodology as a theoretical and applied science, its current state and development prospects;
3. Create a holistic, scientifically-based understanding of the cognitive-cultural and cultural methodology as the conceptual basis of a new competence-oriented type of foreign language education;

Main topics studied on the discipline.

Module 1.

PC 1. Methodology of foreign-language education. Aims of FLT. Content of FLT.

PC 2. Principles of foreign language teaching. Methods of foreign-language education as theoretical - applied science. Principles of foreign language teaching. The principle of conscious approach. The principle of activity. The principle of visualization. The foreign language syllabus

PC 3. Connection between methods of foreign-language education with other sciences. 1. Relations of Foreign Language Method to Pedagogy. 2. Psychological prerequisites for foreign language teaching. 3. Methods of foreign language teaching is closely related to Physiology. 4. Relations of Methods of Foreign Language Teaching to Linguistics.

PC 4. Teaching aids and teaching materials

PC 5. The use of grammar-translation method in teaching foreign language

Module 2.

PC 6. The direct method: a good start to teach oral language. Principles and techniques of the direct method. Objectives of the Direct Method. Principles and Techniques of the Direct Method. Drawbacks of the Direct Method.

PC 7. The audio-lingual method: an easy way of achieving speech. Features of Audio-lingual method. The Audio-Lingual Method and Speech Development

PC 8. Total-physical response method. Principles of TPR. TPR activities for teaching English to young learners

PC 9. Communicative Language Teaching (CLT) as an effective approach.

1. Communicative competence: Grammatical competence, Discourse competence, Strategic competence.
2. Communicative techniques

PC 10. Suggestopedia – a method of teaching of English. Concept of Suggestopedia. Key features of Suggestopedia. Role of Teacher in Suggestopedia

Module 3.

PC 11. Task-based language learning as an approach. What is a task? The aim of task-based language learning?

Procedure of **task-based** language lesson.

PC 12. The Silent Way Method. Objectives of the Silent Way Method. Types of learning and teaching activities. Advantages and disadvantages of the Silent way method

PC 13 Types of evaluation. Criteria of evaluation. Self- evaluation as a system of evaluation. European language portfolio about evaluation

PC 14. Teaching and testing. Testing and evaluation. Basic aspects of testing. Types of tests

15. Typology of exercises. Structure component of the foreign language exercises. Contents, tasks, typical exercises. Classification of exercises in teaching foreign language.

List of recommended sources.

- 1 Закон Республики Казахстан «Об образовании». – А. 2007.
- 2 Государственная программа развития образования в Республике Казахстан. Астана, 2004.
- 3 Концепция развития иноязычного образования Республики Казахстан. – Алматы, 2004.
- 4 Кунанбаева С.С. Современное иноязычное образование: методологии и теории.- Алматы, 2005.
- 5 Кунанбаева С.С. Теория и практика современного иноязычного образования.- Алматы, 2010.
- 6 Кулибаева Д.Н. Методологические основы управления образовательной системой школ международного типа.- Алматы, 2006.
- 7 Бордовская Н.В. Современные образовательные технологии. Учебное пособие. - М., 2010.
- 8 Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. М, 2000.
- 9 Зимняя И. А. Ключевые компетенции-новая парадигма-результата образования. Высшее образование сегодня. – М.,2003, №5
- 10 Колкер М.Я., Устинова Е.С. Практическая методика обучения иностранному языку: Практикум. М, 2000.
- 11 Щукин А.Н. Обучение иностранным языкам. Теория и практика. М., 2006.
- 12 Завалко Н.А. Современные педагогические технологии: учебник.- Алматы: Эверо, 2015.
- 13 Ерчак Н.Т. Иностранные языки: психология усвоения: учебное пособие.- Минск: Новое знание, М., 2015.

2. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD ORAL EXAMINATION (OFFLINE)

2.1. Exam format: Standard oral examination (offline). **Platform:** IS Univer

2.2. The purpose of the oral examination: to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline, the ability to logically express one's thoughts out loud, and to argue one's point of view.

2.3. Expected results of the exam tasks:

One oral exam ticket contains 3 questions that identify learning outcomes for the studied course and are assessed according to the following criteria:

Question 1 - Criterion 1. Knowledge of the theory and concept of the course. Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.

Question 2 - Criterion 3. Application of the selected methodology and technology to specific practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.

Question 3 - Criterion 5. Evaluation and critical analysis of the applicability of the chosen methodology to the proposed practical task. Criterion 6. Justification of the obtained result from one's own practice; ability to conduct scientific discussions.

2.4. The examination procedure.

2.4.1. The standard offline oral exam is conducted in accordance with the approved schedule.

2.4.2. The duration of the oral examination should not exceed 6 academic hours per day.

However, no more than 25 people per day are allowed to take the oral exam.

2.4.3. No more than 5 examinees may be present in the room where the oral examination is being conducted at the same time. The remaining examinees of the current group await an individual invitation outside the exam room without leaving the faculty building.

2.4.4. When entering the exam room, the student must provide the examiner with an identification card and sign the appearance form.

2.4.5. Standing up and/or changing places, or leaving the classroom before completing your answer to the ticket during the exam is prohibited.

2.4.6. When conducting an oral examination, the examination card is chosen by the examinee himself.

2.4.7. In preparation for the answer, the student is given sheets for compiling a summary of the answer. The time for students to prepare an oral response is 10 minutes. To defend the answer, the student speaks in front of the examiner for no more than 5 minutes.

2.4.8. After announcing his last name, the student begins his answer on the ticket. Each question is scored based on the maximum possible points indicated in the questionnaire.

2.4.9. In order to more deeply ascertain the student's level of knowledge, the examiner has the right to ask him additional questions, as well as offer tasks and examples within the framework of the questions on the exam card.

2.4.10. During the exam, students are PROHIBITED from carrying and/or using cheat sheets, cell phones, smart watches and other technical and other means that can be used for unauthorized access to auxiliary information.

2.4.11. If a student appears for the exam and refuses to answer the ticket, passing the exam will be graded as an "F."

2.4.12. If there is no good reason, failure to appear for the exam will be assessed as an "F".

2.4.13. If a student violates one or more of these points, an act of cancellation of the examination work (hereinafter referred to as the Act) is filled out, and a grade of "F" ("unsatisfactory") is assigned for the discipline.

2.4.14. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics. 2.4.15. All violations during exams are recorded in the student's transcript.

3. EVALUATION POLICY.

RUBRICATOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

Discipline: Methodology of Teaching the first foreign language **Form:** Standard oral examination (offline). **Platform:** IS Univer

№	Score / Criterion	DESCRIPTORS				
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89 %	50-69 %	25-49 %	0-24 %
Question 1	Criterion 1. Knowledge of the theory and concept of the course.	Student knows the theory and concepts of the course fully; the answer is presented in literate scientific language, all terms and concepts were used correctly and explained correctly.	In general, the correct answer was given to the question, but with some inaccuracies that are not of a fundamental nature. Not all terms of the course are used correctly; there are some incorrect statements and grammatical/stylistic errors in presentation.	The answer to the question is fragmentary; correct conclusions were interspersed with incorrect ones. The substantive blocks of the course necessary for a full disclosure of the topic were missed.	The answer did not correspond to the content of the question; the significant mistakes were found.	There is no answer to the question; ignorance of educational material was revealed.
	Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.	A comprehensive answer with illustrated examples was given to the question; the answer is presented in literate scientific language, all terms and concepts are used correctly and explained correctly.	The answer was not sufficiently illustrated by examples.	The student generally understands the subject matter of the course, but has problems uncovering specific issues.	Key concepts for the training course contained in the questions are interpreted incorrectly.	Student's misunderstanding of most or most important part educational material. Violation of the Rules for Conducting the Final examination.
Question 2	Criterion 3. Application of the selected methodology	The technology and methodology of the course were applied with deep content, taking into account the specifics of the students' training	The course methodology and the knowledge acquired by the student were poorly integrated and adapted to the solution of	The course tools were used superficially and differ low content, there are inaccuracies in the	Student incorrectly applied the essential part of the discipline, makes significant factual errors that the	Student's inability to apply knowledge to solve assignments and explain course phenomena. When answering (one

	ogy and technology to specific practical tasks	area.	specific practical tasks proposed in the exam card.	answer, the logic of presentation is broken.	student cannot correct on his own.	question), he makes more than 3-4 gross mistakes, which he cannot correct even with the help of a teacher.
	<i>Criterion 4.</i> Disclosure and solution of the main problem given in the practical task	Scientific concepts were freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.	The student's knowledge was adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.	Lack of meaningfulness of the provided material, there is no understanding of interdisciplinary connections.	Student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.	Student did not fully understand the material. Violation of the Rules for final control.
Question 3	<i>Criterion 5.</i> Evaluating and critically analyzing the applicability of the chosen methodology to the proposed practical task.	Possessing the ability to critically analyze, integrate, validity and analysis of methods and technology on a specific topic, structuring the answer, analysis of the provisions of existing theories, scientific schools, directions on the issue of the exam card.	Integration and critical analysis of the application of methods and course technology followed by the use of visual materials to consolidate one's reasoning through the use of scientific concepts with the allowance of minor errors when reproducing knowledge.	Superficial justification of the patterns and principles of the course.	Lack of validity and analysis of the application of methods and technology of the course.	Lack of critical analysis of the applicability of the methodology to the proposed task.
	<i>Criterion 6.</i> Justification of the result obtained from one's own practice; ability to conduct scientific	The answers were illustrated with examples and visuals. materials, including from the student's own practice; student demonstrated the ability to conduct dialogue and engage in scientific discussion.	Analysis of 3-4 provisions of existing theories, scientific schools and directions with justification of the result obtained from one's own practice on the question of the exam card with some inaccuracies.	There was poor application of the main volume of material in accordance with the training program with difficulties in reproducing it independently and the requirement of leading questions.	There was demonstration of difficulty in providing answers to questions of a reproductive nature.	Lack of ability to apply course methods when giving examples was revealed. Violation of the Rules for final examination.

	discussions			

Formula for calculating the final grade:

Final grade (FG) = (%1+%2+%3+%4+%5+%6) / K, where % is the level of task completion by criterion, K is the total number of criteria.

Example of calculating the final grade

Score	«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»
	90-100 %	70-89%	50-69%	25-49%
1. Criterion 1	100			
2. Criterion 2		75		
3. Criterion 3			60	
4. Criterion 4				45
5. Criterion 5	100			
6. Criterion 6				49
Final %	200	75	60	94
				200+75+60+94 = 429
				429 / 6 criteria = 71,5
				Final score, as % = 72

Based on percentage obtained during the calculation, we can compare the score with the rating scale.

72 points range from 70 points to 89 points, which corresponds to the "Good" category according to the grading scale.

Thus, with this calculation, the project will be rated 72 points "Good" in accordance with the point-rating letter system for assessing educational achievements students with their transfer to the traditional grading scale and ECTS.



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