

sonuçlar alınması için öğrenci merkezleri öğretim modellerinin esas alınması bir ihtiyaçtır. Bu ihtiyacı karşılamak adına ADDIE esas alınarak farklı kültürdeki insanları karma yöntemlerle dil öğretimi gerçekleştirebiliriz.

Hazırlayacağımız yabancı dil öğretimi müfredatını ADDIE modelini esas alıp, analiz ile başlarsak, süreç içerisindeki karşılaşacağımız zorlukları daha önceden tespit ederek önlemler alabilir ve müfredatımızı buna göre şekillendirebiliriz. Örneğin anadili Çince olan bir öğrenci ile anadili Rusça olan bir öğrenci için hazırlayacağımız müfredat farklılık gösterecektir. Bu farklılıkları da ancak yapacağımız analiz çalışmaları sonucunda elde edebiliriz.

Öğrenci merkezli bir öğretimi esas edindiğimizde yukarıda verdiğimiz örnekte de olduğu gibi tasarım, geliştirme, uygulama ve değerlendirme basamakları da farklılık gösterecektir.

Sonuç

Dil öğreniminde modern ve geleneksel olarak birçok yöntem ile karşılaşmaktayız. Başarılı bir yabancı dil öğrenimi hedeflediğimizde öğrenci merkezli hareket edilmesi gerektiğini ve bu nedenle öğrenci merkezli yöntemlerin kullanılması gerektiğini düşünmekteyiz. Öğrenci merkezli tasarım modellerini esas aldığımızda günümüzde sıklıkla kullanılan ve oldukça başarılı bir model olan ADDIE modeli ile karşılaşmaktayız. Bu modeli esas alarak oluşturacağımız bir öğretim sisteminde yukarıda belirttiğimiz yabancı dil öğretim modellerinden karma olarak faydana biliriz. Burada dikkat etmemiz gerek unsur doğru analizler yapıp, bunun neticesinde de doğru araçlar kullanmamızdır.



CONCERNS ABOUT CURRENT STATE OF LANGUAGE LEARNING

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New economic, social-political and cultural changes in Kazakhstan and the official current language policy aiming at trilingualism demonstrate that the role of education within our society is very important. For the years of Independence the educational system of the country has been reorganized and restructured, i.e. it has undergone considerable changes, and it is obvious that people who are professionally engaged in the process of educating younger generations should be very sensitive and perceptive to these positive advancements adopting innovative developments. This context with its expectations and outcomes also significantly affects the system of foreign language education since it is the main instrument of successful activity of people in modern polycultural and multilingual society. Under such conditions foreign language teaching is both decisive and challenging because teachers whose duties and responsibilities increase significantly have to constantly adapt to a new educational environment, which is inseparable from information technologies, multimedia and Internet technologies, and to the needs of their students. The purpose of this article is thus to discuss the main teachers' concerns about the current state of foreign language learning, its peculiarities and prospects.

Key words: language reform, educational process, technological development, source of knowledge, TEFL, Internet-based language learning

For the years of Independence of Kazakhstan, the world has suffered several changes both good and bad. In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. However, despite of people arguments, the world has changed for the better. We see mostly positive changes in our lives and in the world at large. It is because of the science,

technology, and the Internet. These factors play very important roles. Advances in information technology (IT) have changed our life-style. Whether we are looking at how education has changed, or how education has changed us, we understand that change affects us all. As teachers, students or community members, we all come face-to-face with change, often on a daily basis. The Internet has become a technology as ordinary as the telephone or television. It is quite impossible to imagine our lives without technologies now, even the remote regions of Kazakhstan have the access to the Internet. Technological developments have made life easier for teachers and students. Use of computer and the Internet is a part of the student's daily activity. Nevertheless, there are other aspects of these developments. How do we, teachers, adopt and adapt to change? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change?

One of the most extraordinary changes of the current situation in Kazakhstan is the way of communication. Kazakhstan has the great advantage in comparison with many other countries because of the knowledge of three languages: Kazakh as the state language, Russian as the language of interethnic communication, English as the language of intercultural communication. The chief foreign language at school, English is the aim of language policy of our country. In the Address to the People of Kazakhstan of January, 10, 2018 [1], the President of the Republic Nursultan Nazarbayev prioritizes the development of languages and outlines the plans to promote the study of the Kazakh, Russian and English languages. More than 60 percent of the population speak Kazakh; the state language that 20 years ago was almost on the brink of extinction due to suppression from the Soviet authorities. The government promotes the study of the Russian language and other languages of more than 130 ethnic groups in the nation. There is hope that English will be spoken by 20 percent of the population freely by 2020.

Nowadays it is urgent to discuss, what to teach and how to teach the English language. It is necessary to formulate its actual and realistic aims and tasks taking into account the objective, social and professional needs of future specialists in our country. The students of any subject, any discipline must learn the English language. The way English is taught in our schools, colleges and universities today is largely responsible for the future of the country.

Language reform awareness is a notion that refers to the fact that people must be convinced of its rightness. The degree of the public's 'language reform awareness' is dependent on the general socio-political importance of linguistic matters. The most important reason of choosing the English language is educational in the broadest sense. The dominant view is that a person is more likely to be in touch with the latest thinking and research in a subject by learning English. English is the medium of transmission a great deal of the world's knowledge and the language of a global education and access to knowledge. This process is accompanied by significant changes in educational theory and practice of the educational process. In the Message of the President of the Republic of Kazakhstan N.A. Nazarbayev "Building the Future Together" education and training in the XXI century are identified as the main priorities of the state policy, in particular, he points out: "Qualitative education should be the basis for industrialization and innovative development of Kazakhstan. We are obliged to provide a new level of development of university education and science" [2].

Now trilingualism is being implemented in Kazakhstan from primary school. Teachers of English share with professional colleagues abroad an important mission. Our day-to-day work touches the education of thousands of children and adults. The number and quality of teachers who will be able to teach these three languages will increase if adequate support is given to a language-teaching policy. New generation of trained and skillful English teachers is an urgent need for Kazakhstan.

The process of changes in education of Kazakhstan needs time, governmental and international support. Nowadays the main goal of education is to give knowledge to students equipping them with the wide range of 21st century skills and competences required in the global economy, develop skills of a global citizen. Education has become a global and a multipurpose

social service. The future of Kazakhstan will significantly depend on the initiative and intention of teachers to implement innovations, to use new technologies, methodologies.

Teachers have expressed 'deep concerns' about the current state of language learning. It is obvious that teaching languages broadens cultural understanding and confidence, improves literacy and prepares students for the world of work. However, there are many problems for language teachers that make their profession more complicated than it has to be. This does not mean that everyone should avoid being a teacher of languages. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. Teaching is no different. Teachers go through three stages when they start teaching: adequacy, mastery and impact awareness of the effect of their teaching on the students. However, teaching would be easier if some of problems could be resolved. Part of what makes teaching a challenging career is the diversity of the students that we teach. Every student is unique having his/her own background, needs, and learning styles. Teachers have to adapt their instruction to each individual student's strengths and weaknesses. Each learner has individual needs. Teachers' responsibilities have increased significantly. It seems that every year teachers are asked to do more and more. Teachers should never forget that students deserve the same consideration as children when it comes to their individual personalities and learning needs. As educators, we know there are the visual, auditory, kinesthetic and tactile preferences of our learners. This is best achieved by planning a wide range of activities affording opportunities for a range of learning styles. For kinesthetic learners, we should incorporate hand actions, body movement and mime into your teaching. Visual learners will benefit greatly with the inclusion of storyboards, flashcards and video. For those with an auditory preference, we should try utilizing songs in the learning—this is a great way to learn some idiomatic language. We are teaching a living, breathing language that's one of the highest attainments of humanity. As a teacher we are to be punctual and well-prepared and keep our lessons moving at a good pace.

Many teachers have a common complaint that negative habits of students become grave due to the use of technology. The belief that Google is always there, has made students disorganized and impatient. They just want to copy and paste the information, so that they can finish the assignment. Going to the college library, searching for information from books or even online library facilities seems to be a daunting task for students. Teachers have expressed concern that not many students are productively utilizing technology for their growth. Technological developments like high tech watches, mini cameras and similar equipment have become great sources to cheat in exams without being caught. SMS or text messaging has become a favorite pastime of many students. Students are seen playing with their cell phone, iPhones day and night, very often between lectures.

Being ever connected to the online world has resulted in lack of focus and concentration in academics and to some extent in extracurricular activities. It is certainly not possible to read a difficult subject and at the same time, chat with a friend, and remain logged in on Facebook. These obvious distractions have eroded the sense of mental focus, peace and concentration ability from students' life. Video gaming, for instance, has become the greatest distraction for students. Reading seems to be a lost hobby in this age. While there is a plentiful of information in the form of free e-books available on the Internet, anyone who likes reading will agree that reading a book online and reading a printed form of book certainly has some prominent differences. Since assignments are mostly done online, students are losing their handwriting skills. It is understandable that in this age of computers, there is hardly any requirement of handwriting skills but still, a good handwriting is an integral part of learning. It improves our eye-to-hand coordination, makes us more focused and gives us an opportunity to express ourselves, more profoundly. Writing skills also convey deeper aspects about our personality like our organizational abilities and ability to express our ideas in a refined manner. Certainly, typing on a keyboard does not impair creativity in writing (in fact they are useful, as using a backspace, one can easily change previous sentences).

Teachers have reported that students who sincerely complete their research projects by referring to the information available on the Internet are able to develop good analytical and

research skills. By referring to a large number of resources, a serious student utilizes his or her common sense and judgment skills to choose the best material and use it as an advantage to complete the project. New information technologies, multimedia and Internet technologies are used to improve the quality of education because of improving the access to resources and services, as well as remote knowledge and mutual experience exchange. In traditional classrooms, a textbook was often the only source of knowledge available. Today's classrooms have an infinite number of knowledge sources available through the Internet. The new technologies provide opportunities for creating learning environments that extend the possibilities of "old" technologies - books, blackboards. Technologies do not guarantee effective learning. Inappropriate uses of technology can hinder learning. Everyone knows how much time students can waste surfing the Internet. The Internet is now one of the most important sources of information for students.

Much has been written about the use of Internet technologies. Internet activities vary considerably. Websites cover a wide variety of topics and interests including health, entertainment, news and sports. A number of websites were created especially for English learners and contain exercises in grammar, vocabulary, writing, or reading. With the help of many websites, we can develop the linguistic intelligence. It gives us opportunity to write, listen and speak. Video can be used in a variety of instructional settings, as ways of presenting content and providing illustration for concepts. There are a number of good reasons to use video. Video combines visual and audio stimuli, it is accessible to those who have not yet learned to read and write well, and provides context for learning. As for teaching English as a foreign language (TEFL), video has the added benefit of providing real language and cultural information. Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythms of the language. Many excellent videos present real language. Students can hear the genuine language. These videos include movies, television programs, and news broadcasts; they can provide a realistic view of culture. The use of authentic videos is challenging. Often they do not provide the best means of explaining complex concepts or practicing particular grammar or writing skills. It takes time for the teacher to preview and select authentic videos and then to prepare activities for learners. Videotaped interviews and situational role-plays are a very good way to provide natural, authentic linguistic exchanges that include also paralinguistic information. They can be used to show conventional gestures and other cultural features, for example, appropriate social distance, eye contact, and the like. They are very useful when prepared without a complete script, although partial scripts might be helpful. When students watch the videotaped materials, they should note certain behaviors and conventional linguistic expressions.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Reading books in the original, listening to the BBC news, communicating with the English-speaking people will help a lot. When learning a foreign language you learn the culture and history of the native speakers. Over the past several decades, studies have been made to analyze the relationship between technology and foreign language learning. The role of computers in language teaching has changed significantly in the last 30 years. Technological and pedagogical developments now allow us to more fully integrate computer technology into the language learning process. Practice and confidence are cornerstones in learning a foreign language. Internet-based language learning provides learners opportunities to practice with confidence. They use Skype, chat, and instant messengers, including Google Talk, Trillian, Pidgin, and Rediff, to improve their speaking and comprehension skills by talking with native speakers of the language they are learning. Similarly, Twitter and Facebook can be helpful in learning a foreign language. Language teachers should update their skills with training on the use of technology, including computers, multimedia, and smart boards in the language-learning classroom.

There are three principal views at teaching a language:

- The structural view treats language as a system of structurally related elements. Cognitive method.

- The functional view sees language as a vehicle to express a certain function. Communicative method.

- The interactive view sees language as a vehicle for the creation and maintenance of social relations.

Cognitive approach introduces the four principle language skills: listening, speaking, reading, and writing. The teaching of grammar consists of a process of training the rules, which make the students correctly express their opinion, understand the remarks, which are addressed to them, and analyze the texts, which they read. The objective is that by the time they leave college, the pupil controls the tools of the language, which are vocabulary, grammar and orthography, are able to read, understand and write texts in various contexts.

Communicative language teaching emphasizes the interaction of both the means and the ultimate goal of learning a language. This acquisition-focused approach consists of three stages: aural comprehension, early speech production, and speech activities, all fostering natural language acquisition. Pairing of students into small groups to practice newly acquired structures becomes the major focus. Now the classroom becomes more student-centered with the teachers allowing students to output the language more often on their own. One basic aspect to improve classroom practice is simple: to allow the teacher to identify and reflect about the aspects in their practice that need change. Teachers should be directly involved in defining priorities about what are their real problems and able to select appropriate solutions. It is also important to analyze the consequences of teachers' attitudes. "The essence of Communicative language teaching is the engagement of learners in communication to allow them to develop their communicative competence [3,7].

Objectives should include giving greater priority to the skills and attributes required for life and work in the 21st century – including skills in communicating, creating, using technologies, working in teams and problem solving – and developing students' deep understandings of essential disciplinary concepts and principles and their ability to apply these understandings to complex, engaging real-world problems.

In conclusion, it is important to point out that education is strongest in those societies which value and support their teachers and in which the morale of teachers is high. The first challenge is to raise the status of teaching as a career choice, to attract more able people into teaching and to develop teaching as a knowledge-based profession. Attracting the best and brightest school leavers to teaching is only a first step. We must also work to understand the nature of expert teaching and use this understanding to shape initial teacher education programs, coaching and mentoring arrangements, ongoing professional development including rigorous teacher education courses and well-developed processes for defining and recognizing advanced teaching expertise.

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WHAT ARE THE MOTIVATIONAL AND ACADEMIC EFFECTS OF PASS AND FAIL GRADING SYSTEM?

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Цель данной статьи заключается в сравнении двух систем оценивания, таких как «сдал» и «не сдал» и традиционной буквенной системы оценок, которые применяются в различных высших учебных заведениях. В статье предлагается рассмотреть психологические аспекты, которые могут повлиять на студентов из-за оценок. При анализе с помощью сравнения двух систем, было выявлено, что система «сдал» или «не сдал» приводит к хорошему настроению и самочувствию студентов, их сплоченности в группе и, в общем, обучению лучше. Особое внимание уделяется на то, что как традиционная система оценивания по буквенным эквивалентам влияет на психологическое состояние и здоровье, настроение и интересы студентов, в то время как буквенные оценки, которые имеют свое процентное соотношение, воздействуют на академическое успевание.

Ключевые слова: традиционная система, обучение, GPA, предметы

Introduction

Today some students can be influenced psychologically due to grades. Therefore, as students' learning and health are more important aspects grading system in most universities, colleges and schools should be in the appropriate organization to fit students. For example, it is believed that there is hard approach for freshmen and students who just entered to colleges or universities because they need to do simultaneously both, to take care of them, and to try to get quality knowledge. This is, mostly, about students who are in far distance from their home and parents; about students who went to another city or even another country due to lack of universities where they could get high-quality knowledge which they might not find in their countries. Indeed, universities and colleges where given knowledge and material is quality and difficult have heavy workload and require studying hard. That is why it is important to consider that when students have a big amount of work and hard studying they can have stress and pressure, which is eventually can reflect on their health and psychology negatively in young years. Since students' learning is graded, and if learning managed hard, the importance of grading system should be taken into account as the influencing aspect on students' psychology and physical health. The aim of this paper is to identify what kind of psychological aspects students can face because of the grades, and argue that a pass and fail grading system results in students having a better mood, better group cohesion, and overall better learning. This essay will first analyze how traditional letter grading can affect students' psychological condition and health, mood and interests before considering the effect of pass and fail grading system on students' academic performance and social cooperation with others.

Background information

Academic grading which is commonly used at colleges and universities today is different and classified into two groups such as traditional and alternative grading. For example, traditional system includes numerical percentage scores which can be converted into letter grades, in other words into five-interval grading (A, B, C, D or F), and then according to this Grade Point Average (GPA) is calculate; while alternative system indicates types of grading such as Narrative grading, written transcripts and Pass and Fail grading system. Narrative grading is described as an alternative type of grading in which method such as writing comments about students' achievement is used.