

1. Мы воспитываем творческую, то есть общественно активную личность. Активную позицию в коллективе может занимать лишь тот, кто переживает эмоциональное благополучие. Поэтому необходимо постоянно помнить, что творческое воображение работает только на положительном эмоциональном фоне, следовательно, в образовательной среде интерактивного обучения необходимо обеспечить благожелательную атмосферу.

2. Педагогика творчества – это, прежде всего, педагогика отношений. Диалог личности с личностью определяется как успешный только в благоприятном психологическом климате – атмосфере доверия, совместного поиска истины, восприимчивости к новым проблемам и новым способам их решения.

3. Главная задача воспитателя – формирование способности к труду в избранной области деятельности. Обретенный опыт все время обновляется и используется избирательно в соответствии с новыми творческими задачами.

Современные реалии вносят определенные коррективы в понимание форм и методик преподавания дисциплин в высшем учебном заведении. Особную роль в приемах и средствах преподавания в образовательной среде высших учебных заведений занимают современные технологии, а именно использование приемов, путей и средств, нацеленных на деятельностное участие и активное вовлечение в учебно-образовательный процесс студента, то есть использование интерактивных методов в процессе обучения.

Образовательная среда, нацеленная на активизацию творческой деятельности студентов на основе использования интерактивных форм, методов, средств и приемов обучения, способствует развитию у студентов знаний и умений работать с информационными источниками, общению с участниками педагогического процесса, формированию способности разрешения проблем, то есть приводит к формированию ключевых компетенций: информационной, коммуникативной, разрешения проблем.

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USING VIDEO IN ENGLISH LANGUAGE TEACHING

As many teachers try to make their lessons interesting and colorful we also seek for the best comprehensive and exciting ways of teaching English. We used a lot of role-plays, games, authentic texts in our jobs. They are all wonderful and have their own value in presentation and practice but we found the most comfortable way to our learners' mind by using video in FLT classes. It can be short video extracts or full length film (of course if time allows you).

Authentic film brings extended context and interesting content to the classroom. By using films oral skill and other skills of a student may be integrated through the use of common themes, vocabulary or grammar featured in the film. Although listening activities in oral skills textbooks may share a theme, they are unlikely to carry much intriguing content at the beginning level. Moreover text activities comparing with films are often disconnected. The use of film, however, provides a rich context by which students can improve comprehension and practice listening and speaking. Another benefit of using authentic content through a video film is that it provides a focus of the film, such as customs and humor or culturally specific use of language, such as idioms, could be discussed by learners or learners may exercise their powers of observation to inductively learn functional language. At minimum, a television and DVD are need; it would

be best in a language lab with a large screen and head phones, especially for certain activities such as in activity 1. Other materials would include handouts with task pertaining to the particular scene and language use. Also laptop can be used as a substitution to them.

Teaching objectives and activities

In teaching English we have to take into consideration students' learning goals and preferences so following objectives we decided upon in order to equip learners with listening and speaking strategies:

1. Understanding the background information
2. Observing characters
3. Making an inference
4. Listening for general ideas
5. Listening for specific information
6. Describing a situation
7. Describing a series of actions
8. Making a prediction
9. Understanding culture
10. Telling the whole story and stating opinions.

Pre-viewing, viewing, and post-viewing activities

Effective use of an authentic film, especially in a beginning level classroom requires careful planning and appropriate teacher guidance of pre-viewing, viewing and post-viewing activities. Pre-viewing activities are used to tap into the students' background knowledge or to review the previous segment of the film. Key vocabulary is introduced and learners can read the comprehension questions on the hand-out and predict the answers. Such pre-viewing activities stimulate learners' imagination, spark their interest and aid in comprehension of the segment. While viewing trains their attention to focus and not to miss important visual clues. The instructor may play the part of the segment more than once if needed to ensure learners' understanding. Post-viewing activities include going over the answers to the comprehension questions, predicting future occurrences and getting learners to practice the language through the role-play and summaries. Whereas pre-viewing and viewing activities center on understanding input, post-viewing activities focus on output practice.

Sample activities

Two activities are described here to demonstrate the ways in which some of the listening and speaking strategies can be learned and practiced through class activities while being taught inductively. Any authentic film can be used to practice these exercises.

Pre-viewing activities

Learners should be prepared for as much of the vocabulary as possible short of giving away what happens in the scene. For example a short lesson on an action verbs that includes verbs used in the scene. It is not necessary to prepare learners for all new vocabulary words because they can be learned attention to context clues. When the vocabulary lesson is finished, learners are asked to give a title and short description of the scene, later they are supplied with scene title and a description of the scene.

Activity 1

Viewing activities

The class should be divided into pairs. One learner is asked to be a viewer while the other one should be a listener. The setup will differ depending on the available media resources. Listeners may only listen to the video clip and they should sit behind the TV, viewers may only watch the clip and they should either take off their headphones. Listening strategy is emphasized by having the listeners write down key words and pay attention to tone of voice, intonation and pauses. For listeners, a short cloze activity can be designed as an alternative to note taking. For instance the viewers can write down verbs that describe the actions in the scene and pay attention to non-verbal communication and the setting to get a general idea of what is happening in the scene. Note that a video clip should be played two or three times until each learner feels somewhat confident about his or her viewing task.

Post-viewing activities

When learners are ready they turn to their partners and collaborate to create an account of the situation. Viewers are encouraged to demonstrate what they saw; listeners supply the language which they can do more readily because they heard many of the words used. It is often motivating to conclude with a communicative activity, such as role-play task. Learners look for good qualities communication and cheer for the best performing actors.

Activity 2

Pre-viewing activity

Learners are encouraged to observe carefully what happens in the scene and how the characters feel themselves.

Viewing activities

Learners are asked to remember the flow of the conversation as much as possible so that they can reconstruct the conversation later from memory. After viewing learners in groups of three get an envelope containing strips of paper printed with lines of the dialogue from the scene; they must rearrange the strips to recreate the conversation. At this stage learners need some help. The instructor can play video clip more than once. Learners read over the video the strips before watching the video. When the reordering completed the students review the order of the strips and discuss the language and content.

Post-viewing activities

After learners' comprehension is achieved the students can role-play the scene to practice the language. Each student should hold a strip of paper with lines of character he or she portraying and should try to make appropriate eye contact with other students as they read their lines. To conclude this set of activities learners are asked to predict what is going to happen after a scene they have just watched. This kind of predicting activity encourages them to start forming a habit of predicting what might occur subsequently, which will assist in better listening comprehension.

There are many other activities that can be used at any other levels:

1. No picture

Choose a short video extract (2-3minutes) with a lot of sound effects/ play with the screen turned away from the students or cover screen. If two of the sound effects are bird singing and baby crying your linguistic focus (either as presentation or practice) could be:

Present continuous: some birds are singing/baby is crying

Past simple: some birds sang/baby is cried

Past continuous: some birds were singing/baby was crying

Making deductions: It must/might/can't be birds singing or It must/might/can't have been birds singing. After playing, elicit the language from students, and then show them the extract with the picture and sound.

2. No sound

Show a short extract (2-3 minutes) with a lot of going on or where the characters convey a lot of emotion in their expressions, without sound. Students can then do many things without having to worry about understanding dialogue.

They can describe what happened using narrative tenses; describe the scene; anticipate dialogue or reactions; arrange the cut up dialogue which you have given them.

Finally, play the extract again with sound and your students will be able to fit what they hear into a context much more effectively than viewing the extract cold.

3. Jigsaw viewing

You may have done jigsaw reading activities in your class where students have half the information and have to share what they have read to recreate the whole story. You can also do this with short video sequences: half of the class watches with no picture, then the other half watches with no sound. You can do this by sitting students in two rows back to back so that only one row can see the screen. The half who only had sound questions the other half. One student listens with head headphones, the others view without sound. The student with headphones questions the others.

4. Backwards viewing

Choose a short sequence with a lot of action. For example a woman enters an apartment, picks up the telephone, speaks looks terrified, and runs out of her apartment and down the stairs and runs off down the street. Movies are good source for their sort of material. Play the sequence backwards to the students, and then they have to reconstruct the story in chronological order, using narrative tenses or future or whatever you want the linguistic focus to be. Play the sequence normally so students can compare it with their version.

5. Freeze frame

Do you use pictures in your classroom for introducing new vocabulary, describing people and scenes?

You can add new dimension to this with the freeze frame button of your video or DVD player. Hit a freeze frame when a character has an interesting expression on his/her face, is about to react something or answer a question or when there is a lot colorful vocabulary on the screen! Have the students describe/scene or anticipate what the character will say or do next. Release freeze frame to compare with what actually happens. Video is a motivating and effective way to bring variety in to your ESL classes.

6. Critical Pedagogy

The class could start off by watching the BBC news then, the teacher could lead students through the process of thinking, sharing in small groups and with the class, and writing and drawing using the questioning sequence:

Describe what you see: Who is doing what? What do they look like? What objects do you see in the video? Summarize what they are saying.

What is the problem in the video?

Have you, your family, or friends ever experienced the problem?

Describe what happened.

What do you think might be the causes of the problem?

What solutions could a person do on their own?

What solutions could people do together?

Would one be better than the other? Why or why not?

Students could create simple posters and make presentations (including role-plays) illustrating the problem, sharing their personal connection to it, listing potential solutions, and choosing which one they think is best and why. As students became more advanced, they could even develop this outline into a Problem/Solution essay using the same outline.

7. Dubbing

Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson, and a lot of fun. You can even have students act out the scenes, too. In fact, you can use this idea even with videos that don't include humans! Have students imagine what a dolphin or a polar bear are thinking about global warming.

8. Novelty

Our brains are wired to respond to something new -- a survival legacy of our ancestors who had to be acutely aware of any change in their environment. You are more likely to grab students' attention by introducing information, a topic, or a lesson in a different way and a video clip can "fit the bill." For example, we began a unit on Natural Disasters by showing a portion of this first report on the Japan earthquake and tsunami.

9. Video Clips and Questions

Another way to use video to generate students' thinking involves students watching a short video clip and then writing questions about the clip. Students divide into pairs, exchange their papers, and answer their partner's questions. Students then exchange papers again and "grade" their partner's answers. The fact that students are writing questions for a real audience (a group mate) tends to lead to better questions. Students may also take more time answering the questions because they know a classmate will be "grading" them.

This activity can be used when teaching students about different levels of thinking such as the difference between literal and interpretive questions. We have used this worksheet to facilitate this activity with our students.

10. Inductive Learning

Inductive learning is a powerful way for students to build higher-order thinking skills. Using the inductive process builds on the brain's natural desire to make connections and to seek patterns. Text data sets is a key strategy where students employ this thinking to seek patterns and use them to identify their broader meanings and significance. Text Data Sets can be composed of short examples of text, which can be organized into categories. Each example may be a sentence or a paragraph in length, and the level of text can be adjusted depending upon the proficiency level of the students. Students use their reading strategies to decode and comprehend the text first and then employ a higher level of thinking to recognize patterns in the text. They organize the examples into categories either given to them by the teacher or generated by the students themselves.

For example, this data set on earthquakes might include the following categories: earthquake damage, causes of earthquakes, and famous earthquakes in history. Students can then add to each category using information found in further reading and in videos. For example, students could add to their earthquake categories by viewing this video on the damage caused by the earthquake and tsunami in Japan and this one on an earthquake in Chile.

Conclusion

Use a variety of videos. While there are videos specifically made for use in educational settings, do not feel that you must stick to these specialized videos. Movies, TV shows and even commercials can all be helpful in teaching non-native English speakers as they provide an authentic representation of language use.

These alternate video forms are also commonly more interesting to non-native speakers than the basic language-learning videos.

Select vocabulary from videos. Instead of picking an arbitrary list of vocabulary words, select words that appear in videos. Present the learners with the words prior to playing the video clip, and allow them to use context clues from the video to determine the meaning before providing them with the definition. By giving them the opportunity to determine the meaning for themselves, you are helping them practice their context-clue-deciphering skills and increasing the likelihood that they will be able to determine the meaning of unknown words that come up in conversation.

Use videos to practice listening skills. Provide students with questions prior to watching the video, and ask them to use their listening skills to discover the answers. As non-native speakers learn English, they need the opportunity to practice understanding information that is presented orally. By providing students with video questions that they must answer through the watching a video, you allow them to practice careful listening and decoding.

Study culture with films and TV shows. Along with learning the language, non-native speakers can benefit from lessons different culture of English speaking countries. Use contemporary movies and televisions shows to teach them standard cultural practices. Explore holidays, standard practices or common rituals by watching videos featuring these cultural elements. We use it in our jobs and we see how well it works among our first and second course students. Feel free to use these methods and you will estimate the significance and pleasure of working with it.

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ФИЛОЛОГ МАМАНДАРДЫҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДАҒЫ ФУНКЦИОНАЛДЫ ГРАММАТИКАНЫҢ РӨЛІ

Күн өткен сайын дәстүрлі білім беру, білік, дағдыға негізделген оқу нәтижелері мен жаңа әлеуметтік экономикалық қоғам қажеттіктері арасындағы қайшылықтар артып келеді. Себебі заман талабы болашақ мамандардың кәсіби құзыреттілік сапаларын оскелең қоғамның жаңа құрылымына сәйкес қайта қалыптандыруды талап етіп отыр.

Психология саласы ғалымдарының зерделеуіне қарағанда кәсіби шеберліктің қалыптасуы мен даму үдерісінде екі ұғым: құзыреттілік және құзырет ұғымдары әсер етіп келеді екен. Біріншісі – жалпыға ортақ түсінік бойынша, белгілі бір кәсіби қызметке байланысты «қандай да болсын мәселеден хабардарлық, белсінділік», ал екіншісі – «қандай да бір істі жүргізетін жеке адамның, жекеменің мәселелерді шешуге, іс-әрекет етуге, бір нәрсені істеуге құқықтылық шеңбері».

«Құзыреттілік» термині әдетте белгілі бір әлеуметтік-кәсіби статус иесіне байланысты қолданылады және оның сол істі атқарудағы түсінігі, білімі, білігінің орындалуға тиіс мәселенің маңызы өз деңгейінде шешілуімен сәйкестілігі арқылы сипатталады.

Ал білім беру үдерісінде құзыреттілік – алған білімін пайдалана білу қабілеті; болашақ таңдайтын мамандығына қатысты қабілеттер мен шеберліктерін меңгере білу; әлеуметтік даму деңгейіне сәйкес келетін және қоршаған орғаның әсер ету факторларына төтеп бере алатын тұлғаның шоғырланған қасиеттер жиынтығы, кез-келген аймақта білімдер, хабарлар болуы шығады.

Маман тек білім мен іскерліктерді меңгереді, бірақ ол шығармашылық және кәсіби әрекеттерінде оның қажеттіліктерін дамыта ала бермейтіндігін өмір тәжірибесі көрсетуде. Жекс тұлғаның кәсіби бейімделу сапасын қалыптастыру болашақ мамандарды сапалы даярлаудың бір шарты болып табылады.

Бүгінгі филология ғылымындағы жаңа көзқарасқа сәйкес тұлғаға бағдарлы білім негіздерін беруді емес, оқу және өмірлік жағдаяттарда алған білімдерін шығармашылықпен қолдануына, түйінді және пәндік құзыреттіліктерді қалыптастыру арқылы өзін-өзі дамытуына, қоршаған шынайылықты түйсінуге, өзінің даралығын сезінуге, негізгі оқу және айналасындағы адамдармен өзара қарым