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## ELSP TEACHING BASED ON PROJECT WORKS

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**Abstract.** The given article discusses ELPS teaching based on project works. The article considers the four stages for doing the project work elaborated by the authors of the article. This four-staged principle of doing project works is widely used by the authors in the ELSP classroom for the first-year students at al-Farabi Kazakh National University. Each stage was thoroughly discussed by the authors in the article.

**Key words:** ELSP, project work, stage, transformation, teaching process

**Аннотация.** В данной статье рассматривается преподавание профессионально-ориентированного английского языка на основе проектных работ. В статье рассматриваются четыре стадии, разработанные авторами для выполнения проектных работ. Данный четырех-стадийный принцип выполнения проектных работ используется авторами статьи на уроках по профессионально-ориентированному английскому языку со студентами первого курса в Казахском Национальном Университете имени аль-Фараби.

**Ключевые слова:** Профессионально-ориентированный английский язык, проектная работа, стадия, трансформация, преподавание.

The modernization of the educational process in the sphere of foreign language teaching is closely connected with innovative technologies. These technologies are implemented into this process to improve the content and methods of teaching a foreign language and to meet modern needs of the society. Nowadays there are many various technologies in the field of teaching foreign languages. They include case-studies, learning based on using internet resources, individual-oriented approach, communicative approach, translation approach, audio-lingual approach, grammatical approach, aural approach, immersive approach, approaches based on using electronic gadgets like I-pods or I-Phones. All these approaches are actively used by the teachers of foreign languages, but in our paper we are going to discuss the project-oriented approach, namely the project works which are used in the ELSP classroom at the university level.

The project work is a core component of ELSP learning. Students can acquire many useful skills from this creative teaching approach. The given technique can extensively enrich a learner's vocabulary, improve pronunciation and develop speaking, reading and writing skills necessary for professional communication. The project method helps a student to acquire these skills through doing individual project tasks. The project method is based on three pedagogical principles: 1) promotion of manual activity instead of memorization and verbalism; 2) learner's active participation in the learning process; 3) exploitation of facts relating to the immediate reality as a source of learning. The role of a teacher in the project work is not dominant; the teacher acts as a guide, advisor, coordinator and facilitator; the focal point moves from the teacher to the learners, from working alone to working in groups [1, 113-114]. The project method originates from Pragmatism, philosophical movement which appeared in the middle of the 19<sup>th</sup> century and promotes action and practical application of knowledge in everyday life [1, 113]. As a distinct of other teaching English techniques the project method is closely connected with a real world. The project method develops problem-solving skills and the skill to work in the team (cooperative skills) which can be very important in any professional sphere. The project method is based on experimental learning which means that learners acquire knowledge after having experienced or done something new [2, 32]. The Experimental learning is defined as the exploitation and processing of experience, aiming at not only acquiring knowledge, but also at transforming the way of thinking and changing attitudes. [1, 113]. This process enables the learners to gain the deep understanding of what they are learning about. The knowledge is accumulated through experience and the project work is some kind experience that they acquire through solving a certain problem or doing a certain task. That's why the role of the project works is increasing these days. Doing the project work the student learns to put into practice the theoretical knowledge. He or she sees the connection between the theory and practice.

When doing a project on a foreign language students learn to work with on-line resources and process the information which they find on internet. They simplify compound sentences, paraphrase phrases difficult for understanding which allows them to use in practice their grammar and lexical knowledge. The skill to process information is very important for the students of natural science specialties because before starting research scientists should analyze all information which is available on their research theme. Today all scientific papers are written in English. English is a language of international communication. The scientists from all over the

world use English to communicate with each other. Under such conditions the role of the project work in the teaching of English, and especially in the teaching of ELSP is becoming increasingly important. As it has been mentioned before the project works involves all three main language skills: writing, speaking and reading. When a student does the project work on ELSP he or she uses the information from internet or other sources. The process of doing the project work on ELSP includes several stages:

The first stage – search for necessary information;

The second stage – when the information is found a student should study this information i.e. he /she must read it thoroughly which improves reading skills;

The third stage – after reading it a student should process this information which means the adaptation of the source text. The adaptation is done thorough paraphrasing difficult phrases and simplifying compound sentences, excluding not important information. At this stage students improve their writing skills;

The fourth stage includes the oral presentation of the project which develops speaking skills.

These four stages are the standard stages for doing any project work on a foreign language. As it has been shown above they cover all three skills: reading, writing and speaking. At each stage a student analyzes the information found by him/her on internet. The first stage is aimed at searching necessary information from internet. The second stage is a complete of understanding this information. The third stage includes the linguistic analysis of the sentences and phrases which are contained in this information i.e. word content. This stage is the most difficult one. This stage includes the knowledge of grammar and vocabulary. The student can reconstruct the sentences substituting them for grammar structures studied. As an example we can give one compound sentence taken from the project work on the theme: “Ecologically clean fuels” done by the first year master students of Petrochemistry specialty: Natural fuel (such as compressed natural gas or liquefied petroleum gas,) or a blend (such as gasohol) is a fuels that is used as a substitute for fossil fuels, and which produces less pollution than the alternative [3]. The sentence given above was taken from the on-line dictionary of business. It is a definition of natural fuel. The sentence is a long and difficult for comprehension if to read it orally. So to make it easily –comprehensible the students decided to convert it into a simple one excluding some words from it and reconstruct its syntactical structure. After these transformations it had the following form:

*Natural fuel is a substitute of fossil fuel. It has two forms: liquid and gas. As a liquid it can be liquefied gas or compressed natural gas. As a liquid it can be gasohol. As a distinct of alternative fuel it produces less pollution.*

In the transformed variant we can observe that the sentence was divided into five simple sentences.

The authors of this new paraphrased definition of natural fuel introduced the grammatical constructions: as a; the word ‘blend’ was substituted for liquid and the words “used”, “which” and “that” were excluded from the new variant at all. Such transformations were used to make the source sentence understandable for the audience for which English is not a native language. Here the students used their grammar and lexical knowledge.

As another example of transforming a sentence we can give the sentence taken from the scientific article used for the project work: Fertilizers. The initial variant of the sentence was the following: Activated carbons (AC), known for over 3000 years, still remain the most powerful conventional adsorbents, mainly due to their highly developed porous structure and these experiments carbide derived carbons (CDCs) outperformed any other materials or method for the efficient removal of TFN -  $\alpha$ . [4, 5755]. The transformed variant of this sentence was the following:

*Activated carbon is known for more than 3000 years. But it is still the most powerful adsorbent that is often used. It is often used because it has very developed porous structure. In these experiments the authors used the carbons which were derived from carbide. They used these carbons to remove TFN -  $\alpha$ . They used these carbon materials as they showed the higher performance than did the other materials.*

The transformed variant also consists of a few simple sentences. The complex grammatical structures were excluded, some words were paraphrased. For instance “carbide-derived” phrase was substituted for the attributive clause: which were derived from carbide; the verb “to outperform” was substituted for the expression “to show high performance”. The students also made some additions into the transformed version.

The examples given above vividly demonstrate how the knowledge of even simple general grammar can be useful for creating a new text in a foreign language. These transformational tasks allow students to improve their writing skills. They learn to formulate the ideas using the background which they have already acquired. They try to present the information found by them on internet in a different way substituting it if possible for similar words or simple grammar constructions. These tasks can help students to refresh their lexical and grammar knowledge. But the main point is that they start implementing them into the written speech.

The third stage is the most important stage in the project work as it is a preparatory step for the presentation. The students don't have to learn everything by heart. The text remade by them can be easily reproduced as

they used the words and constructions which are familiar for them. The students' work at these four stages can be considered on the example of the project work: Environmentally-friendly products fulfilled by the first – year students of Chemical faculty. The goal of this project work was to enrich students' terminological vocabulary connected with the names of chemical compounds, improve pronunciation and develop presentation skills. The students were divided into three groups. The first group prepared the project on the theme: Health-Friendly shampoos. The second group made the presentation about health-safe cosmetics and the third group did the project about health-safe washing –up liquids and soaps. The main requirement of the project work was to do the presentation in the form of a poster. Each group prepared the poster. To facilitate the students' tasks the teacher recommended the students to take two specific products and compare their qualitative features. The first group of the students decided to describe the features of two shampoos of two famous world brands. They are the shampoo "Shauma" by Schwarzkopf and the shampoo "Lush" produced by Konstantin Company. The students described the ingredients of these shampoos and their influence on our scalp and hair. They characterized each ingredient in details. Besides it they gave the percent ratio of the components of each shampoo and made the list of recommendations how to choose a good shampoo. They enumerated the harmful ingredients and the ingredients useful for the health of our scalp. The report was presented on the poster. The second group made the poster presentation about washing-up liquids. The presentation theme of the second group was done in the similar way as the presentation of the first group. The distinction was the subject of the presentation. The second group compared the chemical composition of the washing-up liquid "Fairy" and baking soda. The third group presented different brands of soaps. As a distinct of the first and second groups the third group used not only poster but also the prototypes of soap products. At the end of the project the students became very confident in their knowledge and they were able to enrich their vocabulary on specialty. They learnt to work with the authentic information and adapt this information for the easy comprehension by the audience for which English is not a native language.

The second project was devoted to the healthy lifestyle. The project theme was: "What I drink and eat every day". The given project work was done by the first year master students of the chemical faculty. The teacher divided the master students into four groups and gave the theme to each group. The first group was responsible for the preparation of the presentation devoted to fruits and vegetables. The second one had to prepare the presentation about dairy products. The third group prepared the presentation about drinks and the presentation theme of the fourth group was sweets. As compared with the bachelor students the master students made their presentation in Power Point. Their presentations were full of graphs, tables and pictures which were an auxiliary material for their oral presentation. Describing the chemical compositions, nutritious qualities they used scientific expressions like: as the graph shows, according to the scheme, table 1 gives, it was found that, as compared with and etc. studied by them at the ESLP lessons being included into the study plan of the master program. During their presentations the master students presented their research materials using different styles. Some of them presented their data in the form of bar charts or diagrams. They decided to choose these types of presenting data by the teacher's recommendation because the main purpose of the given project was not only to develop students' speaking skills but also develop the skills to describe diagrams, tables and bar charts. This skill is very important for IELTS exam. So the teacher giving this task to the master students pursued also the goal to prepare them for IELTS exam.

The third project was also done by the master students of the chemical faculties. But as a distinct of the second one this project had only one goal is to develop students' scientific-writing skills. The title of this project was: "Fertilizers which do not damage our soil". The choice of the theme is conditioned by the major of the master students. The given project was carried in the master group of "Mineral fertilizers" specialty. The master students were divided into three groups and their task was not to prepare the presentation. They had to write the scientific article with a volume of 3-5 pages. The article written by the master students also contained a lot of graphs, tables and schemes.

All these project works were aimed at developing students' language competence. The main advantage of these works was that the students became confident in their knowledge. These works also increased the students' interest in learning English.

Thus, this four-staged project approach is regularly used at the lessons of ELSP at al-Farabi Kazakh National University. It is both used for master students and bachelor students of natural specialties. The choice of the project method as a main strategy for ELSP teaching at al-Farabi Kazakh National University can be explained by the factor that modern studying process should meet the demands of the modern market. It means that the universities should train the specialists that will easily orient in the working environment and find the practical use of the skills acquired by them at the university. The project approach used at ELSP classes at al-Farabi Kazakh National University allows integrating reading, writing and speaking skills in one activity thus helping to achieve the better results in the learning process.

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## EDUCATIONAL AND EDUCATIVE POTENTIAL OF SPIRITUAL AND MORAL EDUCATION PROGRAMME OF "SELF-KNOWLEDGE"

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**Abstract.** The article deals with educational and educative potential of spiritual and moral education program of "Self-Knowledge". As a methodological basis in the education system the subject of Self-Knowledge is directed to train and master methods and techniques of forming moral values through self-knowledge of young generation and their moral ideas; the ideas about developing creative and professional activity of an individual; virtuous attitudes and opinions of national and foreign education theories in pedagogy and psychology representing the social and psychological aspects of modern education. To summarize, self-knowledge is the subject of promoting personal growth, self-development, self-realization and self-assessment of their accumulated experience.

**Key words:** "Self-knowledge" spiritual and moral program, education, the potential, the subject of "Self-knowledge", personality, knowledge, education.

#### «ӨЗІН-ӨЗІ ТАҢУ» РУХАНИ-АДАМГЕРШІЛІК БІЛІМ БЕРУ БАҒДАРЛАМАСЫНЫҢ БІЛІМДІК ЖӘНЕ ТӘРБИЕЛІК ӘЛЕУЕТІ

Аңдатпа. Мақалада «Өзін-өзі тану» рухани-адамгершілік білім беру бағдарламасының білімдік және тәрбиелік әлеуеті қарастырылады. Өзін-өзі тану пәні – жас ұрпақтың тұлғалық рухани-адамгершілік құндылықтарын өзін-өзі тану арқылы қалыптастырудың әдіснамалық негізі ретінде оқыту жүйесіндегі адамгершілік көзқарастар, тұлғаның шығармашылық және кәсіби дербестігін дамыту туралы идеялары; отандық және шетелдік оқыту теориясындағы, педагогика мен психологияда ізгіліктік дәстүрлер мен ой-пікірлер, бүгінгі тәрбиенің адамға бағытталған әлеуметтік психологиялық қырларын қалыптастырудағы тәсілдерін оқыту мен үйретуге арналған. Қорытындылай келе, өзін-өзі тану – бұл адамның тұлғалық қалыптасуына, өзін-өзі дамытып, өзін-өзі іске асыруына және өзінің жинақтаған өмірлік тәжірибесін өзі бағалай алуына ықпал ететін пән деп саналады.

Түйін сөздер: «Өзін-өзі тану» рухани адамгершілік бағдарламасы, тәрбие, әлеует, «Өзін-өзі тану» пәні, тұлға, білім, білім беру мазмұны.

Today's modern requirements of the education system of the Republic of Kazakhstan are directed to the solution of the most important problems in education of the younger generation. Nowadays the world scientific technologies of development and innovative openness demand that the personality should be witty, well educated and well mannered. Therefore training from the spiritual and moral aspects is aimed at increasing the level of civil consciousness in each child and the capabilities to show activity in any environmental surrounding. It can be noticed on the educational and educative potential of the Self-knowledge program that offers spiritual and moral education and gives the chance to harmonious development of a person.

In the framework of the renewal of the country in the field of innovations in education the relevance and necessity of the S. A. Nazarbaeva's project under the name of "Self-knowledge" is clearly observed. It wouldn't be a mistake to tell that it develops moral values of the young generation along with the original values of our independent country in minds of children. It is the basis of national education, which gives the possibility and absorption capacities to develop spiritual and moral values of the younger generation and to open comprehensive capabilities and possibilities of youth.

The subject of self-knowledge as a methodological basis for the formation of personal spiritual and moral values of young generation through moral concepts, ideas of personal development in a creative and professional independence. The discipline is also directed to training based on national and foreign theories of

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