



th

INTERNATIONAL CONFERENCE ON FOREIGN LANGUAGE TEACHING AND APPLIED LINGUISTICS

2-3 MAY 2019 TASHKENT

BOOK OF ABSTRACTS




THE BRANCH OF THE RUSSIAN STATE UNIVERSITY OF OIL
AND GAS (NRU) NAMED AFTER I.M. GUBKIN IN TASHKENT

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Meeting student's needs, taking into consideration student's abilities and interests, making lessons more student and result-oriented have become an integral part of modern teaching. Differentiated approach is extensively applied in many school settings around the world to make both teaching and learning more tailored and effective for each learner.

Carol Ann Tomlinson, an educator who has done some of the most innovative work in this area, says there are four areas where teachers can differentiate:

Content: Figuring out what a student needs to learn and which resources will help him do so

Process: Activities that help students make sense of what they learn

Products: A way for students to "show what they know"

Learning environment: How the classroom "feels" and how the class works together

It is essential for school educators to plan lessons and create learning resources that differentiate content, process or products of learning and ensure that the students obtain knowledge in an appropriate learning environment.

In our workshop we intend to present the theoretical part on differentiation as well as techniques of successful differentiation for language learning classrooms. We are to share our teaching practices with other school teachers who are interested in making their lessons differentiated and effective. Also, the workshop participants will become familiar with Bloom's taxonomy and how to create tasks that aim to develop high-order thinking skills.

Key words: differentiation, learning, teaching, innovation, Bloom's taxonomy

An inquiry into issues surrounding language adaptation among foreign students in the context of professional development

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The article is devoted to the problem of adaptation of American students who came to the philological faculty of Al-Farabi Kazakh National University to learn Russian, to get used to a new educational environment. The Americans, who came on the Flagship Educational Program, have been in an unaccustomed sociocultural, linguistic and national environment since the first days of their stay at the university. They have to adapt to a completely unfamiliar socio-cultural space in the shortest time. Successful adaptation contributes to the rapid inclusion of students in the educational process,

improves the quality and level of education, provides a high motivation to master the knowledge, ability and skills. Flagman students are offered special courses and additional internships related to a highly specialized area of their professional interests.

The authors of the article conducted a sociological survey of the heads of practice bases in Kazakhstan with the aim of improving the working process. Various options were used to identify views using questionnaires. The most common types of questions were open questions without restriction. The results of a survey of twenty heads of student internship are summarized in a diagram. Practicing in the Russian-speaking environment in an unfamiliar area of activity contributes to the further development of the Russian language, improves the skills of competent written and oral speech and speech mastery.

Key words: adaptation, professional environment, foreign students, language training

The role of language acquisition in teaching low-level adult learners and assessing their needs

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Learning to write and speak one's native language is frequently demanding enough but acquiring these skills in a second language requires even more effort, commitment, and practice. Learning these skills is rather tough for learners whose target language is not so high. They also face a certain degree of fear or anxiety about tackling a new language, which can, in turn, affect how easily or how well they acquire a second language. If it concerns the learners' age, we can divide the learners into two big groups: adult learners and young learners. Without any doubt, there are some differences in how these two groups of learners operate: Adults have a stronger relationship with their mother tongue. This means that they not only have to learn a new language, but they also have to override other language habits. The second group of learners are more flexible. They have less trouble adopting unfamiliar language structures and learn by identifying overarching patterns. In this paper, we will discuss some problems and obstacles that the adult learners come across in acquiring a second language and a key role of teachers in applying some sharp strategies for teaching foreign language to adults. It must be noted that the teachers should take in the consideration in teaching adult learners about the characteristics of theirs. In other words, they ought to be aware sufficiently of not only Pedagogy but also Andragogy. Here