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О.А.Андреева

Жоғары оқу орнының тілдік емес мамандықтарына шет тілін оқыту барысында интерактивті тәсілдерді қолдану туралы

Мақалада жоғары оқу орнының тілдік емес мамандықтарына шет тілін оқыту барысында интерактивті тәсілдерді қолдануды негіздеуге талпыныс жасалған. Болашақ мамандардың бәсекелестікке түсе алуына бағытталған, қазіргі заманауи қоғамның талаптарына сай, студенттердің білім алу үрдісін қарқындатуды қамтамасыз ететін жаңа педагогикалық технологиялар және шешімдер іздеу қажеттілігі туындайды. Интерактивті тәсілдерді қолдану білім алу үрдісінің мазмұнын кеңейтеді, шет тілін оқу мотивациясын арттырады және студент пен оқытушының бірігіп жұмыс істеуіне ықпалын тигізеді. Интерактивті тәсілдерді қолдану жоғары оқу орнының тілдік емес мамандықтарында шет тілін оқыту үрдісінің дұрыс, нәтижелі және көздеулі құруына септеседі.

The article attempts to justify the use of means in foreign language teaching at non-linguistic specialities of the university. In accordance with the requirements of modern society, that is oriented towards the competitiveness of future professionals it is necessary to search for new educational technologies and solutions that provide the intensification of the cognitive students' activity. The using of interactive means enriches the content of the cognitive process, increases the motivation for studying of foreign language and it promotes cooperation of teacher and student. The using of interactive means will help to create the process of foreign language teaching at non-linguistic specialities of the university correctly, effective and purposefully.

E.A.Uteubaeva, Y.U.Piskunova

Karaganda State University named after E.A.Buketov

The using of problem — solving teaching approach during foreign language lessons based on the creation of pupils' video presentations

The given article explores the changes in the educational system of the Republic of Kazakhstan, which require usage of new informational technologies at lessons of foreign languages. Innovations in the education are necessary conditions of its development in accordance with changing requirements of the society. It was made an attempt to reveal essence of introduction of pupils' video presentations and to prove importance of its' usage at lessons of foreign languages.

Key words: problem-solving approach, language education, video presentation, innovations in education, informational telecommunicational technologies, motivation, informative interest of pupils, "Digital storytelling", motivation, digital presentations, creative potential.

We live in 21-st century in multilingual society. Learning a foreign language isn't an easy tiling. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider. Learning of any language is long and slow process that takes a lot of time and efforts. That's why teachers of foreign languages must try to involve students and to make lessons unforgettable.

During the independence of Kazakhstan it has been done considerable work in education. In the address to the people of Kazakhstan, «Kazakhstan-2030» the President of the Republic of Kazakhstan, Nursultan

Nazarbayev, has accurately defined state mission, strategic priorities of development of the Republic of Kazakhstan for the next decade where science and education are regarded as of paramount importance. The first step is realization of «The Conception of informatisation of the educational system», which was confirmed by the decree of President of Kazakhstan in September, 1997. The given program is directed to a computerization of schools and output in Internet of each school; creation of modern informational-communicational technologies; application of an information control system by education. Secondly, the standard legal base of educational reforming has been created. In 2000 by the decree of President of Kazakhstan the state program «Education» was confirmed. There is also 'State Program of Education Development in the Republic of Kazakhstan for 2011–2020'. It defines priority directions of the development of education system. Acceptance and realization of these and other state documents in a sphere of education have given a new impulse to the perfection of the educational system and enrichment of its maintenance.

If to speak about language education it is supposed to be trinity of languages: Kazakh, Russian, and English. Learning of English language as a foreign language can be embarrassing because pupils are not in the country of the studied language. For the last years the foreign language role has considerably increased in a society, in particular English, especially, as means of the international communication. It is already recognized as the language of professional communication in different fields, and occurrence of computers has put the use of English language at special position in comparison with other languages. So, for example, the head of the state N.Nazarbaev considers that in the foreseeable future citizen of Kazakhstan must speak not two, but three languages. Mass knowledge of the Kazakh, Russian and English languages should become pledge of competitiveness of each citizen of the country in the conditions of globalization.

Accepted on July, 11th 1997 «The Law of the Republic of Kazakhstan Concerning languages in the Republic of Kazakhstan» establishes the legal fundamentals for the functioning of languages in the Republic of Kazakhstan, the duties of the state in the formation of the conditions for their study and development, it shall ensure equally respect for the attitude to all without exception languages which are used in the Republic of Kazakhstan. Legislation concerning languages in the Republic of Kazakhstan shall be based on the Constitution of the Republic of Kazakhstan and it shall consist of this Law, other regulatory legal acts of the Republic of Kazakhstan concerning use and development of languages. Legislation concerning languages shall apply to citizens of the Republic of Kazakhstan and foreigners and stateless persons who permanently resided in the Republic of Kazakhstan. The state language of the Republic of Kazakhstan shall be the Kazakh language. The state language — the language of state administration, legislation, court proceeding and document processing which operate in all spheres of public relations in the entire territory of the state. The duty of every citizen of the Republic of Kazakhstan it shall be to master the state language which is a most important factor of consolidation of Kazakhstan's people. Russian is also used equally with Kazakh in government organizations. English language is the language of international communication [1].

Because of this the question about foreign language teaching at school is especially urgent now, as changes in character of education focus it more and more obviously on «free development of the person», on the creative initiative, independence of students, competitiveness, mobility of the future experts. It is known that the purpose of teaching to a foreign language is formation of the communicative competence including as language, and the socio-cultural competence because without knowledge socio-cultural background it is impossible to generate the communicative competence. Therefore it is necessary to search for the new ways of the decision of the difficulties, new types of teaching to English language as a foreign language.

There are cardinal transformations in educational system of Kazakhstan now. They are connected with the transformation of its structure and the maintenance, conversion to multilevel system of preparation of specialists, flexible curricula and programs, modular system of teaching, distance learning, the international cooperation, and application of informational telecommunicational technologies in educational process.

Innovations in the education are necessary conditions of its development in accordance with changing requirements of the society [2]. At the present stage a teacher is an effective doer, who must react to requirements and new social expectations. He must be mobile, capable for creative growth, professional self-improvement. He must be also ready for enrichment of pedagogical theory and practice.

Application of technical informational means in teaching is the requirement of time [3]. At the present stage of the development of modern school there is the increasing value at teaching of pupils by information-communicative technologies. First of all it is computer and video technologies. So the form of video infor-

mation telecommunication technologies is: educational film or a video film. Creation of video presentations by pupils is necessity at the present stage of the development of education.

A video presentation is not only an example of usage of informational telecommunicational technologies but also a way of increasing pupils' motivation for foreign languages studying. For development of creative thinking of pupils, teachers create video presentations but for total development of creative thinking of pupils, it will be better that pupils will create their own video presentations. Usage of video presentations made by pupils at lessons promotes an individualization of teaching and the development of speech activity motivation. It brings satisfaction and desire to the further perfection of speaking skills. It is necessary to take into consideration that pupils should receive satisfaction from film creation through understanding of language but not just through an interesting and entertaining plot. A pupil can independently get acquainted with culture, history, geography of country of studied language during the preparation to video presentations. A pupil also fastens new material during the creation of video presentations. And finally, a pupil shows the video presentations to other pupils, pronounces material of video presentations, developing speaking skills [4].

Usage of video presentation answers to the triune didactical aim of a lesson:

The pragmatic aim: perception of material by pupils, comprehension of connections and relations between objects of studying.

Cognitive aim: development of informative interest of pupils, abilities to generalize, analyze, compare, activation of creative activity of pupils.

Didactico-pedagogical aim: bringing up of scientific outlook, interest to a subject, ability to organize independent and group work.

Teachers can use video presentations at a lesson for the several reasons. First, in order to include technology of multimedia in the curriculum, secondly, teachers can combine creation of pupils' video presentation with usage of Internet network for global participation, cooperation. Besides, digital storytelling represents one of ways to include and teach pupils of the twenty first century the skills of technology, such as informational literacy, computer and technological literacy.

It is necessary to mention, that there are not so many authors who investigated the given question. Among them O.I.Barmenkova, J.I.Verisokin, Daniel Meadows. The method of telling of stories «storytelling» has been invented and successfully tested by David Armstrong, head of international company 'Armstrong International'. In the beginning storytelling was developed as psychological notion and then it has appeared in education as digital storytelling or digital telling of stories.

«Digital storytelling» is the new term, result of a mass movement, which uses new digital technologies in order to help people to tell their own stories in the irresistible and emotionally painted form. The definition of «digital storytelling» goes back to Dana Atchley, who presented it in 1993. Digital storytelling is simultaneously both science and art. It combines both psychological and educational aspects.

Subsequently, the given method was developed and investigated by G.M.Kodzhaspirova, K.V.Petrov. It was mentioned that an educational film is an effective means of teaching, which makes a great impact on pupils in their work. According to U.I.Verisokin: «There are many non-standard forms of the teacher work, which can activate attention and interest to a foreign language. One of them is work at a video presentation which I have been practicing successfully for some years. It is the effective form of educational activity which includes skills of speaking, listening comprehension». Modern computer technologies give huge possibilities for the development of education process. Russian scientist K.D.Ushinsky has noticed: «The nature of children demands presentation» [5]. Now it is not schemes, tables and pictures any more but presentation which combines all above mentioned. Digital storytelling is the practice of combining of the text with the digital maintenance, including images, sound, and video.

During creation of video presentations student will have to describe definite situation. It will be efficient if this situation is problem.

It is accepted to allocate three basic types of teaching in pedagogics: traditional (or explanatory-illustrative), problem solving and programmed (fig. 1).

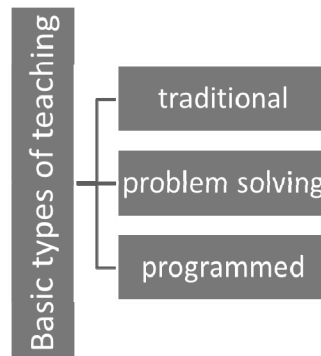


Figure 1. Basic types of teaching in pedagogies

Each of these types has both advantages, and disadvantages. Today the most widespread is the traditional variant of teaching. Bases of this type of teaching have been put almost four centuries ago by JA.A.Komensky («Great didactics»). It is impossible to deny advantages of system which was tested many centuries, but also it is necessary to add something new, innovative.

The programmed teaching is the method of the teaching which has been put forward by professor B.F.Skinner in 1954. The purpose of the concept consists in aspiration to raise management efficiency process of teaching on the basis of the cybernetic approach [6].

For today the most perspective and corresponding to social, economic, and psychological conditions is problem solving teaching.

What is the essence of problem solving teaching? It is a teaching principle, new type of educational process.

Problem solving teaching usually is understood as such organization of lessons which assumes creation of problem situations under the direction of the teacher and active independent activity of pupils to solve it.

Problem-solving teaching approaches deal with «investigations, open-ended questions, and modeling tasks, as well as providing opportunities for students to pose questions and explore new ideas.

Problem-solving teaching approach consists in the creation of problem situations, in comprehension, acceptance and the permission of these situations during joint activity of students and teachers, at optimum independence of the first and under the general directing management of the last. Problem-solving teaching joints together process of teaching with processes of perception, research, creative thinking [7].

Problem-solving teaching can promote realization of two purposes:

- The first purpose — to generate necessary system of knowledge, skills at pupils.
- The second purpose — to reach a high level of the development of students, development of ability to self-teaching, self-education.

Both these problems can be realized with the big success in the course of problem-solving teaching because mastering occurs during active search activity of pupils.

It is important to note one more of the important purposes of problem-solving teaching is to generate special style of mental processes, research activity and independence of pupils.

The feature of problem-solving teaching consists that it aspires to use psychological data about close interrelation of processes of teaching, cognition, research and thinking.

Problem-solving teaching is therefore an approach in which teachers see themselves as guides, listeners, and observers rather than authorities and answer givers. There is the shift from teachers to student as an active participant of education (fig. 2). If to speak about traditional system of teaching, teacher has the leading role: he explains prepared information; students only perceive it. But for problem-solving teaching student has the main role: he works mainly himself to identify problem and ways of solving it; teacher is facilitator who gives only directions.

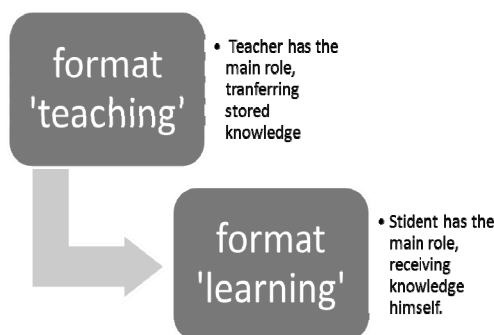


Figure 2. The shift from format 'teaching' to format 'learning'

The main and characteristic sign of problem-solving teaching is the problem situation. If we speak about a foreign language it is impossible to underestimate a role of problem situations which will stimulate development of speech activity. As it is known speech of the pupil, foreign language communication is the ultimate goal of any language. A foreign language is not theoretical discipline. Language is first of all means of communication. Foreign language teaching solves a practical problem of formation of ability to use language as means of communication. So it means that it is necessary to choose from all arsenals of means of problem-solving teaching everything that will promote the decision of this practical problem.

Nowadays problem-solving teaching is the most perspective, especially in sphere of foreign languages. As motivation of any development is overcoming of contradictions. And overcoming of these contradictions is always connected with certain abilities which in called reflective abilities in psychology. Hence, educational process should model process of occurrence and overcoming of contradictions, but on the educational contents.

Thus, today it is possible to draw a conclusion that history of the development of education is connected with history of the development of society. Therefore it is necessary to find new ways for the decision of the problems. So the most perspective and corresponding to all requirement of modern society is problem-solving teaching. The basis of problem-solving teaching is the problem situation. If to speak about teaching of foreign languages at school, use of problem-solving teaching will be to the point because pupils will have motivation to solve the given problem or at least to try to find ways of the decision of the given problem using foreign language as the tool of achievement of the given purpose. The creation of video presentations by pupils will reflect problem-solving teaching: there is the problem before pupils which it will be necessary to identify and solve. Educational video presentations promote an individualization of teaching and the development of motivation for speech activity of pupils.

Video presentations of students can be used at all stages of process of teaching: for an explanation of a new material, for fastening of knowledge, formation of skills, for checking of homeworks.

According to Mezenina L.M., the teacher of English language, a video presentation is the invaluable form of organization of the educational process of foreign language studying: «Thanks to three-dimensional influence: synthesis of a sound, action and emotional experience provides involuntariness and durability of learning of speech cliches» [4].

Thus, the application of the problem-solving teaching for teaching of foreign languages, through creation of video presentation by pupils, will be very efficient because the ultimate goal (fluent communication) of foreign languages teaching will be achieved. Despite number of difficulties, digital video presentations promote the development of creative potential of students, prevent plagiarism, allow pupils to acquire language material more intelligently and with a great interest. Besides, the creation of video presentations will mobilize mental activity of pupils, interest to foreign language studying, will reduce exhaustion, and will train creative imagination.

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Э.А.Өтеубаева, Е.У.Пискунова

Оқушылардың бейнепрезентацияларын жасауға негізделген шетел тілі сабақтарында мәселелі тәсілді қолдану

Мақалада еліміз егемендікке қол жеткізгеннен бері білім беру жүйесіндегі өзгерістер, шетел тілі сабақтарында жаңа ақпараттық технологияларды қолдануын талап ету мәселесі қарастырылды. Білім беру жүйесіндегі инновация — үнемі өзгеріп отыратын, қоғам қажеттіліктеріне сай дамитын қажетті шарттарының бірі. Осы орайда мақала авторлары оқушылардың бейнесюжеттерін оқу процесіне енгізуді және шетел тілі сабақтарында қолдану маңыздылығын негіздеуді көздеді.

В статье рассмотрены изменения в системе образования Республики Казахстан за годы независимости, которые требуют использования новых информационных технологий на уроках иностранных языков. Показано, что инновации в образовании — необходимое условие его развития в соответствии с постоянно меняющимися потребностями общества. Авторами сделана попытка раскрыть сущность внедрения авторских видеосюжетов учащихся и обосновать важность их использования на уроках по иностранному языку.