## Sadenova A.E.[1], Yesbulatova. R. M.[2],

[1]DSc, A/Professor, [2]PhD, A/Professorof Al-Farabi Kazakh National University,
Kazakhstan, Almaty, e-mail: sadenovaa@mail.ru, ryesbulatova@gmail.com

# USING INNOVATIVE TECHLOLOGIES IN PROJECT METHOD OF TEACHING KAZAKH AND RUSSIAN

This article discusses using innovative techlologies in project method of teaching Kazakh and Russian as foreign languages. This article provides various guidelines, corresponding to different stages of training. For the formation of various speech training skills offered interactive forms. The system of exercises presented in this article contributes to the development of oral communication. Teaching – a complex and multi-pronged process. The activities of the teacher should be aimed to maximize the learning process. Accounting for these moments allows the teacher to build a class methodically competently, to adjust their pace, alternate forms of work, that means to intensify the activities of the students. Communicative principle, which became the base for most of didactic concepts and successfully implemented in almost all stages of education, largely strengthened ties methodology and linguistics, increased interest in teaching communicative process parameters. In the article, various methodic recommendations are provided, which correspond to various stages of education. It is given attention not only to linguistic form of expression, but to informal form. Interactive forms of teaching are proposed for speaking. System of exercises, provided in the article, contributes to development of oral communicative.

**Key words:** innovative, method, teaching Kazakh and Russian, innovative techlologies, module.

Саденова А. Е.[1], Есбулатова Р. М. [2],

әл-Фараби ат. Қазақ ұлттық университетінің [1]доценті, ф. ғ. д.., [2]доценті, ф. ғ. к.,
Қазақстан, Алматы қ., e-mail: sadenovaa@mail.ru; ryesbulatova@gmail.com

## Қазақ және орыс тілдерін оқытудың жобалық әдісінде инновациялық технологияларды қолдану

Бұл мақалада қазақ және орыс тілдерін шет тілдері ретінде оқытудың жобалық әдісінде инновациялық технологияларды пайдалану қарастырылады. Бұл мақалада оқытудың әртүрлі кезеңдеріне қатысты түрлі ұсыныстар берілген. Әр түрлі сөйлеу дағдыларын қалыптастыру үшін оқытудың интерактивті формалары ұсынылады. Осы мақалада ұсынылған жаттығулар жүйесі ауызша қарым-қатынасты дамытуға ықпал етеді. Оқыту күрделі және көп мақсатты үдеріс. Оқытушының қызметі оқу үдерісін барынша арттыруға бағытталуы керек. Осы сәттерді ескеру оқытушыға аудиторияны сауатты ұйымдастыруға, жылдам, балама жұмыс түрлерін түзетуге мүмкіндік береді, бұл студенттердің белсенділігін арттыру болып табылады. Көптеген дидактикалық ұғымдардың негізіне айналған және білім берудің барлық сатыларында ойдағыдай жүзеге асырылатын коммуникативтік принцип байланыс пен лингвистика әдіснамасын күшейтіп, коммуникативтік үрдістің параметрлерін оқытуға қызығушылықты арттырады. Мақалада оқытудың әртүрлі сатыларына сәйкес келетін әртүрлі әдістемелік ұсыныстар ұсынылған. Ол тек тілдік формаға ғана емес, бейресми нысанға да назар аударады. Оқытудың интерактивті формалары ұсынылады. Мақалада берілген жаттығулар жүйесі ауызша сөйлесуді дамытуға ықпал етеді.

**Түйін сөздер:** инновациялық, әдіс, қазақ және орыс тілдерін оқыту, инновациялық технологиялар, модуль.

Саденова А. Е.[1], Есбулатова Р. М[2],

[1]д. ф. н. доцент, [2]к. ф. н. доцент Казахского национального университета имени аль-Фараби,
Казахстан, г. Алматы, e-mail: sadenovaa@mail.ru, ryesbulatova@gmail.com

### Использование инновационных технологий в проектном методе преподавания казахского и русского языков

В этой статье обсуждается использование инновационных технологий в проектном методе преподавания казахского и русского языков как иностранных, представлены различные рекомендации, соответствующие различным этапам обучения. Для формирования различных навыков речевого обучения предлагаются интерактивные формы. Система упражнений, представленных в этой статье, способствует развитию устного общения. Обучение – сложный и многоцелевой процесс. Деятельность преподавателя должна быть направлена на максимизацию процесса обучения. Учет этих моментов позволяет преподавателю грамотно организовать аудиторию, корректировать темпы, альтернативные формы работы, что означает активизировать деятельность учащихся. Коммуникативный принцип, ставший основой большинства дидактических концепций и успешно реализованный практически на всех этапах образования, в значительной степени укрепил методологию связей и лингвистику, повышенный интерес к преподаванию параметров коммуникативного процесса. В статье предлагаются различные методические рекомендации, которые соответствуют различным этапам обучения. Ему уделяется внимание не только лингвистической форме выражения, но и неформальной форме. Предлагаются интерактивные формы обучения. Система упражнений, предусмотренная в статье, способствует развитию устной коммуникации.

**Ключевые слова:** инновационный, метод, преподавание казахского и русского языков, инновационные технологии, модуль.

### Introduction

Nowadays a lot of Universities are using modular technology of teaching. Importance of this teaching is in all parts of lesson students can have an opportunity to work independent. Also the main aim is not only teaching also giving students the chance to develop listening, speaking, reading, writing, analytic thinking skills.

Training module consists of three structural parts which are often repeated as a learning cycle: introduction, speaking (dialogue) and the final part.

Introduction part (introduction to the module to the subject).

Speaking part (usually a dialog using the dialog to organize cognitive skills of students.)

The final (reference work, test, dictation, etc.).

More precisely, in the introductory part of the teacher introduces students to the general structure of modular training, its purpose and responsibilities. After that, the teacher briefly (for 10-15 minutes), explains the study material of the module using drawings, tables, and data samples.

In the part of speaking using 4 levels of Technology Study of the Doctor of Pedagogical Sciences, Professor Zh.A.Karaev (reproductive rate, heuristic level, the creative level) focus on the learning level of knowledge of students. In the final part may be given test. The main performance of modular technology is:

– Increases the activity of the student in school;
– To develop the student's interest in the subject;
– The student is committed to uninterrupted self-knowledge;
– The student masters the language categories vocabulary and grammatical structures;
– Allows far as possible to expand the oral and written language;
– Student itself forms the necessary skills gradually attaining goals, which given on a lesson.

So, module – one of the largest system, here the student is educated not only by sections, but systematically in the form of exact order. They are trained to work, to awaken an interest in science to develop the skills of independent work. The training process is applied different ways: an explanation, speaking, reading, lectures, practical (practical laboratory, graphics, vocabulary and grammatical exercises), clarity (charts, tables, illustrations and demonstration), etc.

In the universities and secondary schools in the practical training of foreign languages students and learn to work independently, they must be able to apply their knowledge in new situations creatively.

The learning objectives of foreign languages vary with the demands and needs of society. Now foreign language teaching has four objectives: communicative goal, knowledge, education and the goal of improvement. The main of them is the com-

municative purpose; other objectives are achieved through the implementation of the communicative purpose.

Forms of study: a) the total or structural: group or individual group, pair, team, and b) the exact or special: tutoring, conferences, debates, group discussion.

Every day the numbers of people desire to learn a foreign language. This determines a huge role of the foreign language in the education system of our country. Finally what you need to learn a foreign language, especially Kazakh and Russian from school and universities and requires a rotation of innovative teaching methods.

**Experiment**

In recent years the question of application of new information technologies at high school is even more often brought up. It is not only new technical means, but also new forms and methods of teaching, new approach to training process. A main objective of training in foreign languages is formation and development of communicative culture of school students, training in practical acquisition of a foreign language.

The task of the teacher consists in creating conditions of practical language acquisition for each pupil, to choose such methods of training which would allow each pupil to show the activity, the creativity. Modern pedagogical technologies such as training in cooperation, the design technique, use of new information technologies, the Internet – resources help to realize the personal focused approach in training, provide an individualization and differentiation of training taking into account abilities of children, their level of proficiency, tendencies, etc.

Use of computer at foreign language lessons helps in solution of different didactic problems such as:

– improving pronunciation;
– formulating and developing skills and abilities of reading;
– improving abilities of writing;
– enriching the lexicon of learners;
– training grammar;
– forming steady motivation to studying foreign language

Possibilities of use the Internet – resources are huge. The Internet creates conditions for receiving any necessary for pupils and teachers of information which is in every spot on the globe: regional geographic material, news from life of youth,

article from newspapers and magazines, necessary literature, etc.

In the real work the object is set: to bring a technique of teaching Kazakh and Russian at school into accord with development of modern information technologies. At Kazakh and Russian lessons by means of the Internet it is possible to solve a number of didactic problems: to form skills and abilities of reading, using materials of a global network; to improve abilities of written language of school students; to fill up a lexicon of pupils; to form at school students steady motivation to studying of Kazakh and Russian. Besides, the term paper is directed on studying of opportunities of Internet technologies for expansion of an outlook of school students, to adjust and support business connections and contacts with the contemporaries in the Kazakh and Russian as foreign languages-speaking countries.

Pupils can take part in testing, in quizzes, competitions, the Olympic Games held on the Internet to correspond with contemporaries from other countries, to participate in chats, videoconferences, etc.

Pupils can receive information on a problem on which work within the project at present.

Communicating in the true language environment provided the Internet, pupils appear in the real life situations. Involved in the solution of a wide range of the significant, realistic, interesting and achievable tasks, school students are trained spontaneously and adequately to react to them that stimulates creation of original statements, but not sample manipulation with language formulas.

Paramount significance is attached to understanding, transfer of the contents and expression of sense that motivates studying of structure and the dictionary of a foreign language which serve this purpose. Thus, the attention of pupils concentrates on use of forms, than on them, and training in grammar is carried out indirectly, in direct communication, excepting pure studying of grammatical rules.

The computer is loyal to a variety of student's answers: he doesn't accompany work of pupils as laudatory comments that develops their independence and creates the favorable social psychological atmosphere at a lesson, giving them self-confidence that is an important factor for development of their identity.

The development of education is organically connected with increase of level of its information potential today. This characteristic feature in many respects defines both the direction of evolution of the education, and the future of all society.

The most successful orientation in world information space requires mastering pupils information culture, and also computer and screen culture as the priority in information search is more and more given the Internet.

As information system, the Internet offers the users variety of information and resources. The basic set of services can include:

– e-mail (e-mail);
– teleconferences;
– videoconferences;
– possibility of the publication of own information, creation of own homepage (homepage) and its placement on the Web server;
– access to information resources:
– help catalogs
– search engines
– conversation in a network

These resources can be actively used at a lesson.

Mastering communicative and cross-cultural competence is impossible without communication practice, and use of resources the Internet at a lesson of a foreign language in this sense is simply irreplaceable: the virtual environment the Internet allows being beyond temporary and spatial, giving to her users opportunity of authentic communication with real interlocutors on subjects, actual for both parties. However it is impossible to forget that the Internet – only a supportive technical tool of training, and for achievement of optimum results it is necessary to integrate its use into process of a lesson competently.

It is possible to suggest pupils to work on two or on three, to investigate articles covering everything aspects of life: editorials, sport, weather, and culture. Advantage of such work consists in a full involvement of all class in combination with differentiation of tasks: strong pupils can research more difficult articles while weak can charge the report on weather conditions or something from culture area.

In addition to work on skills of reading and speaking, it is possible to fill up a lexicon. For this purpose it is necessary to suggest pupils to make entries, being guided by the read information. Acquisition of new grammatical skills which examples occurred in articles is possible.

Creation of the page devoted to one concrete event where it is necessary to try to give neutral vision of a problem, based on the analysis of information of various news agencies can become result of such work. Here it is necessary to point hyperlinks to sources.

For development of cross-cultural competence research of articles on a certain subject of only one of news agencies throughout a long period has also the advantages: having thoroughly studied a problem, pupils will be able not only to define a position of this country to the studied problem, but also to reveal the bases for such point of view, and, respectively, will be able to predict succession of events. After the done work discussion or a teleconference where work of each pupil or group will be separate sector of a common problem is necessary, having shared results of the work and having put them in a whole, pupils will receive a many-sided picture of an event which will allow them to understand the reasons of the events and, quite possibly, will aim them at search of the optimum decision- after all the understanding, establishment of relationships of cause and effect is only the correct basis for an exit from the conflict.

One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programmes on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. It is a fact that most students who have taken Kazakh and Russian courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written mode. The problem arises not from the methodology itself but from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the sentence structure and situational settings. But this not necessarily mean that teachers should pay full attention to only communicative acts in the preparation and presentation of language teaching materials. It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively.

Video has been proven to be an effective method in teaching Kazakh and Russian as a foreign/second language (EFL/ESL) for both young and adult learners. Video can be used in a variety of instructional settings – in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in the teacher's personal and professional development or with students as a way of present-

ing content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance.

Because it is so close to language reality – containing visual as well as audible cues – video is an excellent medium for use in the language classroom. It can be used in many different ways and for teaching or revising many different language points. These notes are intended to help you think about how you can use video in your classroom. They are not exhaustive, because ultimately the ways in which you use video are limited only by your own imagination. *Types of Video.* Authentic: Bought, or recorded from television. Feature films (fiction). Cartoons. Documentaries. News/Weather. Interviews. Games shows (often based on words). Ads/Commercials. Made for Language Teaching: Specifically designed for learning the target language. Produced by all the major publishers or DIY. General courses. Listening practice. Business Kazakh and Russian as foreign languages.

### Results and discussion

Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be exploited in the classroom as much as possible. For that reason a great tendency towards the use of technology and its integration into the curriculum developed by the foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula.

### Conclusion

Summing up, one of the favorable signs modular technology training – an activity of the student at school. One feature of this technology is that, in all stages of education in developing the cognitive abilities of the student, developing the spoken and written language can offer them creative work. During the development of vocabulary, grammar, phonetic means of a foreign language is formed activities of students in learning, the ability to work independently, the skills to draw conclusions. This is new technology of today's successful research faculty. Teachers look at these problems very understanding and actively apply new methods in their disciplines with great enthusiasm.

### Литература

Алещанова И. В. Формирование иноязычной коммуникативной компетенции студентов технического вуза / И.В. Алещанова, Н. А. Фролова // Современные проблемы науки и образования. – 2010. – No 4 – С. 87-90.

Андриенко А. С. Развитие иноязычной профессиональной коммуникативной компетентности студентов технического вуза (на основе кредитно-модульной технологии обучения): автореф. дисс. ... на соискание науч. степени канд.пед.наук. / А. С. Андриенко. – Ростов -на-Дону, 2007. – 26с.

Васильева О. Ф. Лекции по методике преподавания РКИ [Электронный ресурс] / О. Ф. Васильева. – Режим доступа: http://www. mng.rs.gov.ru/node/733.

Гальскова Н. Д. Теория обучения иностранным языкам: Лингводидактика и методика / Н. Д. Гальскова, Н. И. Гез. М.: Издательский центр «Академия», 2005. – 336с.

Зимняя И. А. Ключевые компетенции – новая парадигма результата современного образования [Электронный ресурс] / И.А. Зимняя // Интернет-журнал «Эйдос». –2006. – Режим доступа: http://www.eidos.ru/journal/2006/0505.htm.

Мильруд Р. П. Коммуникативность языка и обучение разговорной грамматике (упрощенным предложениям) / Р.П. Мильруд // Иностранный язык в школе. – 2002. – № 2. – С. 15.

Соловова Е. Н. Методика обучения иностранным языкам: базовый курс: пособие для студентов пед.вузов и учителей / Е. Н. Соловова. – М.: Астрель, 2008. – 238 с.

### References

Aleshanova I.V. (2010). Formirovanie inoyazychnoi kommunikativnoi kompetentsii studentov tehnicheskogo vyza. [Formation of the communicative competence of students of a technical university]. I.V. Aleshanova, N.A. Frolova. «Sovremennye problem nauki i obrazovaniya». No. 4. Pp. 87-90. (In Russian)

Andrienko A.S. (2007). Razvitie inoyazychnoi professional'noi kommunikativnoi kompetentnosti studentov tehnicheskogo vyza (na osnove kreditno-modul'noi tehnologii obuchenya) [Development of foreign professional communicative competence of students of a technical university (based on credit-module technology of education)]: avtoref. diss. … na soiskanie nauch. stepeni kand.ped.nauk. A.S. Andrienko. Rostov-na-Donu. 26 p. (In Russian)

Vasil'yeva O.F. Lektsii po metodike prepodavanya RKI [Lectures on teaching methodology of RCT]. [Elektronyi resurs]. Rezhim dostupa: http://www. mng.rs.gov.ru/node/733. (In Russian)

Gal'skova N.D. (2005). Teoriya obuchenya inostrannym yazykam: Lingvodidaktika I metodika [Theory of Foreign Language Teaching: Linguodidactics and Methods]. M.: Izdatel'skii tsentr «Akademiya». 336 p. (In Russian)

Zimnyaya I.A. Kluchevye kompetentsii – novaya paradigma rezultata sovremennogo obrazovaniya. [Core competencies – a new paradigm of the result of modern education]. [Elektronnii resurs]. Rezhim dostupa: http://www.eidos.ru/journal/2006/0505. htm. (In Russian)

Mil'rud R.P. (2002). Kommunikativnost' yazyka i obuchenie razgovornoi grammatike (uproshennym predlozhenyam) [Communicative language and learning colloquial grammar (simplified sentences).]. «Inostrannyi yazyk v shkole». No. 2. Pp. 15. (In Russian)

Solovova E.N. (2008). Metodika obuchenya inostrannym yazykam: bazovyi kurs: posobie dlya studentov ped.vyzov i uchitelei. [Methodology for teaching foreign languages: a basic course: a manual for students of pedagogical universities and teachers.]. M.: «Astrel». 238 p. (In Russian)