

ISSN 2616-6895

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің  
**ХАБАРШЫСЫ**

---

**ВЕСТНИК**  
Евразийского национального  
университета имени Л.Н.Гумилева

**BULLETIN**  
of the L.N.Gumilyov Eurasian  
National University

**ПЕДАГОГИКА. ПСИХОЛОГИЯ. ӘЛЕУМЕТТАНУ** сериясы  
**PEDAGOGY. PSYCHOLOGY. SOCIOLOGY** Series  
Серия **ПЕДАГОГИКА. ПСИХОЛОГИЯ. СОЦИОЛОГИЯ**

**2(123)/2018**

1995 жылдан бастап шығады  
Founded in 1995  
Издается с 1995 года

Жылына 4 рет шығады  
Published 4 times a year  
Выходит 4 раза в год

Астана, 2018  
Astana, 2018

*Бас редакторы*  
п.ғ.д., проф.  
**А.А. Молдажанова** (Қазақстан)

*Бас редактордың орынбасары (педагогика)*

**Г.Ж. Менлибекова**, п.ғ.д., проф. (Қазақстан)

*Бас редактордың орынбасары (психология)*

**А.Р. Ерментаева**, п.ғ.д., проф. (Қазақстан)

*Бас редактордың орынбасары (социология)*

**Н.О. Байғабылов**, PhD (Қазақстан)

*Редакция алқасы*

**Иванова Г.П.**

п.ғ.д. (Ресей)

**Исламова З.М.**

п.ғ.к., доцент (Ресей)

**Кажғалиева А.**

докторант (Қазақстан)

**Калдыбаева О.В.**

PhD (Қазақстан)

**Колева И.**

Докт. (Болгария)

**Сейтқазы П.Б.**

п.ғ.д., проф. (Қазақстан)

**Сунарчина М.М.**

э.ғ.д., проф. (Ресей)

**Толеубекова Р.К.**

п.ғ.д., проф. (Қазақстан)

**Уразбаева Г.Т.**

п.ғ.д., проф. (Қазақстан)

**Хан Н.Н.**

п.ғ.д., проф. (Қазақстан)

**Хаяти Тюфекчиоглу**

э.ғ.д., проф. (Түркия)

**Шайхисламов Р.Б.**

э.ғ.д., проф. (Ресей)

**Шалғынбаева Қ.Қ.**

п.ғ.д., проф. (Қазақстан)

*Редакцияның мекенжайы:* 010008, Қазақстан, Астана қ., Сәтпаев к-сі, 2, 408 б.

Тел.: (7172) 709-500 (ішкі 31432)

E-mail: vest\_pedpsysoc@enu.kz

*Жауапты хатшы, компьютерде беттеген*

Д.С. Байтлесова

**Л.Н. Гумилев атындағы Еуразия ұлттық университетінің хабаршысы. Педагогика. Психология. Әлеуметтану сериясы**

Меншіктенуші: ҚР БЖҒМ «Л.Н. Гумилев атындағы Еуразия ұлттық университеті» ШЖҚ РМК

Қазақстан Республикасының Ақпарат және коммуникациялар министрлігімен тіркелген.

27.03.18 ж. № 17001-Ж -тіркеу куәлігі

Мерзімділігі: жылына 4 рет.

Тиражы: 40 дана

Типографияның мекенжайы: 010008, Қазақстан, Астана қ., Қажымұқан к-сі,13/1, тел.: (7172)709-500 (ішкі 31432)

© Л.Н. Гумилев атындағы Еуразия ұлттық университеті

*Editor-in-Chief*

Doctor of Pedagogical Sciences, Prof.

**A.A. Moldazhanova** (Kazakhstan)

*Deputy Editor-in-Chief (pedagogy)*

**G.Zh.Menlibekova**, Doctor of Pedagogical Sciences, Prof.  
(Kazakhstan)

*Deputy Editor-in-Chief (psychology)*

**A.R. Yermentayeva**, Doctor of Psychological Sciences,  
Prof. (Kazakhstan)

*Deputy Editor-in-Chief (sociology)*

**N.O. Baigabylov**, PhD in Sociology (Kazakhstan)

*Editorial board*

**Hayati Tufekcioglu**

*Doctor of Sociology*, Prof. (Turkey)

**Islamova Z.M.**

Can. of Pedagogical. Sciences, Assoc.Prof (Russia)

**Ivanova G.P.**

Doctor of Pedagogical Sciences (Russia)

**Kazhgaliyeva A.**

Doctoral Candidate (Kazakhstan)

**Kaldybayeva O.V.**

PhD (Kazakhstan)

**Khan N.N.**

Doctor of Pedagogical Sciences, Prof.(Kazakhstan)

**Koleva I.**

Dr. (Bulgaria)

**Seytkazy P.B.**

Doctor of Pedagogical Sciences, Prof.(Kazakhstan)

**Shaikhislamov R.B.**

*Doctor of Sociology*, Prof. (Russia)

**Shalgynbayeva K.K.**

Doctor of Pedagogical Sciences, Prof.(Kazakhstan)

**Sunarchina M.M.**

*Doctor of Sociology*, Prof. (Russia)

**Toleubekova R.K.**

Doctor of Pedagogical Sciences, prof.(Kazakhstan)

**Urazbayeva G.T.**

Doctor of Pedagogical Sciences, prof. (Kazakhstan)

*Editorial address:* 2, Satpayev str., of.408, Astana, Kazakhstan, 010008

Tel.: (7172) 709-500 (ext. 31432)

E-mail: vest\_pedpsysoc@enu.kz

*Responsible secretary, computer layout:*

*D.S. Baytlessova*

**Bulletin of the L.N. Gumilyov Eurasian National University Pedagogy. Psychology. Sociology Series**

Owner: Republican State Enterprise in the capacity of economic conduct «L.N.Gumilyov Eurasian National University» Ministry of Education and Science of the Republic of Kazakhstan

Registered by the Ministry of Information and Communication of the Republic of Kazakhstan. Registration number 17001-Ж from 27.03.18

Periodicity: 4 times a year

Circulation: 40 copies

Address of printing house: 13/1 Kazhimukan str., Astana, Kazakhstan 010008; tel.: (7172) 709-500 (ext.31-432)

*Главный редактор*  
д.п.н., проф.  
**А.А. Молдажанова** (Казахстан)

*Зам. главного редактора (педагогика)*

**Г.Ж. Менлибекова**, д.п.н., проф.  
(Казахстан)

*Зам. главного редактора (психология)*

**А.Р. Ерментаева**, д.п.н., проф. (Казахстан)

*Зам. главного редактора (социология)*

**Н.О. Байгабылов**, PhD (Казахстан)

*Редакционная коллегия*

**Иванова Г.П.**

д.п.н. (Россия)

**Исламова З.М.**

к.п.н., доцент (Россия)

**Кажгалиева А.**

докторант (Казахстан)

**Калдыбаева О.В.**

PhD (Казахстан)

**Колева И.**

Докт. (Болгария)

**Сейтказы П.Б.**

д.п.н., проф. (Казахстан)

**Сунарчина М.М.**

д.с.н., проф. (Россия)

**Толеубекова Р.К.**

д.п.н., проф. (Казахстан)

**Уразбаева Г.Т.**

д.п.н., проф. (Казахстан)

**Хан Н.Н.**

д.п.н., проф. (Казахстан)

**Хаяти Тюфекчиоглу**

д.с.н., проф. (Турция)

**Шайхисламов Р.Б.**

д.с.н., проф. (Россия)

**Шалгынбаева К.К.**

д.п.н., проф. (Казахстан)

*Адрес редакции:* 010008, Казахстан, г. Астана, ул. Сатпаева, 2, каб. 408

Тел.: (7172) 709-500 (вн. 31432)

E-mail: vest\_pedpsysoc@enu.kz

*Ответственный секретарь, компьютерная верстка*

Д.С. Байтлесова

**Вестник Евразийского национального университета имени Л.Н.Гумилева. Серия: Педагогика. Психология. Социология.**

Собственник: РГП на ПХВ «Евразийский национальный университет имени Л.Н. Гумилева» МОН РК

Зарегистрировано Министерством информации и коммуникаций Республики Казахстан. Регистрационный номер 17001-Ж от 27.03.18.

Периодичность: 4 раза в год

Тираж: 40 экземпляров

Адрес типографии: 010008, Казахстан, г. Астана, ул. Кажымукана, 13/1, тел.: (7172)709-500 (вн.31-432)

## МАЗМҰНЫ

### ПЕДАГОГИКА

<i>Әбілдина Ж.К., Молдумарова Ж.К., Молдумарова Ж.Е., Әлімқұлова Э.Ж., Әбілдина Р.К.</i> Жаратылыстану ғылыми пәндерін виртуалдық шындық технологияларын қолдана отырып оқыту мәселесі.....	8
<i>Абильгазиева Ж.К.</i> Тұлғалық-әрекеттік тәсіл – тілдік пәндер оқыту модулінің бірыңғай бағыты .....	18
<i>Абдыхалықова А.М., Какимова А.Ж.</i> Подкастарды пайдалану арқылы шет тілі сыныбын өзгерту .....	23
<i>Ақбаева Г.Н., Сейлханова А.Е.</i> Қазақстан үшін e-learning шынайы оқу үдерісі ме? .....	28
<i>Алефиренко Н.Ф.</i> Лексиканы оқытудың танымдық-дидактикалық негіздері: Мәселені баяндау.....	34
<i>Аубакирова Г.Т., Володина Е.О., Калиева С.Н.</i> Кәсіби шетел тілін үйренуге арналған тұлғалық -бағытталған тәсілі .....	42
<i>Аубакиров Е.Б., Метин О., Тульбаева Р.Э.</i> Интеллектум бағдарламасының заманауи дағдыларды қалыптастырудағы орны .....	49
<i>Байбек А.Қ.</i> Этносольфеджио курсындағы ауызша жұмыс түрлері халық әншілерін тәрбиелеудің негізгі жолы.....	55
<i>Бурмистрова В.А., Исатаева М.С.</i> Тілдік пәндер шеңберінде ғылыми-бағдарланған оқыту .....	63
<i>Есенғалиева А.М., Сағымбаева Ж.Е., Искакова А.Р. , Молдахметова Г.З.</i> Тыңдалымға оқытудағы жалпы қиындықтар.....	70
<i>Жолдасбекова С.А., Иманкулова Л.Б.</i> Болашақ кәсіптік оқыту педагогының ғылыми зерттеушілік іс-әрекетін қалыптастыру мүмкіндіктері .....	78
<i>Заклинская А.К.</i> Хореографиялық оқу орындарында педагогтың кәсіби этикасының негізгі мақсаттары .....	83
<i>Ибадуллаева С.Ж., Русанов А.М., Нурғалиева А.А., Ауезова Н.С.</i> Болашақ биолог мұғалімдердің өздігінен білім алу қабілеттерін интербелсенді .....	91
<i>Калкеева К.Р.</i> Өркениетті тұрғыдан қарау – қазақстандық қоғамның рухани жаңғыруы .....	99
<i>Карманова Ж.А., Абылайхан С.М.</i> Адамгершілік мәдениет түсінігі және маңызы .....	105
<i>Құдышева А. А., Темиргалинова А. К.</i> Жоғарғы оқу орнының студенттерінің дамуындағы көпмәдени ортаның рөлі ...	111
<i>Мирза Н.В. Мағзұмова Н.К.,</i> Қазіргі заманғы мектепті басқарудың инновациялары .....	115
<i>Муликова С.А., Казимова Д.А. , Спирина Е.А.</i> Жұмысқа орналастыру: жұмыс беруші және ЖОО-ның түлегінің қажеттілігін талдау.....	122
<i>Рахметова Н.Б., Оспанбекова Г.Д.</i> Болашақ мамандардың кәсіби шеберлігін өзіндік жұмыстарды орындау арқылы жетілдіру.....	131
<i>Салиева А.Ж., Евнеева Г.О.</i> Қазақстан республикасының жоғары оқу орнындағы студенттерінің қазіргі әлеуметтік белсенді дамуы .....	136
<i>Толубекова Р.К., Имашева Т.Б.</i> Болашақ әлеуметтік педагогтың өзін-өзі дамытудың теориялық алғышарттары.....	146
<i>Төрбаева К. Ж., Мамбеталина А.С., Турбаева Ш.М.</i> Жоғары оқу орны студенттерінің оқу үдерісіне бейімделу жағдайы .....	152
<i>Уанбаев Е.К.</i> Шығыс Қазақстан облысының аудандарындағы бұқаралық спорт жұмыстары дамуының әлеуметтік-экономикалық жайлары.....	162
<i>Шолпанқұлова Г.К.</i> Болашақ мамандарды кәсіби даярлаудағы интеграция мен дифференциацияның рөлі.....	168

### ПСИХОЛОГИЯ

<i>Ерментаева А.Р., Аубакирова Ж.К., Исмагамбетова А.К.</i> Бастауыш сынып оқушыларының тұлғалық дамуы .....	173
--	-----

### СОЦИОЛОГИЯ

<i>Қалдыбаева О.В.</i> Қазіргі заманғы Қазақстан жастарының дәстүрлі емес діни ұйымдарға қатынасы .....	178
<i>Сабиров И.В., Байгабылов Н.О.</i> «Халал» тағамының әлеуметтік тәжірибесінің әлеуметтік- тарихи аспектілері .....	188
<i>Тажиббаева Г.</i> Қазақстанның әлеуметтік құрылымында собилдік бірлестіктің өзгерістері.....	191

## CONTENTS

### PEDAGOGY

<i>Abeldina Zh.K., Moldoudarova Zh.K., Molmudarova Zh.E., Alimkulova E.Zh., Abeldina R.K.</i> To the question of studying natural science disciplines using virtual reality technologies.....	8
<i>Abilgazyeva Zh.K.</i> The personal-activity method is a single direction of teaching language module .....	18
<i>Abdykhalykova A.M., Kakimova A.Zh.</i> Transforming foreign language classroom using authentic podcasts.....	23
<i>Akbaeva G.N., Seilkhanova A.Ye.</i> Is e-learning a real learning process for Kazakhstan? .....	28
<i>Alefrenko N.F.</i> Cognitive-didactic Bases of Teaching Vocabulary: To the statement of the issue.....	34
<i>Aubakirova G.T., Volodina E.O., Kalieva S.N.</i> Personally-oriented approach in teaching a professionally-oriented foreign language .....	42
<i>Aubakirov Y.B., Metin O., Tulbayeva R.Y.</i> The role of Intellectum program in formation modern skills .....	49
<i>Baibek A.K.</i> Oral forms of work in the course of Ethnosolfegio as a traditional principle of educating the national singers.....	55
<i>Burmistrova V.A., Issatayeva M.S.</i> Research-based learning within the framework of language disciplines .....	63
<i>Yessengaliyeva A.M., Sagimbayeva J. E. , Moldakhmetova G.Z., Iskakova A.R.</i> The common obstacles within listening comprehension: challenges and recommendations .....	70
<i>Zholdasbekova S.A., Imankulova L.B.</i> Possibilities for forming research activity of the future teacher of professional education.....	78
<i>Zaklinskaya A.K.</i> The main objectives of the professional ethics of the teacher in the choreographic educational institutions....	83
<i>Ibadullayeva S.Z., Rusanov A.M., Nurgalieva A.A., Auezova N.S.</i> Development of independent learning skills for future biology teachers through interactive learning technology .....	91
<i>Kalkeeva K.R.</i> Civilization approach - the potential of spiritual enrichment of Kazakhstan society.....	99
<i>Karmanova Zh.A., Abylaikhan S.M.</i> The meaning and concept of moral culture .....	105
<i>Kudyshcheva A. A., Temirgalinova A. K.</i> The role of the polycultural environment in development of students of the higher education .....	111
<i>Mirza N.V., Magzumova N.K.</i> Innovations in the management of modern school .....	115
<i>Mulikova S., Kazimova D., Spirina YE.</i> Employment: analysis of needs of the employer and graduates of higher education...	122
<i>Rakhmetova N.B., Ospanbekova G.D.</i> Improving of professional skills for future specialist by self employed jobs.....	131
<i>Saliyeva A.Zh., Yevneyeva G.O.</i> The current state of development social activity students in university in the republic of Kazakhstan.....	136
<i>Toleubekova R.K., Imasheva T.B.</i> The oretical background of professional self-development of the future social pedagogue ...	146
<i>Turebayeva K.Zh., Mambetalina A.S., Turebayeva Sh.M.</i> Adaptation of students of higher educational institutions to the educational process .....	152
<i>Uanbayev E.K.</i> Social and economic preconditions for the development of mass sports of regions of Eastern Kazakhstan.....	162
<i>Sholpankulova G.K.</i> The role of integration and differentiation in the professional training of future specialists .....	168

### PSYCHOLOGY

<i>Yermentayeva A.R., Aubakirova Zh.K. , Ismagambetova A.K.</i> The development of the students personality in primary school.....	173
--	-----

### SOCIOLOGY

<i>Kaldybayeva O.V.</i> Attitude of young people of modern Kazakhstan to non-traditional religious organization.....	178
<i>Sabirov I.V., Baigabylov N.O.</i> Socially - historical aspects of social practice of “halal” food .....	188
<i>Tazhibayeva G.</i> Changes in social structure of Kazakhstan after the soviet union collapsed .....	191

## СОДЕРЖАНИЕ

### ПЕДАГОГИКА

<i>Абельдина Ж.К., Молдумарова Ж.К., Молдумарова Ж.Е., Алимкулова Э.Ж., Абельдина Р.К.</i> К вопросу об изучении естественнонаучных дисциплин с применением технологий виртуальной реальности .....	8
<i>Абильгазиева Ж.К.</i> Личностно-деятельностный метод – единое направление обучения предметам языкового модуля .....	18
<i>Абдыхалыкова А.М., Какимова А.Ж.</i> Трансформация класса иностранного языка используя аутентичные подкасты.....	23
<i>Ақбаева Г.Н., Сейлханова А.Е.</i> Является ли e-learning реальным процессом обучения для Казахстана?.....	28
<i>Алефиренко Н.Ф.</i> Когнитивно-дидактические основы обучения лексике: К постановке проблемы.....	34
<i>Аубакирова Г.Т., Володина Е.О., Калиева С.Н.</i> Личностно-ориентированный подход в обучении профессионально-ориентированному иностранному языку .....	42
<i>Аубакиров Е.Б., Метин О., Тульбаева Р.Э.</i> Роль программы Интеллектум в формировании современных навыков.....	49
<i>Байбек А.К.</i> Устные формы работы в курсе этносольфеджио как традиционный принцип воспитания народных певцов .....	55
<i>Бурмистрова В.А., Исатаева М.С.</i> Научно-ориентированное обучение в рамках языковых дисциплин .....	63
<i>Есенғалиева А.М., Сағымбаева Ж.Е., Исақова А.Р., Молдахметова Г.З.</i> Общие трудности при обучении аудированию .....	70
<i>Жолдасбекова С.А., Иманкулова Л.Б.</i> Возможности формирования исследовательской деятельности будущего педагога профессионального образования .....	78
<i>Заклинская А.К.</i> Основные задачи профессиональной этики педагога в хореографических учебных заведениях .....	83
<i>Ибадуллаева С.Ж., Русанов А.М., Нурғалиева А.А., Ауезова Н.С.</i> Развитие самостоятельных навыков обучения будущих учителей биологии с помощью интерактивной технологии обучения.....	91
<i>Калкеева К.Р.</i> Цивилизационный подход – потенциал духовного обогащения казахстанского общества.....	99
<i>Карманова Ж.А., Абылайхан С.М.</i> Понятие и значение нравственной культуры .....	105
<i>Қудышев А. А., Темірғалинова А. К.</i> Роль поликультурной среды в развитии студентов вуза .....	111
<i>Мирза Н.В. Мағзумова Н.К.,</i> Инновации в управлении современной школой .....	115
<i>Муликова С.А., Казимова Д.А., Е.А. Спирина Д.А.</i> Трудоустройство: анализ потребностей работодателя и выпускника вуза.....	122
<i>Рахметова Н.Б., Оспанбекова Г.Д.</i> Совершенствование профессиональных навыков будущих специалистов посредством выполнения самостоятельных работ.....	131
<i>Салиева А.Ж., Евнеева Г.О.</i> Современное состояние развития социальной активности студентов в высшем учебном заведении в Республике Казахстан .....	136
<i>Толеубекова Р.К., Имашева Т.Б.</i> Теоретические предпосылки профессионального саморазвития будущего социального педагога.....	146
<i>Турбаева К.Ж., Мамбеталина А.С., Турбаева Ш.М.</i> Адаптация студентов высших учебных заведений к учебному процессу.....	152
<i>Уанбаев Е.К.</i> Социально-экономические предпосылки развития массового спорта районов Восточно-Казахстанской области.....	162
<i>Шолпанкулова Г.К.</i> Роль интеграции и дифференциации в профессиональной подготовке будущих специалистов .....	168

### ПСИХОЛОГИЯ

<i>Ерментәева А.Р., Аубакирова Ж.Қ., Исмағамбетова А.К.</i> Развитие личности учащихся в начальных классах.....	173
---	-----

### СОЦИОЛОГИЯ

<i>Калдыбаева О.В.</i> Отношение молодежи современного Казахстана к нетрадиционным религиозным организациям.....	178
<i>Сабиров И.В., Байгабылов Н.О.</i> Социально - исторические аспекты социальной практики «халяльной» пищи.....	188
<i>Тажибаева Г.</i> Изменения в социальной структуре Казахстана после Советского Союза.....	191



МРНТИ16.01.45

**A.M. Abdykhalykova, A.Zh. Kakimova**

*L.N. Gumilyov Eurasian National University, Astana, Kazakhstan*  
*(E-mail: akzhan80@mail.ru, k.aynur.95@mail.ru)*

### **Transforming foreign language classroom using authentic podcasts**

**Abstract.** Advancement of the information and communication technologies brings the novelty to the lesson of foreign languages, and motivates us to find new methods of teaching. This article is dedicated to show the usefulness of podcasts for improvement of the language skills in foreign languages. The scope of the investigation can be identified with the review of the works of foreign language researchers and Methodists. The methods such as observation, empirical research of the podcasting and analysis are used to clarify the method of teaching a foreign language with the help of podcasts. In this article, the stages of creating a podcast are illustrated in a sequential order to provide detailed explanation of podcasting. The advantages of using this method in foreign language teaching such as the development of linguistic competence and cultural awareness are given to encourage teachers to use podcasting. Thus, based on the research done it is proven as an effective method of teaching a foreign language for beginners as well as for advanced learners who study English as a second foreign language.

**Key words.** Multimedia learning, podcasting, foreign language teaching, language skills, advantages, stages of creating a podcast

**Introduction.** In his recent article “Social Modernization of Kazakhstan: 20 Steps toward Society of Universal Labor” the President of Kazakhstan emphasizes that social modernization requires reforming all spheres including education system. Today we live in the reality of globalization and digitalization. In such century of technological progress English teachers have to look for new methods of teaching a foreign language through multimedia and interactive technology. The use of podcasts in the Foreign Language Teaching (further FLT) as one of the types of multimedia learning is increasingly gaining popularity today, which makes the research on this topic of current interest.

The purpose of this article is to prove the effectiveness of authentic podcasts in developing foreign language learners’ listening, speaking, reading and writing skills giving the precise explanation and examples. This article also includes the description of the stages of podcast production recommending possible alternatives for creation of original podcasts.

**Body.** First of all, the notion of podcast should be clarified. According to the New Oxford American Dictionary a podcast is a “digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player” [1, p. 102].

To say it differently, it is an episodic series of digital audio files that are created, shared and heard. Podcast can also be in the form of videos streamlined online, however, video podcast is known as vidcast or vodcast (a podcast that contains video content). And authentic podcasts as well as vidcasts in a foreign language can be used in teaching this language as the source of information and illustration of native speakers’ intonation and enunciation. For better understanding the production of podcasts and also for involving students themselves in creating their own podcasts, teachers can use podcasting in a classroom of English as the tool of recreating a foreign language teaching.

The other issue regarding the reasons of using podcasts in FLT and the proof of its effectiveness in acquiring the language arises and can be outlined through thorough consideration. Beare Kenneth who studied the implementation of podcasts in English in his book called “Introduction to English learning Podcasts” clearly revealed its advantages. The most salient feature of podcasts is that they can be accessed easily and quickly by the learners, which makes it comfortable to use and motivates them to participate in various ELT classroom activities [2, p. 5].

According to Chan, who also worked on this field, highlighted a good level of improvement in students’ pronunciation and enunciation while using podcasts in FLT. In his work called “Podcasting in foreign language learning: Insights for podcast design from a developmental research project”, he singled out the enhancement of students’ independence as well [3, p. 9].

The usage of podcasts in English classroom activities is enjoyable and allows students to gain confidence in learning the language with the new technology. Foremost, podcasting has a positive impact on the improvement of students’ language skills. In addition, podcasts are also useful for enriching cultural awareness and communicational competence [4, p. 12].



The research done by Arabian linguist Ashraf, who presented paper at the Proceedings of the International Conference on e-Learning, indicates its usefulness in activating collaborative learning and peer review. Moreover, creating their own podcasts, students can reach large audiences and share ideas. By doing so, a foreign language can be learned quickly and naturally [5, p. 14].

Linguist Stephens points out the other essential benefit during implementing podcast application in FLT. This beneficial feature is outlined with the active participation of both teachers and students, as they are involved in the process of processing the information and creation of authentic podcasts. Furthermore, in his book “All about Podcasting” he specifies the limitless resources that can be used offline as well as online [6, p. 55].

Having better understanding of the effectiveness of teaching a foreign language with the help of podcasting, the methods of using podcasts and podcasting in FLT can be defined. And one of the ways of using educational podcasts is that teachers could apply such podcasts as Ted Talks or BBC for students and give them opportunity to perform pre-, while- and post-listening activities, thus improving learners’ listening skills.

Educational podcasts with the focus on specific subjects can substitute teacher’s lecture on the same topic. However, there is a note that should be taken into consideration: after vodcast which was shown on a digital blackboard, students’ comprehension should be tested with the follow-up questions prepared by a teacher in advance, thus to contribute to the better understanding of new information.

It is obvious that podcasts ought not only to be used for informing and illustration the language acquisition performed by native speakers, but also teachers might give assignments for working with podcasts in a foreign language taking into account their linguistic skills and abilities. Students can choose from a range of available podcasts on the common topic and fulfill the Podcast Response Worksheet as well as Podcast Synopsis Sheet (the brief description of the content of a chosen podcast) that might be used as the tools for testing learners’ understanding and also developing their creative and critical thinking [7, p. 25].

The other method in order to maintain to the better productivity is that teachers can prepare their lectures in the form of podcasts on the subsequent topic and give the students for listening as home task and at the classroom of English their understanding of information might be tested with the variety of assignments or some practical tasks such as elaborating groups’ collaborative work regarding the topic.

Moreover, for making the lesson in a foreign language more interactive and digital, teachers can also ask questions online through blogs such as mypage.ru or getting the answer through email and telegram, thus monitoring students’ understanding and to be sure that they are prepared for practical assignments in a classroom. This constant check will enable teachers’ awareness of their students’ academic achievements.

Foremost, educators can inspire learners’ independence and encourage them to be more creative in producing their own podcasts. For motivating so, students might create their own podcasts with the guidance of teacher using appropriate strategies. These strategies are key for better acquiring the language through the integration of digital technologies. After having done significant research in the field of implementing podcasts, we have created the strategy for producing students’ authentic podcasts.

The first step in creating a podcast on any topic is to prepare the text for recording. Students can be given a task of writing a necessary text for their podcast. This way they can also work on their writing and teachers should be involved as well. Teachers are responsible for checking students’ mistakes and giving them feedback. This task might be fulfilled individually or in a team setting. Cooperating students into some groups regarding their interest and chosen topic, teachers have a chance of developing a collaborative work.

Afterwards, the next stage of producing a podcast is the process of recording students’ voices. For doing so, students can use any recording facilities such as laptop or personal computer with microphone. However, the simplest way of recording is the use of the tool which is known as Dictaphone. In this stage teachers might be also involved in the process and read some parts of the text for recording if there is a dialogue in it. The main task of a teacher during this activity is to observe and give some assistance if students need. For improving the quality of audio file, it is crucial to think about the acoustics of the classroom beforehand. Another solution for this can be finding the classroom that is small and where there is no echo. But if there is no such possibility of having such a classroom, then teachers can create the artificial space where voices can be recorded. Another point which is worth of consideration is the fact that students cannot record their voices perfectly from the first trial; that’s why more time should be spent for

this assignment. Nevertheless, some of them who could not perform this given task as perfectly as they might do, for those there is a chance of editing the recorded file through different programs.

The following step of producing an authentic podcast is the most challenging one and can be known as the editing process. After recording students' voices, they have an audio file in their personal computer or laptop and can transform this file into mp3file which is easy to do with the help of internet converter. Teacher might choose from the range of various programs that are free and available in the internet sources. Foremost, based on our own practice we use the most popular program for podcaster which is known as Audacity (the name of popular open source multilingual audio editor and recorder software that is used to record and edit sounds). This audio editing program allows us to edit out the mistakes, change the order of students and add music and sound effects, creating a more professional show. As for teachers it is essential to illustrate the techniques of working with this program. And if teachers are not good at working with this program or hearing about the podcast editor for the first time, then there is still a hope for such educators, because there are available handbooks in the internet, where there are all instructions that are needed for working with ready audio files. Moreover, teachers can print these instructions and hand out to the students for individual learning as home task and then consider them in a detailed way while working in the classroom of foreign language.

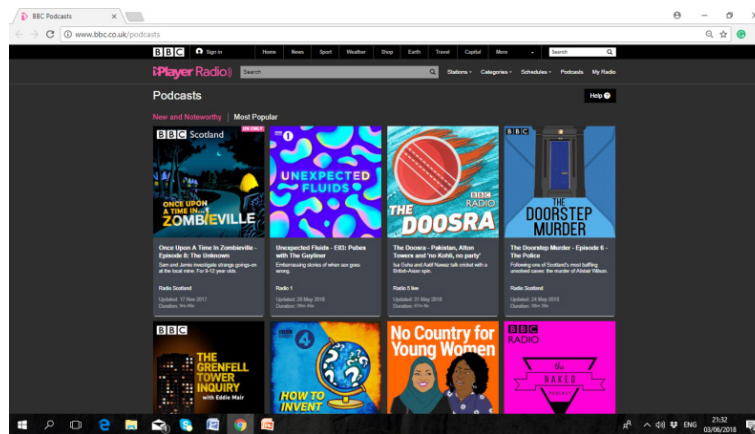
The concluding part in creating a quality podcast is to publish the produced and edited audio file in the web page. Today, one can find the limitless number of different internet pages where our podcasts can be published. Foremost, teachers can use a free podcast site such as Podomatic(one of the online podcast tools, which allows creating, searching and sharing your own podcasts with others)for setting up a podcast page. This page provides a website for learners to post their podcasts. The other popular web program is known as Soundcloud (the world's leading social sound platform where anyone can listen to or create sounds and share them everywhere) and also can be used for this purpose. However, it is important to remind about the responsibility that teachers and students have for the content of their podcast, therefore teachers ought to check the ready audio file before streaming it online as a podcast on a webcast page. After publishing all the produced podcasts, students can be given a task of sharing with their feelings about the process of creating podcast and also discussing the podcasts of their group mates and asking relevant questions concerning their production. As the whole activity is going to be performed in a foreign language, the language acquisition is pleasant and accelerated.

According to the wide range of research in this field, podcasts are useful not only for the improvement of listening and speaking skills, but also reading and writing skills can be developed as well. For instance, in the initial step of producing a text for recording, students must write a written speech for it. This writing activity is handy for practicing their writing skills and practicing sample essays. As for reading skills, it is clear enough that students after listening a podcast can read a transcript of recorded audio file as well as they are engaged in reading sample speeches for podcasts before creating their own. There is, of course, no doubt that listening and speaking skills are being tackled while integrating podcasting, as students are normally given a task of listening podcasts on a chosen topic and then discussing their content during the lesson. These all shows us that podcasting is an indispensable tool for facilitating the language acquisition activating all necessary four skills.

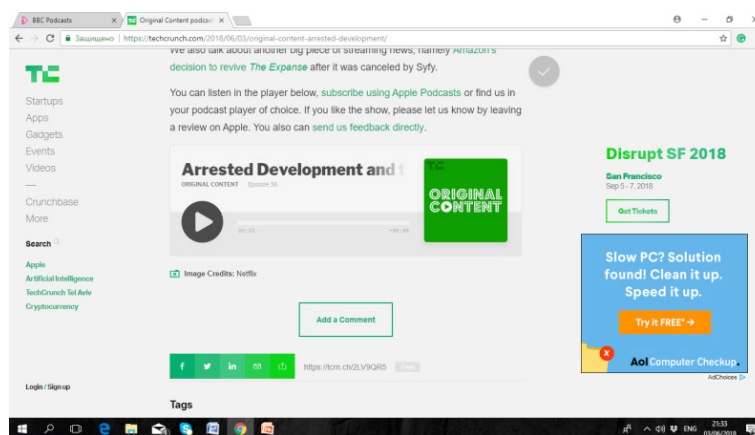
**Conclusion.** To sum up, the use of podcasts in FLT is the enormous effort in developing faster and enjoyable language acquisition. Podcasting as the way of recreating a foreign language teaching has a huge impact on the students' progress in learning because of its before mentioned conspicuous advantages and salient features, therefore we highly recommend for teachers to use podcasts and podcasting in the classroom of foreign languages and encourage them to recreate the whole process of teaching a foreign language, thus, inspiring the learning a foreign language in a natural setting.

There are some recommended websites for podcasts that can be used:

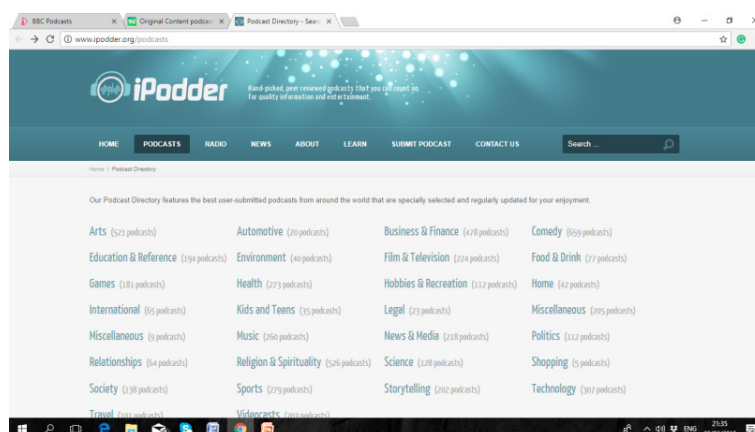
The BBC podcast is the official British website, which provides free podcasts on different topics in English that are divided into some categories (available at:<http://www.bbc.co.uk/podcasts>).



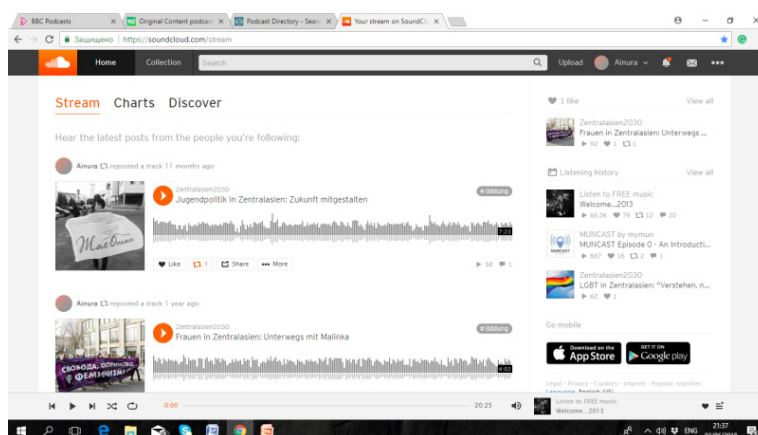
The second recommended website is the Podcast Alley. It is the website where one can find all information, recent news about podcasts and also some podcasts in English to listen to. There is given an opportunity for people who are interested in podcasts to vote for their favorite ones (available at: [http://www.podcastalley.com/top\\_podcasts.php?num=20&genre=7&year=2011&month=4](http://www.podcastalley.com/top_podcasts.php?num=20&genre=7&year=2011&month=4)).



The iPodder is the official podcast webpage for hand-picked, peer reviewed podcasts that one can count on for quality information and entertainment in learning English (available at: <http://www.ipodder.org/podcasts>).



SoundCloud is the world's leading social sound platform where anyone can listen to or create podcasts and share them everywhere in a social network. Here authentic podcasts in lots of foreign languages can be found (available at: <https://soundcloud.com>).



These podcast websites are useful for improving people's understanding about a podcast and also helpful for developing language skills and cultural awareness in a foreign language. They are also attractive for their simplicity and broad range of topics offered to learners of foreign languages.

### References

1. Hornby A.S. Oxford Advanced Learner's Dictionary. New York: Oxford University Press, 2007.
2. Kenneth B.S., Podcasts in English: Introduction to English learning Podcasts [Electron.resource]. – URL: <http://esl.about.com> (accessed 03.02.2016)
3. Chan W.M., Chen I.R. and Döpel M.C. Podcasting in foreign language learning: Insights for podcast design from a developmental research project / W.M. Chan, I.R. Chen and M.C. Döpel. - Singapore: Centre for Language Studies, 2011.
4. Kim D. and King K. Implementing podcasts with ESOL teacher candidates' preparation// Innovation in foreign language teaching: Mater. Intern.conf., Yukon, Canada, 2016. Ontario, 2017, P. 5-19
5. Ashraf, H.G., Noroozi, S.L. and Salami, M.R. E-listening: The Promotion of EFL Listening Skill via Educational Podcasts, Noroozi and M.R. Salami. -Iran: Centre for Language Studies, 2011.
6. Stephens M. D. All about Podcasting / M.D. Stephens (Library Media Connection, USA, 2007).
7. Cambell G.L. There's Something in the Air: Podcasting in Education. - Canada: Educause Review, , 2005).

**А.М. Абдыхалыкова, А.Ж. Какимова**

*Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан*

### Подкастарды пайдалану арқылы шет тілі сыныбын өзгерту

**Аннотация.** Ақпараттық-коммуникациялық технологиялардың жетілуі шет тілдер сабағына жаңалықты әкеледі және оқытудың жаңа әдістерін табуға талпындырады. Бұл мақала шет тілдеріндегі тілдік дағдыларды жақсарту үшін подкасттардың пайдалылығын көрсетуге арналған. Зерттеу аймағы шет тілін зерттеушілер мен әдіскерлердің жұмыстарын саралаумен айқындалады. Подкасттардың көмегімен шет тілін оқыту әдісін түсіндіру үшін бақылау әдісі, подкастингті талдаудың эмпирикалық зерттеулері және сараптама әдістері пайдаланылады. Бұл мақалада подкаст жасаудың кезеңдері подкастингті егжей-тегжейлі түсіндірілуін қамтамасыз ету үшін жүйелі түрде баяндалады. Шет тілін оқытуда лингвистикалық құзыреттілікті дамыту және мәдени-ағартушылық сияқты артықшылықтары мұғалімдердің подкастингті пайдалануын көтермелеу үшін көрсетілген. Осылайша, жүргізілген зерттеулердің негізінде подкастинг ағылшын тілін екінші шет тілі ретінде оқуды бастаушыларға, сондай-ақ озық оқушыларға шет тілін оқытудың тиімді әдісі ретінде дәлелденді.

**Түйін сөздер.** Оқытудың мультимедиялық әдістері, подкастинг, шет тілді оқыту, тілдік дағдылар, артықшылықтары, подкасты жасаудың кезеңдері

**А.М. Абдыхалыкова, А.Ж. Какимова**

*Евразийский национальный университет им. Л.Н.Гумилева, Астана, Казахстан*

### Трансформация класса иностранного языка используя аутентичные подкасты

**Аннотация.** Развитие информационных и коммуникационных технологий приносит новшество на



урок иностранных языков и мотивирует нас на поиск новых методов обучения. Эта статья посвящена для иллюстрации эффективности подкастов, для улучшения языковых навыков на иностранных языках. Сфера исследования определяется с обзором работ исследователей и методистов иностранных языков. Такие методы как наблюдение, эмпирическое исследование подкастинга и анализ используются для разъяснения метода обучения иностранному языку с помощью подкастов. В этой статье этапы создания подкаста проиллюстрированы в последовательном порядке, чтобы предоставить подробное объяснение подкастингу. Даются такие преимущества как развитие лингвистической компетентности и культурное обогащение при использовании этого метода в обучении иностранному языку, чтобы побудить преподавателей использовать подкастинг. Таким образом, на основе проведенного исследования подкастинг зарекомендовал себя как эффективный метод обучения иностранному языку для начинающих, а также для продвинутых учащихся, изучающих английский как второй иностранный язык.

**Ключевые слова.** Мультимедийное обучение, подкастинг, обучение иностранному языку, языковые навыки, преимущества, этапы разработки подкаста.

### References

1. Hornby A.S., Oxford Advanced Learner's Dictionary (Oxford University Press, New York, 2007).
2. Kenneth B.S. Podcasts in English: Introduction to English learning Podcasts, American Electronic Language Reports, 2, 5 (2016). Available at: <http://esl.about.com> (accessed 03.02.2016).
3. Chan W. M., Chen I. R. and Döpel M.C. Podcasting in foreign language learning: Insights for podcast design from a developmental research project (Centre for Language Studies, Syngapore, 2011).
4. Kim D., King K. Implementing podcasts with ESOL teacher candidates' preparation. Theses of the reports of the International Conference of Teaching and Studies, dedicated to the studies of multimedia technologies in language teaching "Interpretations and implication of podcasts in education". Yukon, 2016, pp.5-19.
5. Ashraf H.G., Noroozi S.L., Salami M.R. E-listening: The Promotion of EFL Listening Skill via Educational Podcasts (Centre for Language Studies, Iran, 2011).
6. Stephens M. D. All about Podcasting (Library Media Connection, USA, 2007).
7. Cambell G.L. There's Something in the Air: Podcasting in Education (EducauseReview Press, Canada, 2005).

### Сведения об авторах:

Абдыхалыкова А.М. – к.п.н., ассоциированный профессор, доцент, Евразийский национальный университет имени Л.Н. Гумилева, Астана, Казахстан.

Какимова А.Ж. – магистрант 1 курса, Евразийский национальный университет имени Л.Н. Гумилева, ул. Астана, Казахстан.

Abdykhalykova A.M. – Candidate of Pedagogical Sciences, Associated Professor (docent), L.N. Gumilyov Eurasian National University, Astana, Kazakhstan.

Kakimova A.Zh. – 1st year Master's student, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan.

SISTI14.01.11

**G.N. Akbaeva<sup>1</sup>, A.Ye. Seilkhanova<sup>2</sup>**

<sup>12</sup>*Ye.A. Buketov Karaganda State University, Karaganda, Kazakhstan*

*(E-mail: <sup>1</sup>rgul.ksu@mail.ru, <sup>2</sup>seylkhanova.ksu@mail.ru)*

### Is e-learning a real learning process for Kazakhstan?

**Abstract.** This article deals with the new forms of e-learning of the XXI century education in the terms of digital environment. It discusses practice and experiences of e-learning in Kazakhstan which are for some set of circumstances are open dispute. It describes a current situation, policy of e-learning in Kazakhstani context and it proposes to broaden our horizons of what makes a good e-learning environment in Kazakhstan. The limitations of e-learning associated with the system of administrative management that is traced by various sources shows shortcomings and misconceptions due to established project "e-learning system". Therefore, authors have attempted to discuss "e-learning" as more than a tool for controlling educational process but its vital source of learning as seen in other launched forms MOOC, e-learning courses, and blending learning.

**Key words.** XXI century education, ICT, MOOC, Open University, virtual university, e-education, e-learning, e-learning system.