

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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PROJECT METHOD AS A WAY OF INCREASING STUDENTS' MOTIVATION**Khasanova Nazym Yerlanovna**4th year student of the Philology Faculty of the

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Contemporary educational standards determine the choice of teaching methods and approaches. Students are supposed to acquire so called "key skills", e.g. responsibility, independence, cooperation and critical thinking. PBL seems to cater for all these requirements. Moreover, this approach brings real life tasks into the teaching process. Experiential learning refers to the organization of the learning process on the basis of the pedagogical principle of "learning by doing", which means that learners acquire knowledge after having experienced or done something new (Kotti, 2008:32). Experiential learning is defined as the exploitation and processing of experience, aiming not only at acquiring knowledge, but also at transforming the way of thinking and changing attitudes (Mezirow, 1991). In experiential learning learners participate "in concrete activities that enable them to 'experience' what they are learning about" and the "opportunity to reflect on those activities" (Silberman, 2007:8), since "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984). Experiential learning is related to the project method. The project method is "a natural extension of what is already taking place in class" (Stoller, 2002:109), an open learning process, the limits and processes of which are not strictly defined, which progresses in relation to the specific teaching context and learners' needs and interests. (Frey, 1986; Kriwas, 2007).

The project method originates from Pragmatism, the philosophical movement which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life (Frey, 1986:31). Major proponents of Pragmatism are J. Dewey (1935) and W. Kilpatrick (1935) in the U.S.A, and H.Gaudig and G. Kerschensteiner in Germany.

The implementation of the project method was based on the following pedagogical principles, expressed by many progressive educators (Chrysafidis, 2005):

- a) promotion of manual activity instead of memorization and verbalism,
- b) learners' active participation in the learning process, and
- c) exploitation of facts relating to the immediate reality as a source for learning.

The project method was linked to the internal reform of the educational process, basic components of which are the following (Chart 1):

Chart 1.

Teachers who make Project Based Learning (PBL) a regular stage in the teaching delight their new role, although some of them believe, that it take time to accustom from traditional way of

teaching. Project methods can be regarded as one of the most creative and captivating way of studying, because students will be involved in designing their own projects, instead of just utilising common curriculum materials. Actually, most teachers prefer to work collaboratively with their counterparts while planning and implementing projects. Also, PBL teachers find it rewarding to work closely alongside students, tackling a real-world challenge or exploring a meaningful issue.

When transitioning to PBL, one of the biggest hurdles for many teachers is the necessity to give up some degree of control over the classroom, and trust in their students. But even though they are more often taking the role of the “guide”, and this most certainly does not mean that teachers do not “teach” in a PBL classroom. Many traditional practices remain, but are modified in the context of a project (Chart 2).

Chart 2.



1. Design and plan

Teachers have to create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

2. Align to standards

Teachers employ standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

3. Build the culture

Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

4. Manage activities

Teachers are working with students to organise their assignments and time-table, set checkpoints and deadlines, find and use resources, create products and make them public.

5. Achieving goals

Teachers utilise various lessons, tools, and instructional strategies to support all students in reaching project objectives.

6. Assess student learning

Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

7. Engage and educate

Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection and encouragement.

Taking everything into consideration, teachers have to keep abreast of times and try to implement various state-of-the-art techniques as well as beneficial ones to make learning process more useful and interesting for students. Project Based Learning can be one of the most appropriate way for motivating students to learn English.

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VOCABULARY IN FOREIGN LANGUAGE TEACHING

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The article discusses the role of vocabulary in foreign language teaching. There were given various stages of teaching vocabulary in domestic and foreign methodology and formulated crucial principles of vocabulary teaching.

“Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed” [1].

Joining to the Bologna Convention and the creation of a single European educational space brings new requirements for specialists who speak foreign languages. However, a large number of students are insufficiently learning lexical part of speech in oral foreign language. One of the main reasons for this is, in our opinion, the weak development of some of the issues of foreign lexical teaching methodology.

Earlier, Methodists did not pay enough emphasis on learning vocabulary. The main argument of this problem concerns the use of the native language in the learning process. The issue of the selection of vocabulary and quantify the amount of vocabulary is not compromised. Special lexical exercises did not exist, it considered, that the assimilation of words can occur on the process of speaking, reading, translating, analyzing of texts and learning by heart [2].

Great importance was attached to the primary semantization of words, because the main task of the Methodists at that period considered providing durable memory of new words. Lexical exercises based on the positions of direct method and associative psychology, so the vocabulary is worked out first in the phrases, utilizing oral exercises or conversations, and then in the exercises by grouping vocabulary and by similarities of formal features or by contents. Such exercises created various associations and contributed to memorization, nevertheless it did not formed the ability to use of vocabulary on speaking and reading. There was also a division passive and active stock of vocabulary, but most of Methodists implied under it incomprehension and reproduction, and the different stages of assimilation of words [3].