

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



ЖАС ҒАЛЫМДАР КЕҢЕСІ



Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016»** атты  
XI Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

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

PROCEEDINGS  
of the XI International Scientific Conference  
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**«SCIENCE AND EDUCATION - 2016»**

2016 жыл 14 сәуір  
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## **THE IMPORTANCE OF TEACHING STUDENTS AS GLOBAL THINKERS WITHIN THE IB PROGRAM**

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Throughout the past decades, concepts of language teaching have changed dramatically, so have ideas about the appropriate pedagogy. The constant need for good communication skills in English has created a huge demand for new approaches in English language teaching. As early grammar-translation based methods proved quite wrong, we gradually shifted to the communicative approach, which states that learning language are done successfully, provided learners are involved in real communication. In fact, communicative approach has proved its advantages more than once. However, influences today, such as the quest for democratization, rapid globalization and the move towards inclusion as a means of affirming cultural identities (pluralistic integration as opposed to assimilation) has resulted in a change in the way of thinking about languages. For the present time being, teachers are required not to focus solely on the language itself, but to pay more attention to its cultural aspects too, which may not be surprising as language and culture are intertwined to such an extent whereas one cannot survive without the other. In this sense, English language teachers should be aware of their roles as intercultural mediators, as a lingua franca of the 21<sup>st</sup> century is very often English. Nowadays, a good teacher should be able to help individuals and groups become responsible members of local, national and global community, as they are the ones who shape their views about the world.

The forces of globalization have changed the world radically, and this change has accelerated in recent years. It has brought enormous changes in every sphere of life and education is not an exception. The challenges in education which arose from inescapable globalization are more complex than ever. Modern schools need to educate for the future, as the world's challenges and opportunities become irresistible. We are subjected to growing interdependence and interconnectedness. That is why education that develops a student with intercultural understanding and respect must become the curriculum of the future. The International Baccalaureate (IB) program has offered a philosophy that proposes a solid foundation for education and a curriculum to tackle these challenges [1].

To date, the IBO is involved in 3067 schools in 139 countries, with a total of 876,000 students participating in its program. Certain themes from the IBO's mission statement differentiate it from most purely academic organizations. They are “peaceful world”, “intercultural understanding and respect” and “compassionate and lifelong learners”. They all reflect IBO's global commitment.

The IB aims to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. They believe their students will help to build a

better world through intercultural understanding and respect. More than 50% of IB World Schools are state-funded. The IB is different from other curricula because it:

- encourages students to think critically and challenge what they are told;
- is independent of governments and national systems, and therefore able to incorporate best practice from a range of international frameworks and curricula;
- encourages students to consider both their local and international environment [2].

We are unique country with already established and continuously developing multi-ethnic mentality. It should be noted that respect to other people, to their culture, language and religious tolerance is intrinsic in Kazakh mentality, whose pivot is striving for harmony with the world around. Therefore, IB program is crucial in drawing our students' attention to other people and that they can also be right with their differences. In fact, this is one of their mission statements.

Apart from their mission statement, they have developed IB Learner Profile, a long-term, holistic vision of education that underpins all three programmes of IB and puts the student at the centre of everything they do. The Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21<sup>st</sup> century.

### ***The International Baccalaureate Learner Profile***

***Inquirers*** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

***Knowledgeable*** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

***Thinkers*** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

***Communicators*** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

***Principled*** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

***Open-minded*** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

***Caring*** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

***Risk-takers*** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

***Balanced*** - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

***Reflective*** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development [3].

As we can see, this profile represents ten attributes valued by IB World Schools. The ten aspirational qualities of the learner profile functions as a motivation for teachers, students and schools, providing a statement of the aims and values of the IB, and a definition of what they mean by “international-mindedness”.

IB always highlights the importance of being able to communicate in a variety of modes in more than one language and acknowledges that multilingualism is essential in modern society. Crucial for the success of their programmes is a rich development of language and multiliteracies for all learners. They believe an international education promotes intercultural perspectives. Multilingual education moreover promotes intercultural awareness and international-mindedness.

The IB programmes' emphasis on intercultural awareness prepares students for a world where diversity has become a feature of everyday life. As George Walker, the former Director General of the IB, has pointed out, we are increasingly living next to, working alongside, sharing our leisure with, choosing our partner from, people with different cultural backgrounds [4].

Thus, it is becoming apparent that we need to encourage students across the world to become open-minded and teachers play a vital role in doing so.

Michael Worton, Vice-Provost of University College London, has been quoted as saying: "To learn another language is quite simply and profoundly one of the best ways of learning to recognize the world and to see how others and otherness inhabit it. It is an education in difference as a pathway to understanding how to contribute to [...] global citizenship" [5]. Investigating the possible interpretations of any communication and consequent available choices is part of being interculturally aware. With this awareness, learners are able to become decentered from any unilateral cultural-based assumptions and continually question their borders of identity.

Earlier our President N.A. Nazarbayev has already set a high bar to the domestic education. It should become a competitive, high-quality, so that graduates of the Kazakh schools could easily continue their education abroad. That is why we need to seek only best programmes to apply to our schools. Even though it might seem that it is virtually impossible to make every school to adapt these programs, we should try to learn from them. If possible, come up with our own vision of how schools should be run and what programmes will fit best our schools. We should also bear in mind that knowledge should not be limited to a select few. The store of knowledge expands throughout the world and all of the world's people should have as much access as possible.

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### **CHOOSING AND USING VIDEO / FILM ACTIVITIES FOR TEACHING AND LEARNING ENGLISH**

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Video technique or video tapes have a great importance in the teaching process. Using this aid helps the teacher to explain lessons and to motivate students more and more. Nowadays, every teacher and every student knows the need for using video technique as educational aid, but the problem is how to use that technique in classroom. Dudeney and Hockly (2008) note that, "teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology".