

DEDUCTIVE METHOD IN DEVELOPING ENGLISH WRITING SKILLS WITH MIRO PLATFORM

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The development of writing skills in English becomes especially important every year. The practical significance of written communication attainments in the field of modern technologies guarantees successful interaction with representatives of different nationalities. Literate written speech allows students to save the knowledge of linguistics, to implement an effective tool for thinking and analysis, to stimulate oral speech, and to activate reading skills in a foreign language. [1, p.1] There are a huge number of different teaching methods. Inductive and deductive teaching methods characterize an extremely significant feature of the methods - the ability to reveal the logical movement of educational material. The usage of inductive or deductive methods represents the choice of a certain logic for disclosing the content of the topic under study - from the particular to the general or from the general to the particular. An inductive study of a topic is especially useful in cases where the material is predominantly factual in nature or is associated with the formation of concepts, the meaning of which can only become clear in the course of inductive reasoning. Inductive methods are widely applicable in the study of technical devices and the performance of practical tasks. Many mathematical and physical problems are solved by the inductive method, especially when the teacher considers it necessary to independently lead the students to the assimilation of some more generalized formula. Its application is especially useful in the study of theoretical material, in solving problems that require the identification of consequences from some more general provisions.

In high school and university, the deductive method is often used, since an advanced level of language learning implies a high level of language literacy, which, in turn, allows students to use special reference literature, both at school and at home. [2, p.4] However, grammatical structures at the senior stage of learning are difficult to understand on their own, and the teacher's explanations help students learn new material more accurately and correctly. The deductive method contributes to a faster passage of educational material, more actively develops abstract thinking. For developing English writing skills, it involves several steps:

The rule is studied using grammatical terms.

Students are given the task to find a new grammatical phenomenon in sentences, text, explain the reason for its usage.

Pupils perform a substitution exercise by the sample.

A transition is being made from performing substitution exercises to transformational ones.

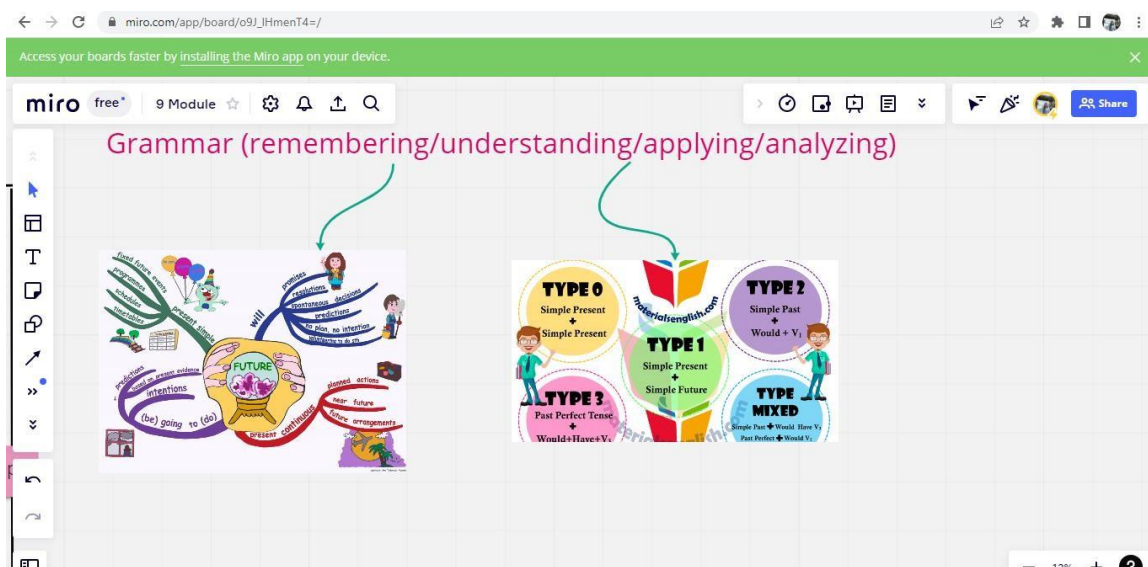
Exercises for translation from Russian into English are performed.

This method has its advantages, as it implements the principles of consciousness, scientific character, contributes to the formation of educational skills, and can be used in independent work. Some disadvantages should also be noted: the difficulty of understanding grammatical terminology, grammar is often practiced on “faceless” sentences, outside a coherent speech context. As a result, students correctly formulate the rule, explain the use of this time with examples, but find it difficult to use the acquired skill in speech.

The Miro platform is an analog of a blackboard, access to which is provided via an Internet connection. Miro has great benefits for educational purposes. There is the prospect of a lifetime free

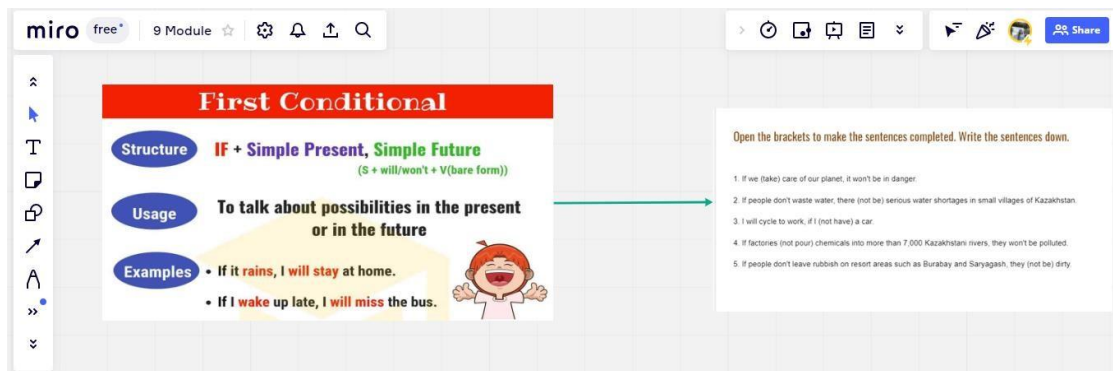
account for educators to access all of the most useful and popular features for effective learning. Students using their email accounts (.edu) can get two years of free use of this platform. Teachers can teach with a student on their boards even without a student account. The specifics of the command line are presented in English, which is very convenient for foreign language teachers. The interactive whiteboard has no limits, that is, it is endless. At the same time, a group of students or several groups of students have access to complete tasks on a digital platform. Primary advantage: the ability to track the actions of students by teachers, making adjustments to their activities. The cursor of each user has a certain color illumination, but with a significant number of people, the activity of a particular person can be tracked. If necessary, the teacher can make adjustments to the work of students through comments, notes, and attaching stickers. Timely detection of errors and their correction by the mentor accelerates language acquisition, eradicating possible gaps in learning. For example, on the Miro platform, the educator can use one of the pre-made templates and create a map to test new English words. Let's demonstrate this in practice. In the center of the paper, in a rectangular shape, type a word related to the topic of the lesson. Place pictures around the perimeter to help understand the meaning of the words, and connect the pictures with the theme with arrows. Visual drawings activate the associative memory of students, help to remember vocabulary words, and reinforce information. [3,p.83] Thus, the tutor will build a joint student work and be able to check the development of new material. Another benefit of this program is the articles and workshops for teachers presented on the website. Published materials describe techniques for overcoming barriers, brainstorming, and building collaboration. Before starting a lesson, a teacher, should download all the useful materials and build a lesson plan, just like before a traditional lesson. The last step is to send an invitation to the students for the lesson via email. The interactive whiteboard is perfectly compatible with Google Drive, Microsoft Teams, Dropbox, One Drive, and many other applications. After installing Miro, you will be directed to a chat. The tutor needs to enter the “connect” command to authorize with your Miro credentials in Microsoft Teams.

To improve the writing skills of students of higher educational institutions, we will consider the use of the Miro platform in the deductive teaching method. In the deductive approach, the rule is first studied, usually formulated using specific grammatical terms. Students study the rule on the chosen topic on the Miro platform (pic. 1). The figure shows the grammar rules for the topic “Conditionals: First Conditional”.



Picture 1 “Grammar rules”

Students study the mind map in Picture 1 and find out in which cases conditional sentences are used in English. A conditional sentence consists of two parts: a condition and a result. The condition is easy to recognize, it always starts with the word “if”. The result usually tells us what will happen if the condition is met. There are 5 main types of conditional sentences in English: Zero Conditional, First Conditional, Second Conditional, Third and Mixed Conditional. [4, p.2] All types use different tenses. A conditional sentence of the first type is also called a “real” conditional because it shows an action that is very likely to happen if the condition is met. Such sentences describe a situation that will happen in the future tense. Here is the first step of the deductive learning method to study the rule using grammatical terms. The advantage of working on the Miro virtual whiteboard compared to the classroom is that part of the table can be easily covered with a sticker. This will allow, for example, students to remember the grammatical rule or the tense of the verb following “if” by themselves.



Picture 2 “Practice task”

Picture 2 shows the same Miro board, but already shows students the rule for using First Conditional. Students also use analytical skills and give their examples of using the First Conditional. To develop the grammatical skill of using, the following exercise can be suggested: “Open the brackets to make the sentences completed. Write the sentences down.” Each student can attach a sticker using the tools and write their sentence using the First Conditional. It is another point of deductive method. With the Miro board features, the teacher will see the actions of each student and track their effectiveness. One of the components of homework could be the following: students should upload pictures of the actions presented in the conditional sentence to the online board and write the sentences themselves, following the structure in the rule. Speaking about working with an online board, one cannot fail to mention some of the disadvantages of this program. One of the main disadvantages is the inability to attach audio files. This problem is easily solved if the teacher and the student, while working in Miro, communicate using other instant messengers and platforms, such as Skype, Zoom, WhatsApp, or Viber. It should be noted that when working with a virtual whiteboard, it is important to have a good Internet connection. [5, p.752]

Working with modern platforms and applications, of course, one must always keep in mind the principle “from simple to complex”, on the principle of pedagogical expediency. The Miro virtual whiteboard can become the teacher is an excellent assistant in learning students' vocabulary, grammar, the choice of the content of the statement, depending on communicative need. [6, p.239] The world is changing and teachers need not be afraid of new technologies. Various services, platforms, applications are capable of help educators deal with reality today and not be stressed when communicating with students through the monitor screen. Working with the Miro interactive whiteboard allows the teacher to take a new step in the profession, to reveal their creative abilities.

Creating an interactive environment using a virtual whiteboard, when all participants in the lesson are involved and active - it's an effective way to do learning English as a foreign language in the conditions of the current spatial restrictions, as well as the compression of time, more quality and faster.

At the final stage of applying the deductive method of teaching, various types of work are performed to consolidate the material covered in writing: compiling dialogues, a story description based on a picture, an essay, preparing arguments for a discussion on the proposed topics.

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IMPLEMENTATION OF PROBLEM-BASED LEARNING IN TEFL IN THE CONTEXT OF INCLUSIVE EDUCATION

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Introduction.

Every year the tendency to study and solve the problems of education with disabilities (HIA) is increasing in Kazakhstan, the current direction of reforming the education system is called inclusive education. The point of this consideration was to bolster students' dynamic support in the agreeable group through teacher-directed intelligent talks to enhance a comprehensive, maker-centered PBL unit. The objective of this article was to think about what energizes understudies to take an interest effectively in agreeable cooperation through teacher-led intelligent discussions amid maker-centered PBL educational modules within inclusive education. Specialists under inclusive education mean ensuring equal access to education for all students, given the diversity of special educational needs and personal abilities, which means that each student needs a personal approach and new methods of teaching. One of these methods is the technology of problem-based learning. Can't say that it is new, since the technology itself was born and began to be actively used in the teaching of medicine in the late 60s. The birthplace of PBL (Problem-based Learning) is McMaster Medical University (Canada, September 1969). Later, in the 1980s, the University of New Mexico developed the PBL curriculum for