

when covering the subject of speech, to give a complex individual-author's interpretation of the problem raised, to introduce precedent structures for implementing the tasks of utterance, to use the means and various language techniques of author's and modal assessment, etc.

The free composition of this type of composition allows even the most complex philosophical questions to be presented in ordinary colloquial language. However, this does not mean that writing an essay is easy. The search for an original idea, even on traditional material, imposes a huge responsibility on students. When questioning high school students on the degree of complexity of writing various types of essays, they attributed the essay to the most difficult type of work, arguing that "to write an essay, you need to be a well-read, educated person." And yet the genre of the essay attracts students, as the essay, according to students, "provides freedom of thought", "encourages us to create", "create yourself", "you can freely express your thoughts and beliefs", "you can express your own thoughts", "offer your own ideas", "like to think", "teaches you to think", "discuss any issues", "express your state of mind", "express thoughts, feelings and experiences about what you read", "this genre helps to realize yourself", "helps to discover creative abilities", "it teaches you to think logically, analyze. Work on the essay writing, according to the conclusion of students, contributes to the development of a whole complex of qualities of a creative personality: "mental activity", "rapid learning", "ingenuity and ingenuity", "the desire to develop knowledge", "independence in choosing and solving problems", "hard work", "the ability to see the general, the main thing in different and different in similar phenomena".

Literature

1. Gabi Duidu. Essay writing for English test/ Gabi Duidu/ Chippendale 2008. Sydney. – 74 p.
2. Solovova E.N. Methods of teaching foreign languages: a basic course: a manual for students of pedagogical universities and teachers/ E.N. Solovova. – Moscow: AST: Astrel, 2009. – 238 p.
3. Litvinov V. V. Essay in high school as an independent work. Moscow: Uchpedgiz. 1998. – 102 p.
4. Abdijadilkyzy J. Television journalism. Almaty: "Kazakh University", 2018; 114 p.
5. Karnaukh N. L. Essay as one of the types of school composition, journal "Russian Literature", No. 5/2000.
6. Akhmetova M.N., 2012. Международная научная конференция: Актуальные задачи педагогики, 37(063) / С. 150.

UDC 8. 81.139

ENGLISH LESSON EDUTAINMENT DURING ONLINE EDUCATION

Akhmetova Assyl Aimuratovna

asylahmetova9@gmail.com

a 4-year student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – Zh.D. Nurzhanova

The closure of schools due to Covid-19 has increased the interest in distance education. It is of great importance to make distance education fun and interesting for school students. It is aimed both for them to like the lessons and to increase their success rates. That is why teachers are expected to find the best ways of edutainment.

What is edutainment and why is it an actual topic? Edutainment is made up of the words “education” and “entertainment” and is named as the 21st century’s activity trend. Edutainment, which aims to teach and denote entertaining forms of communication, is a popular term derived from the combination of the words “education” and “entertainment” since the 1980s. It generally refers to the acquisition of new knowledge and skills that are designed to teach content and include game-like features. Edutainment requires education supported by entertainment assistance. This new approach to learning provides more enjoyable and permanent learning for students to learn. Of course, entertainment values dominate many aspects of life, but there is an interesting trend emerging in the education sector. As the term suggests, edutainment combines all aspects of education and entertainment with the products and experiences we seek to enhance learning. Teachers main goal is for Children to learn the value of working while having fun [1, p.97].

There are several well known Traditional Games for Edutainment. Preschool teachers often do jigsaw puzzles with their young learners, but older students can also do them to improve their memory and increase their attention span. Jigsaw puzzles are among the oldest games that entertain while teaching. They help with dexterity, spatial relations, and logical thinking. Chess is one more game that makes learning enjoyable. As the statistics goes, those classes where students play chess it helped to improve reading scores, memorization, math scores, and creative thinking. Other traditional games for edutainment include:

- Settlers of Catan
- Risk
- Scrabble
- Stratego

Organizing class for the online lesson.

While the world is struggling with such a major epidemic for the first time in a long time, it is up to teachers to protect the right of children to quality education and to realize education and training in a method and quality that will meet the needs of the day. Lifelong learning is an inevitable act for teachers. As long as we continue to learn, we can have a meaningful place in the system. This is possible by following the changes, associating the developments in the field with their own life and trying to apply them.

Most teachers, who show this attitude and bravely follow their curiosity, have discovered communication platforms and web tools that they have never heard of before, even though they have heard it, never used it with students, maybe tried it for the first time and can establish live connections with their students. Through these connections, they maintained their ties with their students even during the holiday season and shared the warmth of the love bond, where teaching made the most sense. Although face-to-face and experiential learning has a different place in learning, today’s experiences and future predictions show that knowing more and more effective ways to use technology in learning will make our expertise more valuable. For this reason, it should be teachers primary goal to create an opportunity and environment for ourselves and to practice with their colleagues.[2, p.135] In this way, they will learn how to use technological tools day by day and gain experience. When it comes to the content part, the first question teachers should will ask themselves is: “How can we plan the lessons that we will conduct in a live connection with students so that we can design learning a little more effectively and provide a social-emotional learning environment? First of all, here are some Planning Instruction for the distance teaching:

1. Adaptation to Technology and Software:

In the first live lesson, it should be the teacher’s priority for everyone to learn to use the tools correctly. When students don’t learn this, teacher keeps asking himself, “Is my voice coming up?”, “Where was the message box?”. Therefore, the subject of the first lesson should be to use the software correctly and effectively all together. For this, “We all have a common and individual task in our first

lesson. Our first goal is to discover what is in the software and to speak to others about a feature we discovered, respectively. “At the end of this study, you enter a learning environment where your students discover, teach each other, and meet for a common purpose, not what you tell them.

3. Making Agreement:

At the very beginning of live lessons, it is essential to make an agreement with class, define common behaviors, and ensure that everyone speaks the same language in operation. “Whatever we do during our lessons from here, we will spend our time in the most effective way and learn?” Let’s ask the question and write the answers over positive expressions.

For example; “Let’s not talk all together.” To a student who comes with a suggestion; “Let’s talk by speaking” or “Let’s ask for the right to speak and wait our turn. Let’s write the statements. Rather than saying what we do not want over and over, emphasizing and reminding the behaviors we want prepares the ground for us to maintain communication with more positive emotions and makes it easier for children to adapt to our expectations.

4. Welcome-Harmonization:

Having a starting routine at the beginning of each lesson where children can express their emotions enables them to get to know themselves and their feelings, and to question the information they hear at home or are exposed to in the media. This creates the opportunity for you to teach both to children and directly to parents. There are many tools / techniques you can use for children to express their emotions. For younger ages, they can take turns to stand up and create figures depicting their bodies and emotions, drawing an emoji on their notebooks, and web tools that create a common wall / panel space for older ones, such as Padlet. With metaphors for high schools, “If you were to compare your current feelings to an object – a concept, what would that concept be – and why?” It can be applied with questions such as [3, p.182].

Implementation Edutainment into distance learning.

When a teacher organizes all teaching and learning processes it is time to talk about gamification and integration of real activities into virtual. Gamification has multiple applications. Teachers can use a point or badge system for each level of learning (both online and in person). The Elearning Industry suggests that teachers reward students each time they complete a task and keep a leaderboard highlighting their cumulative rewards. Entire courses can use gamification through software such as Adobe Captivate, Articulate Storyline, and iSpring. Today, due to the global situation with the pandemic, all educational institutions have switched to online virtual education. And therefore, there are several good ways to change our class activities into virtual activities.

Reinvent Classic Activities into Virtual Versions

1. Picture Card Games: Teachers can also use some card games in distance education, especially a language teacher. Games like showing the cards slowly, asking learners to know what’s happening, running them in front of the camera and asking them to guess what’s happening are my favorites.

2. Show – Tell: Teachers can ask the children to show and tell something. Little tip: To avoid distractions, Teachers can turn on a timer and have each child speak for equal time. It is best to keep the time as short as possible.

3. Home Tour: Home tours are a great opportunity to soften the mood, gain attention and practice speaking. Children can show their room, introduce their toys, or find an item related to the topic or show their books if the teacher asks it to be more educational.

4. Movement Time: Teachers can give instructions to children such as “jump like a rabbit”, “touch your nose”, jump and say this sentence “to increase energy and add movement to the lesson.

5. Bingo – Play Bingo: Children choose at least 5 of those images for themselves. The teacher writes down the names of all images on the page, takes turns taking a sheet of paper. The student whose image is revealed throws a tick to the image. The child who gets 5 pictures of his choice will make "Bingo".

6. Stone-Paper-Scissors: Teachers can use this in classes between activities or at the end of the class. The whole class is playing against the teacher. It has a fun and refreshing effect.

7. Which One Is Missing? Teachers can play this with picture cards or with objects. Showing the cards, pictures, then taking one of them. Which one is missing?

8. Guess What I'm Drawing: Teachers can do this by sharing screens. For example, when class is learning "feelings" at the time and the teacher draws their pictures and asks students to guess what he/she was drawing [4, p.83].

To Conclude with, while distance education continues, I am sure we will be producing more activities and adapting them to our virtual classes.

Edutainment in distance learning, possible problems and their solutions.

As we have mentioned above the advantages of integrating edutainment into distance learning systems are a lot. With a deliberate, competent use of different activities in education, a number of important didactic problems can be solved:

- Students will not get distracted easily
- Students will be interested in lessons
- influence the formation of student's motivation for learning;
- despite the fact that the students are isolated thanks to those activities they have an opportunity to have some social communication [5, p.203]

Facing a new normal life, we clearly understand that we need to quickly adapt to it. Today, when for a whole year most educational institutions have switched to distance education, teachers are trying to come up with something that will attract the attention of their students. And this is great, because any method of motivation can affect the receipt of a quality education.

Literature

1. W. Maguire and McMahon A. Analysing Variation in English. Cambridge University Press, 2011.
2. Oxford University Press. Oxford Advanced Learner's Dictionary. http://www.oup.com/oald-bin/web_getald7index1a.pl, 2009.
3. Kahn et al. (2017); Robinson, C.C. & Hullinger, H. (2008) 'New benchmarks in higher education: Student engagement in online learning', Journal of Education for Business 84(2): 101-109.
4. Roehl, A., Reddy, S.L. & Shannon, G.J. (2013) 'The Flipped Classroom: An opportunity to engage millennial students through active learning strategies', Journal of Family & Consumer Sciences 105(2): 44-49.
5. Arulsamy. S&Sivakumar. Application of ICT in Education. Hyderabad: Neelkamal Publication. 2009

UDC 372.881.111.1

THEORETICAL OVERVIEW OF USING WEBSITES AND MOBILE APPLICATIONS IN DISTANCE FOREIGN LANGUAGE TEACHING

Akhmetova Kamila Timurovna

kamila.axmetova.98@bk.ru

a 4-year student with a major in "Foreign Languages: Two Foreign Languages"

the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Scientific supervisor – R.F. Zhussupova