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THE TECHNIQUE OF INTEGRATED EDUCATION IN THE 7TH GRADE OF SECONDARY SCHOOL

МЕТОДИКА ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ В 7-М КЛАССЕ СРЕДНЕЙ ШКОЛЫ

***Аннотация.** Идея двуязычных занятий обусловлена необходимостью повышения мотивации к изучению иностранных языков, тем самым повышая качество преподавания иностранных языков. И, как вы знаете, нет ничего лучше внутренней мотивации к изучению предмета, и двуязычные уроки помогают нам в этом. Результаты рефлексии в конце каждого двуязычного урока показывают, что учащиеся ценят эти уроки и с удовольствием работают над ними. Цель таких уроков - активизировать внимание учащихся, разнообразить познавательную и образовательную деятельность, создать творческую атмосферу на занятиях.*

Для успешного выполнения образовательных задач необходимо создать условия для преподавателей и студентов.

Ключевые слова: двуязычие, мотивация, методология
СЛП, межпредметная коммуникация, межкультурная

*компетентность,компенсаторная
правительством стратегия.*

компетентность,утвержденная

Annotation. The idea of bilingual classes arose due to the need to increase motivation to learn foreign languages, thereby improving the quality of teaching foreign languages. And, as you know, there is nothing better than internal motivation to study the subject, and bilingual lessons help us in this. The results of the reflection phase at the end of each bilingual lesson show that students appreciate these lessons and are happy to work on them. The purpose of such lessons is to activate the attention of students, diversify cognitive and educational activities, create a creative atmosphere in the classroom.

To successfully complete educational tasks, it is necessary to create conditions for teachers and students.

Keywords: *bilingual, motivation, CLIL methodology ,Inter-subject communication,cross-cultural competence,compensatory competence,government-approved strategy.*

The choice of educational materials depends on the course structure determined by the educational institution (or the subject teacher, depending on the level of foreign language proficiency). The experience of foreign colleagues in the selection of educational materials is welcomed. E. A. Chuslyeva highlights "special requirements are also imposed on the selection of educational material and the development of tasks for it:

- The material on the subject must be selected at a level of complexity slightly below the current level of knowledge of students on this subject in their native language. Texts should be carefully selected and provided with a sufficient number of tasks for understanding and mastering the material.

- Text processing tasks should be built with an emphasis on the subject content, involve students in the process of understanding, checking, and discussing the main idea of the text.
- Tasks must show features of linguistic forms,
- practice the ability to create and use them, and use various types of verification and evaluation (including mutual control).
- Tasks should stimulate independent and creative activity of students, communicative tasks for oral and written communication in a foreign language.
- Students should be introduced to compensatory strategies for solving language, content, and communication difficulties."

Risks and ways to overcome them

Despite the large number of advantages of this method, a number of problems may arise when implementing the method in the educational process. One of the main problems is the lack of sufficient knowledge of foreign language teachers on a particular subject, and Vice versa, the imperfect knowledge of a foreign language of subject teachers[1].

In order to implement such programs, the school requires highly qualified teachers who are able to give lectures and conduct practical, seminar and laboratory classes in at least two languages.

One of the solutions that is successfully implemented is foreign language classes with teachers and consulting them when preparing lectures and teaching materials with foreign language teachers.

Despite the above-mentioned difficulties in implementing the CLIL methodology (system), IT is a functional approach to teaching a foreign language, which allows you to solve a much wider range of educational tasks[2].

Student assessment criteria

In this case, it is proposed to evaluate the linguistic achievements of students or acquired knowledge of the discipline in the form of current and final tests, as well as oral presentations on the subject.

The result of the program:

1. Formation of a clear system of subject-language integrated learning;
2. Acquisition of students' skills and abilities in terms of conducting communication in a foreign language in different subject areas;
3. Replenishment of students' vocabulary in different subject areas.

Using this method in practice allowed us to highlight its advantages, as well as some problems of its implementation in the educational process. One of the main advantages of this method is to increase the motivation of students to learn a foreign language. Language learning becomes more focused, as the language is used to solve specific communicative tasks. In addition, students have the opportunity to better learn and understand the culture of the language being studied, which leads to the formation of socio-cultural competence of students. The student passes through a fairly large amount of language material, which is a full immersion in the natural language environment. It should also be noted that working on various topics allows you to learn specific terms, certain language constructions, which contributes to the replenishment of the student's vocabulary with subject terminology and prepares him for further study and application of the knowledge and skills obtained [3].

The government-approved strategy for modernizing education places foreign language learning among the priorities of education development. Updating the content of education is one of the consequences of its modernization. We decided that it is necessary not only to create favorable conditions for mastering knowledge in a certain area, but also to use a bilingual basis for the development of students' creative personal potential, which implies teaching a subject based on the interrelated use of native and foreign languages as a means of educational activity[4].

In the process of implementing CLIL, we faced one problem — which is more effective: to train a subject teacher in a foreign language or to train a foreign language teacher in a subject. But both of these methods require time and financial expenses. Then we came to the conclusion that lessons in CLIL are more productive to teach together to a foreign language teacher and a subject teacher. The next problem was the

choice of so-called pairs of teachers. And the most effective collaboration was the joint work of teachers who are really interested in strengthening a foreign language. These were all foreign language teachers at NIS and innovative teachers who are interested in using new teaching methods. Also of considerable importance are the personal relationships between teachers. The best way to implement CLIL in the curriculum is to find the topics in these subjects that can be most conveniently taught, taking into account all the aspects discussed earlier.

Modern school prepares students for life in modern society through the development of their competencies. In language training the main competence is a foreign language communicative competence in its entirety:

- speech competence;
- language competence;
- socio-cultural / cross-cultural competence;
- compensatory competence;
- educational and cognitive competence.

One of the methods of developing these competencies can be the integration of subjects. In our case, the integration of the two languages. Conducting such lessons allows you to make the educational process interesting, save time, and relieve fatigue. This integration helps to form a language picture of the world of each student, helps to carry out cross-subject transfer[5].

Inter-subject communication (ISC) is one of the main principles of modern education. It is usually difficult for a teacher to put this principle into practice. And the main reason for such difficulties is the lack of methodological materials applicable to specific programs and training courses.

We have come to the conclusion that the most effective method of inter-subject communication is to conduct integrated bilingual lessons. The specificity of such lessons is that they are conducted by two teachers: An English teacher and a French teacher, or an English teacher and a literature teacher. The share of participation of each teacher in the lesson should be equal [6].

At the first stage, we identified thematic blocks and compiled programs based on these topics. So, we decided to take cross-cutting themes for each parallel in which bilingual lessons are conducted. The frequency of such lessons was also determined — a lesson of 5 weeks, that is, 7 lessons per year. Thus, the parallel of 7 classes (the second year of French language training) is the theme "Russian folk tales through the eyes of foreigners". The purpose of this block of lessons is to teach foreign languages based on already familiar material that is known in the native language. This block increases interest in learning foreign languages, removes difficulties of understanding, and creates a situation of success for students.

As an example, we present a technological map of an open integrated lesson held within the framework of the forum of education leaders "Modern lesson".

Technological map of the literature lesson in the 6th grade "Power of art" "Power of Art»

Teacher: English teacher, literature teacher.

Topic: "Power of art".

Lesson type: integrated.

The technology used: critical thinking, cluster, Problem-Dialogic learning.

Goal: using the example of a literary work to formulate the main tasks of art, including through the English language.

Lesson equipment:

5 laptops. Multimedia projector.

Presentation of power Point of O. Henry (photo of the monument of O. Henry-open book, photo of the writer's life, image of a Satyr, Photo of the sculpture of Michelangelo Moses).

Handout with excerpts of the work.

A4 sheets with the names of art forms: painting, theatre, cinema, animation and music, art. Excerpt of the video of the play "The Last Leaf".

Excerpt of the cartoon "The Last Leaf".

Excerpt of the song "the Last leaf" by Svetlana Kopylova. Painting "The Last Leaf".

An excerpt from their film "The Last Leaf".

Chair stickers: 5 sets (time Keeper, leader, Secretary).

Handout:

Instructional map

1. Open the file name on your computer: "The last leaf".
2. Listen, review, and read the text.
3. Find the answer to the question in the English text:

"How did Berman's actions affect Jonesy's fortune?" "What effect did the Behrman's act have on Johnsy?"

4. Formulate the answer to the question and write it down in English on a separate sheet, in large letters.

5. Select an unknown word that you will introduce to the class and remember its translation.

6. Select the person who will present your result.

7. During the performance of the other groups, fill in the table in English. In the table, mark the words that are new to you and write down their translation.

CINEMA

The Last Leaf

"The next day the doctor said to Sue: "Even chances," said the doctor. "With good nursing you'll win." " even [i:v(a) n] - equal, identical

nursing [n3:s1ŋ] — nutrition

THEATRE

The Last Leaf

«"I've been a bad girl, Sue," she said. "Something has made that last leaf stay there to show me how wicked I was.

It is a sin to want to die."

wicked [w1k1d] — sinful sin [s1n] - sin

PAINTING

The Last Leaf

"The leaf didn't give up, that is why I shouldn't give up" give up — give up, give up further attempts should [udud] — should

LITERATURE accompanying by MUSIC The Last Leaf

«The last leaf was so perfect that even artists — Johnsy and Sue — thought it real. Behrman also sacrificed his life and Johnsy survived"

perfect ['pɜ:fɪkt] - perfect, faultless; perfect even ['i:v(—)n] - even

sacrifice to ['sækrɪfaɪs] - bring something. to sacrifice to something, to sacrifice to something. in the name of What-L.

ANIMATION

The Last Leaf

«” Sue, I will be like that leaf. I will get better; I will have the will to live now" a will to live — lust for life

LITERATURE

The Last Leaf

« “Look at that, Sue, the last leaf has survived. It was strong and it lived in the rain storm.” survive [sə'vaɪv] — to survive

Type of Art What effect did the Behrman's act have on Johnsy? How did Berman's action affect John's fortune? Translation of a new word

PHRASES FOR REFLECTION

"Today's lesson I especially liked..."; " After the lesson I wanted...";

"It was interesting..."; "it was difficult..."; " Now I can..."

The idea of bilingual lessons arose in connection with the need to increase motivation to learn foreign languages, and, accordingly, to improve the quality of foreign language training. And, as you know, there is nothing better than internal motivation to study a subject, and bilingual lessons help us in this. The results of the reflection stage at the end of each bilingual lesson show that students appreciate these lessons and are happy to work on them. The purpose of such lessons is to activate the

attention of students, diversify cognitive and educational activities, and create a creative environment in the classroom

An significant viewpoint is the reciprocal call in of colleagues to the lesson, which straight contributes to the exchange of practice and resources between teachers (teaching in the second or third language of instruction). First, you need to choose a "critical partner", this can be a colleague with whom you work in analogous, or subject teachers can choose language teachers as a " critical friend " and Vice versa. Secondly, it is necessary to systemize each move in the training in advance. For successful implementation of learning tasks, it is necessary to create conditions for teachers and students.

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