

N.A. Ustelimova, S.K. Mussina, A.B. Kassenova

*L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
(E-mail: natust_dezember@mail.ru, aigulkassenova@mail.ru, saulesh_mussina@mail.ru)*

To the question of distance teaching practice of Master students of the educational program «Foreign language: two foreign languages»

Abstract. *The article is devoted to one of the topical issues in the field of methods of teaching foreign languages, namely the organization of teaching practice for Master students of the educational program “Foreign Language: Two Foreign Languages” in the context of distance learning. The following aspects are considered in the article: the course of “Methods of Teaching Foreign Languages,” general provisions on the content of scientific and teaching practice for Master students of the educational program “Foreign Language: Two Foreign Languages” in foreign and Kazakh universities. Having studied the available studies on the features of distance learning, namely the organization of teaching practice in a new format and based on empirical and theoretical research methods, the authors developed questions for the questionnaire, the purpose of which is to determine what difficulties both Master students and their mentors-teachers encountered in the process of teaching practice. Based on the data obtained, methodological recommendations were developed for the university to improve the conditions under which the passing of teaching practice would be qualitative and productive.*

Keywords: *distance learning, teaching practice, higher education, methods of teaching foreign languages, guidelines.*

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Introduction

One of the most important tasks of higher educational institutions is to train specialists to be able to adapt to changes in their professional life. At the end of the twentieth and the beginning of the 21st centuries, some methods for developing foreign language competence, needed for their future professional activity, were created by teachers. However, the effectiveness of these methods has not been studied. This fact has aroused the authors' interest and generated the idea about the necessity to conduct scientific research in order to identify the most effective methods of teaching foreign languages for special purposes. [1]

In the age of information technology development, knowledge of foreign languages is a priority. A foreign language is a means of intercultural and professional communication, a way to stimulate the intellectual and emotional development of a student's personality, preparing him for an objective perception of a foreign culture. Knowledge of a foreign language gives freedom of communication, allows you to be in demand, to be mobile and active. In addition, of course, the high-quality training of specialists - teachers of a foreign language - is the primary task of the university. Educational program “Foreign Language: Two Foreign Languages” at L.N. Gumilyov Eurasian National University is carried out at three levels: bachelor's, master's and doctoral studies. The goal of training future foreign language teachers is to prepare a competitive specialist in the field of foreign language teaching methods, able to think critically, to evaluate, to analyze information from various sources, to adapt to various conditions and circumstances.[2] In our article, we would like to focus on the preparation of Master students,

since it is postgraduate education that prepares a comprehensively developed specialist, the goal of training is aimed at educational, methodological and research training of specialists for scientific and teaching activities in the system of higher, postgraduate education and research directions.

History

In this format, much attention is paid to the issue of training future teachers of foreign languages in universities, since the level of foreign language proficiency of the young generation depends on the level of professional preparation, competence, mobility and flexibility of a foreign language teacher, on his ability to constant and creative development [3]. The list of subjects of the educational program "Foreign Language: Two Foreign Languages" includes a whole range of subjects that are basic and compulsory. In addition, elective courses and mandatory special courses are being developed [2]. And only teaching and research practices can help to test the received theoretical knowledge in the learning process in practice, in the real educational process, as well as to create conditions for the inclusion of Master student in self-dependent teaching activity. The issue of organizing teaching practice is considered in almost all textbooks and methodological manuals on the methodology of teaching foreign languages, as well as in a number of university regulations. But the systematically changing conditions of the educational process require revision and updating of existing knowledge. Therefore, the purpose of our work was to study the features of organizing the teaching practice of Master students are future teachers of a foreign language in the framework of distance learning based on an in-depth analysis of existing regulations, the experience of foreign countries and conditions that Master students face in practice, develop and create methodological recommendations, taking into account all data obtained during the course of empirical research.

Research methods

Considering the process of organizing the teaching practice of Master students of the educational program "Foreign Language: Two Foreign Languages" in a distance format, we relied on the following methods of scientific knowledge: theoretical and empirical, during which we made an analysis of the available research on the research topic. Questionnaires and practical recommendations designed and presented -can later be used in the educational process in order to improve the quality of teaching practice organization.

Discussion and results

In the training system for the educational program "Foreign Language: Two Foreign Languages", along with the study of the language itself as a means of communication, an important subject is the methodology of foreign language teaching, which is a science that explores the purpose and content, methods and means of teaching, ways of teaching and upbringing on the material of a foreign language. [2] As part of the course "Methods for Teaching Foreign Languages", Master students study the methodology as an independent science; are acquainted with the theory of teaching foreign languages. Work on the first module "Theoretical and Methodological Foundations Of Modern Methods Of Teaching Foreign Languages" takes place during the first five weeks. Master students attend lectures on the following topics:

1. Methodology as a science: the object and subject of methodology: the connection of methodology with its basic sciences.
2. Research methods in methodological science.
3. The main methodological categories: goals, content, principles, methods, means and system of education.
4. Modern approaches to the organization of teaching foreign languages. Person-centered approach.

5. Modern approaches to the organization of teaching foreign languages. Problem-activity approach.

At practical classes the following topics are discussed: experiment and its types (stating, teaching, final); research in action (Lesson Study); person-centered approach to teaching a foreign language; methodological techniques of a person-centered approach; methodological techniques of the problem-activity approach.

The second module is devoted to the issue of foreign language communication. During the next five weeks' lectures students discuss the features of teaching all types of speech activity: speaking, reading, listening and writing. The following topics are presented for practical classes: 1. Formation of lexical competence. Vocabulary enrichment techniques. 2. Formation of grammatical competence. 3. Formation of dialogic communication skills. 4. Development of monologue speech. 5. Integration of all types of competencies in the classroom. During the next five weeks of the foreign language teaching methodology course, students study the issues of planning the educational process, monitoring educational achievements, as well as the requirements for the qualification of a foreign language teacher. At practical classes, students practice planning of the thematic cycle of lessons; selection of didactic material for lessons, visual aids in foreign language lessons of various types; substantiating the thematic cycle of lessons and criteria for evaluating learning outcomes in foreign language lessons of various types [4] The skill of a teacher and of Master students lies in the ability to apply the fundamental knowledge gained during the course of study in the modern educational space, where problem-based learning is at the forefront, which serve the main goal – "learning-oriented environment" [5].

The theoretical course "Methods for Teaching Foreign Languages" ends with teaching practice, which is an important component of the professional training of a future teacher of a foreign language and is a link from theory to practice. Teaching practice seems to be a real arena for students, where trainees realize their professional ideas, reveal contradictions between theory and reality.

It is undeniable that, in the process of learning and passing teaching practice, the professional improvement of a future teacher takes place. In the process of studying at a university and passing teaching practice, the professional activity of a future teacher is being improved, since such competencies are formed as the ability to introspect one's own professional activity; the ability to adapt to rapidly changing conditions quickly: the ability to assess teaching situations and one's own capabilities adequately; the ability to choose different types of activities to solve the set of teaching tasks; ability to systematic self-improvement and self-development; possession of methods of scientific knowledge: formulation of a hypothesis, modulation, generalization, analysis of the results of pedagogical activity [6].

Starting teaching practice, students face certain difficulties, and in the context of distance learning, this task is complicated by the fact that in addition to theoretical knowledge and practical skills in teaching methods, one must also have technical skills in working with various educational applications.

Professional self-realization of future teachers in a modern society with IT technologies is an application to the new world of pedagogics. Kazakhstan is rapidly developing towards the global information space, specialists are developing resources, and our teachers are mastering the latest information and communication technologies, creating a huge range of applications and sites for language self-study, and introducing distance learning. One of the main socio-cultural factors that form the culture of professional amateur performance is the realization of students -Internet communication, which is acquiring a leading role in the field of student culture. Internet communication is the newest sphere of students' professional self-realization, where all traditional educational practices have been transformed and the innovative potential of student culture has been realized in the conditions of the formation and development of new educational practices and cultural values [7]. The culture of professional self-realization as part of students' Internet communication can be an open international platform for the development of student culture and a platform for further design and development of global processes.

Educators of the new generation need to use interactive teaching methods along with classical forms and methods. The generation of the 21st century is studying a foreign language through the prism of high technologies, and the young specialist is adjusting, trying to interest students. When planning lessons during teaching practice, Master students used various kinds of exercises, assignments, tests, video and audio in the form of an interactive approach. They used such programs as e puzzle, mind map, Kahoot, British Council, Socrative, Wikispaces, Google drive, learningapps, Bubble.us, Twiddla, Edmodo, Yammer, View, Skype, Google Hangouts, Cacao, Titanpad, Twitter, HaikuLearning, QR-code.

Having studied the general provisions on the content of teaching practice of foreign universities and universities of Kazakhstan for Master students of the educational program «Foreign Language: Two Foreign Languages», it should be noted that the goal is to form the scientific and methodological readiness of Master students to implement professional and pedagogical activities. Teaching practice is focused on teaching the practical application of theoretical knowledge in a practical professional-pedagogical situation. The tasks of pedagogical practice are:

- Acquaintance of Master students with the organization of educational, methodological and research work at the Faculty of Philology;
- Involvement of Master students in scientific work on the study of problems in modern methods and didactics of teaching foreign languages;
- Formation of professional skills through the application of the acquired theoretical knowledge during the educational process;
- Formation of skills for designing the educational process;
- Mastering the skills of creative implementation of the planned lesson using information technology;
- Development of interest in teaching;
- Formation of self-education and self-education skills necessary for further creative growth and development. [8, 9, 10]

The content of teaching practice usually consists of three stages:

I. Preparatory stage (passive practice). Master students get acquainted with regulatory documents, study the peculiarities of organizing foreign language classes for students of non-linguistic specialties, analyze attendance at practical classes of teachers-mentors, and keep a trainee's diary.

II. The main stage (active practice). Master students master the basic skills of organizing and conducting practical classes for students of non-linguistic specialties, in this regard, Master students conduct classes, draw up lesson plans, develop didactic material, conduct a pedagogical experiment, process and analyze the data obtained during a scientific experiment in the control and experimental groups. At the end, the Master student conducts an open lesson, which is attended by a methodological commission, which includes a teacher-mentor, chairman for educational and methodological work of the department, scientific supervisor, head of the department.

III. The final stage. Preparing reporting documentation, summarize the work done, prepare a report. [11]

After conducting a survey among second-year Master students of L.N. Gumilyov Eurasian National University, students of the educational program "Foreign Language: Two Foreign Languages", who underwent teaching practice for 15 weeks at the university at the Department of Foreign Languages, taught English as a foreign language for first-year students of non-linguistic specialties. The questionnaire included the following questions:

1. How do you assess your preparedness for teaching practice?
2. What difficulties did you have in preparing and conducting practical classes in English?
3. To what extent did the knowledge gained at lectures and seminars on the methodology of teaching a foreign language help you?
4. What knowledge did you lack?

5. What special courses, in your opinion, should be additionally included in the training plan for a future foreign language teacher?

6. What are your suggestions for improving the teaching practice program?

7. What part did the head of teaching practice take in the organization of your work?

After analyzing the answers of Master students, we can conclude that the main difficulties that prevented the implementation of the classes planned and developed by them, were: multi-level groups, unpreparedness of students for the lessons, on the one hand, the passivity of students, on the other hand, work with hyperactive students, mixed groups with Russian and Kazakh language, difficulties in understanding grammatical topics, incorrect timing for each stage of the lesson, poor communication, due to technical problems additional educational applications did not work and prepared files and documents could not be opened. Master students rated their theoretical preparedness quite highly, but there were difficulties with the practical implementation of theoretical knowledge. All noted that there was a lack of practical experience. As for the improvement of the program, Master students recommend including an additional special course on the practical implementation of theoretical knowledge in practice, as well as an additional discipline in the distance format of teaching and learning as part of the methodology of teaching foreign languages. [12]

Master students noted the importance of the role of a teacher - mentor. Before the start of the practice, they visited a number of his classes, after each class a discussion was held, within the framework of which valuable methodological advice and methodological recommendations were received from work experience. At the beginning of the week there was a mandatory discussion of the lesson plan. All undergraduates noted the following difficulty, conducting a pedagogical experiment in the experimental group. If the control group had classes based on the finished material and the syllabus provided by the teacher, then in the experimental group, it was necessary to conduct classes according to the developed model, according to the topic of the dissertation research.

The survey was also conducted among teachers-mentors. The following questions were included in the questionnaire:

1. How do you assess the theoretical level of preparedness of Master student's trainees?

2. Are Master students - trainees ready for the implementation of pedagogical practice: skills of working with a team, drawing up lesson plans, skills of working with online learning applications, their psychological attitude, etc.

3. What difficulties did you experience in working with undergraduates – trainees?

4. What are your suggestions for improving the organization of teaching practice?

The teachers noted the following. Most of the undergraduates did not have any difficulties with the students, an approach was quickly found, and a positive psychological atmosphere reigned in the classroom. But unfortunately, it should be noted that Master students do not have practical skills to implement theoretical skills in practice. Being carried away by the use of gaming applications, the purpose of the lesson was lost. The frontal form of work did not allow students to open up, thereby violating the interactive approach to teaching. Often, time was incorrectly distributed for each stage of the lesson, and in this regard, there was often no final part of the lesson, where it was necessary to sum up the lesson and announce the scores to the students and justify them. The slow pace of the lesson weakened the attentiveness of students in the lesson. A differentiated approach was not used, so it was difficult to involve all students in the work. In addition, the main difficulty in distance learning is technical breakdowns and errors.

All teachers - mentors agreed that in connection with the changes that are taking place in the education system, namely with the transition to distance and blended learning, it is necessary to revise the methods and techniques for preparing undergraduates for teaching.

Conclusions

After analyzing the answers of Master students and teachers, we can offer the following recommendations for the university:

- Include a special course “Pedagogical Skills Of A Foreign Language Teacher” (from work experience). In this special course, using video materials, Master students can view both fragments of the lesson and entire lessons, analyzing, commenting and considering their options for tasks and exercises. These should be video lessons of both foreign colleagues and colleagues of the department.

- Include attending practical classes of teachers of the department, to which Master students will be attached already in the first year, in this way the connection between theory and practice will be clearly presented.

- During the preparatory stage, Master students should learn the syllabus, the general educational programs of the departments, which describe the requirements for the discipline “Foreign Language”.

- Before starting teaching practice, Master students must attend at least a month of classes of different teachers, with a detailed discussion of these visits’ results. To analyze classes, the methodological department of the university develops an evaluation sheet that includes criteria for evaluating classes. That is, during the so-called passive practice, students are acquainted with the group in which they will continue to conduct classes, clearly understanding the practical implementation of the goals and objectives of the lesson.

- The lesson plan is reviewed and discussed with the practice supervisor.

- Teachers-mentors should work closely with the supervisors of Master students, since an important aspect in teaching practice is the experiment that one’s conduct, and then describe its results in their dissertation research.

Therefore, pedagogical practice is a responsible and significant component of the training and education system, in the process of which an erudite specialist is trained, who masters a coherent system of knowledge, who has practical skills in implementing innovative, digital technologies. Thus, the formation of a modern teacher of a foreign language is going on.

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Н.А. Устелимова, С.К. Мусина, А.Б. Касенова

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

«Шетел тілі: Екі шетел тілі» білім беру бағдарламасының магистранттарының қашықтықтағы педагогикалық практикасы жайында

Аңдатпа. Мақала шет тілдерін оқыту әдістемесі саласындағы өзекті мәселелердің бірі, атап айтқанда «Шетел тілі: екі шетел тілі» білім беру бағдарламасының магистранттарына қашықтықтан оқыту жағдайында педагогикалық практиканы ұйымдастыруға арналған. Мақалада келесі аспектілерді қарастырылады: «Шетел тілдерін оқыту әдістемесі» пәнінің курсы және «Шетел тілі: екі шетел тілі» білім беру бағдарламасының магистранттары үшін шетелдік және қазақстандық жоғары оқу орындарының ғылыми-педагогикалық практикасының мазмұны бойынша жалпы ережелерден тұрады. Қашықтықтан оқытудың ерекшеліктеріне арналған зерттеулермен танысып отырып, соның ішінде педагогикалық практиканы жаңа форматта ұйымдастыруда зерттеудің эмпирикалық және теориялық зерттеу әдістеріне сүйеніп, авторлар сауалнамаға арналған сұрақтар дайындады және ол магистранттар мен олардың тәлімгерлерінің педагогикалық практика үдерісінде қандай қиындықтарға тап болатынын анықтау мақсатында жасалынған. Алынған мәліметтер негізінде ЖОО педагогикалық жағдайларды жетілдіру және сапалы өткізу мақсатында әдістемелік ұсынымдар жасалынды.

Түйін сөздер: қашықтықтан оқыту, педагогикалық практика, жоғары білім, шет тілдерін оқыту әдістемесі, әдістемелік ұсынымдар.

Н.А. Устелимова, С.К. Мусина, А.Б. Касенова

Евразийский национальный университет им. Л.Н. Гумилева, Астана, Казахстан

Организация педагогической практики будущих учителей иностранного языка в условиях дистанционного обучения в вузах Казахстана

Аннотация. Статья посвящена одному из актуальных вопросов области методики преподавания иностранных языков, а именно организации педагогической практики будущих учителей иностранных языков в условиях дистанционного обучения. В статье рассматриваются следующие аспекты: курс дисциплины «Методика преподавания иностранных языков», общие положения по содержанию научно-педагогической практики вузов России и Казахстана для магистрантов образовательной программы «Иностранный язык: два иностранных языка». Изучив имеющиеся на данный момент исследования, посвященные особенностям дистанционного обучения, а именно организации педагогической практики в новом формате и на основе эмпирических и теоретических методов исследования авторами разработаны вопросы для анкеты, цель которой определить, с какими трудностями сталкивались как магистранты, так и их наставники-преподаватели в процессе педагогической практики. На основе полученных данных были разработаны методические рекомендации для вуза по совершенствованию педагогических условий, при которых прохождение педагогической практики было бы качественным и продуктивным.

Ключевые слова: дистанционное обучение, педагогическая практика, высшее образование, методика преподавания иностранных языков, методические рекомендации.

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Information about authors:

Ustelimova N.A. – Candidate of Pedagogical Sciences, Acting Associate Professor, Foreign Languages Department, Faculty of Philology, L.N. Gumilyov Eurasian National University, 11 Kazhymukan St., Astana, Kazakhstan.

Kassenova A.B. – Master of Pedagogical Sciences, Senior Lecturer, Foreign Languages Department, Faculty of Philology, L.N. Gumilyov Eurasian National University, 11 Kazhymukan St., Astana, Kazakhstan.

Mussina S.K. – Master of Pedagogical Sciences, Senior Lecturer, Foreign Languages Department, Faculty of Philology, L.N. Gumilyov Eurasian National University, 11 Kazhymukan St., Astana, Kazakhstan.

Устелимова Н.А. – педагогика ғылымдарының кандидаты, филология факультетінің шет тілдері кафедрасының доцентінің м.а., Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Қажымұқан көшесі, 11, Астана, Қазақстан.

Касенова А.Б. – педагогика ғылымдарының магистрі, филология факультетінің шет тілдері кафедрасының аға оқытушысы, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Қажымұқан көшесі, 11, Астана, Қазақстан.

Мусина С.К. – педагогика ғылымдарының магистрі, филология факультетінің шет тілдері кафедрасының аға оқытушысы, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Қажымұқан көшесі, 11, Астана, Қазақстан.