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LEARNING AND TEACHING IN HIGHER EDUCATION.
PROGRAM OF NEWCASTLE UNIVERSITY

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ОБУЧЕНИЕ И ПРЕПОДАВАНИЕ В ВУЗЕ.
ПРОГРАММА НЬЮКАСЛ УНИВЕРСИТЕТА

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ЖОҒАРЫ БІЛІМ БЕРУ САЛАСЫНДАҒЫ ОҚЫТУ ЖӘНЕ БІЛІМ БЕРУ.
НЬЮКАСЛ УНИВЕРСИТЕТІНІҢ БАҒДАРЛАМАСЫ

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Abstract

The article provides an analysis of acquired knowledge and competencies on the topic of “Learning and Teaching in Higher Education” as a result of an international internship at the New Programs from North Leadership Center Newcastle University, Great Britain. The authors describe the advantages of using new educational technologies, methods and techniques in teaching foreign languages and in formation students' foreign language competence at the English classes. Also, these technologies help teachers to properly plan their classes, taking into account the stages of the passage of a particular topic. They are aimed at effective learning vocabulary, that is, contribute to the formation of foreign language competence of university students. The article provides examples of the most effective methods and techniques with which they were introduced to Newcastle University. The most important point is the fact that students have favorably participated in learning a foreign language through new technologies.

Key words: educational technologies, foreign language competence, communicative competence, teaching English, vocabulary, pedagogical tools.

Аңдатпа

Берілген мақалада Programmes from North Leadership Centre Newcastle University, Great Britain тақырыбы бойынша алынған білім мен құзыреттілікке талдау жасалады, деп халықаралықтағылымдамадан өту нәтижесінде авторлар жазады. Артықшылықтарын пайдалану жаңа білімнің технологиялық әдіс – тәсілдерін шет тілдерін оқытуда және шетел тілі сабағында

студенттердің компетентиясы қалыптастырылады. Сонымен қатар бұл технологиялар оқытушыларға өз сабақтарын қандай да бір тақырыптан өту кезеңдерін есепке ала отырып дұрыс қабылдауға көмектеседі. Олар сөздік қорын тиімді зерттеуге бағытталған, яғни, жоғарғы оқу орны студенттерінің шет тілді компетентиясын қалыптастыруға ықпал етеді. Мақалада ең тиімді әдістер мен мысалдар келтірілген олармен Newcastle University таныстырылған. Ең бастысы студенттер жаңа технологияларды пайдалана отырып, шет тілін үйренуге мейірімділікпен қатысатындығы.

Түйінді сөздер: білім беру технологиясы, шет тілдік компетентия, коммуникативтік компетентия, ағылшын тілін үйрету, сөздік қор, педагогикалық құралдар.

Аннотация

В статье дается анализ полученных знаний и компетенций по теме «Learning and Teaching in Higher Education» в результате прохождения международной стажировки в New Programmes from North Leadership Centre Newcastle University, Great Britain. Авторы описывают преимущества использования новых образовательных технологий, методов и приемов в обучении иностранным языкам и в формировании иноязычной компетенции студентов на занятиях. Также, данные технологии помогают преподавателям правильно спланировать свои занятия с учетом этапов прохождения той или иной темы. Они направлены на эффективное изучение словарного запаса, то есть, способствуют формированию иноязычной компетенции студентов вуза. В статье приведены примеры наиболее эффективных методов и приемов, с которыми были ознакомлены в Newcastle University. Самым важным моментом является тот факт, что студенты благоприятно приняли участие в изучении иностранного языка через новые технологии.

Ключевые слова: образовательные технологии, иноязычная компетенция, коммуникативная компетенция, преподавание английского языка, словарный запас, педагогические инструменты.

Introduction

In the period from June 1 to June 10, 2015, I was included in the list of teachers (25 people) to attend advanced training courses in one of the oldest universities in Europe at Newcastle University on the topic of «Learning and Teaching in Higher Education» within the framework of this topic. Education at this university lasted 6 days a week from 9.30 am to 17.00. It should be noted that the classes were conducted by highly qualified teachers with extensive teaching experience with foreign students, as well as with a clear understanding of current trends in teaching.

The university has a copy center. Also noteworthy is the amazing convenience of the Moodle e – learning platform (this is round – the – clock access to individual schedules, the possibility of correspondence with teachers and students of a particular course, etc.).

Classes were conducted using the most advanced educational materials, for example, an interactive whiteboard with Internet access greatly simplifies the learning process, making it more interesting.

Having chosen the necessary site, the teacher can acquaint students with the necessary information, show illustrations or videos, followed by discussion and implementation of a number of relevant tasks.

Textbooks Longman Publishing House taken as the basis of the learning process. Each lesson was supplied with a large amount of handouts.

At the first classes we discussed our own professional development and planning of our pedagogical activity, principles of teaching in groups, microteaching. In my opinion, this is very relevant and very interesting for Kazakhstan teachers. We were also learned about blog writing and creating new writing throw SOLO Taxonomy. This method is very important for increasing of quality writing. It was really useful teaching information.

Some lessons were devoted to the Modular System and project management. One of the most important issues was devoted to the evaluation system. At the beginning of each lesson,

the teacher presented the plan on the blackboard, periodically returning to it to draw students' attention to the implementation of the necessary items. As a warm – up, at the beginning of the lesson, students were offered a series of questions or a small topic for discussion. Both during the warm – up and in the process of training, preference was given to students' communication with each other (in pairs or mini – groups), which helped overcome the language barrier and maximize the practice of communicating in English.

Favorable conditions of study were – free Wi – Fi on campus, free access to an extensive library (open from morning to evening, as well as on weekends), computers, printers. After visiting Learning Robinson Library of Newcastle University where the Library team offered specific guidance on using their resources special attention was paid to information literacy, what does information literacy mean, influences on information literacy. We underlined the great problem of nowadays – plagiarism and collusion, which was very useful for us. The aspects of the Professional development and sources of the Professional development were actively analyzed. As a part of professional development, we also discussed different examples. There were interesting discussions in small groups. We were able to determine measures of improvement on the example of our disciplines and teaching activities. We assessed the quality of professional development, a critical approach revealed strengths and weaknesses. We examined the methodological tools of the teacher.

There have been considered the detailed simulation module in training activities. Interestingly there was a moment when the question of formation of the module as an educational content, member of the educational process. Representatives of universities of Kazakhstan also have different ideas about the formation of modules. As a part of the discussions, it was identified that the module as a part of the educational trajectory may consist of a number of complementary courses, a module can be a part of a separate course (discipline), and they can be read in our practice by different teachers. In the practice of Newcastle University it is determined in the course, a lecturer defines all system and subsystem module processes of economic, social, methodical and methodological. Each module is integrated into the general curriculum. But the way of designing Module is quite different from the system of Kazakhstan. It should be noticed an interesting approach «Enquiry Based Learning» used in teaching practice. In small groups we have identified the qualities of the best teacher, the goals of the work and reviewed the updated taxonomy of Bloom in the framework of the improvement of teaching methods. In small groups we evaluated 9 steps of «EBL», we commented on the situation, taking into account our professional experience as an example of education based on the students' questions. But the most interesting thing was visiting the English Digital Kitchen. The new ways of learning English are amazing: electronic table, Digital kitchen, Sole system and cards. Also we discussed at our table various ways of on – line learning, teachers from different universities shared their experiences about this topic. On the 5th day of our study at LTHE program at Newcastle University. It was fascinated by exceptionally well for us approach in teaching during the session “Microteaching 1: Using peer observation in teacher development”. Firstly, the process of peer observation was discussed regarding to our native environment in Kazakhstan. Later, peer observation was presented in Newcastle University. It was very important because on the one side it helps us to cooperate and support each other at teaching process without judging, on the other side it is too different from one which we are used to apply. There are three models of peer observation to be pointed out: evaluation model, development model and collaborative model. In Newcastle University the collaborative method is applied. I thought it would be very useful and enjoyable to implement this approach

at my environment because it has the following principles: the observation should not be judgmental; collaborative process is based on equality between peers; reciprocal benefits when observer also gain some experience from visiting other teachers' lessons. Moreover, we like the idea – while observing someone you should remember you are not a teacher you are still a learner. We'll try to change our own attitude to that point of view and find out the ways how to improve the situation in our native environment. Using of the principles of attuned interaction can assist academics in fulfilling their teaching roles. There were classes about interactive learning and lecturing, about lectures types . Progressive story telling was the most interesting and then it was firstly introduced how to plan a lecture seating. It was organized in the room – theater where we did some interesting activities there. A lot of different models of peer observation of teaching were analyzed in details. I think that we use collaborative models too, because we observed each other and there was one the main thing in teaching – feedback. All participants were interested in the action plan, it was useful. We discussed about problem of teaching and solved its together. Microteaching practical method is very interesting. The whole LTHE at Newcastle University course was done on a high level in terms of both content and organization. I am impressed by the level of professionalism and by engagement of our teachers and their positive attitude. There was a lot of new information on learning and teaching, and it encouraged us to reflect on our own teaching practice.

The clear planning of each lesson, taking into account the peculiarities of teaching English to foreign students, has enabled us to obtain excellent language skills, which I now successfully use in the process of teaching English.

Studying at Newcastle University provides an opportunity to analyze and discuss modern methods of teaching English, to explore and compare the styles and technologies of teaching English and practical skills of conducting lessons.

During the internship, our group worked on the following methods and techniques – group work, work in pairs, 6 hats, Map from memory, Odd one out, Pass the buck, Soldiers`line. At the end of the internship, we prepared a presentation in English for protection. Upon completion of the internship, we were issued a certificate of training courses at Newcastle University (UK).

Conclusion

The contacts with foreign colleagues established during the internship can serve the purposes of further cooperation of teachers from the Republic of Kazakhstan and the United Kingdom. The studied techniques and technologies are widely used in practice.

The whole LTHE at Newcastle University course was done on a high level in terms of both content and organization. We are impressed by the level of professionalism and by engagement of our teachers and their positive attitude. We received a lot of new information on learning and teaching, and it encouraged us to reflect on our own teaching practice. I have been using various activities, methods and approaches presented during the LTHE course at my lessons at North Kazakhstan State University named after ManashKozybayev.

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