



«Зияткер – Білім» мектебі  
Тутинбаева Жанар Тлеумуратовна  
Ағылшын пәні мұғалімі

Мамандығы: Еуразия Гуманитарлық  
Институты

Шет тілі: екі шет тілі

Педагогика ғылымдарының магистрі

Біліктілік санаты: педагог – модератор

Педагогикалық өтілі: 9 жыл

Біліктілік арттыру курстары:

1. Exploring the world of English language teaching CAMBRIDGE  
UNIVERSITY PRESS & ASSESSMENT

2. YLE Exam Preparation workshop №0076

3. A2 Key for schools, B1 Preliminary for schools Exam Preparation №0100

4. Шымкент қаласы Білім басқармасының әдістемелік орталығы – Алғыс  
Хат №6481

«Мектеп» Республикалық ғылыми – әдістемелік, педагогикалық журнал –  
мақала «The significance of listening comprehension in the English lesson as a  
means of information and communication technologies» №10(235)

Біліктілік санатын беру туралы педагог  
КУӘЛІГІ

Осы куәлік

ағылшын тілі мұғалімі

Жанар Тлеумуратовна Тутинбаева берілді.  
(аты-жөні толық)

«Зияткер-Білім» ЖШС мектебі

аттестаттау комиссиясының 2021 жылдың 28 қазанындағы

№2 хаттамасының шешіміне сәйкес

2022 жылдың 31 наурызында шыққан №24 бұйрығымен оған

«Педагог-модератор» біліктілік санаты берілді.

Осы куәлік 2027 жылғы 30 наурызға дейін жарамды.



*Ж.М. Жантөре*

Ж.М. Жантөре

Тіркеу нөмірі

2022 жылдың « 31 » наурыз

ШЫМКЕНТ ҚАЛАСЫ БІЛІМ БАСКАРМАСЫНЫҢ  
ӘДІСТЕМЕЛІК ОРТАЛЫҒЫ



# АЛҒЫС ХАТ

Құрметті

*Тлеумуратовна Жанар Тлеумуратовна*

Сізді «Мұғалімдер күні» кәсіби мерекесімен шын жүректен құттықтаймын!  
Тәуелсіз еліміз бен жарқын болашағымыздың басты құндылығы - білімді адамды  
тәрбиелеу еліміздегі ең қадірлі, ең мерейлі әрі аса жауапты қызмет болып табылады.  
Сізге қызметтік міндеттеріңізді абыройлы атқарып, жас ұрпаққа саналы тәрбие,  
сапалы білім беру саласына қосқан үлесіңіз үшін және еңбек жолыңыздағы биік  
адамгершілік тұрғыдағы ізгі қасиеттеріңізге алғысымды білдіремін.  
Мереке қарсаңында отбасыңызға аمانдық, бақ-береке, баянды бақыт,  
шаңырағыңызға шаттық тілеймін.

Әдістемелік  
орталығының директоры



М.МЕДЕТБЕКОВА

Тіркеу № 6481

ШЫМКЕНТ-2022

Cambridge  
English Qualifications

Study Inn

January 2023

## CERTIFICATE OF ATTENDANCE

This is to certify that

*Zhanar Tutinbayeva*

has attended the YLE Exam Preparation  
workshop session introduction to the core knowledge and  
skills needed for successful pass Cambridge Exams

*Kurban Ramazani*  
Director of Study Inn Shymkent



*Valeriya Tsay*  
Trainer

№ D076

Better  
Learning

Cambridge  
English Qualifications

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*Kurban Ramazani*  
Director of Study Inn Shymkent



*Valeriya Tsay*  
Trainer

№ D100

Better  
Learning



## Zhanar Tutinbayeva

has completed the following course:

EXPLORING THE WORLD OF ENGLISH LANGUAGE TEACHING  
CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT

This course provided an introduction to key topics relating to English language teaching.

6 weeks, 2 hours per week

*M. Poulter*

Monica Poulter  
Teacher Development Manager  
Cambridge University Press & Assessment

*M. T. Swaby*

Marie Therese Swaby  
Teaching Qualifications Consultant  
Cambridge University Press & Assessment



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit [futurelearn.com/proof-of-learning/certificate-of-achievement](http://futurelearn.com/proof-of-learning/certificate-of-achievement).

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



Жанар ТУТИНБАЕВА,  
Зияткер мектебінің  
ағылшын тілі пәні мұғалімі.  
Шымкент қаласы.

### THE SIGNIFICANCE OF LISTENING COMPREHENSION IN THE ENGLISH LESSON AS A MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

One of the most relevant and popular method of learning and teaching a foreign language in the learning process is information and communication technologies. At the present time, it is impossible to imagine any classes and lessons without a computer, a projector, an interactive board, well, or smart technology. One can only think how people used to receive a competent education or how they taught and conducted lessons with the help of a book alone, because there was little efficiency. Now it is enough to have only a desire, this is enough to learn everything and gain the ability and skill in a certain area. Everything is accessible and easy. One such accessible and effective methods in teaching and learning is ICT. Specifically in English, speech activity consists of four categories: speaking, listening, reading and writing. Using Internet resources and smart technologies, you can expand the amount of knowledge received in the classroom.

Since there are plenty of regions in our country that do not have access to such training methods, let alone technologies or the Internet. Therefore, from my personal experience, since I received knowledge in rural areas, I can say that the most missing element in the lesson is listening. Or rather, to listen and to hear a foreign language, not your teacher, but the native speaker himself. At the lesson, with the help of a book, you can conduct reading and writing, or arrange mini conversational dialogues between students. But us, as students, did not hear the English speech for all 11 years at school. Itself listening plays an important role, because it can be used to create an English-speaking environment. If listening is carried out every lesson and 10-15 minutes of the lesson are devoted to it, then this will be enough for students to master speech properly. The ears will get used to it, and then the tongue. They will understand elementary how this or that word is pronounced, with what tone it is necessary to ask questions, what order is formed in the sentence, and so on.

Taking into account the advantages of the computer, we can confidently say about the positive impact of the introduction of ICT in the learning process. In this paragraph, we will consider how information means of teaching can be used in foreign language lessons when learning listening skills.

The use of information technologies in modern education requires the creation of automated information and professional environments, which includes such a teaching tool as computer training programs. With their active introduction into the educational process, of course, not only the methods of learning a foreign language change to varying degrees, but also the forms and organization of training as a whole. The management of the educational process is now becoming decisive, the main role is given to the independent work of students (an independent search for the necessary knowledge can bring much more benefit than passive perception of them, even with a professional level of presentation). In this case, the tasks of providing material, including additional, knowledge control, transferring students to higher levels when mastering previous ones, showing a standard solution to problem problems are presented in the form of repeatedly repeating events that form a rather monotonous activity, and if earlier this activity was the task of a teacher, then in modern training it is primarily necessary to transfer it to a computer using special monitoring and control training programs. Thus, this process will take much less time and will free up most of the time of the lesson.

The use of training programs in a foreign language can increase the motivation of students to study the subject, develop listening, speaking, control and self-control skills. Thus, for the assimilation of listening skills in foreign language lessons, will be introduced:

- training programs - for the acquisition of skills and the formation of skills of understanding the text, etc.
- training programs - for fixing and repeating;
- supervisors to control the quality of knowledge and its application in the practice of listening;
- game programs.

Computer programs include the following forms of learning when mastering listening skills:

- learning vocabulary;
- practicing pronunciation;
- training of speech perception by ear;

- teaching dialogic and monological speech;
- working out grammatical phenomena;
- vocabulary replenishment.

When teaching listening with the help of ICT, the following goals and objectives are fulfilled:

1. Acquisition of adequate pronunciation and speech discrimination by ear. For example, distinguishing different accents by listening to the speech of different people. Further improvement of auditory skills in relation to new material.

2. Formation of auditory, pronouncing and intonation skills and abilities.

3. Listening to texts of various styles (journalistic, artistic, popular science, etc.), monitoring the correctness of the listened material.

4. Building a communication close to live communication, that is, a human-machine dialogue.

5. The formation of skills of self-overcoming language difficulties, search reference of the language and additional information, including electronic encyclopaedia, automatic electronic dictionaries, etc.

6. Broadening the horizons of students through language detector material global network, the elements of cross-cultural nature, the features of the environment and the situation, including features of the target language speech etiquette countries of the media, especially verbal behavior of people in a situation of communication.

7. The possibility of using a foreign language in everyday communication situations, for example, listening to the speech of native speakers through special communication programs, which makes it possible not only to learn to perceive and assimilate live speech, but also increases contacts, makes it possible to exchange socio-cultural values, overcome the communicative barrier.

Listening to the live speech of native speakers is perhaps the most important achievement of the Internet. The communicative approach implies intercultural interaction, which is precisely the basis of the Internet, since it is an international, multinational, intercultural network that includes electronic interaction of millions of people around the world at the same time - that is, the largest exchange of information that has ever taken place in terms of size and number of participants.

Using this network in foreign language lessons when teaching listening, a teacher can create a model of live communication that is closest to reality. With such communication, adaptation to real life situations takes place, which means that students will learn to perceive realistic, meaningful and interesting texts and speeches by ear, they will learn to spontaneously perceive absolutely any original topics in a foreign language, and not template texts assumed by the curriculum. At the same time, the study of grammar and vocabulary occurs, as students learn to focus on the use of various forms rather than on memorizing them, so teaching other aspects of the language occurs indirectly. Students also have the opportunity not only to hear and learn the correct speech and intonation by ear, but also to observe articulatory movements during speech on the screen.

Listening is a very important and urgent problem of today, which, unfortunately, is not always given due attention. Without listening, it will never be possible to understand a foreign language, foreign speech, and therefore speech communication. Listening includes not only the process of perception of foreign speech, but also its understanding, processing and the ability of a person to react to the spoken speech. Listening skills and abilities can be formed in stages and only under the close supervision and control of the teacher. You need to start with simple tasks, forming students' listening mechanisms, helping them overcome the difficulties that arise when listening to foreign speech. With a gradual increase in complexity, skills will begin to form, which at the last stages will help students to acquire listening skills and, consequently, to identify the level of formation of listening to the text. Important aspects in the work on the formation of such skills are strict consideration of both the age and individual characteristics of students.