

**Баяндау хат**

Кешенді емтиханның негізгі міндеттері:

Бітіруші түлектердің кәсіптік дайындығын анықтайтын оқу пәнін меңгеру деңгейін бағалау.

- 6В01705 «Шетел тілі: екі шетел тілі» білім беру бағдарламасы бойынша біліктілік талаптарына сәйкес, түлектердің дайындығын анықтау.

- Кешенді емтиханның мақсаты бітіруші түлектердің оқыған курс пәндері бойынша білімдерін қорытындылап, оқытуға дайындығын тексеру. Кешенді емтихан 3 модульден тұрады.

**«Шетел тілдерін оқыту әдістемесі»**  курсы бакалавриат студенттері үшін, педагогикалық тілдік мамандықтарға арналған бағдарлама. Курстың мақсаты шеттілдік білім берудің жаңа тұжырымдамасына негізделеді, болашақ мұғалімнің кәсіби-пәндік білімге дайындығын қамтамасыз етумен бірге, қазіргі кезеңдегі шетел тілдерін оқытуға қойылатын талаптарға және практикалық материалды беруде педагогикалық, әдістемелік дағдыларын дамытуға көмектеседі.

**«Академиялық мақсаттарға арналған тіл С1»** Шетел тілі мұғалімдерін даярлауда ең негізгі пәндердің бірі болып табылатын курсы шетел тілінің сөздік қоры туралы мағлұматтарды қорытып, жүйелендіретін кәсіби бағдарлы практикалық негіздерін меңгертуге арналған. Білім берудің ғылым қағидалары негізінде жасалып, студенттердің академиялық ұтқырлығына қол жеткізуге, болашақ мұғалімдердің кәсіби қызметі үшін негіз болып табылатын коммуникативтік құзыреттілігін қалыптастыруға және олардың еңбек нарығында табысты бейімделуіне бағытталған.

Курстың негізгі міндеттері:

1.Студенттердің әлеуметтік педагогикалық шарттылық заңдылықтарын түсінуін қамтамасыз ету, шетелдік білім беру әдістемесінің дамуы және негізгі парадигмалардың қолдану қабілетін қалыптастыру;

2.Студенттерде ғылыми көзқарас әдістемесін ретінде теориялық - қолданбалы ғылымды, оның қазіргі заманға сай жағдайы мен даму болашағы қарай игерту;

3. Кәсіби саладағы кең ауқымды теориялық және практикалық білімді құра отырып, педагогикалық дағдыларын дамыту;

4.Оқу процесін студенттердің мүдделерін ескере отырып ұйымдастыру, олардың білім алудағы мұқтаждықтарын қамтамасыз ету, оқытылатын пәннің сапасын жетілдіру және әр алуан әдістерді қолдану арқылы студенттердің өз бетімен білім алу денгейі мен білімді шығармашылыкпен игеруін көтеру;

**«Теориялық грамматика»** курсы болашақ мұғалім мамандарды грамматика теориясының негізгі ережелерімен таныстыруды мақсат етеді. Шетел тілінің грамматикалық құрылысының аса маңызды заңдылықтарын көрсете отырып, грамматикалық құбылыстарды сипаттауда қызметтік тәсілдің қалай қолданылатын, теориялық материалды берудің педагогикалық дағдыларын дамытады. Студенттерде шектес тіл білімінің бөлімдері ретінде өзара байланыстағы (фонетика, грамматика, стилистика, оқытылатын шетел тілінің тарихы) профильдік теориялық пәндерде кездесетін жекелеген тіл құбылыстарын салыстыру, талдау іскерліктері мен дағдыларын қалыптастыру. Жоғарыда аталған міндеттерді жүзеге асыру барысында студенттердің бұрынғы шетел тілінің практикалық курсынан және басқа теориялық пәндерден, атап айтқанда жалпы тіл білімі курсынан алған білімдерін ескеру және оларға сүйену керек.

**Модуль 1. «Шетел тілдерін оқыту әдістемесі»**

1. Methodology as a theory of teaching foreign languages. Relationship of methodology with other sciences. The subject of methodology. Methodical categories and research methods. Methodology of teaching English as a science. The object and subject of methodology. The objectives of teaching a foreign language at school. The concept of general and private methods. Connection between the methods of teaching a foreign language with other sciences. The relationship of methodology with pedagogy and didactics. Features of understanding the method of visualization, activity and consciousness in didactics and foreign language teaching methodology. The connection between methods and psychology. The formation of skills.

2. The concept of "grammar" and its role in the formation of the foreign language communicative concept. Methodological approaches to teaching grammar.The role and place of grammar skills in mastering foreign language speech activities. Grammar and grammatical structure of speech. The content of learning the grammatical side of speech. The classification of grammatical phenomena according to the difficulty of mastering. The concept of grammatical skill. The role and place of rules in the formation of grammatical skills. The technology of forming grammatical skills.

3. The goals, content and means of teaching foreign languages. Types of learning objectives: practical goal, general educational goal, educational goal, developmental goal. The content of teaching a foreign language: components, their selection and organization. The content of learning depending on the object of learning (assimilation) of language (language - knowledge, speech - skills, speech activity - skills, culture - intercultural communication). Communicative competence as a result of learning. The subject side of learning content (communication spheres: social and every day, educational and occupational, and socio-cultural). Learning strategies and learning skills as a component of foreign language learning content

4. General didactic and methodological principles of teaching foreign languages.The concept of "learning principle", sources, requirements for allocation. General, private and special principles of teaching foreign languages. Didactic principles. Properly methodical principles.

5. Teaching reading. Teaching reading as an independent type of speech activity. The structure of reading. Connection to other types of speech activity. Reading as a type of speech activity. The role and place of reading in the teaching of foreign languages in secondary school. The psycho-physiological nature of reading: The processes of perception and comprehension of printed text; internal and external speech in reading. The relationship of reading to speaking and writing. Types of reading; different ways of their classification. Reading requirements at different stages of learning in secondary school. Selection of texts and their adaptation. Requirements for texts For different types of reading. Lexical and grammatical minimums. Receptive and potential vocabulary of students. Control of reading; types of homework Types of homework and methods of checking them; grading criteria.

6. Peculiarities of formation of reading technique at the initial stage of learning. Different methods of reading. Reading as a type of speech activity. The role and place of reading in the teaching of foreign languages in secondary school. The psycho-physiological nature of reading: The processes of perception and comprehension of printed text; internal and external speech in reading. The relationship of reading to speaking and writing. Types of reading; different ways of their classification. Reading requirements at different stages of learning in secondary school. Selection of texts and their adaptation. Requirements for texts For different types of reading. Lexical and grammatical minimums. Receptive and potential vocabulary of students. Control of reading; types of homework Types of homework and methods of checking them; grading criteria

7. Audiolingual and audiovisual methods of teaching foreign languages. Their critical analysis. The audiolingual method. Origin of the method. Distinctive features of the method. Technology of teaching with the use of technical means of education. Critical analysis. Audio-visual method. Origin of method. Distinguishing features of the method. Technology of training with the use of audiovisual means.

8. Methods of teaching different types of reading at middle and high school levels.Skimming. Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. ... Scanning. Here, the reader quickly scuttles across sentences to get to a particular piece of information. ... Intensive Reading. ... Extensive reading.

9. The concept of "Writing" and "Written Speech". Writing as a goal and as a means of learning. Difference between oral and written speech. Methods of teaching writing technique.The purpose of teaching writing as a kind of speech activity. Psychophysical mechanisms of writing and its connection with other types of speech activity. An integrated approach in teaching foreign languages. Teaching English writing technique. English calligraphy. English spelling. Formation of spelling skills. Methods of phonetic spelling in teaching English spelling. Types of dictation in the formation English spelling skills. Formation of writing skills. Teaching writing skills at the initial stage of learning. Teaching the ability to write an Englishwriting. Teaching creative writing at the senior level. Writing tests and quizzes.

10. Conscious-comparative and conscious-practical methods and their critical analysis.

Students' awareness of the facts of language and how to use them in speech communication in the process of learning, interconnected teaching of types of speech activity; organization of classes in the sequence from the message of knowledge to the formation of speech skills and abilities; differentiation of teaching material (receptive and productive learning); reliance on the native language in order to overcome interference and use positive transfer.

11. The goals, content and principles of communicative teaching of foreign languages.The essence: the learning process is a model of the process of communication andcommunicativity consists in recreating the similarity of the process of language learning by 1.The personal nature of communication is manifested in the communicative behavior teacher and students as participants in the interaction process. 2.naturally-motivated use of languages and speech tools ( absence of formal communication). 3.Speech actions of students should be as close to natural. 4.mastering of language material in the process of learning all kinds of EP. 5.presence of plot-meaning connection of parts of the lesson. 6.organic transition from one exercise to another.

12. Teaching foreign languages in the context of dialogue of cultures.Characteristics of speaking as a type of speech activity. Different points of view on the model of utterance generation. Difficulties in the formation of communication skills and abilities. The main types of speech situations and ways to create them. Teaching skills of dialogical communication, its linguo-psychological characteristics. Stages, techniques and methods of development of dialogical communication skills.

13. Formation of phonetic speech skills. Requirements for foreign language pronunciation. Psycho-physiological foundations of teaching pronunciation.The role of listening and pronunciation and rhythmic-intonation skills in the formation of communicative competence. Selection and organization of phonetic material: the problem of phonetic minimum and principles of its selection. Principles of learning phonetics. The principle of approximation. Approaches and methods of phonetic skills formation at school. Typology of exercises for work on the pronunciation side of speech.

14. Formation of lexical skills of speech. Basic concepts. Goals and objectives. Criteria for selecting the organization of the active lexical minimum. Stages of formation of lexical units.Aims, objectives, principles of vocabulary teaching. Content of vocabulary teaching: lexical minimum, principles, sources of selection. Methodological typology of vocabulary. Ways of semantizing vocabulary. The concept of lexical skill. Stages of word study. A system of exercises. Vocabulary games. Control of lexical skills.

15. Methodological approaches to teaching foreign language vocabulary. Basic ways of semantization. System of lexical exercises.The essence of lexical skills. Selection and methodological typologization of the lexical minimum (active/passive minimum). Ways, methods and techniques of semantization of lexical units. Stages of work with lexical material. The system of exercises for the formation of lexical skills.

16. The modern foreign language lesson. The typology of lessons. Methodological analysis of a foreign language lesson.Planning and organization of the educational process in foreign language. The importance of planning in the organization of the educational process. The basic requirements for planning. Types of plans and the requirements for their drawing up. The state educational standard and curricula for Foreign languages. Types of foreign language classes. The lesson - the main form of organization of classes in a foreign language. The requirements for the lesson foreign language lessons. The problem of typology of lessons. Independent work Students in a foreign language.

17. Teaching listening comprehension. Mechanisms for teaching listening comprehension. The main difficulties and ways of overcoming them.The role and place of pronunciation in the teaching of foreign language speech activity. Tasks of teaching pronunciation. Pronunciation skills. Characteristics of English pronunciation norms. The content of training in pronunciation. Phonetic minimum and its organization. Pronunciation difficulties. Consonants, vowel sounds and diphthongs in English. Overcoming the interfering influence of the native language in the formation of pronunciation skills. English intonation and its importance in formation of socio-cultural competence. Technology of work on the formation of pronunciation skills. Stages of work in a communicative approach to teaching a foreign language. The role of auditory visibility and technical means of education in the formation of pronunciation skills. Phonetic transcription and the time of its introduction during the study of English. Exercises aimed at forming pronunciation skills. Types of control.

18. Control and consideration of knowledge, skills and abilities in the system of management of students' learning activities to master a foreign language.Control and accounting of knowledge, skills and abilities in a foreign language. The role of monitoring and recording knowledge, skills and abilities in improving the process of learning foreign languages. Functions, types, forms of control. The organization of the current (tracking) and final control.

19 The main stages of teaching listening comprehension. Methods and techniques of controlling listening skills and abilities. Listening as a type of speech activity. Psychological structure of listening. Relationship of listening to other types of speech activity. Requirements for mastering listening comprehension in secondary school. Listening as a goal and means of teaching a foreign language. The specifics and content of the process of formation of listening skills. The concept of listening skills. Objective and subjective difficulties of mastering foreign language listening. The role of teacher's speech in shaping listening skills. Types of listening comprehension. Technology of teaching listening comprehension. Three stages in formation of listening skills: before listening to the text, installation for listening, removal of difficulties, prediction of content; primary and secondary listening; control of listening comprehension. Development of speaking skills on the basis of listening.

20. Teaching a monologue. Its varieties and characteristics. Goals and objectives. Ways of teaching monological speech at the initial and advanced stages. Teaching monological statements. Types of monologue (monologue-description, monologue-reporting, monologue-storytelling, monologue-narrative, monologue-explanation). Psychological and linguistic Characteristics of monological speech. Text as a unit of learning monological speech. Methods of teaching the monological form of communication.

21. Planning a foreign language lesson. Educational standards. Planning and organization of the educational process in foreign language. The importance of planning in the organization of the educational process. The basic requirements for planning. Types of plans and requirements for their preparation. The state educational standard and foreign language programs. Types of foreign language classes. The lesson is the main form of organization of foreign language lessons. The requirements for a foreign language lesson. The problem of typology of lessons. Independent work Students' independent work in a foreign language.

22. Teaching dialogical speech. Goals and objectives. Psychological and linguistic features. Types of dialogue. Teaching dialogical statements. The essence of the concept "dialogical form of communication". Linguistic and psychological characteristics Dialogical speech. The structure of dialogue. Dialogical units as units of instruction in dialogical speech. Basic types of dialogical units. Functional types of dialogues. Exercises for the formation Skills in dialogical communication.

23. Testing in teaching foreign languages.Test form of control. Requirements for the preparation of tests. Technology of testing and processing of results. Advantages and disadvantages of test formscontrol. Methods for organizing self-monitoring and self-assessment.

Test form of control. Requirements for the preparation of tests. Testing technology and results processing. Advantages and disadvantages of test form controls.

24. Ways of teaching dialogue and the supports used within them. Control and evaluation of speaking skills. Teaching dialogic and monological statements. The essence of the concept "dialogical form of communication". Linguistic and psychological characteristics

Dialogical speech. The structure of dialogue. Dialogical unities as units of dialogical speech training. Basic types of dialogical units. Functional types of dialogues. Exercises for forming dialogical communication skills.

25. Communicative competence and its component composition. Communicative competence in its modern interpretation includes the following types of competence: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural, subject, professional

26. Specifics of teaching productive types of speech activity. Speaking is a productive type of speech activity through which verbal communication is performed. The content of speaking is the expression of thoughts in oral form. Speaking is based on pronunciation, lexical and grammatical skills.

27. Techniques for the formation of listening and pronunciation skills. Methods and techniques of work. Special and non-special exercises.Teaching listening as a communicative act. Listening as a type of speech activity. Relationship of listening to other types of speech activity. Difficulties of listening comprehension. Factors determining the success of listening. Listening as a means and an end of learning. Criteria for selecting audio texts. The problem of levels of listening comprehension. Methods of working with audio texts. Exercises, aimed at the formation of listening skills and abilities. Audiovisual means in teaching listening comprehension. Object of control, criteria and parameters of evaluation of listening skills.

28. The content of teaching grammatical side of speech. The selection of material, its methodical organization.The role and place of grammar in mastering foreign language communication. Communicative approach to the selection of grammatical material: sources, criteria, principles of selection. Principles of the selection of grammatical material for oral and written forms of communication. The purpose of teaching grammarForeign languages. Stages of formation of grammatical skills (active and receptive). Different types and types of grammatical Exercises for active and receptive grammatical minima. Types of visual aids and electronic means in teaching The grammatical aspect of speech. Ways of controlling the formation grammatical skills.

29. The concept of "writing" and "written speech". Psychophysiological characteristics of writing. Exercises for the formation of graphic and spelling skills. Types of written forms of communication. Methods for teaching written forms of communication. Technical means in teaching writing and written speech. Methods for correcting errors in written speech of students. The object of control and criteria for assessing writing skills.

30. Means of teaching foreign languages teaching materials, its main parts, and requirements for teaching materials. Basic and auxiliary teaching aids. Textbook as the main means of learning. Requirements for textbooks and educational-methodical complexes of the new generation. Electronic textbooks. Modern approaches to the organization of teaching foreign languages.Personally-oriented approach.

**« Шетел тідерін оқыту әдістемесі» пәні бойынша сұрақтар тізімі**

1. Methodology as a theory of teaching foreign languages. Relationship of methodology with other sciences. The subject of methodology. Methodical categories and research methods.
2. The concept of "grammar" and its role in the formation of the foreign language communicative concept. Methodological approaches to teaching grammar.
3. The goals, content and means of teaching foreign languages.
4. General didactic and methodological principles of teaching foreign languages.
5. Teaching reading. Teaching reading as an independent type of speech activity. The structure of reading. Connection to other types of speech activity
6. Peculiarities of formation of reading technique at the initial stage of learning. Different methods of reading.
7. Audiolingual and audiovisual methods of teaching foreign languages. Their critical analysis.
8. Methods of teaching different types of reading at middle and high school levels.
9. The concept of "Writing" and "Written Speech". Writing as a goal and as a means of learning. Difference between oral and written speech. Methods of teaching writing technique.
10. Conscious-comparative and conscious-practical methods and their critical analysis.
11. The goals, content and principles of communicative teaching of foreign languages.
12. Teaching foreign languages in the context of dialogue of cultures. 12. Formation of social concept.
13. Formation of phonetic speech skills. Requirements for foreign language pronunciation. Psycho-physiological foundations of teaching pronunciation.
14. Formation of lexical skills of speech. Basic concepts. Goals and objectives. Criteria for selecting the organization of the active lexical minimum. Stages of formation of lexical units.
15. Methodological approaches to teaching foreign language vocabulary. Basic ways of semantization. System of lexical exercises.
16. The modern foreign language lesson. The typology of lessons. Methodological analysis of a foreign language lesson.
17. Teaching listening comprehension. Mechanisms for teaching listening comprehension. The main difficulties and ways of overcoming them.
18. Control and consideration of knowledge, skills and abilities in the system of management of students' learning activities to master a foreign language. 19.
19. The main stages of teaching listening comprehension. Methods and techniques of controlling listening skills and abilities.
20. Teaching a monologue. Its varieties and characteristics. Goals and objectives. Ways of teaching monological speech at the initial and advanced stages.
21. Planning a foreign language lesson. Educational standards.
22. Teaching dialogical speech. Goals and objectives. Psychological and linguistic features. Types of dialogue.
23. Testing in teaching foreign languages.
24. Ways of teaching dialogue and the supports used within them. Control and evaluation of speaking skills.
25. Communicative competence and its component composition.
26. Specifics of teaching productive types of speech activity.
27. Techniques for the formation of listening and pronunciation skills. Methods and techniques of work. Special and non-special exercises.
28. The content of teaching grammatical side of speech. The selection of material, its methodical organization.
29. Linguistic foundations of methodology. Modeling of linguistic material for methodological purposes. The role of comparative analysis of linguistic phenomena of native and foreign languages.

30. Means of teaching foreign languages teaching materials, its main parts, requirements for teaching materials.

**Модуль 2.**  «**Академиялық мақсаттарға арналған тіл С1»**

1.Describe education system of Kazakhstan. The Education System in Kazakhstan. Primary Education. Secondary School Education in Kazakhstan. Tertiary Education in Kazakhstan

2. Compare systems of secondary and higher education of Kazakhstan and UK. Types of secondary schools in Kazakhstan and UK. College and university entrance exams. Types of higher education: levels, requirements, and outcomes

3. Identify problems of EFL classroom and provide possible solutions. English as a Foreign Language. Challenges in teaching English language learners in the EFL classroom. Classroom behavior and etiquette.

4. Clarify the role of a foreign language in the modern world. The importance of learning foreign languages in today’s world. English as a global language. Benefits of learning a foreign language.

5. Identify the problems of Foreign Language Teaching in Secondary School. Students’ attitude and motivation. Prerequisite learning and preparedness. Grading and assessment.

6. Give definition of an ideal contemporary foreign language teacher. Professional competence of the foreign language teacher. Characteristics of a good language teacher.

7. Describe a charity which is important to you. Type of the charity. How this charity raises money, and explain whether you think it is important for people to get involved in charity work.

8. Speak about Medicine and science. What invention helped medical practice become more systematic? Describe an invention (in medicine) that you believe has changed how people live. Benefits it has brought.

9. Describe transportation problems in our country. Transportation services. Quality of transportation. Mode of transportation. Environmentally friendly form of transportation. The most popular means of transport.

10. Discuss the most pressing problem in your community. What can the state, the local authorities and the public do to help solve it? Unemployment. Crime and bad lives. Ways to solve the problem.

11. Speak about difference between global warming and climate change. The main causes of climate change, how it impacts the environment and its consequences.

12. A woman is less likely to show anger as compared to her male counterpart but more likely to show her tears. Also, when a woman is happy she tends to share it with others in a very calm way, however, a man is more likely to show off in a grandiose way. In your opinion, do women show their emotions more than men? Why do you think men tend to show their emotions less than women?

13. Domestic violence has become one of the most discussed social problems not only in foreign countries, but also in Kazakhstan. Children and women are exposed to domestic violence every day. Express your opinion on this problem. Give reasons and relevant examples to support your answer.

14. Sociologists note that there has been an increasing interest, especially among young people, in religion, which becomes part of their culture and influences their behavior. Do you agree that the lack of a deep understanding of religious rules, essence and dogma will lead young people into wrong actions, hence the solutions of avoiding them is the religious education at universities? Give reasons and relevant examples to support your answer.

15. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"?

16. Some teachers say it is possible to discern among the young an in-sensitivity to nuances of reading and an inability to perceive more than just a story? Do you think it's a great loss?

17. In recent years cinema has become a challenge to the everlasting art and entertainment of theatre. What do you think are the reasons for this?

18. To what extend do you agree or disagree with this statement: “Literary works should not be adapted for the screen as people simply stop reading fiction: seeing a film is "easier" than reading a book.” Give reasons and relevant examples to support your answer.

19. Approve the significance of the following quotation: "Books and doors are the same thing. You open them, and you go through into another world." – Jeanette Winterson.

20. Approve the significance of the following quotation: "That’s the thing about books. They let you travel without moving your feet." – Jhumpa Lahiri, The Namesake

21. Approve the significance of the following quotation: "A book, too, can be a star, a living fire to lighten the darkness, leading out into the expanding universe." – Madeleine L'Engle

22. Comment on: How has the rise of social media changed the way music is shared and experienced? Taste in music. Musical trends. Streaming services.

23. Speak on the impact of Climate Change on Global ecosystem. Deforestation. Exhaust fumes. Greenhouse gases.

24. What is more important in the process of upbringing school (teachers, surrounding) or home (parents) background? What home atmosphere encourages a child's development?

25. Speak about Crime and punishment. What measures should the government take to reduce crime? Rehabilitation for criminals. Alternative punishments. Preventing crime. Death penalty.

26. Identify the problems of medical service in our country. Speak about: quality, traditional medicine, alternative medicine, expensiveness of medicine, and professional qualities of medical workers.

27. To what extend do you agree or disagree with this opinion: What are modern psychological ideas in the field of bringing up children? Do you think that shouting can lead to understanding and is good when speaking with children? Would you say that anger does nothing but harm? Give reasons for your answer

28. Express your opinion on the following: The result of the undermined parents' confidence in their own authority. Do you think doing nothing with children is the best solution? To what results can lack of authority lead?

29. What financial assistance are University students’ eligible? Explain and bring out the essence of student financial aid. International educational programs. Scholarship, grants, loan.

30. Highlight your opinion on: Violence should not be shown on the screen. Influence on children’s psychological state. Age restrictions. Social censorship.

**«Академиялық мақсаттарға арналған тіл С1» пәні бойынша сұрақтар тізімі**

1. Describe education system of Kazakhstan. The Education System in Kazakhstan. Primary Education. Secondary School Education in Kazakhstan. Tertiary Education in Kazakhstan.
2. Compare systems of secondary and higher education of Kazakhstan and UK. Types of secondary schools in Kazakhstan and UK. College and university entrance exams. Types of higher education: levels, requirements, and outcomes .
3. Identify problems of EFL classroom and provide possible solutions. English as a Foreign Language. Challenges in teaching English language learners in the EFL classroom. Classroom behavior and etiquette.
4. Clarify the role of a foreign language in the modern world. The importance of learning foreign languages in today’s world. English as a global language. Benefits of learning a foreign language.
5. Identify the problems of Foreign Language Teaching in Secondary School. Students’ attitude and motivation. Prerequisite learning and preparedness. Grading and assessment.
6. Give definition of an ideal contemporary foreign language teacher. Professional competence of the foreign language teacher. Characteristics of a good language teacher.
7. Describe a charity which is important to you. Type of the charity. How this charity raises money, and explain whether you think it is important for people to get involved in charity work.
8. Speak about Medicine and science. What invention helped medical practice become more systematic? Describe an invention (in medicine) that you believe has changed how people live. Benefits it has brought.
9. Describe transportation problems in our country. Transportation services. Quality of transportation. Mode of transportation. Environmentally friendly form of transportation. The most popular means of transport.
10. Discuss the most pressing problem in your community. What can the state, the local authorities and the public do to help solve it? Unemployment. Crime and bad lives. Ways to solve the problem.
11. Speak about difference between global warming and climate change. The main causes of climate change, how it impacts the environment and its consequences.
12. A woman is less likely to show anger as compared to her male counterpart but more likely to show her tears. Also, when a woman is happy she tends to share it with others in a very calm way, however, a man is more likely to show off in a grandiose way. In your opinion, do women show their emotions more than men? Why do you think men tend to show their emotions less than women?
13. Domestic violence has become one of the most discussed social problems not only in foreign countries, but also in Kazakhstan. Children and women are exposed to domestic violence every day. Express your opinion on this problem. Give reasons and relevant examples to support your answer.
14. Sociologists note that there has been an increasing interest, especially among young people, in religion, which becomes part of their culture and influences their behavior. Do you agree that the lack of a deep understanding of religious rules, essence and dogma will lead young people into wrong actions, hence the solutions of avoiding them is the religious education at universities? Give reasons and relevant examples to support your answer.
15. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"?
16. Some teachers say it is possible to discern among the young an in-sensitivity to nuances of reading and an inability to perceive more than just a story? Do you think it's a great loss?
17. In recent years cinema has become a challenge to the everlasting art and entertainment of theatre. What do you think are the reasons for this?
18. To what extend do you agree or disagree with this statement: “Literary works should not be adapted for the screen as people simply stop reading fiction: seeing a film is "easier" than reading a book.” Give reasons and relevant examples to support your answer.
19. Approve the significance of the following quotation: "Books and doors are the same thing. You open them, and you go through into another world." – Jeanette Winterson.
20. Approve the significance of the following quotation: "That’s the thing about books. They let you travel without moving your feet." – Jhumpa Lahiri, The Namesake
21. Approve the significance of the following quotation: "A book, too, can be a star, a living fire to lighten the darkness, leading out into the expanding universe." – Madeleine L'Engle.
22. Comment on: How has the rise of social media changed the way music is shared and experienced? Taste in music. Musical trends. Streaming services.
23. Speak on the impact of Climate Change on Global ecosystem. Deforestation. Exhaust fumes. Greenhouse gases.
24. What is more important in the process of upbringing school (teachers, surrounding) or home (parents) background? What home atmosphere encourages a child's development?
25. Speak about Crime and punishment. What measures should the government take to reduce crime? Rehabilitation for criminals. Alternative punishments. Preventing crime. Death penalty.
26. Identify the problems of medical service in our country. Speak about: quality, traditional medicine, alternative medicine, expensiveness of medicine, and professional qualities of medical workers.
27. To what extend do you agree or disagree with this opinion: What are modern psychological ideas in the field of bringing up children? Do you think that shouting can lead to understanding and is good when speaking with children? Would you say that anger does nothing but harm? Give reasons for your answer.
28. Express your opinion on the following: The result of the undermined parents' confidence in their own authority. Do you think doing nothing with children is the best solution? To what results can lack of authority lead?
29. What financial assistance are University students’ eligible? Explain and bring out the essence of student financial aid. International educational programs. Scholarship, grants, loan.
30. Highlight your opinion on: Violence should not be shown on the screen. Influence on children’s psychological state. Age restrictions. Social censorship.

**Модуль 3. «Теориялық грамматика»**

1. Grammatical and lexical meaning of a word.

(Individual meaning of words and the meaning of the whole class and subclass)

1. Morphology. Essentials of Morphology

(Morthology as the branch of Grammar. The word is the object of morphology)

1. Parts of speech. Classification of parts of speech.

(Notional and structural parts of speech)

1. System of parts of speech. Notional and structural parts of speech.

(Notional parts of speech with lexical meaning. Structural parts of as words with grammatical function)

1. Noun. Grammatical categories.

(The grammatical categories of number and case)

1. Verb: Tense, Aspect

(The verb as a part of speech. Tense as a grammatical category expressing the time of the action. Aspect as grammatical category expressing the way the action is performed)

1. Verb: Voice and Mood.

(The verb as a part of speech. Voice as a grammatical category of the verb expressing the relation between the doer and the action. Mood as grammatical category expressing modality).

1. Modal verbs. Nature of modal verbs.

(Modal verbs as a special class of verbs)

1. Structural parts of Speech. Their functions in the Sentence.

(Structural parts of as words with grammatical function)

1. Adjective. Grammatical categories.

(Adjectives as parts of speech. Degree of comparison of the adjective)

1. Syntax. Essentials of Syntax.

(Sentence as the object of Syntax.)

1. Sentence as the smallest unite of speech.

(The definition of a sentence. Classification of sentences.)

1. Types of sentences.

(Classification of sentences according to the structure or to the purpose of the utterance)

1. Composite sentences.

(Definition of composite sentences. Clauses in a composite sentence).

1. Complex sentences.

(Definition of a complex sentence. Clauses in a complex sentence )

1. Simple sentence. Main parts of the sentence.

(Definition of a simple sentence. Complete and incomplete sentences. Extended and unextended sentences)

1. The subject as the main part of a sentence.

(Subject as a principal part of a sentence. Subject can be denoted by different parts fo speech).

1. The predicate. Types of predicate.

(Predicate as a principal part of a sentence. Predicate can be denoted by different parts fo speech).

1. The object as the secondary part of a sentence.

(Object as secondary part of a sentence. Object can be denoted by different parts fo speech).

1. The attribute, ways of expressing it.

(Attribute as a secondary part of a sentence. Attribute can be denoted by different parts of speech)

1. Adverbial modifier as a secondary part of the sentence.

(Adverbial modifier of place, of purpose, of time, of result).

1. Classification of sentences according to the purpose of the utterance.

(Types of sentences to the purpose of the utterance)

1. Compound sentences and its classification.

(Definition of a compound sentence. Clauses in a compound sentence).

1. Types of subordinate clauses in the complex sentence.

(The place of subordinate clauses in a complex sentence. Subordinate clauses of the first degree, of the second degree and etc).

1. Finite and Non – finite forms of the verb.

(The grammatical categories of Finite and Non – finite forms of the verb. Infinitive, Gerund and Participles)

1. Complex sentence with subject clauses.

(Subordinate clause in the function of a subject)

1. Complex sentence with object clauses.

(Subordinate clause in the function of an object).

1. Complex sentence with predicative clauses.

(Subordinate clause in the function of a predicate)

1. Complex sentence with adverbial clauses.

(Subordinate clause in the function of an adverbial modifier)

1. Complete and incomplete sentences. Elliptical sentences.

(One word sentences and an elliptical sentence. Peculiarity of elliptical sentences).

**«Теориялық грамматика» пәні бойынша сұрақтар тізімі**

1. Grammatical and lexical meaning of a word.
2. Morphology. Essentials of Morphology
3. Parts of speech. Principles of classification of parts of speech.
4. System of parts of speech. Notional and formal parts of speech.
5. Noun. Grammatical categories.
6. Verb: Tense, Aspect
7. Verb: Voice and Mood.
8. Modal verbs. Nature of modal verbs.
9. Formal parts of Speech. Their functions in the Sentence.
10. Adjective. Grammatical categories.
11. Syntax. Essentials of Syntax.
12. Sentence as the smallest unite of speech.
13. Types of sentences.
14. Composite sentences.
15. Complex sentences.
16. Simple sentence. Main parts of the sentence.
17. The subject as the main part of a sentence.
18. The predicate. Types of predicate.
19. The object as the secondary part of a sentence.
20. The attribute, ways of expressing it.
21. Adverbial modifier as a secondary part of the sentence.
22. Classification of sentences according to the communicative type.
23. Compound sentences and its classification.
24. Types of subordinate clauses in the complex sentence.
25. Finite and Non – finite forms of the verb.
26. Complex sentence with subject clauses.
27. Complex sentence with object clauses.
28. Complex sentence with predicative clauses.
29. Complex sentence with adverbial clauses.
30. Complete and incomplete sentences. Elliptical sentences.

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