«Бекітемін»

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жөніндегі басқарма мүшесі - проректоры,
қабылдау комиссиясы төрағасының
орынбасары

_____ Д.М.Абдрашева
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D019-«Шетел тілдері педагогтерін даярлау» білім беру бағдарламасы тобы бойынша докторантураға түсушілерге арналған сұрақтар тізімі

Бірінші блок бойыншасұрақтар/ Вопросы по первому блоку/ the first block's Questions

###001

Explain the key elements and structural components that make up educational content.

###002

The subject matter of the communication model is embodied in a comprehensive cognitive and linguistic framework.

###003

The processes involved in forming the content of communicative structures are crucial for the development of communication abilities

###004

The framework for organizing language learning content across different proficiency levels

###005

A structural and technological approach to language instruction based on the international adaptive level framework

###006

Education within the learning process: Various strategies for structuring instruction and the key components of learning integrated into the school curriculum

###007

The educational program: Essential elements of the learning curriculum

###008

Applying modern technologies and innovative tools to support and enhance the goals of educational programs

###009

In foreign language instruction, exercises function as both pedagogical techniques and technological resources.

###010

Communicative competence as a contemporary framework for structuring exercise systems

###011

Innovative educational technologies: design-based approaches. Competencies in foreign language learning were developed through project modeling and the alignment of pedagogical aims and objectives

###012

Core methodological concepts: their definitions and significance

###013

A unified system for monitoring and assessing foreign language proficiency, supported by a criterion-based parametric scale for evaluating language skills

###014

Developing self-directed learning and discipline in foreign language education: The concept and structure of the learning portfolio

###015
Curriculum classifications, modular instructional designs, and competency-based modular education programs

###016
Integratingforeign language teaching methodologies with cultural linguistics and sociocultural perspectives, and applying their principles in language education.

###017
Methodological foundations of foreign language instruction: Scholarly interpretations of the term 'approach' and contemporary classifications of teaching approaches.

###018
Varieties of structural models in foreignlanguage education.

###019
Approaches to foreign language instruction: The textbook as a central instructional and management tool, standards for modern textbooks, and the challenge of adapting foreign materials to the context of today's general education schools.

###020
Language and culture: Addressing the complexity of teaching both a foreign language and its cultural context simultaneously. Exploring the integration of language and culture studies through cognitive, linguocultural, and theoretical approaches in foreign language education.

###021
Key components of foreign language teaching methodology.

###022
Theoretical foundations and instructional strategies of contextual learning: Key advantages and practical applications of context-based technologies in foreign language teaching.

###023
Innovative approaches in foreign language instruction: The brainstorming method, its educational and developmental significance, the cognitive engagement of learners, and its distinctive features.

###024
Teaching reading as a communicative skill: strategies for effective reading instruction, the three-stage teaching model, and various types of classroom activities.

###025
Teaching speaking as a language skill: communicative techniques, simulation-based tasks, and the three-stage instructional model for developing speaking abilities.

###026
"What are the key concepts and approaches of contextual learning, and how can context-based technologies enhance the teaching and learning of foreign languages? What are the main advantages and effective strategies for applying these tools in language education?"

###027
The modern approach to teaching foreign languages emphasizes the development of competencies.

###028
Testing as a methodological instrument in scientific research: various types of tests, the challenges it addresses in designing and conducting methodological experiments, and an evaluation of its strengths and weaknesses.

###029
Evaluation techniques: a comparative study of different types of assessment and control methods.

###030
Approaches to teaching writing: writing as a means of communication, various writing formats, the three-stage model for writing instruction, and different types of classroom activities. Methods for developing writing skills.

###031
How can speaking be effectively taught as a skill in language education?
###032
What are the roles of communicative activities, simulation exercises, and the three-phase framework in teaching speaking?
###033
How can writing be taught as a communicative skill in language education?
###034
What are the different types of writing, the stages in the three-phase framework for teaching writing, and the various classroom activities used? What are effective methods for teaching essay writing?
###035
What is the role of extracurricular activities in teaching foreign languages
###036
What are the main methods used in foreign language teaching
###037
How does the Grammar-Translation Method differ from the Direct Method?
###038
What are the key principles of the Communicative Language Teaching (CLT) approach
###039
How does the Audio-Lingual Method support language acquisition
###040
What role does the Silent Way play in developing learner autonomy
###041
How do traditional and modern language teaching methods compare in terms of effectiveness?
###042
What are the strengths and weaknesses of the Total Physical Response (TPR) method
###043
In what ways does Task-Based Language Teaching (TBLT) enhance communicative competence?
###044
How does the Natural Approach support second language acquisition?
###045
What are the differences between inductive and deductive approaches in teaching grammar?
###046
How can technology be integrated into foreign language teaching methods?
###047
What types of classroom activities align with the Communicative Approach?
###048
How can teachers adapt methods to suit learners with different proficiency levels?
###049
What role does feedback play in various teaching methods?
###050
How can role-play and simulations be used effectively in language teaching?
###051
How can teachers assess the effectiveness of a chosen teaching method?
###052
What factors should influence the choice of a teaching method in a multilingual classroom?
###053
How do cultural differences impact the application of language teaching methods?
###054
What is the role of learner motivation in the success of different teaching methods?

###055
How can a blended approach combining multiple methods benefit language learners?
###056
Structural model diversity in the context of foreign language teaching
###057
Communicative competence as a modern framework for structuring exercise systems
###058
Evaluation techniques: a comparative study of assessment types and methods of control.
###059
The structure for arranging language learning materials according to proficiency levels.
###060
Modern approach to teaching foreign languages emphasizing the competencies development
###061
What is the role of extracurricular activities in teaching foreignlanguages?
###062
Effective use of role-play and simulations used in language teaching
###063
Audio-Lingual Method of language acquisition support
###064
Classifications of curriculum, modular instructional designs and modular education programs based on competency
###065
The role of feedback in various teaching methods
###066
Teaching writing as a communicative skill in language education
###067
The main methods used in foreign language teaching
###068
Teaching speaking: communicative techniques, simulation-based tasks, and the three-stage instructional model
###069
In what ways do quantitative and qualitative evaluation methods complement each other in comprehensive assessment systems?
###070
The textbook as a central instructional and management tool, standards for modern textbooks, and the challenge of adapting materials to the context of today's general education schools.

Екінші блок бойынша сұрақтар/ Вопросы по второму блоку/the second block's questions

###001
What are the objectives and intended outcomes of using modern techniques in foreign language teaching?
###002
How does linguo-didactics serve as a foundational theory for foreign language instruction?
###003
How is the level-based approach applied in foreign language teaching in accordance with the CEFR and Kazakhstan's national language proficiency standards?
###004
What are the official government policies or guidelines regarding foreign language education?
###005

What does the content of foreign language instruction include in terms of essential knowledge and practical (both foundational and procedural) skills?
###006
What are the main historical stages in the development of foreign language teaching methods, both internationally and within Kazakhstan?
###007
What are the main methods and approaches used to learn foreign languages? Provide examples and key viewpoints.
###008
What are the methods used in teaching foreign languages? Include examples of specific instructional strategies.
###009
What are the key instructional and methodological principles involved in learning a foreign language?
###010
How do education, language, and culture work together to promote intercultural communication?
###011
What are the objectives, principles, and content of language policy in language education? How does contemporary linguistic knowledge shape its framework and substance?
###012
The key principles of communication skills and cross-cultural understanding
###013
How is text used as a medium for human communication? What are the classifications of foreign language sentences, and what are the non-linguistic, cultural, psychological, and linguistic challenges involved?
###014
Teaching a foreign language as an academic subject: characteristics, role in contemporary education.
###015
Advice on various types of speech acts and understanding different forms of verbal communication.
###016
Guidance on the different forms of speech acts and the most effective types of verbal communication.
###017
The development of phonetic skills and abilities in the process of learning a foreign language.
###018
Tools for speech activity: improving vocabulary skills and competencies in foreign language learning
###019
Tools for speech development: enhancing grammatical skills and abilities in foreign language learning.
###020
Organizing exercises and the sequence in which they should be carried out.
###021
Methods and strategies for teaching.
###022
Key aspects of a foreign language teacher's professional qualifications and the interaction between teachers and students in language learning.
###023
Designing lesson plans: including examples, stages, variations, and methods of evaluation.
###024

Teaching resources: study materials and supplementary funding.
###025
Contemporary educational materials for foreign language teaching: key concepts, structure, content, and principles. The role of the latest information and communication technologies in language education.
###026
Student learning activity organization types: whole-class, group, pair, and individual.
###027
Assessment in training: ongoing, final, self-assessment, and language testing (types of tests).
###028
Exercises to enhance and strengthen listening skills.
###029
Exercises to foster and improve educational skills and competencies.
###030
Activities to build and improve speaking skills and abilities.
###031
Intercultural communication as a key theory in the modern framework of foreign language education.
###032
The contemporary framework of foreign language education.
###033
The influence of culture on foreign language education and culture-based activities/techniques in developing intercultural communicative competence.
###034
The professional role and personality of a foreign language teacher, along with their pedagogical competencies.
###035
Lifelong learning in the professional career of foreign language teachers.
###036
The influence of Computer-Assisted Language Learning (CALL) on foreign language education.
###037
The impact of blended language learning in foreign language education: benefits and critiques.
###038
The influence of mobile-assisted language learning in foreign language education.
###039
The use of video in foreign language education: stages of implementation and types of activities.
###040
Interactive techniques in foreign language education: types and methods of teaching.
###041
Student-centered approach in foreign language education: definition, main characteristics, and principles.
###042
The humanistic approach in foreign language education: definition and the theories of Carl Rogers and Abraham Maslow from a humanistic perspective.
###043
Bloom's Taxonomy in English language lessons: types of activities for developing Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS).
###044
Project-Based Learning (PBL): its core concept, key characteristics, types, implementation process, benefits and challenges, and learning outcomes.
###045

Key characteristics and specific features of using Inquiry-Based Learning (IBL) in foreign language teaching.
###046
Cooperative Language Learning (CLL) in foreign language education: theoretical foundations (contributions from Johnson & Johnson, Kagan, Slavin), definition, principles, key elements, and strategies. The case study as a key technique in teaching professional communication in foreign languages.
###047
Task-Based Learning (TBL) in foreign language teaching: theoretical background, types of tasks, and stages of a TBL lesson. Key figures in TBL development (Prabhu, J. Willis, Rod Ellis).
###048
Content and Language Integrated Learning (CLIL): theoretical background (D. Marsh) and the 4C principles by D. Coyle.
###049
Advancements in Communicative Language Teaching (CLT): Theory and Practice
###050
Task-Based Language Teaching (TBLT): Principles and Applications in Higher Education
###051
Integrating Technology in Language Education: Current Trends and Innovations
###052
Critical Thinking and Language Learning: Methodological Approaches
###053
Socio cultural Theory and Its Impact on Foreign Language Acquisition
###054
Exploring the Role of Multilingualism in Language Learning Pedagogy
###055
Flipped Classroom Models in English Language Teaching (ELT)
###056
Blended Learning: Combining Face-to-Face and Online Language Instruction
###057
Pronunciation Pedagogy: Approaches and Challenges in Advanced Learners
###058
Inquiry-Based Learning (IBL) and Its Application in Language Teaching
###059
Project-Based Learning (PBL): Encouraging Collaborative Learning in Language Education
###060
Assessment for Learning: Formative vs. Summative Assessment in ELT
###061
The Role of Affective Filter in Second Language Acquisition
###062
Intercultural Competence in Language Teaching: Approaches and Techniques
###063
Content and Language Integrated Learning (CLIL) in English for Academic Purposes (EAP)
###064
English for Specific Purposes (ESP): Methodologies and Course Design
###065
Corpus Linguistics and Its Role in Developing English Language Teaching Materials
###066
The Role of Motivation in Advanced Language Learning: Theories and Strategies
###067
Neuroeducation and Language Learning: Insights for Teaching English
###068

Types of student learning activity organization: whole-class, group, pair, and individual formats
###069
The student-centered approach in foreign language education: definition, key characteristics, and principles.
###070
The official government policies or guidelines of foreign language education

Үшінші блок бойыншасұрақтар/ Вопросы по третьему блоку/the third block's questions

###001
Evaluate how emerging technologies can support pronunciation training in foreign language education. Design a lesson plan integrating technological tools (e.g., speech recognition, pronunciation apps) for pronunciation improvement.
###002
How can new technologies (e.g., VR, AI platforms, interactive whiteboards) be used to develop students' linguistic and cultural competencies in foreign language classes? Provide a lesson plan incorporating such tools.
###003
Discuss the role of guided dialogue and structured conversation in developing communicative competence in English lessons. Create a lesson plan that centers on dialogue-based speaking activities.
###004
Analyze the pedagogical value of role-playing activities in English language teaching within the framework of the updated curriculum. What communicative and intercultural skills do such tasks promote?
###005
How do educational and speech-based situational contexts contribute to the development of communicative competence in foreign language learners? Design a lesson plan that integrates realistic situational learning.
###006
Discuss the primary objectives and pedagogical goals that define contemporary approaches to foreign language instruction. How do these reflect the evolving demands of global education?
###007
Explain the role of linguodidactics as an integrated theoretical framework in foreign language education. What are its core principles and how do they inform practical methodologies?
###008
Describe the level-based approach to foreign language learning. How is it implemented through the CEFR framework and national standards such as those adopted in Kazakhstan?
###009
Analyze how governmental policies and strategic directives shape the goals, structure, and implementation of foreign language education at the national level.
###010
What constitutes the content of foreign language instruction? Discuss the balance between essential theoretical knowledge and procedural/communicative competencies.
###011
Outline the historical development of foreign language teaching methodologies, highlighting significant stages and contributions from both international and Kazakhstani contexts.
###012
Compare and contrast major methodological approaches to foreign language acquisition. Provide examples and comment on their pedagogical implications and current relevance.
###013

Describe specific teaching methods used in foreign language instruction. Illustrate your response with concrete strategies that reflect these methods in practice.
###014
Define key conceptual categories within the field of foreign language teaching (e.g., learning strategies, instructional design, and methodological principles). How do these concepts support effective pedagogy?
###015
Discuss how education, language, and culture interact within the context of foreign language learning. In what ways does this integration foster intercultural communicative competence?
###016
Analyze the objectives, guiding principles, and content of national and international language policies in education. How do these policies relate to the framework and evolution of modern linguistic science?
###017
Examine the foundational principles behind the development of communicative competence and intercultural understanding in foreign language education.
###018
Discuss the function of text as a vehicle for human communication. How are texts classified in foreign language learning, and what linguistic, psychological, cultural, and non-verbal barriers may arise in their interpretation?
###019
Describe the distinctive characteristics of teaching a foreign language as an academic discipline. What is its role in the broader landscape of modern education?
###020
Provide an overview of the types of speech acts in foreign language use. How can learners be guided toward understanding and producing different forms of verbal interaction?
###021
Discuss effective forms of speech activity in foreign language learning. What methods are used to guide learners in mastering various communicative functions?
###022
Explain the stages and methods for developing phonetic competence in foreign language learners. How can pronunciation be effectively taught and assessed?
###023
Identify tools and strategies used to build vocabulary skills in foreign language acquisition. How can lexical competence be measured and expanded systematically?
###024
Describe key techniques and instruments used for the development of grammatical competence. What are the most effective strategies for teaching grammar within communicative contexts?
###025
How should exercises be classified and sequenced in a foreign language lesson to support progressive skill development? Provide rationale for your proposed order.
###026
Compare various methodological approaches and teaching strategies used in foreign language instruction. What are the criteria for selecting appropriate methods for different learning contexts?
###027
What are the core components of a foreign language teacher's professional competency? Analyze the nature of teacher–student interaction in effective language instruction
###028
Outline the process of designing a lesson plan in foreign language education. Include stages, possible plan variations, and evaluation techniques
###029

What types of educational resources and supplementary materials are available for foreign language teaching? How should they be selected and adapted for instructional use?
###030

Analyze the structure, content, and pedagogical principles underlying modern instructional materials in foreign language education. How are digital and telecommunication technologies integrated into these materials?
###031

Discuss the organization of student learning through different activity formats: whole-class (frontal), group work, pair work, and individual work. What are the pedagogical implications of each?
###032

Describe the system of assessment in foreign language instruction, including formative (current), summative (final), self-assessment, and standardized testing. What are the main types of language tests?
###033

What kinds of instructional activities are most effective in developing listening comprehension? Describe methods and criteria for assessing listening skills.
###034

Discuss instructional techniques aimed at cultivating general academic skills (e.g., note-taking, reading for information, summarizing) within the context of foreign language education.
###035

Identify the types of exercises used to develop productive speech skills. What pedagogical strategies support the enhancement of fluency, accuracy, and coherence in spoken language?
###036

Design a comprehensive lesson plan using the communicative language teaching (CLT) method. Demonstrate how vocabulary, grammar, speaking, and reading skills can be integrated within a single lesson framework.
###0137

Develop a lesson plan that utilizes game-based learning and digital tools to teach a foreign language. How can these methods be effectively adapted to both in-person and distance learning formats?
###038

Explain the distinctions between Communicative Competence and Intercultural Communicative Competence, using scientific perspectives from Noam Chomsky, Dell Hymes, Canale and Swain, N.D. Galskova, and S.S. Kunanbayeva as supporting evidence.
###039

Bloom's Taxonomy includes six key levels for developing students' thinking skills. Provide examples and a step-by-step approach for at least three types of tasks that help foster Higher Order Thinking Skills (HOTs) during an English lesson.
###040

Present strong, research-based evidence that demonstrates how Project-Based Learning (PBL) in foreign language classrooms contributes to the development of students' communication skills.
###041

Give examples of culture-based activities that help develop socio-cultural competence in a foreign language classroom.
###042

Provide solid evidence to support the idea that the brainstorming technique is one of the most effective strategies for the pre-task stage.
###043

Present strong evidence that supports the idea that cooperative learning in foreign language classrooms effectively enhances students' communication skills.
###044

Essay writing is the most commonly used activity by foreign language teachers to teach writing skills. Develop rubrics and assessment criteria for evaluating students' written work.
###045
Offer some practical advice for foreign language teachers on how to effectively use discussion activities in the classroom.
###046
There are various methods used in foreign language education for teaching grammar. Describe these methods. Which grammar teaching method would you choose for A-level students, and why? Support your choice with evidence.
###047
There are several approaches to teaching grammar in foreign language education. Describe these methods. Which grammar teaching method would you select for B2-level students, and why? Supportyour choice withevidence
###048
Teaching vocabulary is one of the key objectives in foreign language communication. Describe what you consider to be the most effective activities or tasks (at least three) for helping students master new vocabulary.
###049
As you know, Bloom's Taxonomy includes six key levels for developing students' thinking skills. Provide examples and step-by-step procedures for at least three types of tasks that promote Higher Order Thinking Skills (HOTs) during an English lesson
###050
Teaching foreign language culture and developing socio-cultural competence are essential aspects of the modern approach to foreign language education. Provide examples and descriptions of at least three culture-based activities or tasks suitable for main secondary school students.
###051
The CLIL (Content and Language Integrated Learning) approach represents a modern trend in foreign language education, as it combines language learning with subject content. Provideexamplestoillustratethisapproach
###052
PowerPoint presentations are among the most widely used tools by teachers today. Explain why this technology is so popular, outline the stages of its use in teaching, and describe the skills that can be developed through it.
###053
Using authentic materials in foreign language lessons is considered one of the key methodological principles in language teaching. Share your opinion on their use in the classroom. What advantages do authentic materials offer? Are there any disadvantages? Support yourpointswith evidence.
###054
Learning English at any school level can be enjoyable. Songs and rhymes help shift the atmosphere and energy of the lesson. Share some tips on how songs can be used to make English teaching more communicative and interactive.
###055
Share some practical suggestions for foreign language teachers on how to make English lessons more communicative and interactive.
###056
Student-centered learning is recognized as one of the leading approaches in modern education. Develop a lesson plan that demonstrates the use of student-centered activities and techniques.
###057

What are some examples of effective classroom management strategies? Also, explainthetypicalstructureof a lesson.
###058
One of the most effective ways to give instructions to lower-level learners is by using questions to check their understanding. Provide examples of suitable assignments and outline a lesson plan.
###059
Explain how to effectively apply both verbal and non-verbal communication strategies in the classroom. Provide a sample lesson plan to demonstrate this approach.
###060
What are some examples of ineffective teaching methods used in the classroom? Provide specific cases and explain why they are not effective.
###061
Summarize effective methods for teaching vocabulary in context and assessing students' vocabulary levels in the classroom. Include a sample lesson plan to illustrate these strategies.
###062
Explain the student-centered approach to teaching grammar, vocabulary, speaking, and listening, and provide relevant examples.
###063
Give three example assignments suitable for a new class and suggest ways to establish strong rapport with students. Outline a plan for the first lesson with a new group, and discuss effective strategies for creating a welcoming, positive classroom environment and making a strong first impression
###064
Give some examples of icebreaker and warm-up activities. Also, explain how a lead-in differs from a warm-up in a lesson context.
###065
How can teachers effectively engage students in group activities within large classes, and what types of sessions should they organize? What are the key differences between small group sessions and large group sessions?
###066
Describe an intensive approach to teaching English that emphasizes quickly acquiring core vocabulary, and provide a detailed lesson plan to support it.
###067
Modern strategies for improving the effectiveness of foreign language teaching.
###068
What are the key principles for organizing a lesson? Create and describe a detailed lesson plan.
###069
Explain the difference between the strong and weak forms of the communicative language teaching approach.
###070
Describe how the project-based method is used in foreign language instruction. Createandoutline a corresponding lesson plan.

БББ жетекшілік: Г.А.Сеитова