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### METHODS OF TEACHING STUDENTS

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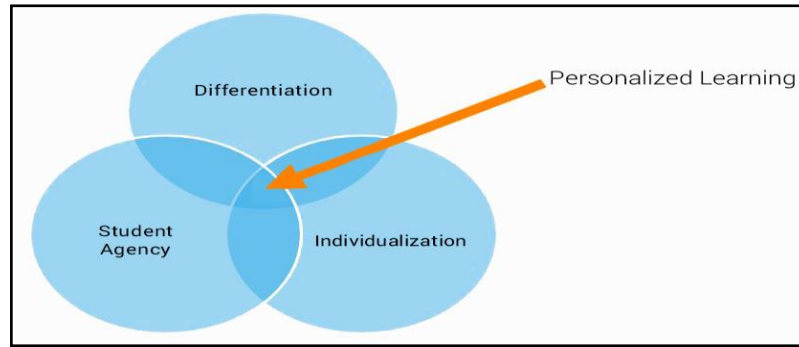
It is universally recognized that the teacher is the key person in an education system and whole system of education revolves around him/her. Educational practice

and researches are continuously working in the area of «improvement of learning». The concept of effective teaching has emerged out as one of the component that contributes a large in improving learning. Interaction in classroom is often dominated by the teacher. Teachers are the persons who can bring a difference in educational practices. Quality of their teaching is an important factor in promoting effective learning in schools. Effective teaching involves talking to the learners about their learning and listening to them. St. Augustine quoted in Fisher, (1992) says “I learned not from those who taught me but from those who talked with me”, being important persons of the teaching and learning process, the effective teachers must be highly competent in planning and organizing instruction as well as in managing in classroom environment, if they want their students to be academically successful (Dilworth, 1991). Cruickshank, Jenkins & Metcalf (2003) define effective teaching: Most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents...and genuinely excited about the work that they do.... Effective teachers are able to help students learn [1,p.10].

**Differentiated instruction** is the idea of creating tailored education plans for students based on differing needs. This may involve the ways by which students access content, the activities they do, the assessment techniques a teacher uses or even the physical setup of a classroom. As all people have varying abilities and talents, it's beneficial for a teacher to adapt their teaching styles to unique students. This is also a key step in supporting students with disabilities in the classroom and ensuring they feel welcome and comfortable in academic environments. Here are some ways an educator may differentiate instruction:

- Provide books or other materials at different reading levels.
- Create custom spelling lists for students with different spelling skills.
- Host small groups to provide tailored advice to students.
- Offer one-on-one after-school help to students encountering challenges.
- Discuss student progress and at-home educational strategies with parents.
- Measure progress in different ways, through projects, portfolios and participation.

Differentiation is one of three elements of personalized learning and involves changing the instructional approach to meet the diverse needs of students. Differentiation may involve designing and delivering instruction using an assortment of teaching styles and giving students options for taking in information and making sense of ideas.



Richard Culatta, Chief Innovation Officer with the state of Rhode Island, points out that differentiation should not be confused with the concept of learning styles, which assumes some students are predisposed to learning in certain ways. He states that while students may have preferences for how they learn, we should not assume a student who found a particular video helpful, for example, should now be presented all concepts in video format. Learning is far more complex.

**Lecture-based learning.** A traditional way to structure classroom learning is the lecture format, in which teachers explain information while students observe. Teachers lead a lesson by presenting on, showing visuals of and modeling examples of a topic. While a teacher is presenting, students can listen, watch, take notes and copy the teacher's demonstrations. While this is a conventional and helpful approach, teachers may alter it for different learning environments. Here are some ways that teachers ensure the success of lecture-based learning: Keep lessons brief: Students, especially those at a young age, may have short attention spans and might only be able to focus for short periods of time. It can be advantageous to keep classroom lectures short and concise to maintain student attention and engagement.

Tharp, and Gallimore, (1991) viewed teaching effectiveness from three perspectives; the 'style' view (how teachers teach), The outcomes' approach (student result), and The 'inquiry approach (style and outcomes within a framework). «Teaching effectiveness is determined by what the teacher does.» The following statements illustrate this view of teaching effectiveness:

1. Effective teachers display warmth.
2. Effective teachers are enthusiastic.
3. Effective teachers provide an overview at the start of teaching something new.
4. Effective teachers minimize the amount of time they are teaching the whole class [ 2].

When you read these suggested teaching strategies please know that they are written from a place of understanding and empathy. They are options, advised tactics, and potential ideas to meet a child's needs that you can keep in your toolbox which may work some days but not on other days. They may work wonderfully for Child A but get Child B absolutely nowhere. We know that the autism spectrum is broad and is never one-size-fits-all but hopefully some of these strategies will at least start a conversation about how we can effectively support autistic learners in mainstream schools. You'll note that in this article we have avoided referring to autism spectrum disorder (ASD) or developmental disorders as we prefer a more strengths based approach. It's also worth noting that there are plenty more strategies I could mention but in order to give some depth, clarity and detail I'm just going to talk about three biggies with a focus on developing independence. Experiential learning has the following elements: Experiences are carefully chosen for their learning potential (whether they provide opportunities for students to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes). Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.

Reflection on learning during and after one's experiences is an integral component of the learning process. This reflection leads to analysis, critical thinking, and synthesis [Schon, 1983; Boud, Cohen, & Walker, 1993]. Learners are engaged intellectually, emotionally, socially, and/or physically, which produces a perception that the learning task is authentic. Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large. Community-based research – Faculty and students cooperate with local organizations to conduct studies to meet the needs of a particular community. Students gain direct experience in the research process. Field work – Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied. Field work is especially frequent in fields including anthropology, archaeology, sociology, social work, earth sciences, and environmental studies. Study abroad – Students usually engage in courses at higher education institutions in another country.

The experiential learning component is the cultural immersion which provides novel challenges for navigating living in a new place. The coursework connected to a

study abroad can also include internships and service-learning experiences [3]. In the late 40s and early 50s, famous Russian teachers made a lot of efforts to develop methods of Education. Currently, there are more than 11 types of classification of educational methods. Among them, there is a regularity in the classification of educational methods developed by T. E. Konnikova, G. I. Shchukina and V. S. S. L. A. Stenin. This classification is used in schools. The classification of educational methods developed by scientists from the St. Petersburg State Pedagogical Institute named after Herzen (T. E. Konnikova, G. I. Shchukina) is divided into 3 groups. School of pedagogy service training this term is used to designate additional or extracurricular public service practices/projects attached to courses or personal credit practices. The location can be a wider community outside the university or a single community included in collaborative learning activities. In the e practice, tudent have the opportunity to provide an organized ervice that meet the defined need of the community. Cooperative education – Mostly a part of professional programs, students gain practical relevant work experience over a period of multiple terms that intersperse their coursework. Students alternate work and study, usually spending a number of weeks in study and a number of weeks in employment away from campus [4,p.86]. Alternatively, cooperative education may occur when students simultaneously attend classes part-time and work part-time during consecutive school terms in an intentionally planned and coordinated way. Students receive academic credit for cooperative education when the experiences meet the criteria for credit (i.e., faculty supervision, reflective components). The purpose of these programs is to build student's career skills and knowledge

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