

УДК 372.881.111.1

МРПТИ 14.35.09

<https://doi.org/10.48371/PEDS.2023.70.3.014>

STUDENTS' AND TEACHERS' PRACTICES OF CLASS MANAGEMENT STRATEGIES IN FACILITATING ONLINE DISCUSSIONS

*Yergaliyeva A.B.¹, Shayakhmetova D.B.²

^{*1}master, senior lecturer, Suleyman Demirel University, Almaty, Kazakhstan

aida.yergaliyeva@sdu.edu.kz

²c.p.s., ass. professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

dana.shaykhmet@mail.ru

Abstract. Online educational platforms, and online forums in particular, are commonly utilized by foreign language instructors to organize oral works such as discussions, dialogues, etc. There are currently sufficient platforms on which students can engage in asynchronous talks to improve their conversational skills. The purpose of this research is to determine the best methods for developing asynchronous forums in language learning class. The study had four layers: defining and developing the design principles for an asynchronous speaking class, putting the design principles to use in an asynchronous speaking class project, finding out how students felt about the project and how well it worked and putting together the final design principle based on the results of the literature review and the reflections of students and teachers. With a targeted sample, an online questionnaire was used to make sure that the sample was more in line with the study's goals and objectives. The results showed that the teacher should encourage and guide students to express their differences and objections clearly and politely in order to maintain a sense of security and trust, as well as to promote active and meaningful online interaction. In addition, it is also essential to give clear evaluation standards. The emphasis should be placed on the clear expression of ideas through the use of appropriate words and tone rather than grammar, spelling, and punctuation. To get rid of language barriers, there should be enough time for people to read and understand educational materials and messages. The revised design principles and guidelines have both theoretical and practical effects on how EFL teachers create and use online discussions to help students learn how to communicate better.

Keywords: asynchronous learning, online discussions, forums, EFL learners, communicative skills, English language, Moodle, effective guidelines

Basic provisions

The development of communication skills in foreign languages has historically been given priority in the search for the most efficient educational formats and procedures. The teacher's goal in this situation, using remote education as a tool inside the educational framework, is to improve students' language skills through asynchronous online conversations. According to Bergdahl et al., [1] by employing digital learning environments in higher education, students are encouraged to participate in learning that is mediated in this way by professors. Asynchronous online discussions give learners the opportunity to express themselves in the target language while also discussing, elaborating, and defending their points of view. Students can communicate with their instructors and students outside of class using the asynchronous online discussion forum. As they enable users to take charge of their own education, asynchronous online forums support

autonomous learning. Additionally, online discussion boards let a group of students develop and polish their ideas. As a result, gaining knowledge becomes a shared activity. A similar trend of several evaluated research (e.g., [2], [3], [4]) demonstrated that interactive social platforms in online collaborative English learning play an important role in participants' positive assertiveness and presentations. Students have access to asynchronous online discussion boards as an alternative to in-class debates. Students who are shy or reserved could gain from taking part in online discussion forums since it encourages them to speak up and builds their confidence. In addition, internet conversations provide a secure environment for dialogue, reducing the fear of seeming silly in front of others. It might also prevent users from being distracted by using their own gadget for numerous purposes [5]. Therefore, understanding evidence-based design elements of successful online discussions forums for teachers is vital [6]. The purpose of this study is to determine the most effective guidelines for managing online discussions designed to enhance the communicative skills of language learners.

Introduction

Vygotsky's social constructivist theory from 1978 says that people learn by interacting with other people in the real world [6]. In other words, participation in a socialized group is encouraged via communication and knowledge exchange. This approach proposes that, in order to improve their language skills, language learners need to be motivated to interact with people in their social learning environment. Students must actively encourage both positive interpersonal interactions and self-education. Social constructivism holds that people learn through exchanging information and that students should be thought of as meaning-makers as they create meaning. So, one method for achieving student-centered learning is to give students a place where they may interact and use the language they are learning outside of the classroom. Several research has determined that social learning in online conversations occurs through the development of new knowledge that is beneficial to both participants and viewers [7]. Multimedia programs, for instance, can provide active aids for training students' phonetic, lexical, and grammatical abilities, and also play a key part in teaching various types of speaking activities, which themselves play a big role in language acquisition [8].

Online discussion forums create an inspiring environment in which students may express their ideas and thoughts with greater confidence and freedom than in a traditional classroom. With ODF, introverts and shy students may easily engage in the teaching and learning process, as they would be more at ease and less hesitant to express their opinions in any context [9]. [Troussas et al.](#), [10], It is also explained that young people are intrinsically motivated to use technology, and educators are exploiting the situation to help strengthen students' engagement and learning. In addition, studies have suggested that ODF is capable of elevating dialogues to a higher degree of criticality [11], since it provides a conduit for exchanging varied perspectives, communicating meaning, and identifying knowledge gaps [12], [Lee](#) [13] concludes that purposefully designing online

courses can enhance learner satisfaction, and that students particularly appreciate prompt feedback from instructors, peer interaction, and effective task design.

The Forum activity in the Moodle LMS is probably one of the best tools for collaborative learning. Because it has so many options, teachers can set up their courses in any way they want. Let's take a closer look at Moodle forums and give you some tips on how to use them. How you set up the forum will depend on what you want to teach with the discussion. The Moodle LMS has many different kinds of forums. Let's look at what each kind of Moodle forum is used for:

Commonly used standard forum. In this open forum, anyone can post a new topic and respond to any discussion going on. This is the best place to talk about anything. One simple topic of conversation: a single open-ended question. By only responding to the first post, students can learn how to pay attention and stay on topic with the help of this forum. Each person can only bring up one new topic of conversation, to which everyone else can reply. In a peer assessment task, where students can share their work in the conversation they start and then have other students comment on it, this helps them take ownership of their discussion post and is very helpful. It's a great chance for students to tell the group about themselves. Students have to post a message in a Q&A forum before they can read what other students have written. This is a great way to get students to post their own ideas instead of just repeating or copying what other people have said. Because it needs original posts, the Moodle Q&A forum can be used to grade work.

A *standard forum* that looks like a blog: this works the same as the standard forum for general use, but only the first post in the forum is shown to make sure that people will read it. Then, they can answer by clicking on a button that says "Discuss this topic." When they start a discussion, they can share their work and then have other people respond to it.

One of the best things about asynchronous communication is that students can do their homework when and where it works best for them. This makes it easier for adults to learn when they are busy with other things, which is often the case when they are in college or training for a job. Learners have more time to think about what they want to say and how they want to say it. They may also be more motivated than in synchronous settings.

They can look at tasks in detail and listen to recorded information more than once, which helps them understand and plan a better answer. It might also help people give better answers and feel more confident when they have to speak in front of a group. It also reduces the stress that comes from using a camera. In other words, online spaces can enable language learners to demonstrate their L2 communicative competence [14]. In fact, synchronous speaking activities might be more stressful for students, as they carry the potential of causing embarrassment. Finally, asynchronous speaking activities are a good introduction to learner autonomy. They teach students how to plan, organize, keep track of, and evaluate their own learning tasks. Online discussions can be used to teach English speaking in many different ways. Here are some of the most popular:

- Forums: A forum is a great way to get students to talk to each other and share ideas. You can also use them to ask other students questions and get their answers.
- Chat rooms: Chat rooms can be used to talk in real time or to talk at different times. They are a great way to speak English with other people.
- Blogs: Blogs can be used for both individual writing projects and writing projects with a group. They are a great way to get students to talk about what they think about a certain subject.
- Wikis: Wikis are places where students can work together to make documents. They are a great way to get students to work together and as a team.

Materials and methods

Our primary research method consisted of a critical analysis of relevant literary sources related to creating online language chats. To undertake a critical examination of the scientific literature on the design of an online chat for teaching a foreign language, the following procedures were performed:

1. Definition of keywords and search queries for scientific papers. The keywords considered were "online conversation", "teaching a foreign language", "e-learning".
2. Look for scientific publications in databases and online libraries (for example, Google Scholar, ScienceDirect, JSTOR) (for example, Google Scholar, ScienceDirect, JSTOR). The most important and relevant papers published in the recent 5 years were picked.
3. Examination of the substance of articles. The ways of constructing an online chat for teaching a foreign language, the merits and limitations of this approach, the aspects of utilising online chat in the educational process were investigated.

We also conducted a survey to gather data on the effectiveness of online language chats and to identify the best principles of designing an asynchronous speaking class. The Moodle platform was chosen since it is the primary platform utilised by both students and professors. They were then invited to the study, and seven teachers from the following language classes agreed to take part as observers: Foreign language B1, Major foreign language B2, and Foreign language B2. 36 juniors, sophomores, and seniors all agreed to take part. The survey was adapted from Brinda Oogarah-Prata's research based on 'Trainees' perceptions related to the design principle 'Promote online interaction and collaboration. Only 34 of the 36 students' answers were looked at, because the answers of two students were not appropriate or helpful. Seven language teachers who taught the same classes at the Faculty of Education and Humanities, Language Teacher Education Department, were in the target group. A purposeful, non-random sampling method was used to survey people who are easy to get in touch with and reach. According to Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. [15] purposive sampling is used so that the sample is more in line with the goals and aims of the research. This makes the study more reliable and the data and results more accurate.

The research itself has undergone different stages described below in the table:

Table 1 - Research stages

	Task	Purpose	Data collection and tools
Stage 1	Identification and drafting principles of designing an asynchronous speaking class	To reveal the most suitable principles of designing asynchronous speaking classes based on the literature findings	Literature analysis
Stage 2	Application of the draft asynchronous speaking class based on the collected principles	To see the effectiveness of the collected principles in the context of real-speaking classes	1. Students at the Faculty of Education and Humanities 2. Moodle forum
Stage 3	Identifying students' perceptions and the effectiveness of the draft principles	To see the students' perceptions on the use of online forums in enhancing their communication skills.	1. Google forms
Stage 4	Compiling the final design principle based on the literature findings and student and teacher reflections		

Results

The results of the literature review revealed that the following principles should be considered while building an online language chatroom:

1. Concentrate on communication abilities. The primary goal of online language conversation is to improve communication skills and confidence in utilising the language in real-life circumstances. As a result, it is critical to foster the sharing of information and conversation among chat participants.

2. Participation. An online language chat should be interactive, allowing users to listen to and talk in a foreign language as well as write in it. Voice messaging, video calls, and other interactive services may be used to do this.

3. Flexibility. The online language conversation should be flexible and take into consideration each participant's degree of language instruction. To do this, you may set up several communication channels for novice, intermediate, and experienced users.

4. A wide range of themes. To allow chat users to interact on a range of subjects, a number of channels and theme groups must be created. You may, for example, establish channels to discuss news, entertainment, sports, and travel.

5. Maintaining communication quality. It is vital to manage the quality of chat participants' dialogue in order for them to learn the language efficiently. You may do this by employing moderators who will monitor proper language use and provide tips and assistance.

6. Usability. Online language chat should be simple to use and accessible through a variety of devices and platforms. You may, for example, design a mobile application for easy communication on smartphones and tablets.

According to the survey results gained from students, most of the answers were positive, which means that the forum discussions were well-run and liked by both the students and the language teachers. Setting clear goals and objectives for each speaking class was a crucial point, since more than 80% of students said it is important for them to know the specific goals and deadlines of any speaking class. In response to the question “Establish a climate of trust and a safe learning environment,” more than 60% of the people who took the survey said that they felt safe posting their questions and could freely share their opinions. About 85% of the people who answered said that it was interesting to talk about real-life situations that were easy to understand. Respondents said that the online forum discussions had other benefits that had to do with scaffolding and coaching. 25 of the 41 students said that the tutor’s help made it easier for them to think and understand difficult ideas. Half of the students said that the tutor gave useful feedback when it was needed. This means that both individual and group feedback work well. Students’ (80% agree or strongly agree) ability to critically analyze information and think about assumptions, as well as their questioning skills, improved because they took part in online discussions. Again, almost 80% of students liked both pair and group work discussions, which shows that letting people explore different points of view is one of the most important ways to design online discussion forums. Only 5% of the students disagreed with the statement that online classes make learners more independent by getting them to take charge of their own learning. Last but not least, there are the criteria for grading, which must be clear and laid out at the beginning of class. 36 people who answered said that was true.

Discussion

As a result of this study, the most effective ways for developing and implementing online discussion forums have been identified. As stated previously, the research was done with EFL students at Suleyman Demirel University and went through four stages (see table 1).

Description of stages

Stage 1 was a review of the literature that was already out there. This review looked at how it affected the design and development of online discussions, as well as any ideas and suggestions from students and their professors. In order to solve the problem that was found, these principles were used to design and build the online discussion.

In the second stage, the draft strategies for managing online discussion forums were put to use based on the principles found in the literature review.

Stage 3: Find out how students feel about the draft principles and how well they work. Collected in the second stage by giving EFL students a survey with a Likert scale and looking for issues and problems with the way the online discussions were set up.

Stage 4: Putting together the final design principles for managing strategies to help EFL learners have online discussions.

Three times a week, there were online discussions where the teacher posted questions based on what they were learning at the time. Since evaluation is one of

the most important parts of a well-designed class, all of the trainees were given evaluation guidelines and assessment criteria at the beginning of the online discussion. Research shows that if online participation is undervalued, students may never do it, and those who do start interacting and participating online may lose interest over time. Literature reviews and survey responses from sophomore, junior, and senior students resulted in the identification of the most relevant recommendations (see table 2).

Table 2 - Class management strategies in facilitating online discussions

Strategies	Survey questions	Ideas of students and professors
1. Set specific goals and objectives for each class on speaking English.	<ul style="list-style-type: none"> • It is important for me to know the goals of the online discussions • It is important for me to know clear deadlines and of course activities • It is important for me to have an introductory class outlining the policies of the online classes before the modules • Every student was evaluated based on his participation in online discussions 	<ul style="list-style-type: none"> • Our students in the Kazakhstan context should know that it will influence their grades and in that case, they will be more motivated to be engaged. • Instructor should give feedback in a timely manner
2. Establish a friendly and trustworthy learning environment.	<ul style="list-style-type: none"> • I could freely express my opinion which was treated respectfully by peers and my professor • I felt comfortable posting my viewpoints • I was given adequate time to complete the online task. • The online discussion forum allowed the diversity of views and perspectives to be heard and appreciated. • Timely assistance was provided by the teacher in case of any misunderstandings 	<ul style="list-style-type: none"> • Students should not worry about being graded in online discussions • Shy students still need motivation whereas dominant students not
3. Use authentic materials	<ul style="list-style-type: none"> • It was interesting to discuss Real life experiences of previous 3d year students and teachers during the internship • The authentic material supported by pictures and photographs helps to set the context • Use materials or discussions cases that were easy to understand • The chats sessions were announced weekly via google calendar so as not to miss any 	<ul style="list-style-type: none"> • Involve students in exercises that have real-world relevance. • Use open-ended and ill-defined problems that require learners to explore and work collaboratively to propose solutions. • Do not make materials or tasks complicated, keep them simple and understandable • reminders from the teacher will show students

		the importance of the task thus making students prepared for a speaking class
4. Provide appropriate guidance and support	<ul style="list-style-type: none"> • My tutor's guidance facilitated my thinking • My tutor helped me difficult understand concepts • My tutor maintained balanced participation between students • My tutor gave meaningful feedback when needed 	<ul style="list-style-type: none"> • Use task prompts to help students understand better • Give model answers and provide examples when needed • Provide feedback to individuals as well as general ones
5. Promote critical thinking	<ul style="list-style-type: none"> • Participation in the online discussion improved my ability to critically analyze information and reflect upon assumptions. • Participation in the online discussion improved my questioning skills. • Participation in the online discussion required me to engage in higher-order thinking (analysis, synthesis, evaluation) rather than just state facts 	<ul style="list-style-type: none"> • Create open-ended activities that foster reflection and critical thought. • Allocate an adequate time for preparation
6. Let students explore different points of view.	<ul style="list-style-type: none"> • Reading my peers' postings allowed me to see things from various perspectives. • I felt comfortable explaining my ideas to others. • I enjoyed pair and group discussions with peers • All participants were given equal chances to speak 	<ul style="list-style-type: none"> • Emphasize in the beginning that answers should be not less than 100 words so that their viewpoints would be meaningfully supported by arguments etc. not just simple yes or no or maybe
7. Promote learner autonomy and ownership	<ul style="list-style-type: none"> • I enjoyed the freedom of choosing relevant materials for the online discussion task • Participation in the online discussion encouraged me to take responsibility for my own learning. • I liked the way the teacher joined the discussions as a participant, not as an instructor 	<ul style="list-style-type: none"> • Organize collaborative discussion groups with leaders where students have chats by themselves without teacher interference. It helps intimidated shy students be active and at the same time, it is also beneficial for the instructor to manage large group discussions. Everybody in group chats will have equal opportunities to contribute their ideas
8. Provide meaningful assessment.	<ul style="list-style-type: none"> • The assessment criteria were clear. • Consistency and fairness of assessment 	<ul style="list-style-type: none"> • Provide clear assessment goals and criteria that guide students' towards deep learning.

		<p>Put more emphasis on the quality than the number of postings.</p> <ul style="list-style-type: none"> • Plan assessment congruent with learning outcomes of the course.
--	--	--

Conclusion

Using online chats to teach spoken English might be beneficial if all procedures are followed appropriately. This can help students feel more comfortable addressing delicate themes, foster a feeling of community among them, and provide an opportunity for pupils to practice speaking English. However, it is essential to keep in mind that online chats can be dangerous if they are abused. Particularly, online debates can easily devolve into name-calling and personal attacks, therefore it is essential to monitor them. Before making a choice on the use of online discussions in your classroom, you should consider the advantages and downsides.

REFERENCES

- [1] Bergdahl N., Nouri J., Fors U. Disengagement, engagement and digital skills in technology-enhanced learning //Education and information technologies. – 2020. – T. 25. – №. 2. – pp. 957-983. – Access mode: URL: <https://link.springer.com/article/10.1007/s10639-019-09998-w> [Date of access: 10.12.2022]
- [2] McDonough K., De Vleeschauwer J., Crawford W. J. Exploring the benefits of collaborative prewriting in a Thai EFL context //Language Teaching Research. – 2019. – T. 23. – №. 6. – pp. 685-701. – Access mode: URL: <https://journals.sagepub.com/doi/abs/10.1177/1362168818773525> [Date of access: 05.01.2023]
- [3] Su Y. et al. Moving literature circles into wiki-based environment: the role of online self-regulation in EFL learners' attitude toward collaborative learning //Computer Assisted Language Learning. – 2019. – T. 32. – №. 5-6. – pp. 556-586. – Access mode: URL: https://www.tandfonline.com/doi/abs/10.1080/09588221.2018.1527363?casa_token=guMh7dagn8oAAAAA:zHJar93qmluFdwT8XqkQcgOQRGInl9XAJJoHhJabhtO3hDWwbXGvnanZKgpq6v_i3-urZOiiWHFANZo [Date of access: 05.01.2023]
- [4] Jeong K. O. Online collaborative language learning for enhancing learner motivation and classroom engagement //International Journal of Contents. – 2019. – T. 15. – №. 4. – pp. 89-96. – Access mode : URL: <https://koreascience.kr/article/JAKO201900937426560.page> [Date of access: 10.01.2023]
- [5] Osborne D. M. et al. Use of online asynchronous discussion boards to engage students, enhance critical thinking, and foster staff-student/student-student collaboration: A mixed method study //Nurse education today. – 2018. – T. 70. – pp. 40-46. – Access mode: URL: <https://pubmed.ncbi.nlm.nih.gov/30145533/> [Date of access: 10.01.2023]
- [6] Bragg L. A., Walsh C., Heyeres M. Successful design and delivery of online professional development for teachers: A systematic review of the literature //Computers & Education. – 2021. – T. 166. – pp. 104 –158. – Access mode: URL:https://www.academia.edu/45155635/Successful_design_and_delivery_of_online_professional_development_for_teachers_A_systematic_review_of_the_literature [Date of access: 10.01.2023]
- [7] Deng W. H., Lv P., Yi M. How online health discussions make people perceive benefits? //Library & Information Science Research. – 2022. – T. 44. – №. 1. – pp. 101140. – Access mode: URL: https://www.sciencedirect.com/science/article/pii/S0740818822000032?casa_token=9yVvqK48

[6MAAAA:fKwUuxC8V35BL7zQx-ff0q7TEmaqJ3ZuUWvBHmPR3cB-zp4SW9PvvH9uvch4XGnAw0Yr9kRKdiY](https://doi.org/10.1002/9781119784582.ch11) [Date of access: 10.01.2023]

[8] Kurkina M. I., Husainova A. I. ISPOL'ZOVANIE INTERNET-TEKHOLOGIJ V IZUCHENII INOSTRANNOGO YAZYKA //XXI Vserossiyskaya studencheskaya nauchno-prakticheskaya konferenciya Nizhnevartovskogo gosudarstvennogo universiteta. – 2019. – pp. 472-475.

[9] Onyema E. M. et al. Online discussion forum as a tool for interactive learning and communication //International Journal of Recent Technology and Engineering. – 2019. – Т. 8. – №. 4. – pp. 4852-4859. – Access mode: URL:<https://www.ijrte.org/wp-content/uploads/papers/v8i4/D8062118419.pdf> [Date of access: 18.01.2023]

[10] Troussas C., Krouska A., Sgouropoulou C. Collaboration and fuzzy-modeled personalization for mobile game-based learning in higher education //Computers & Education. – 2020. – Т. 144. – pp. 103 698. Access mode: URL: https://www.researchgate.net/publication/335784582_Collaboration_and_fuzzy_modeled_personalization_for_mobile_game-based_learning_in_higher_education [Date of access: 18.01.2023]

[11] Jamalai M. et al. Fostering 21st century skills using an online discussion forum in an English for specific purpose course //Malaysian Journal of Learning and Instruction. – 2021. – Т. 18. – №. 1. – pp. 219-240.

[12] Klisc C., McGill T., Hobbs V. Use of a post-asynchronous online discussion assessment to enhance student critical thinking //Australasian Journal of Educational Technology. – 2017. – Т. 33. – №. 5.

[13] M. Factors affecting the quality of online learning in a task-based college course //Foreign Language Annals. – 2022. – Т. 55. – №. 1. – pp. 116-134. Access mode: URL: <https://onlinelibrary.wiley.com/doi/10.1111/flan.12572> [Date of access: 18.01.2023]

[14] Tao J., Gao X. A. Teaching and learning languages online: Challenges and responses //System. – 2022. – pp. 102- 819.

[15] Campbell S. et al. Purposive sampling: complex or simple? Research case examples //Journal of research in Nursing. – 2020. – Т. 25. – №. 8. – С. 652-661. Access mode: URL: <https://pubmed.ncbi.nlm.nih.gov/34394687/> [Date of access: 24.01.2023]

СТУДЕНТТЕР МЕН ОҚЫТУШЫЛАРДЫҢ СЫНЫПТЫ БАСҚАРУ СТРАТЕГИЯЛАРЫ БОЙЫНША ОНЛАЙН-ПІКІРТАЛАСТАРҒА ЖӘРДЕМДЕСУ ТӘЖІРИБЕСІ

***Ерғалиева А.Б.¹, Шаяхметова Д.Б.²**

***¹магистр, аға оқытушы, Сүлейман Демирель атындағы университет,
Алматы, Қазақстан
aida.yergaliyeva@sdu.edu.kz**

**²п.ғ.к., қауымдастырылған профессор, Абай атындағы ҚазҰПУ, Алматы,
Қазақстан
dana.shaykmet@mail.ru**

Аңдатпа. Интернеттегі білім беру платформаларын, атап айтқанда онлайн форумдарды, әдетте, шетел тілдерінің оқытушылары пікірталастар, диалогтар және т.б. сияқты ауызша жұмыстарды ұйымдастыру үшін пайдаланады. Қазіргі уақытта студенттер сөйлесу дағдыларын жақсарту үшін асинхронды әңгімелерге қатыса алатын платформалар жеткілікті. Бұл зерттеудің мақсаты-шетел тілін оқыту кезінде онлайн чаттарды ұйымдастырудың ең жақсы жолдарын анықтау. Зерттеу төрт деңгейден тұрды: асинхронды сөйлейтін сынып үшін жобалау принциптерін анықтау және әзірлеу, асинхронды сөйлейтін

сынып жобасында жобалау принциптерін қолдану, студенттердің жобаға қалай қарайтынын және оның қаншалықты жақсы жұмыс істейтінін анықтау және әдебиеттерді шолу нәтижелері мен студенттер мен оқытушылардың рефлексиясы негізінде түпкілікті жобалау принципін құру. Мақсатты іріктеу кезінде іріктеме зерттеудің мақсаттары мен міндеттеріне көбірек сәйкес келетініне көз жеткізу үшін онлайн сауалнама қолданылды. Нәтижелер көрсеткендей, мұғалім оқушыларды қауіпсіздік пен сенім сезімін сақтау және белсенді және мағыналы онлайн өзара әрекеттесуге ықпал ету үшін олардың келіспеушіліктері мен қарсылықтарын анық және сыпайы түрде білдіруге ынталандыруы және бағыттауы керек. Сонымен қатар, нақты бағалау стандарттарын белгілеу де маңызды. Грамматика, емле және тыныс белгілеріне емес, сәйкес сөздер мен тондар арқылы идеяларды анық білдіруге баса назар аудару керек. Тілдік кедергілерді жою үшін адамдарда Оқу материалдары мен хабарламаларды оқуға және түсінуге жеткілікті уақыт болуы керек. Қайта қаралған дизайн принциптері мен нұсқаулары EFL оқытушыларының студенттерге жақсы қарым-қатынас жасауды үйренуге көмектесу үшін онлайн пікірталастарды қалай құратынына және пайдаланатынына теориялық және практикалық әсер етеді.

Тірек сөздер: асинхронды оқыту, онлайн пікірталастар, форумдар, EFL студенттері, қарым-қатынас дағдылары, ағылшын тілі, Moodle, тиімді ұсыныстар

ПРАКТИКА СТУДЕНТОВ И ПРЕПОДАВАТЕЛЕЙ ПО СТРАТЕГИЯМ УПРАВЛЕНИЯ КЛАССОМ В СОДЕЙСТВИИ ОНЛАЙН- ДИСКУССИЯМ

*Ергалиева А.Б.¹, Шаяхметова Д.Б.²

*¹магистр, ст. преподаватель, Университет имени Сулеймана Демиреля,
Алматы, Казахстан

aida.yergaliyeva@sdu.edu.kz

²к.п.н., асс. профессор, КазНПУ имени Абая, Алматы, Казахстан

dana.shaykhmet@mail.ru

Аннотация. Онлайн-образовательные платформы и, в частности, онлайн-форумы, обычно используются преподавателями иностранных языков для организации устных работ, таких как дискуссии, диалоги и т.д. В настоящее время существует достаточное количество платформ, на которых студенты могут участвовать в асинхронных беседах, чтобы улучшить свои разговорные навыки. Цель этого исследования – выяснить наилучшие способы организации онлайн чатов при преподавании иностранного языка. Исследование состояло из четырех уровней: определение и разработка принципов проектирования для асинхронного говорящего класса, применение принципов проектирования в проекте асинхронного говорящего класса, выяснение того, как учащиеся относятся к проекту и насколько хорошо он работает, и составление окончательного принципа проектирования на основе результатов обзора литературы и размышления студентов и преподавателей. При целевой выборке использовалась онлайн-анкета, чтобы убедиться, что выборка в большей степени соответствует целям и задачам исследования. Результаты показали, что учитель должен поощрять и направлять учащихся четко и вежливо выражать свои разногласия и возражения, чтобы поддерживать чувство безопасности и доверия, а также способствовать активному и значимому онлайн-взаимодействию. Кроме того, также важно установить четкие стандарты оценки. Акцент следует делать на ясном выражении идей с помощью соответствующих слов и тона, а не на грамматике, правописании и пунктуации. Чтобы избавиться от языковых барьеров, у людей должно быть достаточно времени для чтения и понимания образовательных материалов и сообщений. Пересмотренные принципы проектирования и рекомендации оказывают как теоретическое, так и практическое влияние на то, как преподаватели EFL создают и используют онлайн-дискуссии, чтобы помочь учащимся научиться лучше общаться.

Ключевые слова: асинхронное обучение, онлайн-дискуссии, форумы, учащиеся EFL, коммуникативные навыки, английский язык, Moodle, эффективные рекомендации

Статья поступила 08.02.2023