

approaches, educational institutions can equip teachers with the knowledge and skills needed to navigate the complexities of digital learning environments. Furthermore, ongoing research and evaluation are essential for identifying best practices and evidence-based strategies for optimizing the use of IT in education, informing policy decisions and instructional design initiatives.

In conclusion, the integration of Information Technology (IT) in teaching methodologies offers immense potential to enhance learning experiences and outcomes in modern educational settings. By embracing innovative approaches such as blended learning, flipped classrooms, and personalized learning experiences, educators can create dynamic and engaging learning environments that cater to the diverse needs of students. However, addressing challenges such as the digital divide and ensuring the quality of online education requires collaboration and investment from stakeholders across the education ecosystem. With continued support for professional development and research, IT has the power to transform teaching and learning processes, empowering students to thrive in the digital age.

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CREATING POST- READING ACTIVITIES FOR SCHOOL CHILDREN ON THE TOPIC “MARCO POLO LEFT CHINA IN 1292”

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This article aims to provide educators with practical ideas for designing engaging and interactive post-reading activities for school children on the topic of Marco Polo's departure from China in 1292. By incorporating these activities into their lesson plans, teachers can enhance students' comprehension, critical thinking skills, and overall enjoyment of the subject matter. The suggested activities encourage students to delve deeper into Marco Polo's journey, explore cultural nuances, and foster creativity. This comprehensive approach will not only deepen their understanding of history but also promote a love for learning.

Teaching history to school children can be a challenging task, especially when it comes to engaging them in the exploration of historical figures and events. Marco Polo, a renowned Venetian merchant and explorer, offers an intriguing subject for young learners. This article presents a variety

of post-reading activities that can be employed by educators to create an immersive learning experience surrounding Marco Polo's departure from China in 1292.

1. Marco Polo's Journal

Encourage students to imagine themselves as Marco Polo and create a journal entry describing his thoughts and emotions as he prepared to leave China[1]. This activity allows students to delve into the historical context, express empathy, and develop their creative writing skills. They can include details about the sights, sounds, and people he encountered, as well as his reflections on leaving behind the wonders of the Far East.

Instructions:

1. Begin by discussing with the students the historical context of Marco Polo's departure from China in 1292. Provide some background information about his journey, the cultural experiences he encountered, and the significance of his departure.

2. Explain to the students that they will be stepping into the shoes of Marco Polo and creating a journal entry capturing his thoughts and emotions during this pivotal moment in his life.

3. Encourage the students to imagine themselves as Marco Polo, fully immersing themselves in his experiences and perspective.

4. Provide prompts or guiding questions to help students structure their journal entry. Some examples include:

- How did Marco Polo feel about leaving China? Was he excited, sad, or conflicted?

- What were some of the sights, sounds, and people he encountered during his time in China that he will miss the most?

- Did Marco Polo have any regrets about leaving China? Why or why not?

- What were some of the wonders of the Far East that left a lasting impression on him?

- How did Marco Polo reflect on his journey and the impact it would have on his future?

5. Give students time to brainstorm and jot down their ideas before they start writing their journal entry.

6. Instruct students to write their journal entry, using descriptive language to paint a vivid picture of Marco Polo's thoughts and emotions. Encourage them to include specific details about the cultural experiences, landscapes, and people he encountered.

7. After completing their journal entries, allow students to share their writing with the class. This can be done through reading aloud or by displaying their entries on a bulletin board.

8. Facilitate a discussion about the different perspectives and insights students gained from this activity. Encourage them to reflect on the challenges Marco Polo faced and how his experiences shaped his character and future endeavors.

2. Cultural Exchange Collage

Marco Polo's journey was not only significant for trade and exploration but also for fostering cultural exchange[2]. Divide students into small groups and assign each group a different culture or civilization encountered by Marco Polo during his travels. Instruct them to create a collage representing the cultural elements they find most fascinating. They can include images, symbols, and brief descriptions to showcase the diversity of these cultures and their impact on Marco Polo's worldview.

3. Mapping Marco Polo's Route

Provide students with a map outlining Marco Polo's journey from China to Venice[3]. Instruct them to trace his route and mark significant landmarks along the way. This activity helps students visualize the vast distance traveled by Marco Polo and understand the geographical challenges he faced. They can also research and add annotations about the cities, landscapes, and historical events associated with each location.

4. Marco Polo's Legacy

Engage students in a discussion about Marco Polo's lasting legacy and influence on global exploration and trade[4]. Ask them to brainstorm and present ideas on how Marco Polo's experiences and discoveries have shaped the world we live in today. This activity encourages critical thinking and highlights the enduring impact of historical figures like Marco Polo.

By incorporating these post-reading activities into their lesson plans, educators can create a dynamic and multi-dimensional learning experience for school children studying Marco Polo's departure from China in 1292. These activities promote comprehension, critical thinking, creativity, and an appreciation for historical exploration. By delving deeper into Marco Polo's journey and its cultural significance, students will develop a richer understanding of history and cultivate a passion for learning.

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THE STRATEGIES FOR DESIGNING LISTENING ACTIVITIES

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The listening skill has a crucial role in language acquisition. In studies dealing with learning a foreign language or a second language, it has been concluded that the role of the listening skill is very crucial in the comprehension process [6:12] since the act of listening helps the individual start learning the new language by listening. The listening skill is divided in two groups as reciprocal and non-reciprocal listening. Reciprocal listening gives the listener the opportunity to communicate with the speaker during the communication process. Non-reciprocal listening, on the other hand, is the act of listening in which a unilateral interaction exists, as in listening to a radio program or an official class. Based on this distinction, Anderson and Lynch claim that the listener must have the following skills simultaneously: Identifying the signals from the speaker among the sounds/noise in the environment; focusing on the flow of speaking process in words; comprehending the discourse of a sentence and formulating a suitable reaction for it [1:24]. These four basic skills have a crucial role in the realization of a successful listening process. These skills suggest that the active listener is in an intense process of comprehension. Hence, the active listener tries to create a configuration process by relating the content of a speech to his/her internal knowledge [1:25]. In order to reach the aim and fulfill tasks put forward before education every teacher, every researcher in the field of methodology should think of finding the effective ways of teaching children [4].

A listening activity in which the listener is an active participant consists of five interrelated important stages. These stages are hearing, understanding, remembering, evaluating, and responding. Underwood states that the cognitive functions of listening skill should be increased and it should focus on the basic skills of predicting, testing and interpreting, which are thought to motivate students more efficiently. Hence, it is emphasized that the exercises in a listening process should not be restricted to only understanding and testing as these skills work in micro- (sentential) and macro- (discourse) levels so the exercises chosen should reflect this basic reality. In accordance with this wide scope, the tasks of exercises in a listening process range from ticking, circling, marking, ordering, drawing, labeling, selecting, form-filling, making a list, spotting mistakes, table-completing to predicting [2:69]. Richards handles the concept of listening from two perspectives. Listening and comprehension, which are used to substitute one another, is a traditional way where the nature of listening is considered [3:32]. Thus, it focuses on the strategies used in the listening education process. These strategies are handled in two categories as cognitive and metacognitive. Cognitive strategies are examined in three stages which are comprehension processes, storing and memory processes and using retrieval processes. Metacognitive strategies are examined in four stages which are assessing the situation, monitoring, self-evaluating and self-testing.