

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.

Strategies for designing activity related to listening: this resource includes tips on designing assessments with particular focuses on learning outcomes, and assessment criteria.

1. Have clearly defined learning outcomes for each task that you want to assess.

The learning outcomes should indicate measurable skills or abilities which students acquire during the course. Learning outcomes are derived from course aims and inform the assessment criteria.

2. List the skills and abilities (implicit/explicit) required by the learning outcomes.

Will you be explicitly teaching all the skills and abilities required to achieve the learning outcomes? Are any skills or abilities 'assumed' and not taught?

3. Check if you are over-assessing: have these outcomes/skills been assessed?

Within a programme, students may have to demonstrate the same skills over several modules. Assessment loads may be reduced if assessed skills are spread over modules rather than repeated many times. Similarly, within a module, certain outcomes may only need to be assessed once or possibly not at all. Check the programme outcomes against each module's assessment methods to look for overlap or gaps in the use of certain forms of assessment.

4. Choose a method of assessment appropriate for the outcomes and skills.

Often one form of assessment is overused in a module. Varying assessment methods enhances student skills, caters for individual abilities and can improve engagement with the task.

5. Decide if the assessment method is efficient regarding staff/student time.

Investigate alternative forms of assessment and consider the advantages and disadvantages for you and for your students. For example, self/peer assessment may be time-consuming initially when training students, but ultimately provides good opportunities for developing self assessment skills, providing prompt focused feedback and possibly reducing marking load for staff.

6. Look at possible alternative forms of assessment: advantages/disadvantages.

Look at the assessment demands for both you and your students. How much time is required to complete the assessment? Are there conflicting demands on students from different subjects? What feedback is required and can be produced in a timely fashion? Does this assessment build on prior assessments or develop skills for subsequent work? Can you effectively assess the learning outcomes using alternative methods which promote better student engagement? How might students view the task?

7. Formulate assessment criteria to match the outcomes and skills.

Assessment criteria ideally are derived from module aims and learning outcomes and should precisely indicate the minimum standard required to demonstrate achievement of a learning outcome. Assessment criteria may also indicate standards required for the achievement of certain grades and can guide the students in their learning. However, students may not interpret criteria as intended by staff: allow time for clarification.

8. Design out opportunities for plagiarism.

Reusing essay titles or setting general questions where material is easily accessible on the internet is an invitation to plagiaries for some students. Assess the process of completing the assignment as well as the final product; include an element of peer assessment and aim to individualise tasks.

9. Select a marking scheme to suit the assessment and the assessment criteria.

Weightings for different grade assessment criteria (or task components in pass/fail situations) need to be allocated fairly and reflect the importance of the demonstrated learning outcomes. Group work needs careful consideration in order to provide a fair marking system to take into account individual contributions to the final product.

10. Provide feedback forms which reflect the assessment criteria

What is the aim of your feedback? Are you trying to influence motivation with new students, encourage reflective learning or just correct errors? By aligning your feedback with the assessment criteria, you encourage students to address the criteria and thereby achieve learning outcomes. The use of self and peer assessment can assist students to understand and internalize assessment criteria and standards.

Designing listening tasks is not a simple way. In designing the tasks, the teacher should consider the types of listening performance in order to match the instrument of the task with the learning objectives. Teacher should also concern more on what aspects/micro skills that the teacher wants to measure through the task.

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THE IMPORTANCE OF CREATING AN EMOTIONALLY POSITIVE ATMOSPHERE WHEN TEACHING A FOREIGN LANGUAGE

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Introduction. The shift from a knowledge-based to an activity-based educational paradigm has led to significant changes in the modern education system. Today, the focus is on the student's personality, motives, interests, and emotions within the educational space. Emotions play a crucial role in education, influencing all aspects of the learning process. Emotions are intertwined with learning, capable of both enhancing and hindering the learning process. The emotional sphere is now a subject of research among psychologists, teachers, and methodologists, as emotions are recognized to shape human behavior, attention, will, and memory.

Domestic and foreign psychologists have been researching emotions for a long time (P.K. Anokhin, V.K. Vilyunas, N.V. Witt, A.N. Leontiev, P.V. Simonov and others). Speaking about the physiological, psychological, cultural and educational significance of emotions for a person, R.K. Bozhenkova notes that emotions: "cover all types of social activities that form a communicative space: media, politics, everyday communication. Emotions have become the most important components of the mind, thinking and linguistic consciousness of a modern person belonging to any linguistic culture." [3;7] Studying the cognitive processes of personality consciousness, B.I. Dodonov notes that emotions are able to regulate human behavior and speech behavior. [5;272] D. Goleman, considering emotional intelligence, includes knowledge of one's emotions; emotion management, motivation for oneself; recognition of emotions in other people, maintaining relationships, as well as personal qualities such as enthusiasm, perseverance and social skills.[4;478] Being one of the most important parts of a person's social nature, emotional intelligence determines the quality and productivity of his activities. Modern research in the field of psychology allows us to establish the nature of the relationship between negative and positive emotions in the structure of purposeful human behavior with different results (not very successful and successful). Thus, E.A. Yumatov developed a dynamic theory of emotions based on information and biological theories. The researcher studied in detail and described the stages of emotion development in a person's purposeful behavior, depending on his personality traits and the ratio of the expected and received result. The theory of emotions presented by the scientist proved the possibility of controlling and managing emotions in the organization of purposeful behavior and identified ways to achieve such behavior. Renowned for his studies on facial expressions and emotions, Ekman's work has contributed significantly to our understanding of how nonverbal cues can influence interpersonal interactions. Body language plays a significant role in creating an emotionally positive atmosphere in teaching English. Nonverbal cues such as facial expressions, gestures, posture, and eye contact can convey warmth, enthusiasm, and empathy, which are essential for building rapport with students and establishing a supportive learning