
УДК: 37.091.3: 811.111
DOI: 10.35254/bhu/2023.63.31

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THE USAGE OF HANDOUTS AT THE LESSON OF ENGLISH

Abstract

This article deals with the topical issues of using innovative methods of teaching a foreign language, namely English with the help of using various handouts. This report highlights the main points of the importance of handout, its purposes both in teaching and in learning a foreign language, for what to use them, when and with whom and in what cases. The author considers that along with the development of the world language, it is important to take into account

teaching students in a very simple, at the same time interesting way in order to know the foreign language as yours.

Key words: *methods, handouts, lessons, learning, eliciting, skills, effectiveness, purposes and importance, develop, participation.*

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АНГЛИС ТИЛ САБАГЫНДА ТАРКАТЫЛУУЧУ МАТЕРИАЛДАРДЫН КОЛДОНУЛУШУ

Кыскача мазмуну

Бул макалада чет тилин окутуунун инновациялык ыкмаларын, тактап айтканда, англис тилин ар кандай таратылуучу материалдарды колдонуунун жардамы менен колдонуунун актуалдуу маселелери каралат. Бул макалада таркатылуучу материалдын маанилүүлүгүнүн негизги пункттары, анын максаттары, чет тилин окутууда жана үйрөнүүдө, аларды качан жана ким менен жана кандай учурларда колдонуу керектиги баса белгиленет. Автор дүйнөлүк тилдин өнүгүшү менен катар чет тилин өз тилин билгендей кылып, билүү үчүн студенттерди өтө жөнөкөй, ошол эле учурда кызыктуу жол менен окутуу маанилүү деп эсептейт. Ошондуктан, таркатылуучу материалдарды өркүндөтүү боюнча айрым кадамдар да каралган. Түшүндүрүүдө, китепте билимдин башка булагы менен, тактап айтканда, таратылуучу материалдарды колдонуп иштөөдө окуучуларга анализдеп, синтездеп берсе жакшы болот. Эстеп калуу, билүү үчүн негизгиси болот.

Түйүндүү сөздөр: *методдор, таратылуучу материалдар, сабактар, үйрөнүү, тандоо, көндүмдөр, натыйжалуулук, максаттар жана мааниси, өнүктүрүү, катышуу.*

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ИСПОЛЬЗОВАНИЕ РАЗДАТОЧНЫХ МАТЕРИАЛОВ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье рассматриваются актуальные вопросы использования инновационных методов обучения иностранному языку, а именно английскому с помощью использования различных раздаточных материалов. В этой статье освещаются основные моменты важности раздаточного материала, его цели как в преподавании, так и в изучении иностранного языка, для чего их использовать, когда, с кем и в каких случаях. Автор считает, что наряду с развитием мирового языка важно учитывать обучение студентов очень простым, но в то же время интересным способом, чтобы знать иностранный язык как свой родной. Поэтому были упомянуты некоторые шаги по улучшению раздаточных материалов. При объяснении, используя другие источники знаний в книге, в частности, используя раздаточные материалы, поможет лучше анализировать и научиться делать выводы.

Ключевые слова: *методы, раздаточные материалы, уроки, обучение, выявление, навыки, эффективность, цели и важность, развивать, участие.*

Nowadays, students are not too serious in their studies; it is because of innovation of some bad vices that can affect the performance of a student in school. However, handouts itself can improve the studies of students. We are, teachers, can help students to study well, because if you have handouts, which are appropriate to your method of teaching and to your concrete topic, you can easily catch up your lessons. As a teacher, you can focus the students' attention on a certain topic. It can be easier for a student to study, because it seems like in only one material it may contained all your lessons, you can easily review for your exam and for your study.

What is the importance of handout?

A handout not only means that you can create a clean and uncluttered presentation, but allows your audience to understand your points better and remember them afterwards. It's also very useful for conveying your arguments to anyone who may have missed the actual presentation. [1, p.17]

The purposes of handouts

They can offer important scaffolding for learning by providing an outline, summary of main points, conclusions, questions posed by the material, questions frequently asked by students and links to other lectures.

Firstly, why do we use handouts?

It is not because we love wrestling with uncooperative photocopiers, right? In fact, handouts support student learning in several ways. When used well, they:

1. Encourage student engagement (after all, communication between students is key)
2. Encourage active participation (helping train learners not to expect to be spoon-fed the answers)
3. Contribute to controlled learning (giving students set questions, activities, and a place to write)
4. Support the class's learning outcome (by working towards goals rather than distracting or detracting)
5. Elicit engagement on subject matter (when information is organized and presented in a logical manner)

6. Build on skills taught in class (and include steps to work through). [2, p.3]

A note on using graphics

The 90's are long gone, and with them, the days of quirky Clip Art pictures that elicit a chuckle and nothing else. [3, p.51]. By all means, include images on your handouts – but remember to use them effectively and consciously:

- Choose images and graphics that enhance and support the text
- Use them in a way that elicits learning (rather than simply being entertaining)
- Label diagrams and images where necessary (or leave space for students to do so)
- Stop when you are ahead: less is (truly!) more

Marc Kett's top 10 tips for great handouts

Now we know the “whys” of using handouts, what about the “hows”?

1. Know your audience

Just as marketers, when designing handouts teachers need to keep a detailed picture of their target audience in mind at all times. Your specific class – namely, their age, level, interest, needs, strengths and weaknesses – will affect the type of handout you create. Ideally, your handout will be age and level appropriate, create interest, meet the learning needs of that level, enhance skills, and provide challenges. [4, p.65]

2. Be clear about your expectations

When students know what an outcome should be, they can actively work towards it. Always communicate your expectations simply, or alternatively, help students gain the necessary skills to self-determine goals and outcomes.

3. Use whitespace effectively

Busy handouts are visually tiring, take away from the materials at hand, create confusion, and hijack students' eyes, making them focus on the wrong elements. Use whitespace to your advantage to direct your class's focus to the write content.

4. Encourage interaction

Handouts go well beyond gap-fills. Use yours to get students on their feet, working

together, challenging each other, and discussing the topic at hand.[6, p.8]

5. Think about what will happen to your handouts

At the very least, endeavor to design handouts that can be used multiple times – such as in class then again for homework and later review. (A simple numbering system and consistency with formatting helps a great deal.) Don't create handouts for the sake of having them: if a concept or class doesn't require one, don't feel you must create one. Unnecessary one-use handouts and those without added value will be quickly lost or thrown away – which isn't good teaching or environmental practice.

6. Differentiate the learning

In any given class you will have students who thrive on kinesthetic, auditory, or visual learning. Cater to their needs by creating handouts that alternatively play to the strengths of each learning type. Create dynamism by going past traditional activities and encouraging communication between students using the handout as a guide.

7. Flip the classroom

Try facilitating a class where your students take turns teaching, using a handout as the basis for their “lesson”.

8. Bridge the gap between watching and doing

Give students a jolt of energy by removing the expectation that you the teacher will provide answers. Challenge them to actively use their language skills to find answers; whether on their own or by consulting with a partner.

9. Encourage communication

Communication is the ultimate goal for students learning a foreign language. Ensure your handouts encourage communicative learning by requiring that students talk with each other.

10. Make them your own

Make your handouts unique to who you are as a teacher: write in your voice, use humor, or include class in-jokes to increase interest and connection.

Handouts (or workbooks)

Using handouts that allow the audience members to take notes during the presentation is a great way for them to capture key ideas. When they take notes in their own words, it is more meaningful. Handouts need to be visually interesting, but have lots of white space for writing. [7, p.52]

According to an article in the February 1999 issue of Presentations magazine, there are five steps to follow for improving your handouts:

Stay focused on your goal -- always customize your handout around what you are trying to accomplish.

Avoid an information glut -- avoid the temptation to overload audience members with information simply because it is possible. As with the presentation itself, your handout should not include any "data dumps." Delete any material that does not directly support your message.

Use graphics whenever possible -- any time you can put a graphic in a handout vs. text do it. People will study a chart or diagram to learn information, but may skip a detailed explanation of the same data.

Do not be afraid of white space -- wide margins and lots of room for taking notes is advisable. A good guideline to follow is to fill no more than 2/3 of the page with words or graphics.

Make sure it looks good -- the appearance of your handout is vital. When people pick it up, the handout should feel good (paper quality) and look good (printing or copying quality). A handout cannot salvage a horrible presentation, but a well-designed and planned handout can make the difference between a good presentation and a great one.

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