



«МИРАС» УНИВЕРСИТЕТИ

«СТУДЕНТТИК ҒЫЛЫМ 2022»

*атты халықаралық студенттік ғылыми-практикалық конференциясының
МАТЕРИАЛДАРЫ*

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международной студенческой научно-практической конференции

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«Студенттік ғылым 2022» атты халықаралық студенттік ғылыми-практикалық конференциясының материалдарында бизнес және басқару, туризм және қонақжайлылықты басқару, ақпараттық және телекоммуникациялық жүйелер, құқықтану, педагогика және психология, филология, дизайн және көркем еңбек, дене шынықтыру және спорт, химия және биология бағыттарының дамуы бойынша ғылыми еңбектер жарияланды.

В материалах международной студенческой научно-практической конференции «Студенческая наука 2022» опубликованы научные труды по развитию следующих направлений: бизнес и управление, туризм и управление гостеприимством, информационные и телекоммуникационные системы, юриспруденция, педагогика и психология, филология, дизайн и художественный труд, физическая культура и спорт, химия и биология.

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THE CONCEPT OF THE MORPHOLOGICAL LEVEL OF LANGUAGE

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Түйін: Мақалада сөздердің әртүрлі кластарының морфологиялық және фонологиялық құрылымындағы ұқсас тенденциялар мен типологиялық айырмашылықтар көрсетілген

Резюме: В статье отражены сходные тенденции и типологические различия в морфологической и фонологической структуре различных классов слов

Structural types of words retain their typology not only when we talk about their ability to attach inflectional morphemes. They also turn out to be valid when it comes to their word-forming ability; compare: *цвет-о-вод-ств-о*, a compound word in which, in addition to two root morphemes, there is a word derived morpheme *-ств-* and the morpheme of the case, in which three semes are connected – genders, numbers and cases.

Thus, any significant word in different languages can form two series of forms:

1) inflectional series consisting of word forms containing inflectional morphemes (case inflections, personal endings, etc.); cf.: rus. дом – дома – дому – дома – домов, etc. or смотреть – смотрю – смотришь – смотрел; Eng. town – towns, take – takes – took – taking – taken, large – larger – largest;

2) a word-formation series formed by morphemes (prefixes, suffixes, etc.) clarifying or modifying the basic meaning of the root morpheme and forming new words; cf.: дом–домик–домишко–домище, etc.; own – owner – ownership.

The ability of a word to attach to itself both inflectional and word-forming morphemes, as well as the ways in which this attachment occurs, constitute one of the main typological features of the word.

So, in the morphological structure of a significant word, the following morphemes can be found: the root morpheme R, suffix morphemes, which in the order of their placement in the word will be designated Si, s, etc., prefixal morphemes, which also in the order of their sequence can be designated pi, pa, etc.

In inflectional languages, the root morpheme, as a rule, does not coincide with the base, which differs from the root morpheme in its sound composition [1]. So, in the adjective *iron*, the basis of the word *iron-* consists of the root morpheme *железн-* and the suffix morpheme *-н-*. In some cases, the addition of a word-derived morpheme causes a change in the sound composition of the root morpheme. So, in the adjective *речной*, the basis of the word of speech *исречи-*, while the root morpheme of *рек-is*.

In English, as a rule, the root morpheme in its sound composition coincides with the base, since at the present stage of its development the English language is

characterized by a single morpheme structure of the word; cf.: friend- – the root morpheme equal to the base, the suffix -ship is added to the base, which in this case can be called the root base; friend + ship = friendship. The corresponding Russian word друг, has the root morpheme друг-, but the basis is друж-, to which is added the suffix morpheme -б- with the meaning of the process of action and the case morpheme -а containing the feminine seme, this gives the derivative word дружба.

The English verb read – to read coincides in its sound form with both the root morpheme read- and the base read-, to which suffix morphemes are attached; cf.: reader–читатель, reading–чтение, readable–удобочитаемый.

Depending on their morphological structure, words in the compared languages can be divided into the following types:

Type R, that is, the word consists of a single root morpheme. This includes non-significant, service words in both languages: prepositions, conjunctions, most of the pronouns.

Type S, that is, the word consists of a base, in its sound form coinciding with an independent word. In English, this type includes the vast majority of significant words–nouns, adjectives, verbs, numerals.

In contrast to English, in Russian, the significant words listed above are two-morphemic: they consist of a base and a inflectional morpheme; cf.: улиц-а, песн-я, яблук-о, солнц-е, etc. Those significant words that seem to be one-morphemic in the nominative case, such as дом, сад, город, etc. in fact, they are also two–morphemic, since the material absence of a inflectional morpheme is significant, indicating the form of a certain case - nominative or accusative (in the case of inanimate nouns) masculine singular and genitive plural of feminine nouns and some masculine nouns; cf.: дом (им. ивин. пад. ед. ч. муж. рода), сапог (им. пад. ед. ч. ирод. над. мн. ч. муж. рода), рек, улиц (род. пад. мн. ч. жен. рода). Therefore, words with such a structure should be considered as two morphemes, consisting of a simple base and a zero morpheme having a grammatical function [2].

The second distinguishing feature of Russian suffix morphemes from English should be considered the presence of grammatical gender in many of them. Such suffix morphemes as -ач, -овей,, -ник, -тель, -чик and others, even in the absence of a basis, indicate the carrier of the action, while morphemes -овк-а, -ниц-а, -чиц-а, etc. indicate that the corresponding person belongs to to the female sex.

English word–formative morphemes, with a few exceptions, have no grammatical gender; cf.: учитель – teacher, учительница – teacher; торговец – seller, торговка – seller, etc

Numerical data are essential for determining one or another typological indicator. The method of quantitative indicators, or typological indexes, makes it possible to determine the necessary typological characteristics of individual sides of the word-formation system of the compared languages.

To characterize the system of word formation, the following indexes are important:

1) the index of synthetics, showing the degree of complexity of the morphological structure of the word. It is calculated by the formula –M/W-, where M

is the number of morphemes in the analysed hundred–word text, and W is the number of words (or word usage) in the same text. For English, this index is 1.68, for Russian it is much higher–2.33–2.45, which confirms the greater degree of complexity of the morphological structure of the word in this language.

2) the index of word formation, or derivation, showing which part of the words of a given language has word-forming affixes. This index is calculated by the formula D/W where D is the number of derivational morphemes, and W is the number of words in the analysed text. In English, this index is equal to 0.15 (Greenberg) and 0.23 (Kubryakova); in Russian, it is equal to 0.37;

3) the suffixation index is calculated by the formula S/W , where S is the number of suffixes in the analysed text, W is the number of words. In English, this index is equal to 0.64 (Greenberg) and 0.19 (Kubryakova); in Russian, it is equal to 1.15–1.21;

4) the prefix index is calculated by the formula P/W , where P is the number of prefixes in the text, W is the number of words. In English, it is only 0.04 (Greenberg) and 0.04 (Kubryakova); in Russian, it is 0.17;

5) the word composition index is calculated by the formula R/W , where R is the number of roots in a hundred–word text, and W is the number of words. In English, it is equal to 1.00 (Greenberg) and 1.07 (Kubryakova).

The listed typological indexes given in the table make it possible to draw some conclusions about the typologies of word-formation systems in Russian and English [3].

Table 1. Typological indexes

| Indexes | English | Russian |
|----------------------|----------------|----------------|
| Degree of synthetics | 1,68 – | 2,33–2,45 |
| Derivation | 0,15 0,23 | 0,37 |
| Suffixation | 0,64 0,19 | 1,15–1,21 |
| Prefix | 0,04 0,04 | 0,17 |
| Word composition | 1,00 1,07 | |

The analysis of these figures, although not accurate enough, still allows us to conclude that: Russian is much more synthetic than English that is; it is characterized by a greater number of derived words than English;

- 1) derivation is much more common in Russian than in English;
- 2) suffixation has a much greater proportion than prefix in both languages;
- 3) word composition in English it is much more widespread than word production.

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ПРОФЕССОР Н. БЕЙШЕКЕЕВ И КЫРГЫЗСКИЙ ЯЗЫК

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Резюме: В статье анализируется научная деятельность ученого Н. Бейшекеева и его вклад в науку о кыргызском языке.

Summary: The article analyzes the scientific activity of the scientist N. Beishekeev and his contribution to the science of the Kyrgyz language.

Қырғыз Республикасында, оның ішінде и. Арабаев атындағы Қырғыз мемлекеттік университеті жанындағы Мемлекеттік тіл және мәдениет институтында өмірінің көп бөлігін ана тіліне арнаған ғалым Біз Н.Бейшекеевтің ғылыми зерттеулерін талдап, ғалымның диалектологияға қосқан үлесін атап өткіміз келді.

Қырғыз тілі ұлттық идеямен байланысты, өз кезегінде ұлттық идея білім беру құрылымы мен жүйесінен тұрады. Сондықтан өз өмірі мен білімін Қырғыз лингвистикасына арнаған ғалымдар да ұлттық идеяны жүзеге асырушылардың бірі болып табылады. Осындай тұлғалардың бірі – Намазбек Бейшекеев. Ғалым бізбен бірге болғанда, ол 20 жасқа толады немесе 89 жасқа толады немесе 89 жасқа толады.

Н. Бейшекеев 1932 жылы 20 мамырда Шу облысы, Атырау ауданы, Жетіген ауылында дүниеге келген. 1940 жылы ол өз ауылындағы жеті жылдық Киров мектебіне түсіп, 1947 жылы бітірді. Содан кейін ол сол кездегі Фрунзе қаласына келіп, 1950 жылы үздік бітірген мұғалімдер мектебіне оқуға түсті. 1952 жылы Қырғыз мемлекеттік университетінің қырғыз тілі мен әдебиеті факультетіне түсіп, 1957 жылы осы оқу орнын үздік бітірді. Курстық жыл Н. Бейшекеев қ. академиктер-қырғыз тілінің көрнекті өкілдері К. Юдахин, Б. М. Юнусалиев, профессор А. Жапарова, к. к. сартбаевтардың дәрістерін тыңдап, олардан ғылыми және зияткерлік тәрбие алды [1].

Еңбек жолын Қырғыз Республикасы Ғылым Академиясының "қырғыз тілінің тарихы мен диалектологиясы" секторында бастады. Мұнда жұмыс істей отырып, ол 1961 жылы аспирантураға түсіп, академик болды н.а. Батмановтың басшылығымен 1965 жылы "Қырғыз үкіметтері Қырғызстаннан тыс" тақырыбында кандидаттық диссертация қорғады. Биылғы жылы Қырғыз Республикасы халыққа білім беру Министрлігінің шешімі бойынша Н. Бейшекеевтің филология ғылымдарының тегі сол кездегі ОШ педагогикалық институтына жіберіледі, онда ол қырғыз тілі мен әдебиеті кафедрасының аға оқытушысы лауазымына қабылданады.

Ұжым жұмыста ғалым-педагогтың рөлін жоғары бағалады, сондай-ақ кафедра меңгерушісі қызметін атқарды, содан кейін қырғыз және өзбек филологиясының деканы қызметін атқарды. 1990 жылдан бастап қырғыз тілі кафедрасының профессоры болып жұмыс істеді. 1992 жылдан бастап

мамлекеттик тилдер және гуманитарлык ғылымдар институтының кыргыз филология факультетинин профессоры лауазымына ауысып, 2001 жылдын қаңтарына дейин қызмет атқарды. 2001 жылы қаңтарда Бишкек қаласында 69 жасында қайтыс болды [2].

Аалы Тоқомбаевтың "егер өмір бізден өтсе, халық еңбекті есіне алады" деген сөздері айқын естіледі, өйткені филология ғылымдарының кандидаты, профессор Намазбек Бейшекеев жақында өмір сүргенімен, артында көптеген құнды ғылыми жұмыстар қалдырды (қыргыз тілі бойынша бағдарламалар мен еңбектер жарық көрді). Олар:

Қыргыз тілі: (әдебиеттің библиографиялық көрсеткіші: 1929-1959). - Ф.: Карг. КСР баспасы. Өзбекстандағы қыргыз тілінің жергілікті ерекшеліктері. - Ф.: Карг. КСР баспасы. (автор. - Абдулдаев Э., Бакинова Г.);

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Қазіргі қыргыз тілінің фонетикасы бойынша оқу-әдістемелік құрал (педагогикалық жоғары оқу орындарының 1-2 курс студенттері үшін). Ф.: (бірлескен авторы-Мамытов ж.) Д. Б [3].

Намазбек Бейшекеев өз жолын ғылымға, ағартушылыққа және жалпы ағартушылыққа арнады. Жемісті еңбегінің, қыргыз халқына, қыргыз тіліне деген тынымсыз ұмтылысының арқасында еңбектер, істер әлі де қыргыз халқына, келесі ұрпаққа пайда әкелуде және бұл ең сұранысқа ие кітаптардың бірі [4].

Қорытындылай келе, филология ғылымдарының кандидаты, профессор Н. Бейшекеев Педагогикалық училищені, Қыргыз мамлекеттік университетін үздік бітіріп, нәтижесінде ғылымның күрделі жолын таңдап, көп күш пен уақыт жұмсады, бірақ аз өмір сүрді. Алайда, қажырлы еңбегінің нәтижесінде ол қыргыз тіліне өз үлесін қосты – қазіргі уақытта өз міндеттерін орындайтын және қыргыз халқы болғанша қызметін жалғастыратын Ана тілі.

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ОӘЖ 373.3.016

БАЛАҒА ЕСІМ БЕРУ ОНЫҒ БОЛАШАҒЫНЫҒ НЕГІЗІ

Абдилаким кызы А.

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Резюме: В этой статье рассказывается о том, дать имя ребенку-основа его будущего

Summary: This article tells about giving a name to a child-the basis of his future

Қырғыз лингвистикасында жалпы тілде сөздік термині деп аталатын сөз ұғымы бар. Міне, осы лексиканы зерттейтін және оқытатын лингвистиканың бөлімі лексикология. Лексикологияның бір саласы-ономастика.

Ономастика лингвистикадағы атауларды, олардың тарихын және тілде қолданылуын зерттейді, грек сөздерінен: "есімдер туралы", "есімдерді тағайындау өнері туралы" және опот – "атау". Ономастика сонымен қатар халықтардың бұрынғы орналасуын, көші-қонын, тілдік және мәдени байланыстарын, тілдердің ежелгі күйін білуге көмектеседі. Ауызша халық шығармаларында, әсіресе эпостарда халықтың ұмтылыстары, ұмтылыстары, оның кәсібі, қоршаған ортаға деген көзқарасы, қатар өмір сүретін халықтарға деген көзқарасы (кейде аралас) және басқа да әрекеттер кеңінен көрініс табады.

Ономастика ғылымы бойынша қырғыз ғалымдары да оң зерттеулер жүргізіп, жүргізуде. Олар: Б. О. Орузбаева, С.О. Өмірзақов, Д.Исаев, К. Конкобаев, И. Б. Молдобаев, А. Б. Исабекова, Ш. Жұмағұлов Н. П. Бутенко, К. Дыйканов, О. Караев, К. И. Петров, Ж. Дж. Эшенқұлов, К. Сейдақматов, У. Юрий Андрей, С. Колосов, А. Идирисов, А. Боронов, Т. Чороев н.Р. Акматов, Н. К. Қазыев Л. Сулайманова және М. Шамшиева Ж. Б.

Г. Ш. қырғыз антропонимисті Жапаровтың "қырғыз адам есімдерінде" ономастикаға жүгініп, оны топонимдерге, антропонимдерге, гидронимдерге, этнонимдерге, теонимдерге, ктематонимдерге бөлді; астроном, зооним, фитоним, эргонимдер [1].

Антропоним гректің " ἄνθρωπος " – "адам", ал ὄνομα – "ат" деген сөздерінен шыққан, ол "адамның аты" дегенді білдіреді. Осылайша, антропоним бұл бір адамды анықтайтын жеке номиналды немесе номиналды атаулардың жиынтығы.

Жоғарыда айтқан ғалымдардың арасында осы салада немесе адамдардың есімдері (антропонимдер) бойынша зерттеулер жүргізетіндер бар: Б.О. Орузбаева, Ш. Жапаров ("қырғыз тіліндегі антропонимдер туралы кейбір пікірлер / / қырғыз терминологиясының мәселелері. - Фрунзе,); г. Жапаров ("қырғыз антропонимдері" бойынша материал жинау жөніндегі қысқаша бағдарлама және нұсқаулық. - Фрунзе: Киргосунивитет, "қырғыз халқының есімдерінің сөздігі" (практикалық нұсқаулық). - Фрунзе. "қырғыз тілінде антропонимдердің айтылуы" / Қырғызстанның еңбектері. "диалектологияның ономастикамен байланысы" / кітапта - Г. Жапаров [2].

Қырғыз диалектологиясы. - Фрунзе. " Қырғыз фамилияларын жазу " / / қырғыз терминологиясының сұрақтары. - Фрунзе, " Космоантропонимдер " / / түркологиялық зерттеулер. - Фрунзе. " Қырғыз антропонимдерінің фонетикалық құрамы " / түркологиялық зерттеулер. - Фрунзе. "енгізілген антропонимдердің орфографиялық нұсқалары" /Қырғыз терминологиясының сұрақтары. - Фрунзе, "Қырғыз адам кони". - Бішкек. "Қырғыз антропонимиясы: диссертация. Ф.ғ. д.". - Алматы, "Қырғыз антропонимиясы": реферат. диссертация. Ф.ғ. д. - Алматы, "атау" / / үй шаруашылығының қысқаша энциклопедиясы. - Фрунзе, " Сіздің атыңыз кім?"- Фрунзе: Қырғызстан, " Қырғыз ономастикасы. 1-ші шығу. - Фрунзе: Ғылым, "адамдардың есімдері-

халықтың байлығы". "Адамдардың есімдері-халықтың байлығы". - Бишкек: Ұлы Таулар. К. Дыйканов ("Қырғыз атаулары бойынша нұсқаулық". - Фрунзе: КМУ, А. Ыдырысов "Қырғыз тіліндегі есімдер". Фрунзе. К. Қазыев "қырғыз атауларындағы жергілікті белгілер". Кандидат. диссертация. реферат. - Бишкек, "қырғыз тілінің диалектикалық антропонимиясы"[3].

Осы бағыттағы қырғыз антропонимдерін, атап айтқанда қырғыз антропонимдерін санағанда, белгілі және танымал ғалым профессор Ш. бұл өте айқын көрінеді. Ғылыми зерттеулер негізінде ғалымның бірқатар еңбектері жарық көргенін атап өткім келеді. Бұл қажырлы еңбекті, ғылымның, білімнің, табанды ғылымның, қажырлы еңбектің, энергия мен уақыттың не екенін көрсетеді [4].

Ғалым өз зерттеулерінде адам есімдерін қырғыз лингвистикасындағы "есім", ал халықаралық терминологияда "антропоним" деп атап, адамның есімі жалпыхалықтық сөздікпен одақтас екенін және оның айырмашылығын – мәдени ақпараттық функцияны, атаулы функцияны атап өтті. Мұның өзі адамның есімі ең үлкен ұлттық мұралардың бірі екендігінің белгісі. Қазақ ғалымы "алыстағы ата – бабалардың есімі" атты еңбегінде Махрипов: "адамның есімі-мәдениет пен тарихи жадының ерекше категориясы" деген тұжырым жасады [5].

Ал антропонимист А. Г. Митрошкина 1987 жылы "Бурят антропонимиясы" шықты. "адамның есімі әдет-ғұрыптардың, дәстүрлердің, діни рәсімдердің және олардың пәндік атрибуттарының ауызша көрінісі ретінде жасалған [6].

Бұл атау адамның қандай да бір қоғамдағы нақты талаптарын қанағаттандыру үшін кім екенін білдіру үшін ғана емес, сонымен бірге ол өмір сүретін қоғамды бейнелейтін мәдениетінің күйін көрсетеді". Егер профессор Ш. Жапаров" антропонимдер - бұл халықтың салт-дәстүрлері мен әдет-ғұрыптарының ауызша көрінісі" деген пікір білдірді.

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ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН КӨРКЕМ СӨЗДЕРІНДЕГІ ДЫБЫСТЫҚ ҰЗARTУЛАРДЫҢ СТИЛИСТИКАЛЫҚ ФУНКЦИЯЛАРЫ

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Резюме: В данной статье исследованы стилистические функции звуковых удлинений в казахских и английских художественных словах

Summary: This article examines the stylistic functions of sound extensions in Kazakh and English artistic words

XXI ғасырда біздің алдымызда жаңа міндеттер тұр: өз бастауларымызға адал болып, ана тілі мен мәдениетін дамыта отырып, біз технологиялық және гуманитарлық жоспардың динамикалық жалпы әлемдік процестеріне кіруіміз керек. Бұл мүмкіндік ағылшын тілін білуді қамтамасыз етеді. Президент Қазақстан халқына жолдауында: "Тілдердің үштұғырлығы мәдени жобасын кезең-кезеңімен іске асыруды бастауды ұсынамын", - деп атап өтті. Қазақстан бүкіл әлемде халқы үш тілді қолданатын жоғары білімді мемлекет ретінде қабылдануы тиіс " [1].

Осыған байланысты қазақ тілін мемлекеттік тіл ретінде, орыс тілін ұлтаралық қарым – қатынас тілі ретінде және ағылшын тілін-жаһандық экономикаға табысты ықпалдасу тілін дамыту бойынша жұмысты дәйекті түрде жүзеге асыру және оны мемлекеттік тіл саясатының негізгі басымдықтарының бірі ретінде қарастыру қажет. Бұл "тілдердің үштұғырлығы" жобасы аясында мемлекеттік және орыс тілдерін ғана емес, ағылшын тілін де оқыту мәселелерін шешу көзделгенін білдіреді, бұл болашақта құжаттаманың ағылшын тіліндегі экономикалық аудармасы кез келген адамға қолжетімді болуы үшін қажет. Нарықтың кеңеюі қазір көптеген ірі компанияларды қызықтырады, ал ағылшын тілі іскерлік келіссөздер жүргізу үшін ең әмбебап болып табылады. Сондықтан шетелдік компаниялармен серіктестік орнату үшін көбінесе сапалы аударма ғана емес, атап айтқанда ағылшын экономикалық аудармасы немесе іскери ағылшын аудармасы – яғни терминологияны ескере отырып аударма, экономиканың ерекшеліктерін және іскерлік этиканың қыр-сырын түсіну қажет. Бұл мақаланың мақсаты-белгілі бір грамматикалық немесе лексикалық құбылыстың егжей-тегжейлі сипаттамасын бермей, ағылшын мәтіндерін аудару кезінде жиі кездесетін грамматикалық және лексикалық мәселелерді қарастыру. Бастау үшін фонетикаға назар аударайық.

Ағылшын және қазақ тілдеріндегі дауысты дыбыстардың саны бойынша айырмашылықтар бар: қазақ тілінде – 15, ағылшын тілінде – 20, алайда екеуі де вокалдық тілдерге жатады. Көптеген фонемалардың айтылуы ұқсас, бірақ артикуляцияда шамалы айырмашылықты байқауға болады, өйткені бұл тілдердің V фонемалық құрамы тек фонемалардың санымен ғана емес, сонымен қатар олардың сапасымен де ерекшеленеді, ағылшын тілінде дауысты дыбыстардың бойлығы мен қысқалығы, ал қазақ тілінде қаттылығы мен

жұмсақтығы бойынша корреляциялар бар. Ағылшын тіліндегі ұзын және қысқа дауысты дыбыстардың фонетикалық қарама-қайшылығы мағыналық ажырату функциясына ие [2].

Фонема морфологиялық деңгей бірліктері үшін қажетті материал болып табылады. Морфологиялық деңгейде фонетикамен байланыс пайда болады, мысалы, қазақ тілінде агглютивтік, жаңа сөздер мен сөздердің әртүрлі формалары сөзжасамдық және форма түзуші аффикстер мен флексиялар сөзінің түбіріне немесе негізіне дәйекті қосылу арқылы қалыптасады. Мұнда әр аффикстің тек бір грамматикалық мәні бар, ал әрбір грамматикалық мән әрқашан бірдей аффикспен өрнектеледі. Жұрнақтар мен флексиялар дауысты дыбыстардың жұмсақтығы мен қаттылығына байланысты, мысалы.: кітап-кітап, даптер-даптерлер. Қазақ тілінде түбір өзгеріссіз қалады, аффикстер түбірмен үйлеседі, яғни сөздердің қалыптасуы сингармонизм заңы – сөздің негізгі бөлігі мен аффикстердің дыбыстарының үйлесу Заңы бойынша жүреді. Осы Заңға сәйкес барлық қазақ сөздері тілге дейінгі жұмсақ немесе артқы тілдік, қатты болып біріктірілуі мүмкін. Сондықтан барлық сөздер қатты және жұмсақ болып бөлінеді: мысалы.: көл, ән-жұмсақ, қол, жан-қатты [3].

Зат есімнің санатын білдіру тәсілдері әр түрлі, сондықтан ағылшын тілінде ол өрнектің күрделілігімен ерекшеленеді, өйткені грамматикалық өрнек құралдарының жүйесіне жұрнақ, артикль (анықталмаған), ішкі флексия, ал қазақ тілінде бір ғана аяқталу –лар / -лер және оның корреляциясы кіреді. Сонымен қатар, дауысты дыбыстардың қатты және жұмсақ болып бөлінуі жоқ флексиялық ағылшын тілінде аяқталуы дауысты дыбыстарға емес, дауыссыз дыбыстарға байланысты,.: book – books, dish – dishes немесе ішкі флексия пайда болады, мысалы: tooth – teeth. Көріп отырғаныңыздай, флексиялық тілдерде тамыр морфемаларындағы фонемалардың ауысуынан тұратын ішкі флексия да дамыған. Алайда, барлық үндіеуропалық тілдер сияқты флексиялық тіл болып саналатын ағылшын тілі агглютинативті, мысалы, жұрнақ сияқты қасиеттерге ие -s ағылшын тілінде тек бір грамматикалық мағынасы бар, яғни көпше [4].

Ағылшын тіліндегі фонологиялық деңгейде жұрнақтар мен жалғаулар негізге мүлдем тәуелсіз, алдыңғы тілді дауыстылар артқы тілді дауыстылармен біріктірілуі мүмкін. Қазақ және ағылшын тілдеріндегі дауыссыз дыбыстардың саны да іс жүзінде әр түрлі емес: қазақ тілінде – 25, ал ағылшын тілінде – 24. Қалыптасу тәсілі бойынша осы екі тілдегі дауыссыз дыбыстар өте ұқсас: ерін, тіл және таңдай. Ағылшын тіліндегі сияқты, қазақ тілінде де дыбыстың дұрыс айтылмауы сөздің мағынасын өзгерте алады. Қазақ тілінде ең көп таралған сөзжасамдық аффикс ағылшын тіліндегідей сөзге жаңа лексикалық мағына беретін жұрнақ болып табылады. Ол оңай ерекшеленеді және жаңа сөздерді қалыптастыруға қатысады. Ағылшын суффиксы –er /-or қазақша–шы/-ші, инфинитивке қосылған, көп жағдайда әрекет жасайтын адамды білдіреді: to teach – teacher / оқыту –оқытушы, to write – writer / жазу – жазушы и т.б. Шындықтың шағылысқан жақтарының ерекшелігі бойынша қазақ және ағылшын тілдеріндегі сөйлеу бөліктерінің жүйесі белгілі ұқсастықтарды анықтайды, сонымен бірге олар бірқатар ерекшеліктерімен сипатталады,

мысалы.: қазақ тіліне қарағанда ағылшын тіліндегі сөйлеу бөліктерінің шекараларының бұлыңғырлығы. Бұл ағылшын аффиксациясының салыстырмалы түрде аз дамуымен байланысты, бұл сөйлеу бөліктерінің формальды қарама-қайшылығына әкеледі⁷

Сөйлеудің негізгі бөліктерін оқшаулауда ешқандай айырмашылық жоқ, ең үлкен ұқсастықты есімдіктер лексикалық құраммен де, оларды ішкі сыныптарға бөлумен де анықтайды. Тілдегі мағынаның көріну сипаты бойынша айырмашылық, мысалы, анықтықтың мағынасы ағылшын тілі үшін міндетті, ал қазақ тілі үшін міндетті емес. Ағылшын тілінде зат есімдерде жыныс категориясы болмаса да, тірі заттарды, жеке есімдіктерді білдіретін зат есімдер, сондай-ақ ерекше жағдай ретінде кейбір жануарлар мен заттардың еркек немесе әйелдік жынысы болуы мүмкін. Адамға қатысты зат есімдер (сұраққа жауап беру Who is this? – Бұл кім?), ер тегінде болады (сәйкес келеді. he, his – ол, онікі) немесе әйел тегінде болады (she, her – ол,).

Мысалдардан көріп отырғанымыздай, қазақ тілінде жыныс категориясы мүлдем жоқ, сондықтан сөйлемнің мағынасына байланысты бір сын есім, есімдік немесе реттік сан ағылшын тіліне әр түрлі аударылуы мүмкін. Синтаксистік деңгейде айырмашылықтарды ағылшын етістігін қолдану арқылы қарастыруға болады to be. Бұл етістіктің аналогы-қазақ тілінде қолданылмайды, ал ағылшын тілінде сөйлемдерде міндетті түрде етістік немесе етістік-атаулы предикат болады, мысалы.: I am a teacher – Мен оқытушымын;. Қазақ және ағылшын тілдеріндегі сөздердің тәртібі үлкен маңызға ие, өйткені ол тұрақты, мысалы.: The second boy is my son – Екінші бала менің ұлым; It is raining – Жаңбыр жауып тұр; The blue sky is large – Аспан ашық еді. Қазақ тілінде жай баяндау сөйлемінде субъект әдетте басында, предикат әрқашан соңында, анықталатын сөздің алдындағы анықтама, уақыт жағдайы сөйлемнің басында болады.

Сол сияқты, ағылшын тілінде сөйлем мүшелерінің белгілі бір тәртібі бар, онда тақырып, предикат және т. б. керісінше өз орны бекітілген.: We live in Astana – Біз Астанада тұрамыз. Қазақ және ағылшын тілдері жүйелерінің сәйкес келмеуі қазақ тіліндегі сөйлемдерді ағылшын тіліне аударуда белгілі проблемалар туғызады: Мен хат жазып болдым; Мен Астанада болдым . Мұндай сөйлемдерді аударып отырып, нені білдіретінін нақтылау қажет: әрекет факт ретінде, әрекет ретінде немесе-сол немесе басқа әрекеттің нәтижесі: Мен Астанада болдым – I was in Astana (last Monday) (болу уақытының нақты көрсеткіші); Мен Астанада болдым – I have been to Astana (менің алдыңғы өмірімде Қазақстан астанасына барудың "тәжірибесі" болды, және бұл тәжірибе бірінші мысалдағыдай өткен дүйсенбіге де қатысты болуы мүмкін екеніне қарамастан, қазір ойша немесе дауыстап қорытындылаймын).

Ағылшын тілінен қазақ тіліне іскерлік аударма немесе жеке лексемаларды аудару кезінде тілдің ерекшеліктеріне байланысты белгілі бір қиындықтар туындайды. Демек, ағылшын тілінен қазақ тіліне аудару кезінде, атап айтқанда инфинитив функциясын анықтау кезінде қандай проблемаларға тап болатынын қарастыру қажет. Анықтама функциясындағы Инфинитив орыс

тіліне аударылады, әдетте модальды етістік предикаты бар, мүмкіндікті немесе лауазымды білдіретін анықтаушы бағыныңқы сөйлем немесе болашақ шақтағы предикат етістігі, мысалы.: This question will be discussed at the conference shortly to open in Moscow –Бұл сұрақ Москвада ашылатын конференцияда қаралады. Сөзден кейін the last және реттік сандар (егер бұл сөйлемде олар предикативті мүше қызметін атқарса), анықтама функциясындағы инфинитив негізгі сөйлемнің предикат етістігімен бір уақытта етістіктің жеке формасымен аударылады, мысалы: The secretary general was the first to rise this question – Бұл сұрақты бірінші болып қойған бас хатшы болды. Егер бұл сөздер Кез-келген басқа синтаксистік функцияны орындайтын болса, онда инфинитивті шақ арқылы да аударуға болады.

Толықтыру функциясындағы Инфинитив қазақ тіліне аударуда қиындық туғызбайды, ол әдетте инфинитивпен, кейде бағыныңқы сөйлеммен аударылады, мысалы.: They want to submit a new proposal – Олар жаңа ой кіргізгілері келеді. Инфинитив аударма кезінде қиындық туғызады, себебі ол мақсаттың мән-жайы үшін қателесуі мүмкін [5].

Тек бүкіл сөйлемнің мағынасы, кейде кеңірек контекст инфинитивтің мақсаттың немесе нәтиженің мән-жайы екенін анықтауға мүмкіндік береді, мысалы.: To read well is very important in knowledge – Білімнің ең маңыздысы жақсы оқу. Субъектінің, предикативті мүшенің, құрама предикаттың атаулы бөлігінің және мақсаттың мән-жайының функциясындағы Инфинитив қазақ тіліне аудару кезінде қиындық туғызбайды.

Бұл функцияларда ол инфинитивпен (тақырыптың немесе мақсаттың мән-жайының функцияларында) немесе зат есіммен аударылады, мысалы.: I want you to find me a place in the car – Көлікте сен маған орын тауып беруінді қалаймын. Ана тілдері мен зерттелетін тілдер арасындағы жүйелік сәйкессіздіктердің мәні интерференцияны болжауға, қай жерлердің әлсіз болатынын болжауға мүмкіндік береді. Мәтінді дұрыс түсіну дағдысын қалыптастыру үшін грамматика мен аударма теориясын білу жеткіліксіз. Жұмыс тәжірибесі аударма техникасын меңгеру үшін белгілі бір грамматикалық және лексикалық қиындықтарды бөліп көрсету және оларды аударуға үйрету қажет екенін көрсетеді. Әлем тілдерін грамматика тұрғысынан қарастыра отырып, біз адамның ойлау процесін реттейтін логикалық заңдар барлық тілдер үшін бірдей, ал әр тіл үшін грамматикалық заңдар әр түрлі екенін көреміз.

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TYPES OF PHONETIC PRESPEECH EXERCISES

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Түйін: Бұл мақалада шет тілдерін оқытудағы түпнұсқа материалдарының істері мен маңызды рөлі. Қазіргі таңда шетел тілі қоғамда өлшеусіз үлкен қызмет атқаруда. Әртүрлі әдеби кітаптар әртүрлі жанрдағы кітаптарды оқуға мүмкіндік жасап жатыр. Осының арқасында бізге көптеген мәліметтер келді, оқулығымызға енді. Жаһан жаңалықтары хабарсыз қалмай халықты осылай ойлай нақты әрі сапалы білім ұсынылып жатыр. Бұл студенттер мен оқушыларға ғана емес барлық халыққа түсінікті тілмен жазылған.

Резюме: В данной статье рассматривается дело и важная роль оригинальных материалов в обучении иностранным языкам. В настоящее время иностранный язык играет неизмеримую роль в жизни общества. Различные литературные книги дают возможность читать книги разных жанров. Благодаря этому к нам пришло много информации, которая вошла в наш учебник. Предлагается настоящее и качественное образование, которое заставит людей думать именно так, не оставшись в стороне от мировых новостей. Она написана языком, понятным не только студентам и школьникам, но и всем людям.

As you know, for the formation of oral speech, listening, writing and reading skills, it is required not only to be able to pronounce the corresponding sounds, but also to know how they are combined in words, and then in a sentence. In a natural language environment, this happens simultaneously, while in a non-linguistic environment, in a foreign language lesson, considerable attention should be paid to the development of pronunciation skills. Work on the pronunciation of students begins with the first lessons of the initial stage and extends further to the entire course of teaching a foreign language. To do this, a phonetic exercise is necessarily organized at a foreign language lesson - a special training exercise in pronunciation aimed at the formation, development and improvement of phonetic skills, designed for 2-6 minutes and planned at any stage of the lesson, where it is methodologically appropriate. The purpose of phonetic charging is, on the one hand, to anticipate and remove the appearance of possible phonetic difficulties of any order - auditory, pronunciation, rhythmic-intonation, and, on the other hand, to develop phonetic skills that for some reason turned out to be insufficiently formed the charges are large, so the list of tasks for this stage of the lesson includes the following:

- Work with lexical material, let's call it "lexical" phonetic exercises. The goal is to practice pronunciation when getting acquainted with new lexical material. A variety of this type of phonetic charging can be considered thematic phonetic exercises, when the words being worked out are united by one topic.

- Work on grammatical material, words, "grammatical" phonetic exercises. The goal is to work out pronunciation and intonation when studying grammatical material, repeating typical constructions.

- Relieve stress and fatigue, that is, "relaxation" phonetic exercise or dynamic pause. The goal is to relieve the accumulated stress and fatigue of students. It is often simply necessary for a teacher to work with younger students, who are characterized by instability of attention and increased fatigue. From the point of view of health-saving technologies, one of the main requirements for the lesson is the observance of a rational ratio of static and dynamic components. It is in this regard that relaxation phonetic exercises, physical education minutes, dramatizations, various kinds of games accompanied by movement are indispensable. Such types of learning activities not only prevent fatigue, but also activate the mental activity of students at the next stage of the lesson.

- General development, the so-called "general educational or socio-cultural" phonetic exercises. The goal is to work out words denoting the realities of the countries of the language being studied, geographical names that are difficult to pronounce, the names of prominent figures in art, science and culture of the countries of the language being studied, other proper names related to the topic and content of the lesson [1].

This typology testifies to the dynamic nature of the place of phonetic charging in the structure of the lesson. Moreover, the teacher has the right to organize several segments of phonetic exercises during one lesson. The opinions of methodologists on the content side of phonetic charging are very diverse and vary from reading words, sentences, microtexts to recognizing dialects by ear. If we are guided by the idea that phonetic exercise is an almost entirely oral stage of the lesson, then the main phonetic exercises can be considered absolutely auditory exercises and exercises with partial visualization, for example, listening to identify errors, recognizing dialects, determining attitudes to something by intonation, pronunciation of the same phrase with different intonation depending on the speech task, repetition in a pause, repetition synchronously after the announcer / teacher / friend, recognition of words by ear, their memorization and subsequent repetition, etc. In general, it all comes down to the output of phonetic exercises for one or another type of speech activity - listening, speaking, reading and writing, most often - for their complex, solving a certain communicative task. One of the most important issues of the methodology is the question of selecting material for phonetic charging. In this case, the language paradigm should be considered as the basis: sound - syllable - word - phrase - sentence - microtext - text. In practice, in speech works, this paradigm is reflected in the chain: sentence-word, sentence-phrase, sentence-phrase, text [2].

The most effective genres for the implementation of the above paradigms are small folklore genres - tongue twisters, proverbs, sayings, tongue twisters, rhymes, rhymes, songs. Let us dwell in more detail on the use of tongue twisters. In the poetic dictionary of Kvyatkovsky, a tongue twister is defined as "a folk poetic joke based on alliteration, it consists in the deliberate selection of words that are difficult to articulate correctly with the rapid and repeated repetition of the entire phrase." The selection of difficult to pronounce groups of words, collected in a playful chain, makes it easier to master the articulation of sounds. Despite the fact that a tongue twister can sometimes consist of only a few words, it "already carries a certain

character, mood, coloring and even tempo". In addition, the tongue twister is one of the elements of the creativity of the people, their culture, and history. They often contain proper names, which especially attracts children of elementary grades, as well as the names of birds and animals, which makes small texts informative and interesting for students. Sometimes in small texts there are unfamiliar words and turns of speech, which allows students to expand their vocabulary. Most often this is a genre sketch, sometimes nonsense, but funny, rhythmically sounding and memorable. Many of the tongue twisters are quite well known and recognizable. Reading funny lines together with the guys, we create a good mood for them, the atmosphere in the lesson is discharged, and it becomes more comfortable. Such exercises help to attract the attention of students, to captivate them, to calm down hyperactive children after a break, to relieve fear of reading in shy children, imperceptibly involving them in the learning process. Such techniques help to increase the motivation of students to study the subject. Start the lesson with a joke - charge it with positive energy and good mood. Then any task will be up to us! This type is used by us in practice more often than others and gives positive results. Games with tongue twisters in English can be as follows: "who can read the tongue twister", "who can pronounce it faster", and the like.

The technique of working with tongue twisters is similar to working on all works of small genres, but has its own specifics.

- Creating a visual image for the tongue twister. Simply put the selection of a bright picture that matches the content. Here we can talk about the advisability of using presentations that allow you to make good preparations for a lesson with pictures, audio and video recordings.

- Discussion with students of the translation of tongue twisters. Although a meaningful translation is not always possible, because many of them simply do not have a clear meaning, it is advisable to carry out this work, since the result causes a smile and even laughter, which positively affects the mood of the students and makes them want to repeat the text. If translation is not possible, it is enough to explain the words so that the students can catch the general meaning. When translating a phrase, they can also rely on the illustration proposed by the teacher. You can also diversify the task by offering students a choice of several translation options so that they choose the most correct one.

- Practicing the articulation of sounds that are found in the tongue twister. They should also be displayed on the board.

- Primary listening and repetition of either the entire tongue twister or its segments, or repetition by building up (stringing). It is necessary to make sure that all students heard and understood how to pronounce the words correctly.

- Repetition and/or reading. We listen two or three times, paying attention to the underlined sounds. After several students read this tongue twister, and all the mistakes are corrected, you need to invite the guys in pairs to practice reading correctly. Here the element of pair work plays a positive role. If you offer the children a competition of pairs in reading tongue twisters, the children will receive an additional incentive to work. The task can be complicated by setting the task of

reading the tongue twister on behalf of a sad person or a cheerful one. In the process of pair work, the teacher needs to listen to the students and correct their mistakes.

- Competition such as "Who is faster" or "Say 5 times ...", etc. [3].

It should be noted that having adopted works of this genre, one cannot limit oneself to 2-3 tongue twisters; it is advisable to bring them into a system and work them out repeatedly. At the same time, at the final lessons or extracurricular activities, it is recommended to recall all the studied phrases on a competitive basis. In the process of work, the knowledge base of students grows, it is necessary to periodically work on repeating the material covered. To do this, you need to devote time to a variety of gaming tests. For example, to invite students to correctly name the tongue twister from the illustration or guess it from the first words. It is interesting to give words on the cards so that the children connect them correctly into the tongue twisters they know. This work can be done individually, in pairs or in groups. You can offer the children several illustrations, giving one of the students the task of reading tongue twisters, and the students will guess the appropriate picture.

Offer the children individual creative tasks: draw illustrations for the learned tongue twisters themselves, in order to then make a book out of them. Here we see that the project method (compiling a "book" of tongue twisters) can also be applied when working with such a small amount of material. It is advisable to use tongue twisters at all stages of teaching a foreign language [4].

Thus, having included exercises with tongue twisters in phonetic exercises, we came to the conclusion that by devoting only a few minutes to reading tongue twisters at the beginning of the lesson, we solve several problems at once: we work on pronunciation, introduce students to the world of the English language, and set them up for active work on lesson. Regular phonetic exercises improve students' articulation skills. Students can distinguish long and short English sounds, Russian and English sounds by ear; get acquainted with different patterns of intonation, types of stress and English rhythm. At each stage of training, working with this material, we pursue certain goals. The use of tongue twisters at the initial stage of teaching a foreign language helps to form pronunciation skills in students. In secondary school, work with tongue twisters helps to maintain and improve the pronunciation skills of students and at the same time stimulates their speech activity. That is why we recommend that everyone take the information provided into their methodological armament.

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SPEAKING AS AN ORAL FORM OF COMMUNICATION

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Түйін: Адамдар электрондық поштаны жіберу, телефонмен сөйлесу және белгілі бір жерлерде баспа жарнамаларын орналастыру сияқты әртүрлі әдістерді қолданады. Байланыс - бұл екі адамның, адам мен топтың немесе топтың топқа хабарлама жіберу және қабылдау процесі. Жазбаша және ауызша қарым-қатынас күнделікті жиналыстарда, дәрісханаларда және емтихандарда қолданылады. Байланыс техникалық тұрғыдан ақпарат пакетке салынған және жіберушіден алушыға тасымалдаушы арқылы берілетін процесс ретінде анықталады.

Аннотация: Люди общаются, используя различные методы, такие как отправка электронной почты, разговор по телефону и размещение печатной рекламы в определенных местах. Коммуникация — это процесс отправки и получения сообщений между двумя людьми, человеком и группой или группой группы. Письменное и устное общение используется ежедневно на собраниях, в лекционных залах и на экзаменах. Коммуникация технически определяется как процесс, в котором информация упаковывается и передается от отправителя к получателю через среду.

A human language is an attempt by people to communicate with other people through language. Speech is a personal act of an individual that manifests it in conveying our thoughts to another person.

Therefore, there is a style of speech that is adapted to different communicative situations. The style of speech is also becoming more common. Thus, in the case of (individual) speech, the peculiarities of each person, the peculiarities of word combinations and sentences, arise from the need for the speaker to express his thoughts effectively or express himself individually. The development of language, the development of speech is based on creativity.

Speech is a person's use of language in the process of communication. Word perception and comprehension are closely related. You can't understand it until you get it right. Accepting individual words requires understanding them. Perception and understanding go hand in hand, one - you - one does not happen. A person must have character. The first is the content of speech, its expressiveness. The expressiveness of a word is closely related to the intonation of speech and the articulation apparatus. And if a word has no content, it loses its lexical meaning. Prolonged meaning is the clarity of thought conveyed to another person. A person with a shallow mind will feel empty, and his words will not be clear and pure.

When perceiving the intonation of speech, a person's expressive speech with the articulation apparatus causes different reactions. For example, the order is expressed in order to regulate the intonation of the work performed on the intonation. In the Kazakh language, the sentence means informed, eloquent, inquiring, and commanding, depending on the intended purpose of agreeing or disagreeing with the intonation of the wish. And by saying them, a person has feelings, desires, regrets, joys, commands. Different mental states are felt. The ability of a person who is able to speak eloquently to find the right words and phrases with a stable intonation and

pause (pause between words) is a characteristic feature of some of the accompanying expressions [1].

Speech activity is the result of the analysis and accumulation of the cerebral hemispheres. If the mother is fluent in Sur, it is clear that the anatomical function of the brain depends on the ability to speak. This structure is called aphasia. There are two ways to do this. One of them, although his speech organs are completely preserved, he speaks with difficulty and does not understand words. It is difficult to sound. The most important issue in the educational process is the psychological readiness of the teacher.

The training will need to master the following psychological features: first, the specifics of the speech process, and secondly, the ability of the individual student to master the native language takes into account the cutlet. Therefore, depending on its specifics, it is necessary to have a good knowledge of psychology. The perception of child psychology refers to unity. Without it, it is impossible to distinguish between the most general pedagogical and personal upbringing. To know the age and personality of the child means to find a way to his feelings, to determine the methods and techniques of work that contribute to his education and upbringing.

Comenius divides the child's psyche into three parts:

1. Clever or forgetful
2. A passionate child
3. A child of upright character

Now shows this in six ways:

1. A knowledgeable, intelligent child.
2. Enthusiastic, but shepherd, meek children.

If they are not whipped, if they are not constantly monitored, they are less likely to be listened to.

3. Agile, upright character, stubborn child. They do neither good nor bad.
4. A child who wants to dance, who wants to learn, but who is just a child. They should be constantly praised and supported.
5. Ability is slow, nothing interesting.
6. Misbehaving, naughty children.

It is known that linguistic communication is not in the form of individual units, but in the form of conscious actions that communicate with each other. It was determined that the content and needs of the knowledge provided in the teaching of modern languages to the methods of modernization of the society.

Its purpose is to teach students not only to express themselves freely, but also to communicate, because the main purpose of general secondary education is to improve students' ability to speak a foreign language [2].

The official language is the language of the papers when learning about the world and the environment. In teaching the subject, students are familiar with the names and phenomena of the English language. The written form includes the ability to use or write the written form of the language and to read the text written in English. Language is a means of communication, which is carried out orally and in writing.

Crossing the threshold of the XXI century with the aim of developing education and science in the direction of innovative technologies is the main symbol of great hopes.

Conscious, meaningful, moral upbringing and education of the younger generation is a requirement of today. Over time, it is planned to introduce a curriculum for all. In the process of learning a new lesson, time is spent, and the results of learning are not checked [3].

Oral speech - there are active and passive words. Active words are hierarchical because they are often used on a daily basis. Passive sense is rarely used in, it is a word that is not used every day, although it understands the meaning, so it is found only in creative tasks, scientific and technical names, linguistic, phonetic. A special form of speech is the written word. It is mastered by special methods after entering the school. Written speech occurs only when a person's speech is more developed. It starts after learning to hold a pen and paper.

Speech is a separate internal speech. This is a manifestation of the ability to speak silently on the basis of language materials. Although each ethnic group thinks about something, it first thinks in its own language

First of all, for the development of language, the child must be able to communicate with adults.

Second, in order to understand what an adult is saying, a child must have a reaction and be perceived emotionally.

Third, the child's process is formed too late to understand other people's words, so it is important to take this into account [4].

Fourth, the development of the child's speech is the correct use of grammatical and syntactic forms of language in his speech. One of the most valuable works on teaching speech is the work of V.L. Skalkin "The basis of teaching oral language to another nation." This work consists of two sections. Knowledge is devoted to the communicative, psychological and linguistic basis of the development of the language, which considers the components and categories of the development of oral bilingualism. The work discusses the general principles of oral speech, the linguistic and methodological basis and provides a selection of teaching materials, methods of its organization, teaching, as well as a system of speech and exercises. In particular, these exercises are divided into a) training exercises and b) communication exercises, each of which offers individual thematic exercises.

In order to speak a certain language, a person must be able to use language tools consciously and correctly. When working to improve speech, it is accomplished through visual, auditory, and brain thinking. As a result of the thinking system, communication is important.

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LEXICAL AND STYLISTIC FEATURES OF THE LANGUAGE IN INTERNET COMMUNITIES

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Түйін: Бұл мақалада қазіргі уақытта өзекті болып табылатын интернет-қауымдастықтардағы тілдің лексикалық және стилистикалық ерекшеліктері сипатталған. Қазіргі уақытта халықтың барлық топтары үшін өте маңызды болып табылатын Интернет-коммуникацияның кәсіби және кәсіби емес коммуникация салаларында өзіндік ерекшеліктері бар. Қазіргі уақытта ағылшын тілінің жиі қолданылатын интернет-лексикасы, ең алдымен экспрессивті сипаттағы компьютерлік сленг қарқынды дамып, әлеуметтік желідегі интернет-коммуникация қатысушыларының көпшілігінің сөздік қорын кеңейтуде.

Аннотация: В данной статье описаны лексико-стилистические особенности языка в интернет-сообществах. Интернет-общение, крайне актуальное в настоящее время для всех слоев населения, имеет свою специфику в профессиональной и непрофессиональной сферах общения. В настоящее время широко используемая интернет-лексика английского языка, прежде всего компьютерный сленг, носящая экспрессивный характер, стремительно развивается, расширяя словарный запас большинства участников интернет-общения в социальной сети.

Lexical and stylistic features of the language study of Internet communication aims to establish the specifics of communication within a certain ethnic group, to determine the most common formulas of speech etiquette and features of communication in general, to characterize the cultural dominants of the corresponding community in the form of concepts as units of the mental sphere, to identify ways of referring to precedent texts for a given linguoculture. So, for example, O. A. Katerinich points to the closest connection of Internet communication, as a phenomenon of culture, with the value features that have developed in this linguistic picture of the world [1].

Internet communication, understood as a cognitive-semantic phenomenon, is associated with frames, scenarios, mental schemas, cogniotypes, addressing, i.e. various models of representation of communication in consciousness. A supporter of the cognitive-semantic approach to Internet communication, E.S. Kubryakova interprets it as "a cognitive process aimed at real speech production, the creation of a speech work, while the text is considered as the end result of the process communicative activity, which as a result takes on a certain finished fixed form" [2]. "Asserting that Internet communication is addressable, a supporter of cognitive interpretation internet communications, T.P. Kubryakova, indicates interaction, interaction of communication partners, in particular, the knowledge they share, opinions, attitudes, assessments of the situation, etc. It indicates the specifics of the use of various language means in Internet communication, which give the text a

certain static or dynamism, controllability or uncontrollability, integrity or immediacy, duration or repetition, causal conditioning or spontaneity, etc.

In addition to the listed various, proper linguistic interpretations of this concept, there are sociolinguistic interpretations. So, for example, structuralists and post-structuralists, first of all, Yu. Kristeva points out that the way of communication is completely predetermines and motivates the most often determined by personal interests (to music, sports, literature, tourism, etc.) sphere of Internet communication, as well as the social institutions generated by it [3].

In fact, the definition of Internet communication belonging to any narrow field of knowledge should be considered as an indication of the communicative originality of the subject of social action, and this subject can be specific, group or even abstract.

Each individual language is a set of elements differently realized in speech in their relations, oppositions and connections. A specific understanding of the concept of "communication macrostructure" is presented in the works of T.van Duck. Researcher interprets macrostructure as a generalized description of the main content of communication, which the addressee builds in the process of understanding.

The macrostructure of communication, which is a full-fledged text, according to the scientist, reflects the structure of long-term memory, summarizes information that is stored for quite a long time in the memory of people who have read and / or heard a particular text that is an integral part of this type of communication [4].

According to T. van Duck, Internet communication is "fuzzy category". The "blurring" characteristic of Internet communication, due to the need to constantly reassess the existing conceptual picture of the world, is due to the history of the formation of the concept, when lexemes in the semantic structure are critically evaluated signs of previous approaches and uses, complete uncertainty of the localization of Internet communication in the hierarchy of categories and modes of language existence, T. van Duck regards Internet communication as the most important component of linguocultural interaction, the characteristic features of which are interests, goals and styles at the level of certain macrostructures [5].

Internet communication, which is a specific a kind of human communication through the global Internet, a cognitive process of an interpersonal nature, addressed both in direct communication (*tête-à-tête* / face to face) of one or another participant in chat communication, and in the address of one author of an Internet text or to a wide group other people who use the Internet to discuss certain issues important to them.

Distinctive features of Internet communication as a part of Internet communication is the presence or absence of restrictions on the choice of vocabulary to express one's personal opinion on a particular occasion or the general opinion of supporters of a certain direction, formed in a particular area of controversy [6].

In each individual social network, you can find many borrowings from other languages. At the same time, speakers of other languages often use words from their own language, borrowed into English, entering into communication with English-speaking participants in a social network.

As Guan Huiying notes, each individual lexical a borrowed word is due to a kind of gaps or "lack" in the lexical composition of the language, is associated with extralinguistic factors, namely the history of the language, with the history of a given branch of science, technology or social life in a given region of the world [7].

One and the same piece of reality, according to J. Bagana, the same concept is received in Internet communication by different, historically and culturally specific forms of phonetic and conceptual expression in different languages - more or less complete, more or less specific.

According to T. R. Kuzmina, the consciousness of each individual linguistic personality participating in Internet communication is of paramount importance, since it expresses the self-consciousness of the nation, its self-identification associated with such aspects of public life as production, labor, culture, politics, communication, life, etc. [8].

Each individual language of Internet communication is closely related to culture. All features of its structure and functioning should be considered as manifestations of the culture of the corresponding linguistic (or ethnic) community, given the complex and indirect nature of its motivation by other elements of culture. The world around, the spiritual life and behavior of people are reflected in the mind of a representative of each individual language picture of the world in certain cognitive structures that are realized and structured in their specific language categories and forms. Formation and development of various concepts or the formation of cognitive structures occurs not only under the influence of external factors (certain elements of culture), but also according to its own internal laws that affect the formation of certain concepts as integral formations.

Each language, according to N. B. Balovsyak, creates its own "linguistic picture of the world" in Internet communication, which is one of the difficulties that arise when communicating with speakers of not only another language, but also a variant of the same language [9].

Thus, the same meaning within the framework of each individual linguistic picture of the world can be derived from different linguistic structures, and, conversely, the same structure can serve as the basis for formation and understanding of various messages. At the same time, the dependence of expressed thoughts on the method of their linguistic expression turns out to be relative and limited, since native speakers can easily recognize the difference between the form of the utterance and the phenomenon or object designated, overcoming the stereotypes imposed by the language. Linguistic consciousness as a whole, as such, is important for a nation (ethnic group, etc.), since it implements in Internet communication the self-consciousness of the nation, its self-identification.

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КОМПЬЮТЕРНАЯ ЛИНГВОДИДАКТИКА КАК ЧАСТЬ СОВРЕМЕННОЙ ЛИНГВОДИДАКТИКИ

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Түйін: бұл мақалада қазіргі лингводидактиканың бөлігі ретінде компьютерлік лингводидактиканы қолдану қарастырылады. Компьютерлік лингводидактика заманауи ақпараттық-коммуникациялық технологияларды қолдану теориясы мен практикасын зерттейді, ақпараттық қоғамның жаһандық өзгеретін технологиялары жағдайында тілді оқытуда, сонымен қатар әртүрлі ортадағы ақпаратпен және коммуникацияның жаңа формаларымен жұмыс істеудің заманауи әдістерін зерттейді. Компьютерлік лингводидактика, сонымен қатар мультимедиялық қосымшалар мен электронды оқулықтарды құруға арналған жаңа мультимедиялық оқулықтар мен бағдарламалардың ерекшеліктерін талдайды.

Summary: this article discusses the use of computational linguodidactics as part of modern linguodidactics. Computational linguodidactics studies the theory and practice of using modern information and communication technologies in language teaching in the context of globally changing technologies of the information society, also explores modern methods of working with information of various origins and new forms of communication. Computer linguodidactics also analyzes the features of new multimedia textbooks and programs for creating multimedia applications and electronic textbooks.

Компьютерная лингводидактика - это новое направление в современной лингводидактике, а также одна из самых популярных направлений в методике обучения к языку. За небольшой срок она прошла долгий путь, тесно связанный с развитием компьютерных технологий, с одной стороны, и концепций изучения языка - с другой. Новые возможности, предоставляемые современными информационными технологиями, очень важны в современной

лингводидактике. В настоящее время необходимость использования информационных технологий в обучении к языкам общепризнана, компьютерное обучение считается одним из важных частей образовательного процесса, и интерес к этой области современной лингводидактики растет с каждым днем.

Компьютерная лингводидактика как область лингводидактики изучает теорию и практику использования компьютерных и сетевых технологий в обучении языку, в условиях глобально меняющихся технологий информационного общества. В теоретических и практических аспектах компьютерной лингводидактики, разрабатываемых учёными разных стран, выделяется три направления исследований. Разработка теоретических аспектов использования компьютеров в обучении языку. Здесь рассматриваются:

- методологические проблемы компьютерной лингводидактики;
- психолого-педагогические проблемы компьютеризации обучения языку;
- вопросы дизайна обучающих компьютерных систем;
- вопросы типологии компьютерных обучающих материалов;
- проблемы оценки качества компьютерных средств обучения;
- возможности развития коммуникативных навыков в процессе обучения с использованием компьютеров.

Компьютерная лингводидактика, как новое научное направление – изучает проблемы использования интернет-ресурсов и создания электронных учебников для преподавания второго (русского) или иностранного языка. Расширяется круг иностранных и отечественных специалистов, работающих в этом направлении современной лингводидактики, в том числе по созданию электронных учебников.

В настоящее время учебники, используемые в преподавании к русскому\английскому языку в школах, высших учебных заведениях, очень быстро устареют. Они не отражают показатели рациональности, которые обеспечивают соответствующие стратегии и методы обучения коммуникативной компетенции. Например, в анализируемых учебниках акцент делается не на достижении объективного самоконтроля и рефлексии обучающихся, что, на наш взгляд, очень важно при преподавании русскому языку. Самоконтроль и рефлексия влияют на осознание учащимися целей образовательного процесса и их познавательных действий, направленных на достижение желаемого результата. При этом можно отметить недостаточную продуктивность предлагаемых заданий, что требует дополнительных усилий преподавателей, таких как поиск или подготовка дополнительного материала. Это относится к различным аспектам продуктивности: отсутствие самостоятельности, рефлексии, креативности, воспроизведения "готовых" знаний, перечисленные характеристики учебников, которые мы обнаружили в ходе анализа, не могут превратиться в ситуацию, которая делает обучение неязыковой коммуникативной компетенции учащихся разумным, эффективным процессом.

В настоящее время учеными разрабатывается методическая основа для создания электронных учебников. Для создания современного учебника, необходимо активно сочетать знания в области лингвистики, с привлечением идей из широкого спектра смежных наук, как культурной антропологии и регионоведения, социологии и социальной педагогики, экономики и политологии, когнитивистики и философии образования. Учебник по обучению к русскому/ английскому языку для учащихся, не владеющих данным языком, должен отражать все компоненты содержания образования, как в бумажном, так и в электронном виде: языковой материал (организованный с учетом его функций в общении на русском/английском языке и правил работы с ним); вербальный материал (из речевого шаблона к тексту) области общения, отражающие практическое использование языка, в том числе профессионально ориентированные; темы, под темы и коммуникативные ситуации; система упражнений и заданий к ним, а также тесты для самоконтроля; социокультурная информация. Что касается содержания, то план является одним из основных факторов, повышающих внутреннюю мотивацию обучающихся.

Электронный учебник, как и бумажный учебник, определяется как своеобразный сценарий учебного процесса, и если наличие учебника позволяет учащимся обходиться без учителя, то мы можем считать такой учебник полноценным. Способность учебника работать без помощи преподавателя обеспечивается включением в его содержание всех необходимых справочных материалов, системой упражнений с доступными и четко сформулированными заданиями, систематическим изложением и проработкой языкового материала, а также средствами контроля выполнения заданий.

Авторы также выделяют отличительные особенности электронных учебников и подчеркивают их преимущества. Среди них можно выделить следующие особенности:

- возможность добавления нескольких уровней сложности в электронные учебники;
- наличие вариативных заданий и мониторинг учебных достижений в интерактивном режиме;
- система открытых учебников, позволяющая дополнять, исправлять, изменять учебный материал в процессе использования;
- отличная видимость (анимация, сопровождающий звук, гиперссылки, изображения изображений и т.д.);
- расширение использования, основанное на быстром и дешевом увеличении тиража или циркуляции по сети.

В. А. Вул считает следующие преимущества современного электронного учебника:

- адаптировать и оптимизировать пользовательский интерфейс к индивидуальным требованиям;
- использование дополнительных средств воздействия на студента по сравнению с печатными СМИ;

- методы создания быстрого и удобного механизма навигации [1].

В печатных учебниках эти описания даются с использованием оглавлений, произвольных названий и глоссариев, для поиска которых вам нужно прокручивать страницы. В электронных учебниках гиперссылки, фреймы или графические карты используются для быстрого перехода к нужному разделу или фрагменту и, при необходимости, отката назад. При использовании сетевых структур появляется возможность обсуждать материал с другими учащимися, не покидая рабочего места, чтобы обеспечить интерактивное сотрудничество между учащимися и элементами учебника. По словам О.В. Зиминой, электронные учебники, в дополнение к простому учебнику, позволяют понимать и запоминать наиболее важную информацию с помощью компьютерных объяснений, вовлекая в активный процесс обучения возможности человеческого мозга, в частности слуховую и эмоциональную память [2].

Что касается структуры электронного учебника, то, прежде всего, следует говорить о его гипертекстовой структуре. Гипертекстовые системы широко используются во многих областях науки, техники, образования и экономики. Термин "гипертекст" был введен Тедом Нельсоном в 1965 году. Под "гипертекстом" автор понимает несогласованную запись. Как правило, процесс написания осуществляется последовательно по следующим двум причинам: во-первых, потому, что он исходит из непоследовательной речи, а во-вторых, потому, что неудобно читать книги не последовательно, а иначе. Однако мысли образуют непротиворечивые структуры - они связаны (там) со многими возможными переходами. А. А. Ворожбитова определяет гипертекст как особую форму хранения и представления текстовой информации, которая преобразует множество конечных текстов в единое целое и характеризуется бесконечностью возможных интерпретаций.

Гипертекстовая система использует электронные и программные средства для преодоления ограничений линейного характера текста, напечатанного на бумаге, то есть представляет собой нелинейную организацию информационных единиц, которые могут быть представлены текстовой, аудио- и видеоинформацией, что открывает уникальные возможности для авторов электронного учебника. Информационная модель гипертекста признана основой для эффективного представления и передачи знаний, кроме того, Теория Карлсона основана на гипотезе о том, что обработка и генерация идей человеческим мозгом происходит ассоциативно.

Известно, что гипертекстовое представление информации основано на идее расширения традиционного понятия текста путем введения нелинейного текста, в котором создаются перекрестные ссылки между выделенными частями текста (информационными статьями) и правилами переключения с одной части текстовой информации на другую. Если печатные книги могут представлять только двумерный поток информации: линейный и иерархический, то гипертекстовые системы имеют сеть перекрестных точек (фрагментов, модулей, фреймов), а выраженные в них ассоциативные связи

порождают трехмерную информационную структуру, которая формирует информационную среду, соответствующую глубокой структуре идей процессы, происходящие в человеческом мозге.

Гипертекст считается универсальной технологией, использование которой не зависит от специфики образовательной сферы, поскольку включает в себя все методы хранения и представления информации. Ю. Хартунг и Э. Брейдо выделяют важнейшие свойства гипертекста: базовая способность существовать только в компьютерной форме; нелинейность; множественность виртуальных структур; неполнота; виртуализация информации.

Основываясь на изучении гипертекстовых систем, В.Л. Эпштейн пришел к выводу, что гипертекстовые системы - это системы антропоцентрического типа, поскольку методы представления и навигации по информации ориентированы не на компьютер, а на человеческий мозг, который решает задачу, в данном случае информация учитывает не только это, но и самая эффективная форма [3].

Гипертекстовая система, используемая на практических занятиях, предоставляет студентам динамическую систему, в которой есть возможность рационально сочетать аудиторную и самостоятельную работу студентов, предоставлять студентам необходимые ресурсы для повышения качества лингвистической компетенции (фонологической, лексической, грамматической), а также формировать другие компоненты коммуникативной компетенции.

Процесс создания электронного учебника значительно упрощается с появлением специализированных программ, таких как ToolBookInstructor, MatchWareMediator, AutoPlayMediaStudio и др. ToolBookInstructor - это профессиональный инструмент для разработки и дизайна электронных учебных курсов, электронных учебных материалов, симуляторов и т.д., а также онлайн-оценки. ToolBookInstructor включает в себя полный скриптовый язык для создания интерактивных обучающих программ, пошаговых заданий, ввода необходимых данных, заполнения пробелов и т.д. существуют встроенные инструменты записи и редактирования моделирования, которые обеспечивают компьютерное обучение (авиационной промышленности) и др.

Соответствие электронного учебника вышеуказанным характеристикам и требованиям наполняет его лингводидактическим потенциалом для представления, автоматизации и применения учебного материала на занятиях. Кроме того, мы обращаем ваше внимание на то, что для электронного учебника, направленного на обучение коммуникативной компетенции на русском языке, недостаточно соответствовать требованиям, предъявляемым к общим электронным учебникам. В этом случае эффективность образовательного процесса напрямую зависит от фундаментальных методологических категорий и понимания рациональности и целесообразности методов активизации механизмов иноязычной речевой деятельности. При разработке электронного двухуровневого учебника реализация правил рациональной методологии становится фактором достижения эффективности

обучения и его рационализации.

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SYNONYMS OF THE ENGLISH LANGUAGE

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Түйін: Мақалада синонимдердің мәні ашылады, ағылшын тілінде синонимдерді қолдану мысалдары көрсетілген. Ағылшын тіліндегі синонимдердің әртүрлі түрлері жиі қолданылатын етістіктер мен сын есімдердің мысалдарында көрсетілген

Резюме: В статье раскрывается сущность синонимов, показаны примеры употребления синонимов в английском языке. Показаны различные виды синонимов в английском языке на примерах часто употребляемых глаголов и прилагательных.

In the modern world, it is necessary to pay close attention to lexical synonymy, since knowledge of the synonymic riches of the language is an important condition for a person's speech culture. In addition, the stock of synonyms of the language being studied makes it possible to master new skills qualitatively and overcome the language barrier when communicating.

The essence of synonymy and the synonymic relationship between words has long attracted the attention of linguists. But, despite the fact that various aspects of synonymy are studied by many linguists, there is still no unity of views in the definition of concepts, principles of identification and classification of synonyms. Therefore, in our work we will consider different views on this problem, compare them and draw appropriate conclusions.

There are many classifications of synonyms of the English language, as many linguists have addressed this topic: V.V. Vinogradov, G.B. Antrushina, V.V. Eliseeva, I.V. Arnold. Let us turn to the works of some of them.

An outstanding scientist, academician V.V. Vinogradov identified three types of synonyms: ideographic, stylistic, absolute. He defined ideographic synonyms as words that convey the same concept, but differ in shades of meaning. For example, "understand" to understand something specific - "realize" has a broader meaning – to understand the whole situation. Stylistic synonyms are usually used to give an emotional coloring to a statement. They are aimed at creating the desired attitude of the reader to the statement. For example: enemy (neutral)– adversary (bookish) – foe (poetic).

Absolute synonyms by definition should not differ from each other in either semantic or expressive shades. The allocation of such a group of synonyms does not

correspond to the facts of the language. In any pair of synonyms, if they have been preserved in the language, either ideographic or stylistic differences appear [6].

The classification of synonyms according to the linguistic encyclopedic dictionary shows such types of synonyms as full (strike-walkout – strike) and partial (big-large), as well as structural differences: multi-root (old-ancient) and single-root (to clean-to cleanse) [1].

Another classification was presented by G.B. Antrushina. Its classification is based on the definition of synonyms by types of connotation, namely, on a stable association in the speaker's linguistic consciousness, which is caused by the use of a word in a certain meaning. The following types are distinguished:

- degrees and intensities (to surprise – to astonish – to amaze – to astound – to amaze, to amaze; to satisfy – to please – to content – to gratify – to delight – to exalt – to satisfy, to please);

- duration (to stare – to glare – to gaze – to glance – to peep - to peer – all words except "to glance" denote the duration of the action, and this word is to take a glimpse);

- emotionality (to stare – to stare in amazement, to glare – to stare intently, angrily);

- ratings (well-known – famous – notorious – celebrated, where "notorious" has a negative value and "celebrated" has a positive value);

- reasons (to shiver – to shiver from the cold, to shudder – to shiver from fear);

- mode of action (to stroll – to stride – to trot – to pace – to swagger – to stagger – to stumble – to walk, walk, differences in walking pace, gait, manner of movement).

In his research, I.V. Arnold identifies ideological, stylistic, contextual and absolute synonyms. Ideographic synonyms differ either in additional meanings and accompanying representations, or in their use and compatibility with other words, but more often both, since stable contexts of use are closely related to the semantic structure and affect the meaning of the word [2].

Ideographic synonyms "pull, draw, drag, tug" mean to pull, but while the first is usually accompanied by an adverb indicating the direction of traction, the second characterizes a smooth effort, and the third differs in strength and implies greater resistance, in the word "tug" an additional shade is associated with movement.

Groups of ideographic synonyms can represent various combinations of the main feature with others that give it a special shade:

to laugh – to giggle – to chuckle – to guffaw;

to look – to glance – to peep – to stare – to gaze – to watch;

healthy – wholesome – sane – sound.

Stylistic synonyms represent the same concept, but are used in different styles of speech. Let's look at examples of such synonyms:

- nonsense (neutral) – bombast (bookish) – rot (colloquial) – wish-wash (slang);

- courage (neuter) – valour (book) – dauntlessness (poetic) – guts (slang);

- justice (neuter) – legality (special term) – fair play (razg.) [3].

Contextual synonyms, i.e., conditioned by context, are close in meaning only

under certain certain conditions. For example, in sentences:

I'll go to the shop and buy some bread

I'll go to the shop and get some bread

the verbs "buy" and "get" will be synonyms, although in fact they are not close in meaning.

Absolute synonyms are those words that are identical in meaning. But such a phenomenon is very rare in the spoken language and more often such synonyms are found in terminology. Absolute synonyms are, for example:

screenwriter – scriptwriter – scripter – scenarist – screenwriter;

airman – flyer – flying man – pilot.

Synonymous pairs of this type also arise in English as a result of the penetration of Americanisms, for example: wireless – radio.

But in general, absolute synonyms are very few, and their appearance in the language is usually the cause of semantic or other changes in the groups they belong to.

Having studied the classifications of synonyms of different scientists, we can conclude that synonyms can be complete and partial in terms of the degree of synonymy, ideographic, stylistic, contextual and absolute in terms of the difference in meanings, and single–root and multi–root in terms of structure.

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ПРИНЦИПЫ ЛИТЕРАТУРНОГО ПЕРЕВОДА И КРИТЕРИИ ЕГО ОЦЕНКИ

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Түйін: текст: Бұл мақалада аударматану ғылымының теориялық мәселелері, аударма жасаудың техникасы, әдіс-тәсілдері мен аудармаға және аудармашыға қойылатын талаптар, аударма саласының жанрлық түрлері, термин және терминология мәселелері, терминдердің аударылуы сияқты келелі мәселелер қарастырылып.

Summary: This article discusses theoretical problems of translation science, methods, methods and requirements for translation and translator, genre types of translation, problems of terms and terminology, translation of terms.

В общей теории перевода используется понятие нормы перевода, на основе этого понятия реализуется работа по оценке качества перевода. В переводоведении наряду с теоретическими (дескриптивными) вопросами освещаются и нормативные (прескриптивные) аспекты. Понятие нормы перевода рассматривается в прескриптивных главах теории перевода.

Теоретические главы переводоведения исследуют перевод как средство межъязыковой коммуникации, как объективно наблюдаемое, описываемое, интерпретируемое явление. А в главах, рассматривающих нормативные аспекты перевода, на основе теоретического изучения перевода формируются практические рекомендации, направленные на оптимизацию процесса перевода, упрощение и улучшение качества работы переводчика, разработку методов оценки перевода и методики обучения будущего переводчика.

Для осознанного правильного выполнения своей профессиональной функции переводчик должен в полной мере определить цель своей деятельности, пути достижения этой цели. Для этого переводчику необходимо глубже ознакомиться с основами общей, частной, специальной теорий перевода, касающихся переводимой им области и сочетания языков. В этом направлении переводчик должен знать систему соответствий между этими языками, уметь выбирать наиболее эффективный способ перевода в соответствии с соответствующим соответствием и конкретным контекстом, учитывать прагматические факторы, влияющие на ход и результат переводческого процесса [1].

Для обеспечения высокого качества перевода Переводчик должен уметь сравнивать перевод с оригиналом, классифицировать, оценивать возможные ошибки и вносить соответствующие коррективы. Оценкой качества перевода, поиском и классификацией ошибок занимаются лица, анализирующие результаты труда переводчика: Редакторы, критики, заказчики, преподаватели перевода и др. Практические рекомендации для переводчика и оценка перевода взаимосвязаны и взаимозависимы. Если переводчик должен выполнить какие-либо требования, результат его работы будет зависеть от того, насколько полно, успешно он выполнил эти требования. Как сам переводчик, так и другие лица, оценивающие качество перевода, придерживаются принципа, что правильный перевод должен отвечать конкретным требованиям. Совокупность требований к качеству перевода называется нормой перевода. Качество перевода определяется уровнем его соответствия уровню нормы перевода и характером сознательного и произвольного отклонения от этой нормы [2].

Нормативные требования формируются в виде правил и правил перевода. Нормативные положения могут быть общими или частными, или касаться определенного типа перевода или общего перевода. Они могут быть сформулированы в виде единого правила или составлены в виде указаний, касающихся или не применимых (исключение из правил) обстоятельств, при которых данное правило может быть применено. Например, различается степень обобщенности предложений-указаний о правильном переносе в переводе правил передачи неэквивалентной лексики, имен собственных, традиционных наименований должностей. Нормативные рекомендации в каждом конкретном случае применяются только в конкретных рамках явлений.

Результаты переводческого процесса (качество перевода) определяются: уровнем смысловой близости перевода к оригиналу, жанрово-стилистическим характером оригинала и переводческих текстов, прагматическими факторами,

влияющими на выбор варианта перевода. Все перечисленные аспекты перевода имеют непосредственный нормативный характер, определяют стратегию переводчика и критерии его труда. В понятие нормы перевода входят требования переводчика к нормативному использованию переводческого языка, а также необходимость соответствия результатов переводческого процесса общепринятым целям и задачам деятельности переводчика подходам, которыми руководствуется переводчик на конкретном историческом этапе. Таким образом, норма перевода формируется в результате взаимодействия пяти видов нормативных требований:

1. норма эквивалентности перевода;
2. жанрово-стилистическая норма перевода;
3. норма переводческой речи (речевой);
4. прагматическая норма перевода;
5. конвенциональная норма перевода

Эквивалентность исходного содержания и перевода-основа их коммуникативного равновесия. Норма эквивалентности перевода не является непреложным критерием. Он означает максимально близкое, соответствующее оригинальному содержанию и переводу, но не должен превышать определенного предела, отвечающего другим нормативным требованиям, обеспечивающим адекватность перевода [3]. При обнаружении неэквивалентности перевода, не способного передать содержание оригинала ни на самом низком уровне, норма эквивалентности перевода считается полностью нарушенной, а при условии, что другие нормативные требования могут быть выполнены на более высоком уровне эквивалентности, чем в данном выполненном переводе, эквивалентность перевода является частично нарушенной. В первом случае перевод признается неудовлетворительным, а во втором – принимается только в том случае, если для успешной межъязыковой коммуникации не обязательна максимальная смысловая близость.

Жанрово-стилистической нормой перевода можно назвать требование соответствия перевода типу, стилистической специфике и доминирующей функции переводимого текста. При соблюдении жанрово-стилистической нормы следует хорошо знать жанровую классификацию перевода и типы переводимого текста. Тип текста определяется характером оригинала, а стилистическими требованиями к переводу являются нормативные положения, характеризующие тексты аналогичного типа в языке перевода. Очень важной нормой является жанрово-стилистическая норма, в сферу которой входит и необходимая степень эквивалентности, доминантная функция, которая является основной задачей перевода и критерием оценки качества его произведения. Важно отметить, что нормативные требования к качеству перевода различны в зависимости от типа конкретного текста, понятно, что для оценки высокохудожественного литературного произведения и биографико-документального романа, оперного либретто и патентного свидетельства мы не используем одинаковый критерий. Перевод художественного произведения

оценивается в зависимости от его литературного успеха, технического перевода – терминологической правильности, рекламного перевода – его интеграции.

Переводческое произношение (речь) норма. Перевод текст-перевод является языковой производной в языке (АТ), поэтому подчиняется нормам и узусу этого языка. Но эти правила не будут одинаковыми для всех случаев языковой деятельности. Они различны в каждом функциональном стиле, а также в типах литературного языка в целом. Общий литературный язык обычно подразделяется на разговорный язык (byesmy Reality) и язык художественной литературы. В лингвистической литературе в качестве особого вида языка называют язык науки. То, что переводные тексты являются «вторым текстом», их ориентация на оригинал на другом языке отличает их от других языковых произведений на том же языке перевода. Совокупность переводческих текстов на каком-либо языке порождает особый тип этого языка, язык перевода, который имеет функциональные стили и другие типы.

Поскольку переводчик постоянно ориентируется на оригинал, то неизбежно меняется характер использования языковых средств, много меняется языковая норма, особенно узус. В процессе перевода двух языков широко используются сходные формы, языковые средства. Многие слова, фразы, способы описания ситуации в первую очередь характерны для языка перевода и только потом переходят на язык оригинала или приобретают узуальный характер. Сейчас многие используемые фразы» инициирование инициатив«», мирные переговоры«», добровольная миссия«», сокращение военного конфликта (конфронтации)«», рассмотрение альтернативных предложений " расширяют нормы казахского языка путем перевода.

Таким образом, норму переводческого произношения (речи) можно определить как соблюдение правил нормаса и узуса БТ с учетом узуальных особенностей переводческих текстов на данном языке. Такие особенности интуитивно реализуются переводчиками в практической работе.

Прагматическая норма перевода. Прагматическую норму перевода можно определить как требование обеспечения прагматической ценности перевода. Но это не может считаться полной «нормой", так как прагматическая приоритетная задача переводческого акта-это отдельная проблема, которую каждый переводчик решает по-своему. Тем не менее, изменение результатов переводческого процесса в прагматических целях – частая ситуация, без учета которой перевод невозможно оценить с нормативной точки зрения. Выполнение какой – либо конкретной прагматической задачи-важнейшая функция, подчиняющая все остальные аспекты переводческой нормы. Выполняя такую задачу, переводчик может отказаться от самой правильной эквивалентности, перевести только отдельные части оригинала, изменить жанровый характер оригинала при переводе, нарушить норму и узус языка (ИТ) перевода. Прагматические условия акта перевода заставляют полностью или частично отказаться от нормы перевода, передать не перевод оригинала, а изложение, сделать реферат или передать его иначе, без всесторонней репрезентации [4].

Конвенциональная норма перевода. В том или ином языковом коллективе на конкретном историческом этапе могут быть четкие, жесткие взгляды на цели и задачи перевода и пути достижения этой цели. В некоторые периоды истории перевода доминировало требование словесной передачи оригинала, доминировало требование «улучшения» оригинала, «свободы» переводчика по отношению к оригиналу. Например, перевод религиозных текстов требовал от переводчика придания особого значения не только значению оригинала, но и букве. Мы знаем, что на ранних этапах истории казахского перевода существовала тенденция к самостоятельному, свободному переводу оригинала, сохраняя только его сюжет. Как известно, это стало традицией и стало называться «Назира». А в середине двадцатого века, когда русская классическая литература начала массово переводиться, мы видим, что в целях строгого соблюдения содержания и формы оригинала был выработан способ кальки. Другими словами, на определенных этапах развития общества нарушение некоторых аспектов переводческой нормы стало нормой. Таким образом, на любом историческом этапе нормативные требования к переводу формировались на основе таких своеобразных «конвенциональных норм».

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MAIN STEPS OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING ENGLISH

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Түйін: Мақалада шет тілін үйрету кезінде толық физикалық жауап беру әдісі қарастырылады. Бұл әдісінің негізгі принциптері, оның артықшылықтары мен кемшіліктері, оны жүзеге асырудың нұсқалары көрсетілген. Осы әдістің принциптерін білім беру процесіне сәтті енгізу бойынша кейбір ұсыныстар қарастырылған.

Резюме: В данной статье рассмотрен метод полного физического реагирования при обучении иностранному языку. Изложены основные принципы данного метода, его преимущества и недостатки, варианты его реализации. Представлены разработанные некоторые рекомендации, для успешного внедрения принципов данного метода в учебный процесс.

Today, knowledge of a foreign language, especially English, is considered not only prestigious, but also necessary, even for everyday life. Millions of people who study foreign languages do not plan to use it as the basis of their professional activities - many people need the language as a means of communication. However, the question of the most optimal methods and approaches to learning, as well as their effectiveness, remains open to this day.

As statistics show, in the last decade, teaching children a foreign language begins much earlier than before - schoolchildren's education begins already in the primary grades. Due to their psychological characteristics, younger students have advantages in learning a foreign language. "A child thinks in forms, colors, sounds, sensations in general," K.D. Ushinsky, calling to rely on these features of children's thinking at the beginning of school work. So, having studied popular methods and approaches to teaching a foreign language, we settled on the TPR method (total physical response) or the method of total physical response, as the most effective in teaching younger students [1].

The total physical response method was developed by the American psychologist James Asher in the 1970s. The method is based on the coordination of speech and action: each phrase of the teacher is accompanied by movements that are repeated by the students, so they learn the meaning of a foreign language statement. The main purpose of this method is to teach oral speech. Representatives of this method consider the ability of speaking to be prevailing, since they believe that having mastered speaking, students will easily master other communication skills, being not trained in them. The material for learning a foreign language is everyday topics necessary for practical application [2].

It should be noted that reliance on the native language is excluded. Supporters of this method are sure that it is the reliance on the native language and, therefore, attempts to explain foreign linguistic phenomena through the phenomena of the native language that create difficulties in understanding and mastering the target language. However, this principle can become a stumbling block for many teachers and students when explaining or understanding this or that word, expression, thought.

Therefore, following this principle requires patience, resourcefulness, and a willingness to teach or learn. Refusal to switch to their native language will force students to vary their knowledge, force them to think and look for ways to achieve their goal with a limited supply of funds. Thus, we create a need for students to learn the language, which will contribute to the successful acquisition of speech, overcoming the language barrier and student satisfaction with their own success.

In a modern school, the method of total physical response, as a rule, is not used; however, we believe that it will become the most effective in teaching the language to primary school students. We believe that this method can contribute not only to improving the quality of education, but also to increasing motivation to learn a foreign language [3]. Traditionally, foreign language lessons in elementary school are full of games that help maintain motivation for learning, and as a result, better assimilation of the material. The good thing about the TPR method is that it is like a

game in itself. In a typical lesson designed according to the TPR method, students do not sit still, but constantly move, gesticulate, draw, work with cards and toys.

Psychologist James Asher developed the TPR method as a result of his experience watching young children learn their first language. He observed that the interaction between parents and children is often a speech from the parent and then a physical response from the child. J. Asher put forward three hypotheses based on his observations: first, children learn language, first of all, by listening; secondly, language learning should involve the right hemisphere of the brain; and thirdly, when learning a language, there should be no stressful situations [4]. Another feature of the total physical response method helps to exclude such situations - at the first stages of training; students are not forced to speak a foreign language. Instead, teachers wait until the students, through listening, have mastered a sufficient number of language units, and begin to speak spontaneously when they themselves are ready for it. Proponents of the method are sure that the main thing in learning is communication itself, and not its form. It is important to learn how to understand and convey messages, no matter in what form it occurs. Speech production occurs gradually and slowly. At an early stage, speech goes through natural stages: yes/no answers, one-word answers, short phrases, whole sentences.

Thus, there are 3 stages of mastering speech: comprehension, early speech, the appearance of speech. At the stage of mastery, special attention is paid to the vocabulary of students. The goal of the teacher is to fix the vocabulary in the long-term memory of students. At this stage, words are explained and reinforced using gestures and objects, which is considered more effective than the translation of words.

After studying the vocabulary, students move on to the next stage. They can answer simple questions in monosyllables, use short phrases, and engage in small, elementary dialogues.

At the last stage, students participate in discussions and act out skits and meaningful dialogues. At the same time, this principle creates difficulty in applying the method in a general education school, as it contradicts the methodology on which domestic textbooks are built. However, you should not completely exclude him from your teaching activities. "TPR is not a method. TPR is not an approach. But with skillful use, TPR will become the most powerful linguistic tool in your educational box," says James Asher [5].

The "game" of total physical response may take only 5-10 minutes of the lesson, mainly for the presentation of new material. If the students are successful in learning it, it is worth trying TPR at other stages of the lesson. It is important to remember that at the initial stages, students only listen to the teacher, answering him with gestures or movements (in extreme cases, verbal answers in their native language are possible). And also that the material given out by the teacher should be specific vocabulary, not abstract.

In the course of studying the TPR method, we have developed a number of recommendations for teachers that will help implement the principles of this method in the educational process. Language learning and immersion in the culture of

foreign-speaking countries (and the study of the culture of such countries is an integral component in the study of a foreign language) provides an opportunity for a creative approach to learning [6].

So, first of all, you should take care of the organization of the workspace. The foreign language classroom should cease to be an ordinary school classroom - during classes it becomes part of the foreign language world and students need to feel it. The design of the office is of great importance for creating motivation for learning. Decorating the classroom with state symbols of the countries of the language being studied, portraits of prominent foreigners, images of cultural monuments of countries, as well as the work of the students themselves, can become part of the educational process, a clear example of how learning can be exciting.

Since teaching does not provide support in the native language, students will need support in a foreign language. So, on the walls it is recommended to place all kinds of diagrams and tables with grammar rules, lists with the necessary lexical minimum, including phrases of active use within the lessons (Classroom language). Many teachers attach labels with English names to all subjects in the class, which we consider a good find, both for teaching younger students and high school students. Psychological the traditional arrangement of desks in rows is inconvenient not only for the teacher, but also for the students. Sitting on the last desk, it is more difficult for students to find contact with the teacher, as often they do not even see each other because of other students sitting in front of them.

It is also difficult for students to establish contact with each other, especially during discussions - they do not see the faces of their interlocutors, and, as a rule, the desire to maintain a conversation in such a situation disappears, thus the learning process suffers. Optimal in such a situation would be the arrangement of desks with the letter "P", so that students will be involved in the learning process, and it will be easier for the teacher to control the activities of students in the lesson [7].

The characteristics of the students are such that not everyone wants to enter into discussions and express their point of view on certain problems, thereby opening up to classmates or the teacher. Many students are constrained and do not show activity for the simple reason of lack of feedback. When asking students to tell about themselves or their preferences, the teacher often forgets that he is also a participant in this communication, and that within the framework of the proposed tasks there is a kind of dialogue that cannot be one-sided.

As we have already said, the teacher is always an example for his students, and giving an example always explains the rules more intelligibly. Thus, the teacher should not only take something from the students, but also give something in return. In discussions, express your opinion, talk about yourself and your preferences on an equal footing. You can win the trust of students only by proving your trust in them. And it is trusting relationships that can become the basis for creating a favorable environment in the classroom, for ensuring successful communication and for successful learning in general.

TPR method based on the premise that the human brain has a biological program to learn any natural language on earth, including sign language. This process

becomes apparent when we watch children learn their first language. This method also has been successfully used with students who are starting to learn a second language (J. Asher). When TPR is applied in an English language classroom, the teacher models and speaks commands to the students, and the students respond by imitating the teacher. The main rule of this method is: Listen, watch and do.

So, in conclusion we want to say that the theory of language acquisition with the above method is as follows: before starting to speak, children are exposed to a huge number of language inputs. Listen and observe the teacher, then perform activities. As a result of such exercises, children are not stressed. They are relaxed and feel free. And when students are tense, nervous, or uncomfortable, an affective filter occurs. This is a kind of mental barrier between learners and information. When the affective filter has a high level, then it is more difficult for students to understand process and remember any information. The TPR method helps to reduce this filter because it is more conducive to the session. Students need not be afraid to make mistakes in the language they are learning. Mistakes are not important and are easily, painlessly corrected by the teacher. Language phenomena are remembered naturally and for a long time.

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THE USE OF AUTHENTIC LITERARY TEXTS IN ENGLISH LESSONS

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Резюме: Бұл мақалада ағылшын тілі сабақтарында шынайы мәтіндерді қолдану мәселесі қарастырылады, оның мәні осы мәтіндерді аударудың қиындығы болып табылады. Мақалада түпнұсқа мәтіндердің ерекшелігі әртүрлі грамматикалық және лексикалық ерекшеліктерімен салыстырылады. Осы мақалада келтірілген түпнұсқа мәтіндерді талдау негізінде оқушылар оқу және аудару кезінде кездесетін қиындықтар қарастырылады.

Резюме: В данной статье рассмотрена проблема использования аутентичных текстов на уроках английского языка, суть которой заключается в трудности перевода данных текстов. В статье сопоставляется специфика аутентичных текстов с различными

грамматическими и лексическими особенностями. На основе анализа представленных в данной статье аутентичных текстов рассмотрены трудности, с которыми могут столкнуться учащиеся при прочтении и переводе.

The ability to extract information from written and oral foreign language speech in order to competently build intercultural communication is what a teacher should teach students through working with authentic texts. Also, students should learn to read and understand simple authentic texts of various styles (journalistic, conversational, artistic, scientific, official business) and genres (short story, novel, popular science article, business correspondence), using the main types of reading (introductory, learning, search / viewing), depending on the communicative task, to separate the main information from the secondary information in simple authentic texts and identify the most significant facts.

The main tasks in the work of a foreign language teacher are to reveal the cognitive capabilities of students, increase their motivation to acquire new knowledge, and form a tolerant attitude towards representatives of a foreign language culture. In the process of mastering a new language, there is a transition to a new way of thinking, or "image of the world", which is necessary for mutual understanding and the organization of a communicative act. "There is success - there is a desire", so the words of V. A. Sukhomlinsky sound. It is important for a teacher to properly organize his activities in the classroom in order to solve the main educational tasks. During the lessons, he acts as a guide who not only introduces students to the realities of the country of the language being studied, but also creates conditions for organizing intercultural communication through the use of acquired knowledge. Reading, as one of the types of speech activity, plays an important role in the implementation of the main tasks in a foreign language lesson. The source of information about foreign language culture, in our case, is English-language authentic texts. And understanding the information contained in them makes students want to learn English, to use it in one way or another in the future [1].

At the same time, as N. V. Baryshnikov notes, the use of authentic texts causes a number of problems due to the presence of many shortcomings in them. These include: difficult for students to understand or outdated lexical material, specific grammatical and syntactic constructions, individual features of the author's style.

Considering one of the disadvantages of using authentic texts in foreign language lessons, in the form of complex and outdated vocabulary, we can say that it is the most serious. Thanks to the vocabulary, students not only get acquainted with new information, but also replenish their vocabulary. In authentic texts, there is often an equivalent and background vocabulary, the difficulty of understanding which depends on the level of knowledge of students. If the teacher has not approached responsibly the choice of the lexical structure of the text, students will face a number of problems when reading it. In addition, an authentic text can be filled with words of old origin (archaisms), which are not always represented in modern dictionaries. All this leads to difficulties in understanding the essence of the information presented in the text. Thus, faced with this problem in the classroom, the teacher together with the

students will not be able to fully solve educational tasks, which will affect the effectiveness of training sessions [2].

The practical aspect of teaching a foreign language in general involves mastering all forms of communication and all speech functions in order for the possession of a foreign language to be a means of interpersonal communication and intercultural communication, enriching the spiritual world, defending one's beliefs, economic and social progress. Accordingly, speaking of the English language, a specific goal in teaching reading is the ability to quickly read an article in a newspaper or magazine about yourself, a work of fiction of medium complexity to meet all the functions of reading as a means of communication. The purpose of reading is to form the ability of students to read an unfamiliar, original text without assistance, with appropriate speed and adequate understanding, depending on the purpose of reading.

In the process of learning to read, you can use partially adapted authentic texts of various functional orientation, among which you can use texts from newspapers and magazines, popular science and fiction. A specialist in any field requires the following types of reading: viewing to find the necessary information in the text; introductory to get an idea of the text; studying to study specific details and sort out all the information [3].

1. When viewing the reading, the task is to get the most general idea about the subject of the text, the book, about the range of issues considered in them; or to find any information. To achieve this goal, it may be enough to read headings, individual paragraphs or sentences. Based on the information received, the reader decides whether this text is needed for further study or not. Viewing reading requires the reader to have a fairly significant amount of language material.

2. During introductory reading, the degree of completeness of understanding is at least 70%. The understanding of the main information should be accurate, the secondary information should be undistorted. This type, as the most common in all spheres of everyday life, is carried out on authentic materials reflecting the peculiarities of everyday life, life, culture of the countries of the studied language. In this type of reading, the following skills are formed: determining the topic, the content of the text by the title; highlighting the main idea; selecting the main facts from the text, omitting the secondary ones; establishing a logical sequence of the main facts of the text.

3. When studying reading (reading with a full understanding of the content), it is necessary to understand both the main and secondary information, using all possible means of revealing the meaning of unfamiliar linguistic phenomena (analysis, selective translation, reference to the dictionary, etc.) When studying reading, the reader strives to fully and accurately understand the information, critically comprehend it. This is a rather slow reading, it is accompanied by stops and re-reading of individual places. The degree of completeness of understanding is 100%, this is an accurate understanding of all information. In this type of reading, the following skills are formed: fully and accurately understand the content of the text based on its information processing; evaluate the information received, express your

opinion; comment on certain facts described in the text. Learning reading involves using the content of the text for subsequent retelling and discussion.

Reading as a learning goal, and therefore as an independent type of speech activity, appears in the case when we read in order to get the necessary information from the text. Thus, the tasks of teaching reading as an independent type of speech activity are as follows: to teach students to extract information from the text to the extent necessary to solve a specific speech problem using certain reading technologies.

Currently, the term “authenticity” is widely used. Those materials that are used in the real life of those countries where this foreign language is spoken are considered authentic. These include texts extracted from newspapers and magazines, various kinds of announcements (announcements, posters, advertisements, signs, schedules, menus, etc.), letters, correspondence, radio and television news programs, air and railway tickets, artistic texts.

By nature, they are usually divided into:

- 1) pragmatic (signage, announcements, menus, transport schedules, etc.),
- 2) journalistic (newspaper and magazine articles), artistic, popular science [4].

Depending on the level of formation of communicative competence, different authentic texts are used at different stages of training. The degree of preparation of students determines the use of authentic text of varying degrees of complexity.

Practice shows that an authentic text does not always reveal the main meaning of the transmitted socio-cultural information behind a specific lexical and grammatical background. The theme of the work, its context orient students to a certain socio-cultural situation, and, consequently, narrow the scope of the search for the meaning of the concepts under study. Students receive the necessary information using various information and reference materials, which seems appropriate from the point of view of the methodology of teaching a foreign language.

Thus, the problems associated with reading authentic texts depend entirely on the teacher's correctly selected material. It is possible and necessary to remove to a certain extent the lexical and structural difficulties encountered in the text, but at the same time independent work cannot be completely excluded.

The search for effective methods and techniques for the formation of socio-cultural competence attracts the close attention of many scientists, methodologists and teachers. One of such effective techniques is the use of authentic materials in foreign language lessons. This is the presence of authentic newspapers, magazines, household items, such as all kinds of tickets, packages, receipts, etc., everywhere in the study room; the creation of a stylized educational environment, for example, a reading room can be stylized as an English parliament; the presence of mass media in the cabinet, constantly tuned to receive authentic radio and TV shows, video materials, video clips, advertising.

The creation of a language environment in the real educational process is able to initiate the formation of a picture of the world inherent in the foreign language being studied, to help learn how to build one's behavior, verbal and nonverbal, according to its laws, to ensure the formation of socio-cultural competence, and

hence communicative competence as a whole. Thus, the creation of a language parasrede acts as a crucial condition for the formation of communicative competence. The use of authentic materials in foreign language lessons creates the illusion of familiarization with the natural language environment, which, according to many leading experts in the field of methodology, is the main factor in the successful mastery of a foreign language. It is impossible to teach modern students a foreign language without socio-cultural information about the country of the language being studied, people, customs and customs, social phenomena occurring [5].

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FEATURES OF THE FORMATION OF LEXICAL SKILLS IN A FOREIGN LANGUAGE LEARNING

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Түйін: Бұл мақалада лексикалық дағдылар ұғымы, құрылымы, сапасы, лексикалық дағдыларды қалыптастырудың тұрақты шарттары, сондай-ақ әрбір жаңа лексикалық бірліктің кезеңдері қарастырылады. Мұның бәрін шет тілінің лексикасын үйрену барысында ескеру қажет..

Резюме: В данной статье рассматривается понятие лексических навыков, структура, качества, устойчивые условия формирования лексических навыков, а также этапы, которые проходит каждая новая лексическая единица. Все это необходимо учитывать в процессе изучения лексики иностранного языка.

The concept of lexical skill has been repeatedly considered by psychologists (A.R. Luria, I.A. Zimnaya, A.A. Leontiev) and methodologists (E.I. Passov, S.F. Shatilov). As a rule, a skill is an automated action that is formed in the process of speech activity. In the traditional sense, the structure of a lexical skill includes:

1. The sound form of a lexical unit (if a student has not firmly mastered a new lexical unit, then he is unable to correctly reproduce the phonetic image of a word, mixes phonemes similar in sound and distorts the phonetic structure of a lexical unit);
2. Lexical unit selection operations (if the student does not have enough knowledge of the operations for choosing the right lexical unit, then he experiences

significant difficulties in selecting the right word, thereby complicating the communication process);

3. Operations for combining lexical units (the student is able to include new lexical units in grammatical structures already known to him and combine new lexical units with previously learned ones);

4. Speech task. In practical classes in a foreign language, it often happens that students have mastered the sound image of new lexical units, freely use them to designate objects, signs or actions, combine them with each other, but have difficulties using these same lexical units in the process of communicating in a foreign language. The reason for this is that the speech task was not taken into account when teaching vocabulary [1].

Let's compare the structure of speech activity and the structure of lexical skill. Speech activity consists of motive, lexical unfolding, grammatical construction and motor realization. The structure of the lexical skill is described above. From this we can draw the following conclusion. If the functionality of students' activities for the assimilation of new lexical units is expressed in the unity of the stages of speech generation, then the functionality of a lexical skill consists in the unity of its components such as a speech task, operations for the selection of lexical units, operations for the combination of lexical units, with the leading role of the lexical task [2].

Lexical skills have qualities such as automation, flexibility, relative complexity and awareness of the skill. Automatization of the skill guarantees the speed and smoothness of the action. This quality allows the speaker to think only about the content of his speech, without concentrating on the lexical or grammatical side of his speech. The flexibility of the skill allows you to include words in various combinations both with other lexical units and grammatical constructions. The relative complexity of a skill indicates a number of components that are included in the concept of a lexical skill. The consciousness of a skill is an intrinsic property inherent in a skill. In speech activity, it is hidden behind the automatization of the skill, however. When automation is insufficient, consciousness switches to a skill, to a mode of action and the process of speech production is disrupted at such a moment. The consciousness of the skill is manifested in the speaker's ability to exercise subconscious control over the speech activity of his interlocutor and self-control [3].

To form lexical speaking skills, it is necessary to take into account:

1. The connection of words in native and foreign languages. However, translation as a means of revealing the meaning of a word has disadvantages along with advantages. The advantages of translation as a means of semantics are the comparative accuracy of the transfer of the meaning of a foreign word, the ability to immediately find words that are adequate in meaning, which gives a certain time savings. The disadvantage of translation as a means of semantics is that in some cases there are difficulties in selecting an equivalent word in the native language. This is due to the difference in the volume of meanings of words in different languages and is clearly seen in the example of Russian and English languages. Therefore, it is possible to accurately translate a word only based on the context, resorting in some

cases to the interpretation of the word. The exception in this case are only words expressing the names of very specific objects.

2. Combining new lexical units with grammatical and lexical structures learned earlier.

3. The functional state of students corresponding to the specifics of the activity of mastering the vocabulary of a foreign language.

4. Independence of students when making their statements. Students should be able to independently choose appropriate lexical units and their combination with grammatical structures.

5. Actualization of the personal meaning of students in the process of foreign language classes.

6. The complex nature of the assimilation of lexical units, then taking into account the visual, auditory, motor memory of students.

7. Students' need to use new lexical units.

8. The totality of students' thoughts, the activation of their mental activity as a necessary condition for the productive assimilation of new lexical units.

9. The leading role of the function of new lexical units, in which the emphasis is not on memorizing new words and expressions, but on their use in speech in the process of expressing one's own thoughts and perceiving the statements of the interlocutor.

10. Selection and organization of new vocabulary, which are carried out taking into account the needs of students. Emphasis should be placed on isolating new lexical units from the context.

11. Involuntary memorization of the form of new lexical units.

12. Strengthening motivation in the process of assimilation of new lexical units.

13. The controlled nature of the assimilation of new vocabulary, its inclusion in the process of communication in a foreign language, the repeated use of new lexical units during the lesson and their perception in the speech of interlocutors.

14. The use of new lexical units in different communication situations to express their own thoughts.

Lexical exercises should be aimed at the formation of stable lexical skills. Since the lexical skill manifests itself in the unity of all its components with the leading role of the speech task, the functionality of lexical exercises is expressed in the unity of the speech attitude to the exercise, actions to designate the objects of utterances, the combination of lexical units with other and grammatical structures, as well as actions to reproduce the sound form of the lexical unit [4].

All work on the vocabulary of a foreign language should be built in such a way that all lexical material is learned consciously. Working on a word both from the content and form side involves, first of all, working on the volume of meanings of foreign words in comparative terms with words of the native language and in terms of comparing words of a foreign language with each other comparison of the volume of meanings and the form of a word of the native and foreign languages is extremely important for the correct assimilation of lexical concepts, which contributes to better assimilation of lexical material. Having correctly realized and compared the signs

underlying the concept denoted by the word, the student will correctly assimilate the concept, and, consequently, the lexical material. Memorizing a word should be based on logical memorization. Meaningful memorization is an active work of thinking and includes the establishment of cause-and-effect relationships, analysis, synthesis, inductive and deductive conclusions, therefore, the system of exercises should be based on these thought processes.

In the process of assimilation of new lexical units, it is important to compare words with similar meanings. Common in the meaning of the words being compared is the concept that is assigned to them, different – the volume of meanings of the words being compared and the compatibility of words with other words, the ways of word formation and the participation of the word in various phraseological units.

For the solid assimilation of a new lexical unit, its repetition in a changed context is important. The material in the exercises should be selected in such a way that students, in the process of learning new things, always rely on the meanings they know and on the experience they have already gained in working on vocabulary. These can be exercises in memorizing the material passed by heart, for substituting polysemous words, synonyms, homonyms in a sentence, for independently composing sentences with the obligatory inclusion of known words in them, and so on.

The reproduction of new lexical units is the most important type of exercise that completes the formation of a stable lexical skill.

The qualities of lexical skill discussed above are formed in a single way in the process of learning a foreign language. The formation of a lexical skill is aimed at mastering all its components (the speech task, the sound form of a lexical unit, operations for choosing a lexical unit and operations for combining lexical units), as well as the considered qualities of the skill.

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ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІНДЕГІ АНТРОПОНИМДЕРДІҢ ДҮНИЕТАНЫМДЫҚ СИПАТЫ

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Резюме: Статъя посвящена описанию лингвокультурологического аспекта антропонимов в парадигме исторического взаимодействия различных языковых культур. Анализируется влияние соседних культур на антропонимическую систему языка: формирование антропонимикона на основе грамматических особенностей английской антропонимии. В ходе исследования также выявлены семантические способы образования английских, казахских антропонимов, обусловленные культурно-историческими аспектами языка.

Summary: The article is devoted to the description of the linguoculturological aspect of anthroponyms in the paradigm of historical interaction of various linguistic cultures. The influence of neighboring cultures on the anthroponymic system of the language is analyzed: the formation of an anthroponymicon based on the grammatical features of English anthroponymy. The study also revealed semantic ways of formation of English, Kazakh anthroponyms due to cultural and historical aspects of the language.

Әлемнің кез-келген тілінің антропонимдерінің өзіндік ұлттық ерекшеліктері бар. Алайда мәдени-тарихи процесте әртүрлі тіл мәдениеттерінің антропонимдері бір-біріне әсер етті. Осылайша, жаңа тілдік формалардың, соның ішінде тілдің антропонимдік жүйесінің байытылуы мен жинақталуы болды.

Бұл жұмыстың мақсаты-әр түрлі тілдердің антропонимдік жүйелерінің салыстырмалы-салыстырмалы аспектісін олардың қоғамдарының өміріндегі мәдени-тарихи өзгерістер тұрғысынан зерттеу.

Е. С. Кубрякованың пікірінше, қоғам құрылымындағы жалқы есімдердің жұмыс істеу ерекшеліктерін зерттеу бұл антропонимдердің мәдени доминанттар болып саналатынын және ұлттық-мәдени элемент ретінде қолданылатынын мойындауға мүмкіндік береді. Осылайша, белгілі бір ұлттың, тілдік тұлғаның қандай да бір түрінің ерекшеліктерін сипаттайтын ерекше белгілерді жабу қолайлы болады.

Атаулардың тілден тыс ассоциациялары, әсіресе әлеуметтік факторларға байланысты ерекше қызығушылық тудырады. Олар өз кезегінде елдің мәдени, ұлттық және ис-торикалық ерекшеліктерімен ажырамас байланысты. Антропонимикон адам-ғасыр дағдыларымен, оның мәдениетімен, тарихымен және дінімен тікелей байланысты.

В. В. Катермина жеке атаулардағы идиоматизмнің екі түріне баса назар аударады: супрагилла және тілішілік, бұл адамға қоғамдық, тарихи, мәдени және діни ортаның әсерінен пайда болады.

Антропонимдерде бекітілген анықтамалар мен мағыналар қоғамның айналасындағы заттар мен қасиеттерге тән белгілерді көрсетеді. Антропонимдердің тарихы олар пайда болған қоғамдастықтың мәдениеті мен тарихымен ажырамас. Антропонимдердің ұлттық бояуы бар екеніне ешкімнің

күмәні жоқ, оны орыс және ағылшын жеке есімдерінің мысалынан анық көруге болады.

Мәдениетті өз идеясына сәйкес келетін әрекет ретінде сипаттауға болады. Ол адам қызметінің басқа түрлерінен бөлінбейді (ассимиляция, бейнелі шығармашылық процесс және т.б.). Бұл тұрғыда сөйлеу адамдардың ұлттық мәдениетінің міндетті құрамдас бөлігі болып саналады. Бұл күндері тіл мен мәдениеттің өзара әрекеттесу мәселелері тілтанушылар, этнологтар, әлеуметтанушылар мен мәдениеттанушылардың зерттеу нысаны болып табылады [1].

Кез-келген ана тілі бар әлемнің шекарасында өзінің көзқарасын қалыптастырады. Ол өзінің автономды ойлауы мен практикасына байланысты емес, оның тілдік ата-бабаларының анықтамалары шеңберінде және қолда бар архетиптер негізінде құрылады.

Тілдің маңызды функцияларының бірі-ана тілінде сөйлейтіндердің мәдени және тарихи дамуындағы әлемді тану тәжірибесін бекіту. Тіл мәдениетті сақтап, оны ұрпақтан-ұрпаққа жеткізетіні белгілі, сондықтан ол жеке тұлғаны, ұлттық сипатты, этникалық қауымдастықты, халықты, ұлтты қалыптастыруда маңызды рөл атқарады.

Тілдің мәдениеттің бір бөлігі екендігі күмән тудырмайды, бірақ мәдени деректердің лексикалық мағыналарға енуі (және қалай) белгісіз болып қалады. Мұндай сенімділік көбінесе лексикалық бірліктердің өзгеруіне байланысты.

Бұл атау әлемнің тілдік бейнесінің ажырамас бөлігі болып табылады, сонымен қатар ол оқиғалардың дамуының тарихи барысын тікелей көрсетеді. Қазіргі лингвистикалық әдебиеттерде антропонимдердің көпшілігінің мантикасында белгілі бір халықтың мәдениеті мен тарихы туралы ақпарат таратушы болып табылатын коннотативті мәдени компонент бар екендігі бірнеше рет атап өтілді. Антропонимдер тек лингвистикалық материалдың ғана емес, сонымен қатар ұлттық менталитет туралы білімнің қайнар көзі болып табылады.

Егер әлемнің ұлттық-лингвистикалық бейнесі лексикалық жүйеде өзінің максималды көрінісін тапса, оны жүйелеуге болады. Бұл жағдайда ұлттық тілдің лексикасы материалдық әлемнің нақты объектілерінің атауларына және ұлттық тілдік сананың тұжырымдамалық артефактілерінің атауларына бөлінеді. Екінші топ өз кезегінде абстрактілі логикалық ұғымдардан, субъективті бағалаулардан, құндылықтар категорияларынан және мифтік категориялардан тұрады.

Тарих көрсеткендей, ағылшын және орыс тілдеріндегі жалқы есімдердің көпшілігі христиандық дәстүрмен және діни мәтіндермен тығыз байланысты. Олардың тамыры грек, латын және еврей тілдерінде. Ағылшын антропонимдерінің ағылшын халқымен және тілдің даму процесімен байланысты үлкен тарихы бар. Англо-Саксондардың құрылымы өте қарапайым бір ғана атауы болды. Бірте-бірте атаулар күрделене түсті, олардың құрылымы бірнеше компоненттерді қамтыды. Бұл компоненттер ескі ағылшын тілінен шыққан.

Орыс атауын христиандандыру орта ғасырларда белсенді дамыды, бірақ XVIII ғасырға дейін атаулар арасында татар және ескі орыс (христианға дейінгі) шыққан есімдерді кездестіруге болады.

Шамамен сол кезеңде Англияда бірнеше адамның бір отбасына жататындығы жеке есімдерді біріктіру және оларды фамилияға айналдыру арқылы бір-ониммен көрсетіле бастады. Айта кету керек, антропонимнің гендерлік маркері ескі ағылшын атауындағы Екінші компонент болды.

Қазіргі антропонимдер ұлттық артықшылықтардың индикаторы ретінде қызмет ететін әлеуметтік компонентті қамтиды. Көптеген жалқы есімдер кейбір елдерде ұлттық рәміздер мәртебесіне ие болды. Ұлттық аспект белгілі бір ұлтқа, әлеуметтік топқа немесе дінге тән антропоним формуласында да ашылады. Антропонимдердің фонетикалық аспектісі әр тілде ерекше. Бұл әртүрлі тілдердегі семантика мен фонетиканың дамуының өзіндік ерекшеліктеріне байланысты.

Антропонимдерді қалыптастырудың және оларды мәтінде қолданудың арнайы ережелері бар, әсіресе фамилиялар туралы айтатын болсақ, фамилияларды құрудың әртүрлі тәсілдері, мысалы, ағылшын тілінде фамилиялар қалыптасады:

- кәсіп атауларынан: диірменші, диірменші, ыдыс тазалаушы (мыс, Миллер, Sewer) ;

- жануарлар мен құстардың атауларынан: қасқыр, түлкі, Джей (қасқыр, түлкі, Джей) ;

- жалқы есімдерден: Джон-Джонс, Джонсон (Джон-Джонсон, Джонсон) ;

- түс атауларынан: қара, ақ, жасыл (қара, ақ, жасыл) ;

- сыртқы түрі санаттарынан: үлкен, ұлы (үлкен, ұлы) ;

- белгілі бір этникалық топқа немесе ұлтқа жататындығына сәйкес

Жалқы есімдердің историзмі сөзсіз, өйткені көптеген жағдайларда қазіргі уақытта қолданылмайтын жоғалып кеткен сөздердің іздерін бірге сақтайтын онимикалық лексика [2].

В. А. Никонов атап өткендей, "еңбек және тұрмыс тарихы фамилияларда із қалдырды, олардың лексикалық негіздері әлеуметтік қатынастарды (батрактар, Баскактар, Половниктер), киім заттарын (Лаптев, Ноговицын), тамақтануды (Шаньгин, Сбитнев), әдет-ғұрыптар мен әдет-ғұрыптарды (ордендер, Панихидин) білдірді".

Номинацияның Тарихи аспектісін сипаттау атау мотивтерін зерттеуге үлкен қызығушылық тудырады.

Мысалы, ескі орыс атаулары-лақап Лин лингвистер арасында үлкен қызығушылық тудырады. Атаулар - лақапского орыс халық тілінің байлығын білдіреді. Ескі орыс атаулары өте алуан түрлі болды, өйткені олардың пайда болуының көптеген себептері болды. Міне, ең көп таралған ескі орыс атаулары: Первак-бірінші, екінші - екінші, Третьяк - үшінші және т.б. кейінірек бұл атаулардан - Третьяк, Третьяков, Первов және т. б. бұл антропонимдер "олар тағайындалған адамдардың дүниеге келу кезектілігін" көрсетеді.

Барлығымыз білетіндей, жалқы есім-бірегей жеке тұлғаны атайтын есім. Осылайша, ол анықтайтын мәнге ие. Онимнің сәйкестендіру мағынасын көрсету үшін орыс лингвисті және семиотик Н. Д. арутюнованың номинациясы бойынша жұмыстарға жүгіну пайдалы, оған сәйкес сәйкестендіру мағынасы тығыз байланысты:

- тілден тыс объект;
- құндылықтың туынды сипаты;
- экстенционалмен;
- ойдың белгісіздігі немесе қарқындылығы;
- қолданудың семантикалық ережелерінің әлеуметтік сипаты; мағынаның гетерогенділігі.

Сәйкестендіретін атауларға қатысты құзыреттілік сілтемені білуге негізделген. Н. Д. Арутюнова әлемге жататын атауларға қатысты лингвистикалық құзыреттілік адамның ойлауына, оның ұғымдар жүйесіне қатысты сөздерге қатысты құзыреттіліктен түбегейлі ерекшеленетінін атап өтті. Бірінші жағдайда сіз шындықпен, екіншісінде лингвистикалық ұғымдардың Айқын жүйесімен таныс болуыңыз керек. Бірінші жағдайда сіз сөздің объектіге қатынасын білуіңіз керек, екіншісінде - сөздің білімін түсінуіңіз керек. Нақты атауларды қолдану әлемнің онтологиясымен анықталады, бірақ семантикалық предикаттарды қолдану эпистемологиялық тұрғыдан анықталады [3].

Осыған байланысты көрші мәдениеттердің белгілі бір тілдің антропонимиконына әсері оның белгілі бір тарихи кезеңдегі халық өміріндегі басым маңыздылығымен байланысты екенін атап өткен жөн. Көршілес тіл мәдениеттерінің ықпалының арқасында түрлі өзгерістерге ұшыраған қазақ тілі мысалында тіл мен тарихтың өзара байланысының ерекшеліктерін қарастырамыз.

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COMMUNICATIVE APPROACH TO TEACHING ENGLISH GRAMMAR IN SECONDARY SCHOOL

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Түйін: Мақалада орта мектепте ағылшын тілі грамматикасына коммуникативті бағытталған оқыту қарастырылады, ол білім алушылардың тілдік, ауызекі, практикалық, ақыл-ой құзыреттілігін қалыптастыруға бағытталған, Егер білім алушы шет тілін сөйлеу құралы ретінде қолдануға дайын болса. Коммуникативті тәсіл оқушыларды шет тілді ортада еркін жүруге үйретуге арналған.

Резюме: В статье рассматривается коммуникативно-ориентированное обучение грамматике английского языка в средней школе, направленное на формирование у обучающихся коммуникативной компетенции языковой, разговорной, практической, мыслительной, когда обучающийся готов использовать иностранный язык как орудие речевой деятельности. Коммуникативный подход призван научить учащихся свободно ориентироваться в иноязычной среде

Education in schools and universities is determined by communicative goals at all stages of training, while training is aimed at developing a communicative culture, which allows students to acquire the competence of intercultural communication in a foreign language in everyday, cultural life and the educational and professional sphere. The practical purpose of teaching a foreign language is to form the skills of oral speech, reading and writing.

Learning to communicate in a foreign language involves, first of all, the conscious assimilation of not only lexical, but also grammatical units. Only then can you hone your communication skills in socio-cultural terms. Grammar is one of the most important aspects of teaching foreign languages, because full—fledged learning is impossible without a grammatical basis. The communicative methodology involves teaching grammar on a functional and situational basis. This means that grammatical phenomena are studied and assimilated not as "forms" and "structures", but as a means of expressing certain thoughts, attitudes, communicative intentions and their introduction into language experience. Of course, knowledge of grammatical rules is necessary for a successful command of a foreign language. The question arises, should we teach the child the rules only with the help of educational exercises that are intended for communicative activity, or is it necessary to work out grammatical structures, including? Both types of exercises are important and should be included in the methodological system.

The communicative methodology of grammar teaching is aimed at acquiring communicative skills. She teaches students to express their thoughts and emotions using grammatical structures [1]. At the same time, the educational process should be organized in such a way that students imitate the conditions of real language communication as accurately as possible.

The communicative purpose of teaching grammar allows us to formulate the main requirement for the volume of grammatical material to be assimilated: it must be sufficient for using the language as a means of communication within the limits set by the program and real for mastering it in these conditions.

The methodology adopted the concept of a communicative situation as a phenomenon that determines the logic of the presentation of the material on the pages of the textbook and in the lesson [2]. All exercises implemented with the communicative approach, one way or another, are connected with the need to recreate the situation of real communication, mastering its parameters and developing the ability to transfer the learned material to all such situations.

It is very important that students can "let go of the situation", sound natural and give it an individual approach. This increases the efficiency of mastering the material when learning a foreign language, since the real emotional component of communication is included. The role that students receive temporarily or permanently gives personal significance to the situation.

Communication, during which a real problem is considered, in addition to the communicative function of language, also performs a cognitive function; therefore, the communicative approach opens up broad prospects for the development of students' intellectual abilities. The main emphasis in the implementation of the communicative approach is on the development of thinking and behavioral skills with an emphasis on communication and active activity of schoolchildren.

Communicative-oriented learning uses the approach of grammatical forms. The grammatical structures themselves are introduced and edited in context so that learners can see how they are used to convey the meaning of the utterance. At the second and third stages of secondary school, it is advisable to exclude mechanical reproductive exercises: their place should be occupied by game situations, tasks for finding mistakes, working with a partner, comparisons and measurements that link not only memory, but also logic, the ability to think analytically and figuratively. The whole complex of methods helps to create a foreign language environment in which students should "function": communicate, read, express their thoughts, draw conclusions.

In the course of role-playing games, students can play different roles, and in the course of acting out a communicative situation, get closer to solving a real problem. In the middle school, the use of lexical-semantic and analytical tables, communication techniques "Snowball", "Case technology", "Making a story along the chain" is also relevant. In high school, discussion games are popular, in which topical and interesting issues for students are discussed. Each student chooses a suitable role for himself and acts on behalf of the selected character.

In order to teach children to react correctly and navigate freely in a foreign language environment, it is necessary to carefully consider the content of the lesson and the teaching method. It must be remembered that not all tasks help directly implement a communicative approach. Some exercises are aimed at indirectly preparing students for a real communication situation. Such, for example, may be the analysis of grammatical structures by the guided discovery method, consideration of the vocabulary necessary for a speech situation. When choosing a language material, it is necessary to rely on the interests of children, age characteristics, and finally, take into account the volume and general nature of the existing vocabulary. It is useful to pay attention to examples of the use of non-equivalent vocabulary and non-verbal

means of communication, to analyze cases of the use of lexical-phasal compatibility, to emphasize cultural differences, the specifics of customs, traditions, etc. It is also necessary to teach the child to imagine the purpose of communication, that is, to clearly understand why he uses a certain word, participates in a dialogue, reads the text, listens and learns poems, etc. The principle of "from simple to complex", lexical and grammatical blocks should be combined with each other by a common communicative function.

The student must learn to communicate with the interlocutor, take the place of another and maintain a conversation. To do this, the teacher creates situations in a foreign language lesson in which students communicate in pairs, groups or teams, depending on the communicative task [3]. This not only makes lessons more diverse, but also promotes cooperation and mutual respect within the team, as well as improves the relationship between the teacher and the team. When students work in a group, they show independence, they can help each other. Mutual assistance removes the psychological barrier, improves the working atmosphere in the team and gives you the opportunity to share your opinion.

The use of a communicative approach in teaching a foreign language requires a thorough preparation from the teacher. The role of the teacher in this regard is very important: he must speak a living, non-bookish language, be open to communication and conduct a conversation. He must know all the shades of meanings of words and expressions in the language being studied and be able to convey them to students. In order for the lesson to be truly exciting, he must constantly use a wide variety of educational activities, take on various roles: friend, assistant, and adviser, organizer of communication (animator), speaker, opponent, and so on [4].

The goal of the teacher and the student is to learn how to work together, to move away from individual training. The teacher learns to listen to his comrades, to talk to discuss in a group, to work on projects together with other group members. An important role in this is played by a creative approach to learning and independent cognitive activity of students. It is not recommended to use ready-made texts - the creative process contributes to the better assimilation of new language material.

Thus, the communicative technique has many advantages. Communicative-oriented tasks for practicing grammatical rules arouse the interest of students. The topic of the assignment, selected according to age characteristics, the sphere of interests of children, form the internal motivation of students. As a result of using communicative-oriented tasks, children acquire practical skills in using grammatical material and integrate it into speech to express thoughts. These techniques contribute not only to solving educational tasks, but also to the development of the child's general communication skills. Communicative-oriented grammar teaching helps to increase motivation, expands expressive possibilities of speech and gives naturalness to children's utterances in educational conditions.

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FORMATION OF INTERCULTURAL COMPETENCE OF SCHOOLCHILDREN WITH THE HELP OF AUTHENTIC MATERIALS

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Түйін: Бұл мақалада шынайы материалдарды қолдана отырып, орта мектепте ағылшын тілі сабақтарында мәдениетаралық құзыреттілікті қалыптастыру мәселесі қарастырылады. "Мәдениетаралық құзыреттілік" деген жалпы ұғым және оның белгілері анықталды. Мәдени компоненті бар шынайы дереккөздерді зерттеуге ерекше назар аударылады. Сонымен қатар, шет тілдерін оқыту процесінде түпнұсқа материалдарды қолдануға қойылатын дидактикалық талаптар талданады.

Резюме: В данной статье рассматривается проблема формирования межкультурной компетенции на уроках английского языка в средней школе с использованием аутентичных материалов. Было определено общее понятие «межкультурная компетенция» и ее признаки. Особое внимание уделяется изучению аутентичных источников, содержащих культурный компонент. Кроме того, проанализированы дидактические требования к использованию аутентичных материалов в процессе обучения иностранным языкам.

New political, socio-economic and cultural realities in Kazakhstan and around the world, the impact of technological achievements of civilization on the development of the world language industry required the expansion of the function of a foreign language as an academic subject and, accordingly, clarification of the goals of its study in modern society. The main purpose of its study is to develop students' abilities to use a foreign language as a communication tool in the dialogue of cultures and civilizations of modern society.

Since the need for teaching a foreign language has arisen in human society, the task of finding effective ways to achieve this goal has also appeared. Nowadays, this problem has taken on a truly global character: the issues of teaching a foreign language are dealt with in almost all countries of the world. A huge number of scientists and teachers strive to create specific learning systems that can ensure that each student successfully masters a foreign language. Teaching a foreign language at school pursues the following main goal: the development of students' communicative competence in foreign language lessons that is, mastering a foreign language as a means of communication [1].

To date, it is generally recognized that the country's ability to maintain its independence and be competitive economically, socially and culturally depends to a large extent on the quality of educational activities, on the level of education of the population.

Both abroad and in our country, the problems of education are of great interest and are widely discussed. Perestroika and its subsequent development led to the need to create a new concept of education, which defines that education should become a real mechanism for the cultural development of the country, the versatile and unlimited development of each person. The main direction is the revival of the culture-creating role of the school in the educational process, its humanization.

Currently, education is considered in inseparable unity with culture, the way of becoming a person in culture makes it possible to consider education as a core process of personality formation.

The standard of education in a foreign language declares a provision on the education of schoolchildren, carried out through a system of personal relations to culture and the process of mastering this culture, which implies the formation of their:

- evaluative and emotional attitude to the world;
- a positive attitude towards a foreign language, the culture of the people who speak this language, contributing to the development of learning motivation;
- understanding the importance of learning a foreign language and the need to use it as a means of communication.

Education by means of a foreign language involves:

- comparison of the studied language with the native language and inclusion of schoolchildren in the dialogue of cultures;
- knowledge about the culture, history, realities and traditions of the country of the language being studied;
- an idea of the achievements of national cultures in the development of universal culture, the role of the native language and culture in the life of another people.

In connection with the modernization of general education in Kazakhstan, the global goal of mastering foreign languages is considered to be familiarization with another culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability to intercultural competence, that is, the acquisition of the necessary level of communicative competence. In modern methodology, the process of learning foreign languages and communicative activities is called intercultural competence. This is a special process of interactivity of people belonging to different cultures and languages.

In teaching the culture of any country, the following goals should be highlighted:

1. To help students realize the fact that the behavior of the people of this country is conditioned by the rules of the existing culture of this country;
2. To help students realize the fact that social changes affect people's lifestyle;
3. To help students realize the conventionality of people's behavior in common situations in the countries of the language being studied;

4. To help students to become more aware of the lexical diversity of meanings of words and phrases of the studied language
5. Develop students' skills to systematize and use information about the culture of the language being studied;
6. To develop students' cognitive interest in the culture of the language being studied.

Out of the variety of existing approaches to understanding authenticity in the methodology of teaching a foreign language, we will use the traditional interpretation, when it is customary to understand authentic materials that were created by native speakers, but in the future, without any notes or treatments, they found application in the educational process focused on a communicative approach to teaching a foreign language outside the language environment. Currently, there are several classifications of authentic materials, let's look at some of them.

Pragmatic materials: advertisements, questionnaires, signs, labels, menus and bills, maps, brochures on tourism, recreation, goods, job vacancies, etc., which, by the accessibility and everyday nature of their use, seem quite significant for creating the illusion of familiarizing native speakers with the habitat and believes that their role is an order of magnitude above the authentic texts from the textbook, although they may be inferior to them in volume.

To the concept of “pragmatic materials” it is also worth mentioning audio and audiovisual materials, such as informational radio and television programs, news bulletins, weather forecasts, information announcements on the radio at airports and railway stations. The use of such materials is extremely important, as they are an example of a modern foreign language and create the illusion of participation in the daily life of the country, which serves as an additional incentive to increase the motivation of students.

Types of authentic texts:

Functional texts of everyday use that perform an explanatory, advertising or warning function: signs, road signs, signage, diagrams, diagrams, drawings, theater programs, etc.

Informative texts that perform an informational function and contain constantly updated information: articles, interviews, opinion polls, readers' letters to print publications, up-to-date sensational information, announcements, explanations to statistics, graphics, advertising, commentary, reportage, etc. [2].

Authentic audiovisual materials television advertising, feature films and documentaries, TV shows, cartoons, clips, news, etc.

Authentic audio materials – audiobooks, songs, advertisements and radio broadcasts, etc.

Authentic visual materials – paintings, photographs, slides, road signs, illustrations, stamps, postcards, etc.

Authentic printed materials – newspaper articles, sports columns, lyrics, programs, telephone directories, brochures for tourists, comics, receipts, tickets, etc. Realities (objects) – coins, cash, masks, toys, etc.

The language presented in authentic materials acts as a means of real communication, reflects the real linguistic reality, the peculiarities of the functioning

of language as a means of communication and the natural environment. With the use of authentic materials, the danger of distortion of foreign-language reality is reduced, being evidence of modern civilization in the country of the language being studied; they reflect the ideas and judgments currently prevalent in society. For my research, the use of authentic audiovisual materials (in particular films) is of the greatest interest in the educational process. Authentic video materials occupy a special place among other teaching tools.

They reproduce foreign language reality on the screen, informing students about the current state of the studied foreign language and foreign language culture. Screen works have long been successfully used for the development and improvement of listening skills, dialogic and monologue speech, semantics and assimilation of lexical units, the formation and improvement of grammatical and pronunciation skills, for teaching speech etiquette in a foreign language, improving the control of speaking and listening skills based on video materials.

At the present stage, optimal conditions have developed for the widespread use of authentic video materials in foreign language classes. Their importance as the most effective means of forming socio-cultural competence is beyond doubt. However, as practice shows, the effectiveness of their use is low. The reasons for this contradiction are hidden in the lack of understanding of the specifics of screen works and the lack of a proper approach to working with them. Viewing video materials is considered in most cases as listening based on visual information, and not as an independent specific type of speech activity. Working with video materials is mainly reduced to independent viewing of screen works by students, which is directly followed by understanding control. The consequence of this approach is the absence of an important link -directly training [3]. Training in viewing video materials should include familiarization with the textual features of the screen work, with its inherent expressive means, training in various viewing strategies. All this requires the creation of a system of exercises for working with authentic video materials.

The main purpose of the videos is to activate the speech-thinking activity of the trainees in the process of mastering the language material by modeling the corresponding speech situations. Further in the paper, examples of the most typical exercises for working with video films are given.

An authentic video film provides ample opportunities to create almost any visibility that would stimulate the foreign language utterances of the trainees. All oral topics, as well as various speech situations can be provided with appropriate visibility.

The use of video contributes to the development of various aspects of students' mental activity, and, above all, attention and memory. During the viewing, an atmosphere of cognitive joint activity arises in the classroom. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the video, students need to make the necessary efforts. So, involuntary attention turns into arbitrary. And the intensity of attention has an impact on the process of memorization; the use of various channels of information (auditory, visual, motor

perception) has a positive effect on the strength of the impression of regional and linguistic material

The practice of teaching English in elementary school shows that video animations are especially effective at the initial stage of learning a foreign language. Their use makes it possible to develop the speech activity of schoolchildren, as well as to increase the speech activity of learning

Thus, the psychological features of the impact of educational videos on students (the ability to control the attention of each student and a group audience, influence the volume of long-term memory and increase the strength of memorization, have an emotional impact on students and increase learning motivation) contribute to the intensification of the educational process and create favorable conditions for the formation of communicative (linguistic and socio-cultural) competence of schoolchildren.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ИДИОМАТИЧЕСКИХ ВЫРАЖЕНИЙ В АНГЛИЙСКОМ, РУССКОМ И КАЗАХСКОМ ЯЗЫКАХ

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Түйін: бұл мақалада ағылшын, орыс және қазақ тіліндегі идиомалық сөз тіркестерінің салыстырмалы талдауы қарастырылады.

Summary: this article deals with comparative analysis idiomatic expressions in English, Russian and Kazakh languages

Изучение иностранного языка - это постижение новой национальной культуры, попытка приобщения к ней. Фразеология, являющаяся неотъемлемой частью и своеобразной сокровищницей любого языка мира, может особенно сильно способствовать этому приобщению. Фразеологизмы отражают многовековую историю народа, своеобразие его культуры и быта. Идиома (фразеологизм) является важным экспрессивным средством языка. Идиома - это устойчивое выражение с самостоятельным значением. В своём большинстве идиомы созданы народом, и поэтому тесно связаны с интересами и повседневными занятиями простых людей [1].

Вследствие того, что в идиоматических выражениях очень четко отражен национальный характер народа, ознакомление с ними пойдет на

пользу каждому, изучающему язык. Тот факт, что приобщение к иностранной культуре сильно способствует изучению языка, неоспорим. Помимо этого, знание значений идиом и умение их правильно использовать практически необходимо в разговорной речи. Ведь именно в разговорной речи большей частью они и употребляются.

В идиоматических выражениях отражены представления, связанные с трудовой деятельностью, бытом и культурой народа. В них в полной мере раскрывается национальная специфика языка, его самобытность. Таким образом, основное назначение идиом - придание речи особой выразительности, неповторимого своеобразия, меткости и образности.

Страноведческая ценность идиоматических выражений заключается в неоспоримой достоверности их содержания. Анализируя их можно проследить историю страны, частично ознакомиться с ее обычаями и традициями, получить понятие о менталитете народа, говорящего на языке. Поэтому в работе основное внимание уделено идиоматическим выражениям, представляющим страноведческую ценность [2].

1. Идиоматические выражения, порицающие человеческие пороки

Так как идиоматические выражения в большинстве своем происходят из народа, быт людей не мог не найти в них отражения. Наиболее явно быт отражен в пословицах. Так как одна из основных функций пословиц - поучительная, чаще всего в них осуждаются человеческие пороки и отрицательные стороны характера; лживость, глупость и безграмотность, лень и жадность. Ведь каждому народу присущи эти качества.

| Английский вариант | Русский вариант | Казахский вариант |
|---|--------------------------------------|--|
| <i>a) Пословицы, порицающие ложь</i> | | |
| Lies have short legs | У лжи ноги коротки | Өтіріктің құйрығы бір-ак тұтам |
| A liar is not believed when he speaks the truth | Раз солгал - навек лгуном стал | - |
| A lie begets a lie | Ложь порождает ложь | Бірсөзіөтіріктің бар сөзіөтірік |
| <i>b) Пословицы, порицающие глупость и безграмотность</i> | | |
| Little knowledge is a dangerous thing | Недоученный хуже неученого | Түйедейбойың болғанша, Түймедейойын, болсын. |
| A fool always rushes to the fore | Дурак всегда лезет вперед | Ақымақ бас – аяқтыңсоры |
| A fool at forty is a fool indeed | Дурак в сорок лет окончательно дурак | Отызында орда бұзбасаң, Қыркындақыраспайсың |

| | | |
|---|--|---|
| Give a fool rope enough, and he will hang himself | Попроси дурака Богу молиться, он себе лоб расшибет | Шаш ал десең бас алады |
| <i>с) Пословицы, порицающие лень:</i> | | |
| No bees, no honey; no work, no money | Без труда не вынешь и рыбку из пруда | Еңбекетсеңерінбей, тоядықарнынтіленбей. |
| Idle folks lack no excuses | У лодырей всегда отговорки находятся | Еріншектердіңертеңібітпес |
| <i>д) Пословицы, порицающие жадность:</i> | | |
| - | Ни себе, ни людям | - |
| Greedy folk have long arms | Глаза завидующие, руки загребушие | Өзітойсадакөзітоймайды |

II. Идиоматические выражения, в состав которых входят зооморфизмы

Зооморфизмы - переносные метафорические лексико-семантические варианты названий животных. Другими словами, любое употребление названия какого-либо животного - зооморфизм. Зооморфизмы широко распространены в фразеологии. Ниже приведены примеры различных идиоматических единиц, в состав которых входят зооморфизмы:

| Английский вариант | Русский вариант | Казахский вариант |
|---|---|------------------------------------|
| A bird may be known by its song | Видна птица по полету | Ұстанысоққанпышағынан танысың. |
| Don't look a gift horse in the mouth | Дареному коню в зубы не смотрят | Сығаберілгенаттыңтісінқарамасболар |
| The cat would eat fish and would not wet her feet | Кошка хотела бы поесть рыбы, но боится замочить лапки | - |
| Rats leave the sinking ship | Крысы бегут с тонущего корабля | - |
| If s a bold mouse that nestles in the cat's ear | Не клади волку пальца в рот | - |
| All cats are grey in the dark | Ночью все кошки серы | Түнгі мысықтардыңбәрі сұр |
| Jest with an ass and he will flap you in the face with his tail | Посади свинью за стол, она и ноги на стол | - |
| - | Работа не волк, в лес не убежит | - |
| A horse stumbles that has four legs | Конь о четырех ногах, да и тот спотыкается | Төртаяқты ат та сүрінеді |
| Catch the bear before you sell his skin | Не убив медведя, шкуры не делят | Аюдьөлтірмейжатып, терісінсатпа |

| | | |
|--|---|--------------------------------------|
| There is a black sheep in every flock = One scabbed sheep will mar a whole flock | Паршивая овца все стадо портит | Бір құмалақ бір қарын майды шірітеді |
| | С волками жить - по-волчьи выть | Касқырменбірге жүрген, ұли бастайды |
| Birds of a feather flock together | Рыбак рыбака видит издалека | Балықшыбалықшыныкүн дікжерденкөреді |
| The dogs bark, but the caravan goes on = The moon doesn't heed the barking of dogs | Собака лает, караван идет (ветер носит) | Ит үреді, керуен көшеді |

У каждого народа есть свое любимое животное, с которым он ассоциирует различные общечеловеческие качества. Для примера, возьмём, русский народ, чьим традиционным символом является медведь. Медведь - символ добродушия, силы, неуклюжести и лени. И это прослеживается в идиоматических выражениях:

«Медвежья услуга»- выражение, возникшее на основе басни И.А. Крылова «Пустынник и медведь». В басне рассказывается о том, как однажды медведь, решив прогнать муху со лба своего спящего друга, так ударил её камнем, что убил не только муху, но и самого спящего. Это свидетельствует не только о добродушии медведя, но, а также о его неуклюжести и его могучей силе. Но о лени медведя можно сказать через другое идиоматическое выражение - «Медведь всю зиму лапу сосёт».

У казахского народа конь всегда ценился выше других животных и занимал свое особенное, главное место. Такое отношение к коню, как возвеличивание и почитание, связано с ведущей ролью этого благородного животного в кочевой жизни и быту казахов. И конь у казахов- кочевников является символом воли, свободы и уверенности [3]. Это прослеживается в идиоматических выражениях казахского языка: «Ер қанаты-ат», «Алысжолаттысынайды, ауыржолердісынайды»

Англичане убеждены: человек, который любит животных, не может быть совсем плохим. Сами они животных обожают. И держат их отнюдь не для того, чтобы, подобно представителям других народов, заставлять своих любимцев охранять жилище или иную собственность, или использовать их в научных целях, или же просто ради престижа. Домашних животных - кошек и собак—они держат исключительно для компании [4]. Они им жизненно необходимы хотя бы потому, что только с домашними любимцами у большей части англичан складываются самые искренние и нежные отношения, на какие только вообще способны представители этой нации, далеко не всегда умеющие нормально общаться друг с другом. Например, их неутомимая забота о своей любимой кошке, нежели о своём чаде находит свое отражение в идиоматическом выражении «Carekilledacat»

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DISTANCE EDUCATION METHODS

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Түйін: Бұл мақалада шет тілін оқыту принциптері, олардың анықтамалары мен түрлері қарастырылады. Оқу процесі көлемді, белгілі біртәсіл мен оқу процесінің әр түрлі түрлері бар. Дегенмен, оқытудың жалпы дидактикалық принциптерін және шет тілі сабақтарында шет тілінің коммуникативтік ұзырәттілігін қалыптастырудың нақты принциптеріна жыратуға болады.

Аннотация: В данной статье рассматриваются принципы дистанционные методы обучения. Процесс обучения объемный, существуют различные виды процесса обучения с определенным подходом. Тем не менее можно выделить общедидактические принципы обучения и специфические принципы формирования иноязычной коммуникативной компетенции на уроках иностранного языка.

Depending on the method of communication between teachers and students, distance learning methods are distinguished.

The method of teaching through the interaction of the student, consulted or rehearsed with educational resources with minimal participation of teachers, tutors, consultants, scientific and technical leaders (self-training). To implement this method, teachers, tutors create and select various educational resources: printed, audio and video materials, as well as textbooks delivered via telecommunication networks (interactive databases, electronic publications and computer training systems) [1].

- A method of individualized teaching and learning, which is characterized by the relationship of one student, counselor student or student, client in need of scientific and technical services, scientific degree applicant with one teacher, tutor, consultant or scientific and technical leader (one-to-one learning). This method can be implemented in distance learning mainly through technologies such as telephone, voice mail, fax, e-mail, Skype.

-A method based on the presentation of educational material by the teacher, while the learners do not play an active role in communication (one-to-many learning). This method is used by a teacher, tutor, consultant, when the trainees and consultants are a whole group, they are approximately equally prepared and the final result is the same for all [2]. For example, this happens when a tutor prepares

schoolchildren for State exams, or when consulting students in various disciplines. This method, characteristic of the traditional educational system, is being re-developed on the basis of modern information technologies.

Thus, lectures recorded on audio or video cassettes read on radio or television are supplemented in modern distance learning with so-called electronic lectures, distributed over computer networks using bulletin board systems. An electronic lecture, which is prepared and selected by teachers, tutors, consultants, can be a selection of articles or excerpts from them, as well as educational materials that prepare the trainees for future discussions [3].

- A method characterized by active interaction between all participants in the educational process (many-to-many learning). This method is focused on group work of students and is of greatest interest for distance learning. It provides for the widespread use of research and problem learning methods. The role of the teacher in such training is reduced to the fact that he sets the topic for students, schoolchildren or for applicants for scientific degrees (sets an educational task), and then he must create and maintain such a favorable communication environment and psychological climate in which students could work in cooperation. The teacher is responsible for coordinating, managing the course of discussions, as well as for preparing materials, developing a work plan, issues and topics discussed.

-The project method presupposes a complex learning process that allows the student to show independence in planning, organizing and controlling his educational and cognitive activity, the result of which is the creation of a product or phenomenon. The project method is based on the development of cognitive, creative interests of trainees, the ability to independently form their knowledge.

- The method of problem learning is based on considering complex cognitive problems, the solution of which is of significant practical or theoretical interest. In the process of problem-based learning, students' attention is focused on important problems, they stimulate cognitive activity, contribute to the development of skills and abilities to solve these problems. The role of the teacher is limited to supervision and support, but nothing more.

- The research method of teaching is characterized by the presence of clearly set goals that are relevant and significant for the participants, a well-thought-out and substantiated structure, a wide use of an arsenal of research methods, the use of scientific methods for processing and reporting results.

Types of online lessons:

1. Announcement lesson –Purpose- to attract the attention of children, to motivate them to learn. You can record a short video through various services, share a link to it with students.

2. Introductory lesson - Purpose: to identify the problem of classes, to make a small overview. You can record a video lecture or use the webinar format.

3. Consultation - Ask the children to make a list of questions and send them in advance before class. Work with your students to find solutions to problems that have arisen.

4. Testing - Conduct tests remotely, Olympiads, perform virtual laboratory. All of these are effective forms of student control.

5. Webinar-There are many platforms that allow you to host a webinar with students using video communication. There are two types of webinars: webinars with two-way participation of teacher and students; webinars (web casts, web conferences) with one-way participation: someone acts as a speaker, the rest are listeners.

6. Web Quest- Includes a task with game elements. The web quest requires internet resources. The students themselves search for the information they need to complete the quest assignment, on the Internet or in books.

Useful programs for teachers and fans of distance education- An excellent selection of the most useful e-learning programs;

Programs for creating online courses and webinars: Articulate 360, iSpring, Adapt Learning, Moodle, MyOwnConference.

-Programs for creating videos and presentations: EdPuzzle, PowToon, Loom.

-Class Management: Class Dojo, Classcraft, No Hands.

-Interactive boards: Whiteboard.fi, Limnu, Conceptboard, AMW board.

-Cloud storage: Google Drive, Dropbox, OneDrive, Yandex.Disk.

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SUCCESS FACTORS IN LEARNING ENGLISH IN HIGH SCHOOL

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Түйін: Бұл мақалада жоғары сынып оқушыларын шет тілін оқытудағы мотивация мәселесі қарастырылып, оқу процесінің тиімділігінің психологиялық шарттары көрсетілген. Жұмыста жоғары сынып оқушыларының жас ерекшеліктері ашылады, оқу мотивациясын сипаттайтын факторлар нақтыланады және оны арттыру әдістері ұсынылады.

Резюме: В данной статье рассматривается проблема мотивации в обучении старших школьников иностранному языку, и выделяются психологические условия эффективности процесса обучения. В работе раскрываются возрастные особенности учеников старших классов, уточняются факторы, характеризующие учебную мотивацию и предлагаются методы ее повышения.

The analysis of didactic and psychological literature has shown that teaching foreign languages to senior schoolchildren is a certain difficulty. This is primarily due to the fact that a high school student has already acquired certain stereotypes, his own

style of activity and learning, specific attitudes concerning both the subject and the attitude to life as a whole. As a rule, students at this stage of learning strive for independence. At this stage of development, high school students already have a certain consciousness, beliefs and ideals are formed, an understanding of the multiculturalism of the world.

Presentation of the main material of the article. There are a number of psychological features peculiar to the age (16-17 years) of high school students, which refers to early youth.

Considering teenagers as a subject of educational activity, several significant characteristics can be distinguished:

- 1) along with cognitive ability, intellectual activity is also enhanced;
- 2) there are tendencies towards self-affirmation of their life positions;
- 3) the active pursuit of exclusivity continues (victories in Olympiads, awards).

By the age of 16-17, high school students are already striving to solve their tasks autonomously, have their own attachments, thereby showing emotional autonomy. At this stage of development, there is an active formation of a new activity - educational and professional. At the same time, high school students begin to think about personal and professional self-determination, build life prospects, and engage in self-development [1].

Speaking about the development of attention, it should be noted the existing contradictory trends of the ongoing process. On the one hand, the intensity and volume of attention increases, the high school student is already able to carry out an action for a long time, maintain attention, maintain its intensity, without experiencing difficulties switching it from one subject to another. On the other hand, depending on the interests inherent in the teenager in a given period of time, attention becomes selective.

Creativity directly develops intelligence. The mental development of a high school student consists primarily in forming his own individual style of learning and mental activity, and not only to accumulate skills.

In early youth, teaching is one of the main types of employment of high school students. Expanding the range of knowledge, students apply them, explaining various facts of reality, which leads to a more complete understanding of the goals and objectives of learning. There are two types of students at this age:

- a student for whom interest in different subjects is evenly distributed;
- a student who shows a distinctly dressed-up interest in only one science.

There are noticeable changes in memory, the attitude to study is changing, changes in the perception of individual school subjects, in particular to a foreign language, are not uncommon. As a rule, students in grades 7-8 may experience a decrease in motivation and interest in learning a foreign language. However, students in grades 9-11 are beginning to take a more responsible attitude to the learning process, the level of motivation is growing, and some are beginning to study the subject with passion [2].

The role of motivation is indisputably important in every case. It is not surprising that both teachers and psychologists hold the same opinion that the result and quality of performance of activities depend on the motivation of the individual.

Motivation is a system of motives that causes the activity of the body and determines its direction.

An individual can set his goals and objectives and perform actions accordingly, being influenced by both conscious and unconscious mental factors.

Connecting, internal and external conditions lead to the activity of the subject, he is clearly aware of where to direct his activities.

Let's consider what factors characterize educational motivation:

1) how the educational process is organized and how the educational system is built;

2) what are the characteristics of those who are studying (the level of intellectual and physical development is taken into account);

3) what are the characteristics of the teacher (his positive attitude to work, students) [3].

Educational motivation is successful when it is systematized, dynamic and stable. The success of building a strong motivation is also manifested in its clear hierarchy.

However, among high school students in many general secondary schools, the problem of lack of a proper level of motivation and a high level of disinterest in learning a foreign language is acute. Unfortunately, often the process of mastering a foreign language turns into a boring and useless pastime, the motivation to learn a foreign language decreases and the activity of students is practically reduced to zero.

Therefore, the problem of finding active non-traditional methods of teaching a foreign language, methods of increasing motivation is extremely acute.

Of great importance in the formation and increase of motivation is interest, which is formed due to the following important factors: the problematic situation, the variety and activity of teaching techniques and methods, the entertaining form of presentation of the material and its novelty, as well as a lot of important comfortable psychological climates during the lesson, before and after it. Being an emotional need for knowledge, interest happens:

- a) effective;
- b) cognitive;
- c) procedural;
- d) educational and cognitive.

It should also be emphasized that the mental development of students has a certain impact on the motivational sphere. Higher development is one of the reasons for more persistent motivation.

Speaking about the development of educational motivation as a type, we will highlight the components of this structure, which include:

- a) sustainability;
- b) connection with the level of intellectual development;
- c) with the nature of educational activities.

The psychological role of a foreign language teacher is invaluable, since he is the center of creating lesson energy and motivating students. One of the important functions that it performs is to reveal the importance of the subject of the English language both in the life of modern society and in the lives of students themselves, motivating students to perform tasks; it also attracts lazy and unintuitive people to work on an equal basis with others.

One of the main psychological factors of the educational process is the interaction between the subjects of this process. The educational process is a multifaceted interaction involving many subjects. In the learning process, several types of interaction can be distinguished [4]:

- teacher-student,
- student - student (work in groups, in mini groups, with the whole class, in pairs),
- implementation of project activities,
- role-playing or business games.

It should be noted here that in order for the interaction to be effective, it must be multi-tiered, strong and based on good psychological contact between all the subjects of this interaction.

Continuing the topic of psychological characteristics of high school students, it is necessary to focus on such a factor as assimilation [5]. Being a multi-valued, rather complex concept, assimilation can be characterized as a certain path along which a person goes and gets experience from socio-historical to socio-cultural in various fields of knowledge, skills and abilities. Being a complex intellectual activity, assimilation includes psychological processes that help to mentally work with the material, process it, and eventually reproduce it.

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КӨПТІЛДІ БІЛІМ БЕРУДЕ СТУДЕНТТЕРДІ ОҚЫТУДЫҢ ЕҢ КҮРДЕЛІ МӘСЕЛЕЛЕРІ

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Резюме: данной статье рассмотрены наиболее сложные проблемы обучения студентов полиязычному образованию

Summary: this article discusses the most difficult problems of teaching students multilingual education

Білім беру жүйесі мемлекеттің экономика және құқық саласындағы қажеттілігін жоғары білікті бәсекеге қабілетті кадрлармен толтыру үшін әлемдік еңбек нарығындағы талаптардың өзгеруіне байланысты қойылған міндеттерді жүзеге асыруға және туындаған проблемаларды шешуге дайын. Біздің қоғамның шет тілдерін меңгеру қажеттілігі күннен күнге артып келеді. Біздің мемлекетіміз бай ресурстарға, дамыған экономикаға, білім беру, денсаулық сақтау жүйесінің әлемдік стандарттарына сәйкес келетін сұранысқа ие кадрларға ие. Адами ресурстар елдің ең маңызды байлығы болды және болып қала береді.

Көптілді білім берудің негізгі мақсаты шет тілдерін меңгеру болып табылады, осылайша елдің әрбір азаматы кем дегенде екі тілде біледі және сөйлейді, олардың біреуі мінсіз меңгереді.

Осыған байланысты Қазақстанда білім беру кәсіби қазақ, орыс, ағылшын тілдерін меңгерген бәсекеге қабілетті мамандарды даярлауға бағытталған. Мұндай мамандар заманауи білім беру талаптарына жауап бере отырып, оларды тілдік даярлықтың мәдениетаралық парадигмасына сәйкес меңгеруі тиіс. Тек бәсекеге қабілетті маман ғана тиісті орынды иелене алады. Басқа мәдениеттердің пікірін құрметтейтін, басқа ұлт өкілдерімен бейбітшілік пен келісімде өмір сүре алатын, көпұлтты ортада жігерлі және нәтижелі өмір сүруге қабілетті білікті маманды, еңбекқор тұлғаны дамыту үшін.

Әр студент өз мамандығы бойынша маман болу жеткіліксіз. Әрбір еңбекқор маман өзін еңбек нарығында көрсетіп қана қоймай, кез-келген жағдайдан шыға білуі керек. Нарықтық экономиканың қалыптасуы жағдайында университеттерде және басқа да көптеген оқу орындарында болашақта әлемдік нарықта бәсекелестікке төтеп бере алатын өнімдер өндірісінде жұмыс істей алатын мамандарды даярлауды қамтамасыз ететіндер ғана жетістікке жете алатынын түсіне бастады. Бұл әлемдік стандарттар бойынша кадрларды жоғары даярлауды қамтамасыз ететін мамандардың кәсіби қызметінің деңгейін анықтауға көмектеседі. Өз ісінің білгірі және шебері-бүгінде өз саласында жетістікке жету үшін өзіне тәуелді барлық нәрсені жасайтын және айналасында болып жатқан барлық нәрсені және жалпы өзгерістер әлемін түсінетін адам [1].

Әлемде қалыптасқан жағдайды сезіне отырып, Қазақстан Республикасының Президенті Н.Ә. Назарбаев Ұлт жоспарында – бес институционалдық реформаны іске асыру бойынша 100 нақты қадам жоғары оқу орындарының алдына ағылшын тілін тереңдетіп оқыту және аса маңызды пәндерді ағылшын тілінде оқытудың біртіндеп ауысуы міндетін қояды. Білім беру жүйесіндегі реформаға сәйкес жаңартылған оқыту осындай мақсаттарды көздейді:

1. Шығарылатын кадрларды білу деңгейін арттыру.
2. Уақыт талаптарына сәйкес жас мамандардың жоғары кәсібилігіне қол жеткізу.

3. Студенттерге туған өлкеге, халыққа, тарихқа деген сүйіспеншілік пен құрметке, ұлттық араздықты менсінбеуге, кәсіби және тұрмыстық қарым-қатынаста қолдану үшін тілдерді үйренуге ұмтылуға үйрету.

Осы мақсаттарға қол жеткізу, осы міндеттерді орындау үшін қазақстандық білім берудің кейбір жақтарын жақсарту, оны халықаралық стандартқа жетелеу, сапалы білім алуды сақтау және бір мезгілде қамтамасыз ету қажет, бұл студенттің тілдік дайындығы мен лингвистикалық сананы тәрбиелеу деңгейін арттыру кезінде ғана мүмкін болады. Сонымен бірге, терең білімге қол жеткізу жолдарын ойластыру керек, студенттердің өзін-өзі тануы мен дүниетанымын шет тілдерін үйрену қажеттілігіне түбегейлі өзгертіп, оларды өзін-өзі жетілдіруге итермелеу керек.

Қазақстан Президенті Н.А. Назарбаев жыл сайын экономиканы, денсаулық сақтауды, білім беруді дамытуда табысқа, әл-ауқатқа қол жеткізу жолдарын көрсете отырып, еліміздің көпұлтты аудиториясының алдында халыққа Жолдауымен сөз сөйлейді. Сондай-ақ, биыл біздің Президентіміз: "Қазақстанның, қалыптасқан мемлекеттің жастары көптілді болуы тиіс, өйткені тілдерді білу жаңа қазақстандық патриотизмді қалыптастыруды және жас ұрпақ үшін жаңа мүмкіндіктер ашуды көздейді. Жауапты тіл саясаты қазақ ұлтының басты шоғырландырушы факторларының бірі болып табылады" [2]. Президент мырза өз сөзімен мемлекеттің өркендеуі үшін көптілді білім берудің маңыздылығы мен өзектілігін атап өтті.

Теориялық білім тоғысып, практикалық дағдылармен тығыз байланысты болу үшін кейбір пәндерді ағылшын тілінде, ал гуманитарлық пәндерді орыс және Мемлекеттік тілдерде оқыту арқылы тілдік пәндерді оқытуды ұйымдастыру туралы шешім қабылданды. Бұл дұрыс шешім болды, өйткені тек тәжірибе студенттерге пән туралы терең білім береді. Бұл ретте практикалық іске асырудың негізгі тетігі орыс және қазақ тілдерін тереңдетіп оқыту және гуманитарлық пәндер бойынша сапалы ақпарат беру болып табылады. Кейбір пәндерді оқыту үшін шет тілдерін қолдану әдістемесі бүкіл әлемде өзекті. Бірнеше жылдан бері көптеген елдердің білім беру жүйесінде CLIL (CLIL-Content and Language Integrated Learning) пәндік – тілдік интеграцияланған оқыту әдістемесі қолданылып келеді. Бұл екі тілдің көмегімен нақты пәндік білімді игеруге бағытталған принциптер жиынтығы. CLIL студенттердің дайындығы мен білім деңгейіне сүйене отырып, көп деңгейлі топтарда сабақ жүргізу әдістемесін әртараптандыру арқылы шет тілдерін оқытуға мүмкіндік береді.

Қазақстан білім беруде көптілділікті жүзеге асыруға кірісті, өйткені бұл Қазақстанның жоғары дамуын және оның бәсекелестікке қабілеттілігін қамтамасыз ететін көптілділік. Қазақстан Республикасының 2020 жылға дейінгі инновациялық даму тұжырымдамасында Ел Президенті бір мезгілде үш тілді меңгерген, шетелдік әріптестермен қарым-қатынас жасауға қабілетті және дайын мамандықты терең білетін бәсекеге қабілетті кадрларды даярлаудың жоғары оқу орындарына тапсырма береді. Бұл тұжырымдама жаһандық мақсатты көздейді: Қазақстанның дамыған білімі, ғылымы, жаңа

технологиялары бар әлемнің бәсекеге қабілетті 30 елі арасында беделді орынға ие болуы. Мемлекет басшысы Н.Ә. Назарбаев іске асырылып жатқан бағдарламаның өзектілігін атап өтіп, ұлттық білім беруді қалыптастыруға және халықаралық нарықта білім беруді арттыруға ерекше назар аударды. "Мықты мемлекет өмір сүру саясатымен емес, жоспарлау, ұзақ мерзімді даму және экономикалық өсу саясатымен айналысады" [3].

Қазақстанның дамыған 30 елдің құрамына кіруі үшін Н. Ә. Назарбаев жоғарыда айтылғандай, бәсекеге қабілетті мамандарға, білікті кадрларға, өнеркәсіптегі жоғары өндірістік әлеуетке және жоғары дамыған ғылымға баса назар аударады. Бірақ ол еңбек нарығында жоғары деңгейге жетуге лайықты кадрларды даярлау мәселесін ерекше атап көрсетеді. Сондықтан Қазақстанның білім беру жүйесі оқу процесіне шет тілдерін оқытудың, кейбір пәндерді ағылшын тілінде жүргізудің өзекті әдістерін енгізе отырып, өз тактикасын түбегейлі өзгертті.

Білім берудегі өзара байланысты әлем жағдайында ұрпақты өмірге дайындаудың ең тиімді әдісі-бұл білім беру мекемелерінің құрылымдық бөлімшелерінің білікті, бәсекеге қабілетті мамандарды тілдік даярлауды жүзеге асырудағы мақсатты қызметі. Бүгінгі таңда оқу орындарының алдында тұрған ең маңызды мәселе-әлемдік нарықта бәсекеге қабілетті өнім өндіруге қатыса алатын мамандарды даярлау. Үздіксіз кәсіптік білім берудің негізгі міндеті мамандарды даярлау сапасын әлемдік деңгейге дейін кезең-кезеңімен арттыру болып табылады [4].

Болашақ ұрпақ алдындағы барлық жауапкершілікті түсіне отырып, Қазақстан жаһандық әлемге белсенді түрде енгізілуде. Қазіргі әлемде бірнеше тілді білу қажеттілігі және қоғамның көпмәдениетті тұлғаға деген сұранысы айқын және өздігінен оқуға түрткі болады. Қазақстан Республикасының Президенті Н.Ә. Назарбаев ұсынған "Тілдердің үштұғырлығы" мәдени жобасын Қазақстанның ұзақ мерзімді даму стратегияларының бірі деп санауға болады. Бұл жобаны іске асыру негізінен бірнеше тілді меңгерген, өздерінің маңызды күштерінің оң өсуінің және кәсіби салада да, жеке өзін-өзі жүзеге асыруда да бәсекеге қабілеттілікті қалыптастырудың кең мүмкіндіктері бар қазақстандықтардың жаңа буынының қалыптасуына негіз болады" ХХ ғасырдың ең ірі философтарының бірі Людвиг Витгенштейн бұл туралы: "Менің тілімнің шекарасы менің әлемімнің шекарасын білдіреді", - деді. Бұл қиын мәселені шешетін көптілді білім беруді жүзеге асыру. Қазақстанның барлық жоғары оқу орындарында Болон процесін іске асыру бойынша жұмыстар жүргізілуде, өйткені бұл қағида көптілді білім беруді іске асырумен тікелей байланысты. Болон процесін оқу процесінде практикалық қолдану көптілді академиялық топтарды құруда айқын көрінеді. Мұндай топтардағы студенттер шет тілін терең меңгеріп қана қоймай, сол топтардағы кейбір пәндер ағылшын тілінде оқытылады.

Сондай-ақ, ағылшын тілінің жұмыс деңгейін білу оларға шетелдік ақпаратқа ғана емес, сонымен қатар шетелдік әріптестермен байланысқа да қол жеткізуді қамтамасыз етеді, бұл жаңа кезеңнің басталуының белгісі болады.

Тілді оқи отырып, білім алушылар Оқытылатын тіл елінің мәдениетімен танысады, үлкен эрудицияға ие болады және өз уақытын ақылмен бөлісе алады, сөзсіз, ең үйлесімді және еңбекке қабілетті болады. Сайып келгенде, олар өз істерінің нағыз білгірлеріне айналады. 2015 жылғы 1 қыркүйектен бастап ИИДМБ-2 үшін жаңа формациядағы инженерлік кадрларды даярлау бойынша елдің жетекші базалық жоғары оқу орны болып табылатын ҚарМТУ-да әлемдік деңгейдегі 52 зерттеу, техникалық және технологиялық университеттермен және 10 трансұлттық корпорациямен (TOTAL, ArselorMittal, FESTO, ENSAI, Schneider Electric, Mitsubishi Electric, Leica Geosystems, EPAM Systems, FLUOR, China Kingho Energy) серіктестікте 14 инновациялық білім беру бағдарламасы іске асырылуда Group).

Аталған эксперименттік бағдарламаларды іске асыру шеңберінде бірқатар оқу модульдерін жетекші шетелдік профессорлар мен сарапшылар ағылшын тілінде оқиды. 2019 жылдың 1 қыркүйегінен бастап осы бағдарламалар бойынша пәндердің кемінде 50% - ы осы тілде жүргізілетін болады. Біздің жоо-да 2014 жылдан бастап ағылшын тілінде Францияның дәнекерлеу институтының профессорларын, TOTAL және ERSAI сарапшыларын тарта отырып, әлемнің 56 елінде танылатын дипломдарды бере отырып, "іве халықаралық дәнекерлеу инженері" бағдарламасы бойынша мамандар даярланады. 2011 жылдан бастап ҚарМТУ базасында қытай тілі мен мәдениетін оқыту бойынша Конфуций институты табысты жұмыс істейді. ҚР Білім және ғылым министрлігінің жоғары оқу орындарында 50% пәндерді оқыту тілінде, 30 % – мемлекеттік және 20 % – ағылшын тілінде оқыту туралы шешімі жоғары білім сапасын арттырудың кең мүмкіндіктерін ашады, көпұлтты елде көптілділікті дамытуды қамтамасыз етеді, сондай-ақ Қазақстанның жаһандық әлемге интеграциялануына ықпал етеді.

Қазіргі уақытта халықаралық тілдерді меңгеру әлемдегі кез-келген есікті ашады, бұл сөзсіз факт. Барлық адамдар басқа халықтармен диалог жүргізе алуы керек. Біздің еліміздің әлемдік аренаға кіруі шынайы фактіні жүзеге асырумен тікелей байланысты: қажетті ақпаратқа ие және еңбек нарығының талаптарына сәйкес келетін адам үлкен биіктер мен жоғары позицияларға қол жеткізеді, уақыт өте келе алға жылжиды. Бұл білімді және жоғары білікті, терең ойлы, өзгеруге және кәсіби өсуге дайын маман, бірақ ең алдымен ана тілін, ұлтаралық тілді және интеграция тілін – ағылшын тілін жақсы білетін адам [5].

Бүгінгі таңда біздің отандастарымыздың әлемнің кез келген елінің жоғары оқу орындарында әртүрлі оқу бағдарламалары мен академиялық ұтқырлық арқылы оқу және тағылымдамадан өту үшін барлық мүмкіндіктері бар. Бірақ бұл үшін шет тілдерін, атап айтқанда ағылшын тілін білу керек. Өйткені, тілді білу көптеген артықшылықтар береді: "тірі" ана тілімен қарым-қатынас жасау, халықтың мәдениетін, тарихын, әдет-ғұрпын, салт-дәстүрлерін бастапқы көзден білу, зерттелмеген таңғажайып әлемге ену, ақындардың, жазушылардың ең жақсы шығармаларын түпнұсқадан оқу, саяхаттау, әлемді ашу, шетелде ғана емес, сонымен қатар жетекші шетелдік мамандардың тәжірибесін қабылдау оларды біліктілігін арттыру үшін өз ұжымында

қабылдаңыз. Осы артықшылықтардың барлығын тілдерді үйрену және "Тілдердің үштұғырлығы" бағдарламасы мен Қазақстан Республикасының 2020 жылға дейінгі инновациялық даму тұжырымдамасын ұстану арқылы меңгеруге болады.

Үш тілді білу оларды отандық және халықаралық еңбек нарығында бәсекеге қабілетті және табысты етеді. Бұл шешімнің дұрыстығына күмән жоқ. Әйтпесе, біз үдеусіз қозғаламыз. Бұл біздің өте динамикалық әлемде мүмкін емес.

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**THE ROLE OF INDEPENDENT WORK OF STUDENTS
IN EDUCATIONAL PROCESS**

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Түйін: Мақалада авторлар оқу процессінде студенттердің өз алдынча иштөөсүнүн ролун қароого қайрылышат. Мақаланың авторлору жогорку оқу жайларының заманбап системасында студенттердің өз алдынча иштөөсүнүн маанилүүлүгүн белгилешет. Билим берүү максаттарының структурасындағы перспективдүү компетенциялар компетенциялар: өз алдынча билим алуу, өз алдынча иштөө жөндөмдүүлүгү.

Резюме. В статье авторы обращаются к рассмотрению вопроса о роли самостоятельной работы студентов в образовательном процессе. Авторы статьи указывают на значимость самостоятельной работы студентов в современной системе высшего образования. Перспективными компетенциями в структуре образовательных целей выделяются компетенции: способность к самообразованию, способность работать самостоятельно.

The formation of a personality capable of professional self-realization in rapidly changing socio-economic conditions is becoming a priority in education. The purpose of education is the versatile and timely development of the young generation, its creative abilities, and the formation of skills for self-education and self-realization of the individual. This understanding of the purpose of education required the search for ways, forms and means of individualization of the content of education and the

educational process, adequate to the socio-cultural development of society, its national and regional traditions, and professional training experience. The increase in the number of hours for independent work in the curricula of disciplines in higher educational institutions is quite justified, since it allows not only to improve the practical skills of students, but also to bring academic education in universities as close as possible to future professional activities. Independent work assumes that the student performs various tasks, including program material that was not covered during classroom lessons. This type of activity contributes to the development and activation of the creative activity of students and can be considered as the main reserve for improving the quality of training [1]. The relevance of the problem of students mastering the methods of independent cognitive activity is due to the fact that during the period of study at the university the foundations of professionalism are laid, the skills of independent professional activity are formed.

In this regard, it is especially important that students, mastering knowledge and ways of searching for information, realize that independent work is designed to complete the tasks of all other types of educational work, because no knowledge that has not become the object of their own activity can be considered the true property of the individual. Preparing a person capable of self-improvement and self-education throughout life is an important task of education. But today we see that not every student is able to work independently. The teacher faces a colossal task - to teach the student to learn, to create conditions for him that contribute to the development of his cognitive activity. Independent learning activity is usually understood as any active activity of students organized by the teacher, aimed at fulfilling the set didactic goal in the time specially allotted for this: the search for knowledge, their comprehension, consolidation, formation and development of skills, generalization and systematization. As a didactic phenomenon, independent activity is, on the one hand, an educational task, that is, what the student, the object of his activity, must complete, on the other hand, a form of manifestation of the corresponding activity: memory, thinking, creative imagination when the student completes the educational task; Ultimately, this leads the student either to gain new, previously unknown knowledge, or to deepen and expand the scope of already acquired knowledge. Independent work of students has serious shortcomings. Firstly, this is the inability of students to organize their independent work. The lack of planning, self-organization and self-control skills leads to the fact that students perform creative work at the very last moment at a very low level, often using the fruits of the work of more successful classmates, possibly parents, compiling well-known textbooks, "resource books", monographs, articles, or even downloading similar works of dubious quality from the Internet.

Secondly, students lack elementary skills in working with a book, reference literature (quoting, note-taking, summarizing, summarizing, etc.), inability to distinguish the main and secondary, conduct a comparative analysis, generalize, tabulate theoretical material, draw conclusions etc. Independent work, its planning, organizational forms and methods, the results tracking system is one of the weakest points in the practice of higher education and one of the least studied problems of

pedagogical theory [2]. Considering the importance of independent work, classical scholars draw attention to its significance: "The independence of the student's head is the only solid foundation for any fruitful teaching," K.D. Ushinsky, pointing out that independent work is an activity for the assimilation of knowledge and skills, carried out without the direct guidance of the teacher, although directed by him [3].

A. Diesterweg noted that "development and education cannot be given or communicated to any person. Anyone who wishes to partake of them must achieve this by his own activity, his own strength, his own exertion. From the outside, he can only receive excitement ... "[4]. Many scientists addressed the issue of the role of independent work of students: N.A. Vvedensky, N.G. Dairy, R.G. Lemberg, G.M. Murtazin and others. However, a common understanding of independent work has not developed. So, V.I. Zagvyazinsky considers it as "the activity of students in the assimilation of knowledge and skills, which takes place without the direct guidance of the teacher, although it is directed by him" I.A. Winter interprets independent work as organized by the student himself in the most convenient and rational, from his point of view, period; activities controlled by him in the process and as a result on the basis of indirect system management by him from outside.

Independent work of students is a means of organizing educational or scientific knowledge, which acts as:

- 1) an object of their activity, set by a teacher, a programmed manual or a training program;
- 2) forms of manifestation by the student of a certain way of activity in fulfilling the corresponding educational task, leading him to receive a new task or deepen the existing one [5].

The level of significance of independent work of students in the modern system of higher education can be judged by the results of a survey in which 54 respondents took part: several groups of full-time students (98.1%), teachers and employers (1.9%). One of the components of the survey was a sociological study aimed at determining the significance of various competencies in the structure of educational goals, three competencies are directly related to independent work.

The main task of organizing students' independent work is to create psychological and didactic conditions for the development of intellectual initiative and thinking in the classroom of any form. The main principle of organizing independent work should be the transfer of all students to individual work with the transition from the formal performance of certain tasks to cognitive activity.

The purpose of independent work is to teach the student to work meaningfully and independently, first with educational material, then with scientific information, to lay the foundations for self-organization and self-education.

Independent work of students contributes to the fact that the student not only mastered the competencies in this discipline, but also formed the skills of independent work in all types of activities: educational, scientific, professional; formed the ability to take responsibility, independently solve a problem, find constructive solutions and a way out of a crisis situation, etc.

Having considered the role of independent work of students in the educational process, we identify a number of requirements, the fulfillment of which will allow raising the level of organization of independent work of students at faculties, the level and quality of the educational process as a whole:

- at the present stage of development of higher education, independent work of students is becoming increasingly important;
- third generation educational standards require allocation for independent work of students of the amount of time comparable to the volume of all other forms of work;
- independent work should be methodically provided by teacher, should be organized and controlled by him;
- subjects, amount of time, forms and methods of independent work, as well as forms of reporting on it should be indicated in the programs of all disciplines, approved at meetings of departments and methodological commissions. It is desirable to publish teaching aids that regulate in detail the independent work of students in all courses;

Thus, the main meaning and result of independent work of students is the development of intellectual and logical abilities and the ability to express their thoughts, draw up the results of educational and research work, as well as stimulate the active use of knowledge gained earlier in the study of disciplines, develop the ability to apply them when studying the conditions of the solved problems tasks.

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TEACHING ACTIVITIES AND TECHNIQUES FOR DEVELOPING SPEAKING SKILLS

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Түйін: Мақала шет тілін үйрену кезінде оқушылардың сөйлесу дағдыларын дамытудың әртүрлі әдістері мен тәсілдеріне арналған. Шетел тілі сабағында сөйлеуге үйретудің негізгі ерекшеліктері сипатталған. Ағылшын тілі сабағында оқушылардың сөйлеу дағдыларын үйретудегі кейбір қиыншылықтары қарастырылады.

Резюме: Статья посвящена различным методам и приемам развития разговорных навыков учащихся при изучении иностранного языка. Описаны основные особенности обучения говорению на занятиях иностранного языка. Рассматриваются некоторые проблемы при обучении речевым навыкам учащихся на уроках английского языка.

The main goal of teaching a foreign language at school is to master foreign language communicative competence. Teaching colloquial speech in a foreign language is learning to express one's thoughts orally, that is, speaking as a means of communication. Teaching monologue speech is a difficult task, since in the practice of teaching a foreign language there are often cases when the student cannot answer or make a speech on his own, cannot formulate and express his thoughts in English. This leads to the problem that students often do not know what to talk about, what to say and how to talk. Students face this problem from the beginning.

In pedagogical practice today there are a sufficient number of digital technologies with which you can create a linguistic, communicative environment in the learning process, as close as possible to reality. The task of a foreign language teacher is to select the most effective technology that contributes to the development of students' communicative competence, increases digital literacy and stimulates intrinsic motivation to learn through the use of digital tools and resources [1].

However, today's world requires that the goal of teaching speaking be to improve students' communication skills, because only in this way can students express themselves and learn to follow the social and cultural rules that are appropriate for each communication circumstance. To best teach second language learners how to speak, below are some conversational exercises that can be applied in an ESL and EFL classroom setting, as well as recommendations for teachers of spoken language.

Many linguistics and ESL teachers now agree that students learn to speak a second language by "interacting". Communicative language teaching and collaborative learning serve this purpose best. Communicative language training is based on real life situations that require communication. By using this method in ESL classes, students will be able to communicate with each other in the language they are learning. In short, ESL teachers must create a classroom environment where students can interact in real life, have authentic classes, and complete meaningful activities that promote oral language development. This can happen when students collaborate in groups to achieve a goal or complete a task [2].

Let's consider some activities for the development of colloquial speech such as *Discussions*.

After a meaningful lesson, discussion can be held on various occasions. Students may be eager to come to a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is necessary that the goal of the discussion activity be set by the teacher. In this way, discussion questions serve this purpose so that students do not waste their time chatting with each other about unnecessary things. For example, students can participate in agree/disagree discussions. In this type of discussion, the teacher may form groups of students, preferably 4 or 5 in each group, and offer controversial suggestions such as "people

learn best when they read versus people who learn best when they travel". Each group then works on their topic for a set period of time and presents their opinion to the class. It is very important that the speech be equally divided among the members of the group.

At the end, the class determines the winning group that best defended the idea. This activity promotes critical thinking and quick decision making, and students learn to politely express and justify themselves while disagreeing with others. For effective group discussions, it is always better not to create large groups, because quiet students may not participate in large groups [3]. Group members can be assigned by the teacher or students can define them themselves, but groups should be rearranged in each discussion so that students can work with different people and learn to be open to different ideas.

But there is a problem with some students who doesn't like talk or can't communicate with others. And after that the question may arise what to do with a student who does not talk to anyone, neither to me, nor to classmates? The question is important, but we also have a lot of counter questions for you: Does she talk to anyone at school other than you and your class?

- Does she goes into "selective mute" mode at school?
- Have you discussed this issue with the girl's parents?
- Does she have a diagnosed developmental disability, say, difficulties with verbal communication; does she need the help of a speech therapist or psychologist? If yes, does your school have the necessary specialists? Or is she already working with a speech therapist?
- Has she recently stopped talking or has she always been like this?
- How does she share her thoughts, knowledge, and emotions with you?
- Does she look like a happy child? Does she ever smile?
- Is she sad or just shy? Is it hard for her to look straight in the eyes?
- Have you noticed that she smiles through her strength? Is she always alone or does she plays with the children, even in silence? Does she often seem stiff and clumsy?
- Have you shared your concerns with the principal or child care coordinator, especially with your students? If the child does not speak at all, he may have a developmental delay or an illness.

However, if a child speaks and understands language but does not speak in certain situations, this condition is called selective muteness. Previously, these symptoms were attributed to autism, but now they are classified as anxiety neuroses. That is why it is so important to understand the situation as a whole - to see how the child behaves in various social contexts. It happens that children who show signs of selective muteness are at first mistaken for shy, quiet ones [4]. However, a parent or someone who knows the child (in this case, you) may well be able to see some or all of the symptoms of the disorder. And a doctor who constantly deals with anxiety neuroses can easily diagnose selective muteness. The sooner this is done; the sooner treatment begins, the less this condition will harm the child, the less difficulties he will have in life.

Now we will tell you how one can act in such cases. However, we want to emphasize that if you are really trying to help the girl, then first answer the questions listed above and comprehend what will be discussed next. You have no idea how many reasons can be behind her silence. Think about whether you have noticed the following symptoms in a student or heard that she has the following difficulties: The child stubbornly does not talk in one setting, say at school, and talks in another, say at home or with relatives. Such a vicious circle can end with a complete withdrawal into oneself and self-withdrawal from society. Communication, study suffers, and then - if you do not deal with the problem - professional realization. Symptoms can be classified as potentially neurotic only if the child is silent for at least a month. At the same time, the first month at school does not count, many children are shy at this time, and so primary shyness must be excluded [5].

- A child with selective muteness tends to be more anxious about various things than other children.

- A child with selective muteness is extremely sensitive to noise, crowds, and commotion. Such a child may be afraid of public spaces where there are a large crowd of people.

There are a bunch of different types of how to solve the problem. Try the following method, maybe it will you somehow help. Methodologists Iplina V.I. and Panfilova V.M. [6] advise the technique called *Descending method*.

The essence of this technique is that you communicate with the child through role-playing games, for example, pretending to talk to him on the phone, or leaving toys, pictures and notes for him, as if inadvertently, where he spends a lot of time. Such actions will psychologically prepare the child for the next step - verbal communication. Remember that this process is not fast, but you cannot retreat. The main thing is that the child constantly feels supported. If a child has been diagnosed with selective neurosis, treatment of anxiety neurosis is recommended. Children who receive effective early therapy cope with anxiety and then function normally in a variety of life situations. There are several types of effective therapy for this neurosis, some of which you can even try yourself at school. Good results in children are shown by play therapy, because during the game they relax and forget about their misfortunes. And then you transfer everything that you managed to achieve during the game into live communication. The shaping method provides a system that encourages the child to practice other modes of communication (e.g., gestures, whispering, and articulation) until speech appears [7]. It's hard to make forecasts here. You should definitely tell the students that a classmate does not want to talk. Emphasize that she should never be forced to do this, but explain that they will help her a lot if they communicate with her as much as possible, such as gestures and other non-verbal ways.

In the learning process, different situations can arise; there are a lot of different students. The main task of the teacher is to find an individual approach to each student.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the

success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them [8]

Why are speaking skills important to learn? Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life. Informal speaking skills are important for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you don't know. Formal language is important as it helps us to make a good impression on people and communicate politely [9].

Thus, we figure out that an ESL student; speaking skills are considered the most important part of learning a language. In fact, many language learners measure their performance by how well they can speak it. As most effective foreign language learning takes place through interaction, it's a skill that can be honed to really build an understanding of the language and culture of English-speaking countries. Yet it can be so easy to find speaking daunting or challenging. It isn't as straightforward as we may like. Teachers need to encourage students to speak as much as possible. They can make it as fun as the structure of their lessons will allow. This might be through role-play, group work or even projects.

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TEACHING CULTURE IN EFL CLASSROOMS

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Түйін: Бұл мақалада ағылшын тілі шет тілі ретінде оқытылатын сыныптарда мәдениетті үйретудің маңыздылығы қарастырылады

Резюме: В данной статье рассматривается важность обучения культуры в классах, где английский изучается как иностранный язык

Rapid globalization has increased the need for cross-cultural communication so that people have access to information all over the world. This growing and extending need leads to growth in the foreign language teaching profession. Many acknowledge that learning a foreign language is a requirement to survive in today's world. The English language plays an important role, because it has become the lingua franca of the world, and the default language that one needs to learn in order to keep up with the information age. Similarly, Phillipson adds that "...at the present time English, to a much greater extent than any other language, is the language in which the fate of most of the world's millions is decided".

Conventional EFL (English Foreign Language) classrooms employ a grammar-translation approach, in which students are required to memorize significant and non-significant grammar points in the target language. Students are admonished to strictly focus on the teacher's lessons and not to actively explore their subject in the classroom. Therefore, students are reluctant to speak up and natural classroom interaction is kept to a minimum. When students enter college in Kazakhstan, they can be painfully reticent to answer the teacher's questions, speak in front of the class, or perform a role for an audience, unless, of course, they are only asked to recite grammar. Further hampering these students is a lack of familiarity with the target host culture that inhibits their efforts at blending in and, often results in misunderstanding the behaviors and life-style of the target culture. This lack of awareness regarding appropriate social conduct results in an inability to effectively navigate in their new environment. Not surprisingly, these factors often result in reduced motivation to further improve and expand English language skills. In some cases, the continued frustration and negative experiences can even give rise to an aversion for the target culture.

The growing awareness of the intertwined nature of culture-language has led to academic studies and articles encouraging educators to place significantly more emphasis on teaching about the target culture. Authors, such as Byram, H. D. Brown, Peck, Atkinson, Moran, and Mishan have discussed culture as an important and necessary component in an effective language curriculum [1]. In this context, Byram has written that his main goal is to develop "an integrated discipline of teaching language and culture". Moran subsequently added that cultural awareness helps students discover and explore their personal perspectives, not only on the target culture but the world as a whole. Whatever the motivation and reasons, learning a

foreign language is always “culture- bounded”. The flip side of the coin is that the features of a target culture cannot be deeply taught without integrating instruction in the target culture’s language.

Using authentic sources from the target language community - newspapers, films, photos, news broadcasts, and television shows - makes language learning more realistic, comprehensive, and often enjoyable. According to Nunan and Miller, authentic materials “are not created or edited expressly for language learners”. Authentic materials are designed for target culture speakers in their native language. Students “feel, touch, smell, and see the foreign peoples and not just hear their language”. Authenticity enables students to better perceive social and cultural aspects of the target culture.

Authentic materials open the door to the study of the target language’s culture. Moran notes that “culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social context”. While discovering the practices and products of the target culture, students inevitably compare the target culture to their own culture and others as well. In the process, the learners develop personal perspectives toward cultures. Along with a better understanding and respect for the diversity of cultures, students also gain a level of appreciation for their own native culture.

A teacher must consider a student’s age, gender, and language proficiency when selecting materials in order to design relevant, authentic and appropriate tasks that are interesting and engaging. For example, a teacher can incorporate authentic materials such as videos with varying amounts of translation, Venn Diagrams, outlines, or charts.

Textbooks are not enough for teaching a foreign language. Gilmore notes that “real life is not as simple and straightforward as textbooks”. Authentic language learning prepares a student for real life situations and teaches appropriate ways to use conversational language [2].

Several researchers believe that learning about the target culture further develops intercultural competence. When a student discusses topics such as history, economics, politics, and society he/she is able to participate in more meaningful interactions with native-speakers of the target culture. Moreover, he/she is able to comprehend specific areas of the culture much more accurately. These approaches to teaching culture in EFL classrooms provide opportunities for genuine and essential cultural awareness. Each approach facilitates one or more of the following: enhanced communication competence, reduced stereotypes, and the development of cultural sensitivity.

Through exposure to authentic products, utilization of genuine language, and culturally specific topics, students are able to avoid stereotypes and gain an appreciation for different facets of the target culture diamond. Students develop empathy and cultural sensitivity toward both the target culture and their native culture, and a healthy respect for the differences in the cultures. Authentic materials help students perceive the target language and culture from a more realistic

perspective. This imparts a level of comfort and ease with the unique cultural idiosyncrasies of the target culture. Learning the meanings of behaviors and specific communication styles for different situations, students are better able to communicate appropriately in different situations and avoid cultural misunderstandings. This increased level of proficiency improves motivation and, promotes the desire to continue to improve.

One of the five prongs of the *Standards for Foreign Language Learning: Preparing for the 21st Century* centers on “communication.” To communicate competently is to “communicate with each other across linguistic and cultural boundaries”); Bachman has proclaimed that communicative competence should be the core component in teaching and learning a second/foreign language. As Peterson and Coltrane assert, “Language use must be associated with other culturally appropriate behavior” to make communication truly comprehensive and fully successful. Otherwise, students will learn only “survival and routine transactions”. Canale and Swain, and Canale, defined communicative competence that includes five interrelated elements: linguistic competence, pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence [3].

Linguistic competence defines a student’s lexical, phonological, morphological, and syntactic knowledge of a language. It is the ability to construct words from morphemes, phrases and sentences from words, and appropriate utterances from sentences. It is important to note that, linguistic competence plays a lesser role in teaching foreign languages in many countries, in contrast to other types of communicative competence. Pragmalinguistic competence refers to a student’s ability to understand and communicate appropriately using phrases or colloquialisms typically used by target culture speakers. In general, they are used when responding to speech acts such as requests, refusals, compliments, or apologies.

Contextualization is an important aspect of pragmalinguistics as it helps the learner know when and how to use the target language. Sociopragmatic competence is the ability to discern what is socially or culturally appropriate in the target culture. It entails an understanding of social conventions and taboos unique to the target culture, “what is appropriate to say to whom and in what situations”. Strategic competence refers to a student’s ability to use verbal and nonverbal communication, such as gestures, movements, facial expressions, and paraphrases in situations when a breakdown occurs between interlocutors’ communications in order to reduce and avoid cultural misunderstanding. The use and development of strategic competence will allow students to build confidence in their target language skills and will help keep them engaged. Additionally, when students commit errors in L2 speech this communicative strategy will help them work through and negotiate the meaning instead of giving up on the conversation completely. Finally, discourse competence refers to students’ ability to create cohesive discourse in different genres of spoken or written speech such as in personal letters, narratives, gossip, or jokes. When speaking, the student’s ability to produce coherent and cohesive discourse depends on a number of factors such as determining when it is his/her turn to speak, staying on topic, making appropriate transitions to new topics, providing short responses to

the speaker, and how the end the conversation.

Teaching culture in EFL classrooms helps students to observe culture not only from a familiar perspective - often with a corresponding stereotypical perception - but from new perspectives as well. During language instruction, it is important to combine topics from different disciplines with authentic materials that represent components of and variations within the target culture. By doing so, the teacher allows students to acquire cultural information from different perspectives, thereby mitigating cultural stereotypes that often develop when a culture is explored through a one-sided prism. To “dispel myths,” H. D. Brown suggests teaching the target culture in positive ways while presenting the students’ native culture. Along similar lines, Byram argues that both the target culture and native culture should be taught in a context of mutual respect. Otherwise, students may perceive the two cultures in competition for power and develop inaccurate cultural perceptions [4].

Sauvignon and Cakir emphasize the importance of understanding stereotyping and advocate developing cultural sensitivity in EFL classrooms to avoid overgeneralizations. “The teacher’s task is to make students aware of cultural differences, not pass value judgments on these differences”. Cultural sensitivity helps a student to assimilate cross-cultural understandings that might otherwise be misunderstood. The exploration of cultural differences is an effective technique for teaching the complex issues of the target culture and developing an appreciation of the differences across cultures. In addition, it contributes to greater sensitivity and empathy for differences between the native and target culture. It also fosters positive attitudes toward the target culture as well as the language learning process.

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FEATURES OF THE LEXICAL COMPOSITION OF THE MODERN LITERARY FOREIGN LANGUAGE

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Түйін: Бұл мақаланың өзектілігі қазіргі уақытта қазіргі ағылшын тілінде көптеген әртүрлі сөзжасам модельдерінің бар екендігіне байланысты. Бұл зерттеу бізге осы модельдердің барлығын жақсырақ түсінуге, сөздің құрылымы туралы көбірек білуге, сөздерді құрамы бойынша талдау дағдыларын жақсартуға көмектеседі, сонымен қатар болашақ кәсіби қызметімізде пайдалы болады.

Аннотация: Актуальность данной статьи связана с тем, что на данный момент в современном английском языке существует множество различных словообразовательных

моделей. Данное исследование поможет нам лучше разобраться во всех этих моделях, узнать больше о структуре слова, улучшить навык разбора слов по составу, а также пригодится в дальнейшей профессиональной деятельности.

The relevance of this topic is due to the fact that at the moment in modern English there are many different word-formation models. This study will help us better understand all these models, learn more about the structure of the word, improve the skill of parsing words by composition, and will also be useful in our future professional activities.

Purpose of the article to identify the main word-formation models in modern English on the basis of a fragment of J. Rowling's work "Harry Potter and the Philosopher's Stone".

1) consider the structure of the lexical system of the modern English language.

2) to reveal the concept of "word formation" and characterize the possible models of word formation in modern English.

3) analyze the word-formation models used in the text of J. Rowling's "Harry Potter and the Philosopher's Stone".

Research material: the text of the work of J. Rowling "Harry Potter and the Philosopher's Stone".

Features of the lexical system of modern English. Each language has its own lexical features. To learn any language, you need to know its lexical system. First of all, let's define the concepts of "vocabulary" and "vocabulary".

The term "vocabulary of a language" is interpreted as a set of words of a particular language [1].

In the linguistic encyclopedic dictionary, "vocabulary" is defined as a set of words of a language, its vocabulary. This term is used both in relation to individual layers of the vocabulary (everyday, business, poetic vocabulary, etc.), and to refer to all words used by any writer (Pushkin's vocabulary) or in any one work (lexicon "Words about Igor's regiment. The science that studies vocabulary is called lexicology.

The language is in constant development. Various factors influence this. There are internal (intralinguistic) and external (extra linguistic) factors. Internal incentives for the development of a language are associated with the characteristics of its system, while external ones influence the development and the nature of the functioning of the language.

The nature of linguistic changes turns out to be dual: on the one hand, the language develops according to its internal laws, the possibilities inherent in it to change in one direction or another, on the other hand, not all possible changes are realized. One or another of their implementation is predetermined by social factors associated with the functions of language in society. But along with this, social factors can also predetermine the ultimate goal of language development, accelerate or slow down the course of language evolution, but cannot change its direction, the nature of language processes. Extra linguistic social factors, as a rule, influence the language not directly, but indirectly, through a native speaker. Social factors include:

- change in the circle of native speakers;
- dissemination of education;

territorial movement of people (migration);
Creation of a new statehood, influencing some areas of the language in a new way;
development of science; major technical innovations, etc.
language policy [2].

Let's move on to the structure of the lexical system of the English language. It includes native and borrowed vocabulary. The first step is to take a closer look at native English vocabulary. It makes up about 30% of the entire vocabulary and reflects the most ancient concepts.

It is customary to distinguish three groups of native English vocabulary. The first layer is made up of words that go back to the Indo-European layer. In this case, the word has correspondences outside the Germanic group of languages. Native English words of Indo-European origin form several fairly clear semantic groups. In particular, this is a group of kinship terms, names of objects of nature, parts of the human and animal body, as well as some commonly used verbs, numerals, adjectives denoting specific qualities and properties, etc. The second group of native English vocabulary is words that go back to a common German source. This group of words is larger than the first. Thematic groups here are no longer so clearly defined, almost all parts of speech are represented (nouns, adjectives, verbs, as well as many pronouns and adverbs). Many ancient pronouns and adverbs are also common Germanic. The third group of native English vocabulary is distinguished by the greatest originality. It includes words that are a purely English combination of morphemes of different origin. Each of the morphemes in such words has parallels in a number of related languages, but their combination does not occur outside of English. In the vast majority of native words are simple in form, often monosyllabic; they are active in word-formation and are included in stable phrases [3].

The next step is to focus on borrowed vocabulary. First of all, it must be remembered that the source of borrowing is the language from which the word is taken into the English vocabulary. However, the origin of the word may be different. The sources of borrowing words into English are numerous for historical reasons. Over the centuries, Britain entered into various contacts with many countries, was subjected to invasions and conquests, and later became the "mistress of the seas" and the mother country for a large number of colonies. All this led to intensive language contacts, which resulted in the mixed nature of the English lexical composition. The most significant influence on the English vocabulary was made by Latin, French and Scandinavian languages [4].

Latin borrowings entered the English language in several waves. The earliest layer dates back to the time when the Germanic tribes of the Angles, Saxons, Jutes and Frisians, even before moving to Britain, entered into trade and military contacts with the Romans. At this time, the designations of objects of material culture were borrowed mainly - English. butter (lat. butyrum), copper (lat. cuprum), etc. Before the capture by the Germans, Britain was under the rule of the Roman Empire for about four hundred years. It was during this period that such borrowed words as street (lat. via strata), wall (lat. vallum), mint (lat. menta, moneta) and others appeared in

English. The next wave of Latin borrowings is associated with the Christianization of Britain. These include the words of the corresponding thematic group - priest (lat. presbuteros), minster (lat. monastermm), candle (lat. candela), creed (lat. credo), etc.

Since the monasteries were also the centers of scientific and literary life in Britain, the vocabulary of the English language is replenished during this period with the corresponding vocabulary: school (lat. schola), verse (lat. . versus), circle (lat. circulus), as well as many scientific terms. Latin borrowings of the Middle English and Early New English periods are mainly words of scientific use and abstract nouns (formula, fraction, magnanimity, fatal, jovial, beneficial, vernacular). We find a large number of examples of this, in particular, in medical terminology (oculist, osteotomy, etc.) [5].

Scandinavian borrowings also largely determined the mixed nature of the English vocabulary. This was largely facilitated by the direct coexistence of the British with the Danes on the territory of England during the period of Danish rule (X-XI centuries). Scandinavians appeared mainly as a result of oral communication. Borrowed mainly nouns, verbs and adjectives. Their division into thematic groups is difficult due to the very large variety; the semantics of most words is of a general nature: husband, fellow, drag, bag, snare, leg, calf, skin, skirt; cast, take, guess; ill, wrong, low and many other words. In modern times, borrowings from the Scandinavian languages are rare.

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PSYCHOLOGICAL, LINGUISTIC, COMMUNICATIVE CHARACTERISTICS OF READING

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Түйін:Мақалада орыс тілі сабақтарында сөйлеу әрекетінің дамуының психолінгвистикалық ерекшеліктері қарастырылады. Зерттеудің негізгі нысаны оқушылардың сөйлеу әрекетінің рецептивті түрі ретінде оқуды зерттеу болып табылады. Оқу процесіне психофизиологиялық сипаттама берілген. Оқуды оқыту әдістемесінің психологиялық және лингвистикалық негіздері талданады. Сөйлеу әрекетінің басқа түрлерімен ажырамас бірлікте оқу дағдыларын қалыптастыру және жетілдіру міндеттері анықталды.

Резюме:В статье рассматриваются психолінгвистические особенности развития речевой деятельности на занятиях русского языка. Основным объектом исследования

является изучение чтения как рецептивный вид речевой деятельности обучающихся. Дана психофизиологическая характеристика процессу чтения. Анализированы психологические и лингвистические основы методики обучения чтению. Определены задачи формирования и совершенствования навыка чтения в неразрывном единстве с другими видами речевой деятельности.

There are no serious differences between the reading of a Kazakh student in Russian and an English student in English, respectively. The reading process proceeds the same way. This is due to the peculiarities of the reading process. These features include the physiological mechanism of visual perception, the neuropsychological mechanism of reading and understanding graphic signs.

But while teaching students a foreign language, it is necessary to take into account the fact that the student already speaks his native language and also knows how to read it well. Therefore, the native language can have a positive and negative impact on learning a foreign language.

The positive side of native language proficiency is the student's assimilation of the formal "mechanism" of the ability to read, which means that he already knows what the reading process is. He has learned how to put words together from letters, and vice versa, knows why punctuation marks are needed, etc.

In other words, the student has already formed the skills and abilities that are included in the technique of reading in his native language. Therefore, it is enough for a teacher to "transfer" certain skills and abilities of students from their native language to a foreign language and he does not need to teach them a number of important and complex skills.

But the biggest positive point should be considered the student's ability to think and comprehend graphic signs. This refers to the student's ability to correlate images of letters and words with sound-motor or with concepts, meanings in the field of thinking.

At the same time, knowledge of the native language inhibits the acquisition of a foreign language, i.e. there are negative sides, phenomena that interfere with learning a foreign language. This is most clearly manifested when we observe the mental processes of comprehending foreign language speech. Therefore, in the early stages of training, oral speech should be put forward as the main means of teaching. Oral speech helps students overcome the influence of their native language. Before the learner reads the words or text, it should first be worked out orally [1].

The interfering influence of the native language is not limited only to the mental processes that occur in the higher nervous system by comprehending the foreign language material read. It also manifests itself in the process of mastering the technique of reading by students. Given these features, let's look at some common issues of learning to read in a foreign language.

As we know, a prerequisite for the fullness of the process of understanding a foreign language text is a good command of the reading technique. If a student reads incorrectly, i.e. skips letters, pronounces them incorrectly, etc. this can lead to misunderstanding or even such a text that he would easily understand if he read

everything correctly, unmistakably. Considering that it is necessary to consider the achievement of good reading technique by students as a priority task.

Another important condition should be considered phonetic correctness of reading. Here the interfering influence of the native language is especially pronounced, which consists in the fact that students voice foreign words in a Russian way. This phenomenon is observed most often, because overcoming the interference of the native language is a complex process and requires a significant amount of foreign language speech practice and a system of special exercises. It should be emphasized that the interference is most strongly manifested in the voicing of letters and words similar in sound to the letters and words of the native language and to a lesser extent, for example, in sounds that are not present in the native language or very sharply different from the sounds of the native language similar to them.

It is also not necessary to read the text too quickly or slowly, as this affects the normal flow, comprehension of what is being read due to the peculiarities of the memory mechanism, which can lead to difficulties in the analytical and synthetic activity of the higher nervous system. It should also be noted that the pace of reading also depends on anticipating the words ahead, i.e. guessing based on what they have already read.

Thus, the pace of reading for reading comprehension and for teaching students correct, error-free reading differ. A fast reading pace is more effective for understanding what is being read.

Therefore, the conclusion suggests itself that learning to read in a foreign language, unlike reading in the native language, has its own special, specific features that require a foreign language teacher to deeply understand and comprehend them. I would also like to emphasize the undesirability of isolating or separating the improvement of reading techniques from the tasks of understanding what is being read. The teacher in the classroom should demand meaningful reading from students, as this is an indispensable rule of the teacher's work [2]. It should always be remembered that the most important condition for the effectiveness of teaching reading at school is to teach students to read foreign language texts with at least partial understanding of them. Otherwise, all efforts will be in vain.

It is impossible not to agree with this opinion. Indeed, repeated reading of the text leads to an increase in the number of elements that are not easily understood, but this does not solve all the problems. The fact is that when a student reads the same text many times. Then he remembers both the language form and its content. The student is faced with the same vocabulary, their combination and meanings, and the grammatical design of sentences does not change either. But we immediately find the disadvantages of this type of reading. If a student reads a text with a different content, but consisting of the same language material, then we see a sharp slowdown in the speed of reading and understanding.

From here we come to the conclusion that the teaching of untranslated reading should be carried out with the help of a number of texts based on the same language material in combination with repeated reading. This helps students to master the

ability to understand a variety of combinations of the studied language material, which, of course, leads to mastering reading in a foreign language at a high level [3].

Therefore, when teaching students a non-translational understanding of what is being read, one should choose a text whose language material would correspond to the language experience of this class. In other words, the difficulty of the language material offered to them for reading the text should correspond to the level of knowledge formation among students.

We see that not enough attention is paid to the choice of reading material in schools. This includes classroom and home reading as well. If we are talking about classroom independent reading, teachers often rely on book texts, and if there are additional materials, they are not chosen in the best way, although not always. Basically, cool, independent reading is limited to simple translation, explanation of individual words and constructions.

It should be concluded that learning to read in a foreign language should be carried out with multiple readings of texts simultaneously combining work with texts containing the same language material. But whatever we say here about the methods and techniques of teaching a foreign language, in particular reading, we will not get any result if we do not mobilize the consciousness of students and their volitional efforts.

Conscious activity of students, understanding of the purpose of work are essential in teaching a foreign language. I also noticed that it is worth saying a few words about how nice it is to understand what is being read without translation, as students' interest in the language increased significantly, they tried to look through the vocabulary again, which they did not want to see before. In the classroom, you should use this kind of techniques more often. The proposed material should correspond to the level of students' knowledge. This is a mandatory rule in teaching. The material should be interesting for students.

But just by entertaining the content of texts alone, it is impossible to constantly maintain their interest in reading. To do this, it is necessary for students to realize that the content of these texts will allow them to create the necessary basis for the transition to reading and non-translational understanding of unadapted texts. And such language proficiency is possible only with the acquisition of knowledge, skills and abilities that do not immediately appear. I don't have a lot of teaching experience, but it was enough for me to understand that there is practically no such approach of work on the part of students. There are some who study only because their parents push them to do so, and there is practically no conscious understanding of the learning process. Many perceive the subject of a foreign language as unnecessary [4]. This is the reason for the relatively low level of foreign language proficiency, in particular, and reading. Until we fix this situation, it will not be possible to get high results.

The above features of learning to read in a foreign language are common, i.e. they have a common character. Therefore, I would like to dwell a little more on the specific patterns, the knowledge of which significantly helps to achieve an increase in the effectiveness of teaching a foreign language.

As we know, the ability to speak a foreign language and the ability to read in it, students learn mostly only in class, although not always. The specific features of the ability to speak a foreign language and the ability to read it cause differences in the training of each of them.

Sound communication has such a feature as the ability to constantly monitor and control the correctness of the language design of speech and its content. Whether the student understands the meaning of speech or not, we can guess not only by the content of his speech, but also by signs such as facial expressions, gestures, facial expressions, etc. But the written form of communication also differs significantly in this regard from the oral one.

It is also necessary to take into account the fact that the same prepared text is not understood and assimilated by students in the same way, i.e. the language experience of each of them is at different stages of development. This is due to the individual characteristics of each of them. The same material may have different levels of difficulty for them. This of course needs to be taken into account.

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TEACHING FOOTBAL VOCABULARY IN ENGLISH THROUGH THE COMPUTER GAME “FIFA 2007”

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Түйін: Мақалада «ФИФА 2007» компьютерлік ойыны арқылы футбол лексикасын ағылшын тілінде оқыту зерттеледі.

Резюме: В статье рассматривается обучение футбольной лексике на английском языке через компьютерную игру «ФИФА 2007»

"Football" vocabulary, just like any other layers of lexical units, is the communicative component of the language. The originality of sports and, in particular, football terminology is determined by the richness and versatility of this area. Football carries dynamics and unpredictability, evokes emotions that either delight or lead to despair, and how we perceive the episodes of a sporting event in their entirety and individually depends not only on the “feeling” of the game, but also on understanding that verbal information that accompanies it. This happens both within the framework of sports broadcasts and the accompanying sports commentary,

and press conferences, interviews, news reports, etc. In other words, the perception of an event depends not only on the degree of intrigue of the viewer and how passionate he is about a sporting event, but also on how what language form the information is given, how accurately and fully the terms and specialized sports vocabulary are conveyed in translation.

As the analysis of existing textbooks, dictionaries shows and scientific literature, football vocabulary is one of the underdeveloped thematic layers of both English and Russian languages [1]. Although the need to develop “highly specialized dictionaries for various sports” has been recognized by Russian researchers and practitioners for a long time, there are still very few such dictionaries in the field of football, one of the most popular sports in our country. General dictionaries of sports vocabulary turn out to be insufficiently informative, since, for various reasons, each sport has its own highly specialized terminology [2]. The existing specialized manuals are intended for professionals, and the material contained in them is distinguished by an increased degree of complexity of presentation and is filled with venous number of realities and too narrow terms. They are not aimed at students and young translators who are just starting to study this topic. Thus, the relevance of creating an introductory lexical course on the topic "Football", accompanied by a bilingual English-Russian glossary, which would contain the main football terminology base, is obvious.

The impetus for the development of such a course was the organization in March 2018 on the basis of Peter the Great St. Petersburg Polytechnic University (Peter the Great St. Petersburg Polytechnic University) of the Second International Student Consecutive Interpreting Competition "Tri-D-Int", the theme of which was the FIFA game. As shown by a preliminary survey of the participants of the competition from Peter the Great (1st and 2nd year students of the Master's program, as well as 3rd of the Tare Institute (GI) in the direction of "Linguistics"), of which only 12% are interested in football. Thus, they needed special training to master the corresponding vocabulary in two languages. The goal was to develop a special introductory lexical course on this topic, through which it would be possible in the shortest possible time to prepare university students for the competition of oral consecutive translation on the relevant topic. The topic of the competition was announced to the participants two weeks before it, and for preparation and 10 days were allotted for the project to be finalized. According to the goal, there were the following tasks are indicated:

- 1) definition of the thematic content of the course;
- 2) a selection of relevant sources of terminology on the topic of the course;
- 3) designation of criteria for the inclusion of certain lexical units to the course;
- 4) compiling a Russian-English manual-glossary on the topic of the course;
- 5) formulating comments on the most complex terms from the glossary;
- 6) preparing a series of translation exercises for each section of the course;
- 7) technical support for the passage of the course and the possibility of feedback ("question-answer").

The work on the search for terms begins with the ordering and systematization of the concepts of the chosen area into categories. Due to the limited preparation period, as well as the definition of the course type as introductory,

The most significant sections were included in its content, namely:

- players and other actors in football;
- football organizations;
- football field and its markings;
- football goals;
- stages and results of the match;
- football equipment;
- training process;
- actions with the ball, game process;
- violation of the rules;
- football competitions;
- the stadium and its main areas.

When compiling the course program, consulting work was carried out both with the official participants of the competition from of Peter the Great, and with students of this university who wished to take the course, with the support of members of the Organizing Committee of the competition and teachers of the Department of Linguistics and Intercultural Communication of the State Institute of Peter the Great. As a reference material for compiling the course, sources no older than 8 years were used, which include the teaching materials "English For Football" published by Oxford University Press, which can be used in teaching people of different age categories (appropriate adaptation), English-language manuals the educational portal Tutorials Point, the Russian-language "Ingles Online School" and the rules of the game of football compiled by FIFA (International Football Federation), which regulate the order of kicks, the size of the field, the gate, the required parameters of the game ball , game equipment, etc. The use of electronic resources is due to their ability to quickly capture the newest lexical units found in the broadcasts of football matches and the speech of commentators, interviews, press conferences, which are subsequently fixed in the language: in a number of author's blogs "alternative" football glossaries are compiled, the search for which is carried out much faster than in "traditional", paper publications, the publication and preparation of which takes enough time for certain concepts to have already undergone changes (expansion of meaning, the emergence of new terms, etc.). Flexibility and the ability to use different types of multimedia are also in this case advantage [3].

For the selection of material, criteria were identified by which it would be possible to select the words required for the introductory lexical course and classify them:

- 1) frequency of use of the term;
- 2) compliance with linguistic rules
pitchforks and norms of the language;
- 3) utility;

- 4) the ability to systematize;
- 5) brevity;
- 6) word-formation possibilities (derivativeness);

7) a definitive criterion (the use of specifically specialized knowledge, and not those involved in the field of everyday knowledge). Sports, including football, terminological nominations are defined by definitions built on definitions, i.e., strict logical correspondence to the concept [4]. Thus, in this case, we took into account the features that should be inherent in the term as a complex lexico-semantic unit, implying a logical content determined by the features of a certain concept and terminological entity, which includes conceptual, functional and formal structures. In addition, although with some degree of subjectivity, each individual concept was evaluated for the likelihood of being used in potential texts intended for translation in the competition. Evidence of the effectiveness of this training course is the fact that, following the results of the competition, two undergraduates of Peter the Great (out of 11 registered from this university) went to the second round, while one student won the first place, and the second received the audience award.

The students who completed the course noted the high degree of usefulness of the information provided, the well-composed course content and the manner of presenting the material, the detail of answers to additional questions and interesting live examples that clearly describe one or another topic. The prepared translation assignments were also highly rated. An important factor in the success of this course was the competence of its compilers in the field of football (which is confirmed by "fluency in the sports sublanguage, including sports jargon, slang and highly specialized football terminology", as well as a deep understanding of the game and knowledge of the history of the game of football, clubs of the domestic championship and leagues of other countries, national teams, biographies of players, coaches, referees, constant attendance at football competitions at various levels, close proximity to football culture), which ensured providing the target audience with the correct terms and the most accurate and accessible descriptions and definitions [5].

According to the results of the experience gained and feedback from students and organizers of the Tri-D-Int international competition, the development of introductory lexical courses on the topic of the competition by linguists-translators who are interested in it can be an integral part of teaching translation and becomes an effective addition to the program aimed at preparing future translators for performance with consecutive translation in stage conditions, including in a situation of a competition, and, on the other hand, can become an object of research work in the field of project activities and methods of teaching a foreign language and translation.

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FORMATION OF FOREIGN-LANGUAGE INTERCULTURAL COMPETENCE OF HIGH SCHOOL STUDENTS USING LINGUISTIC AND CULTURAL MATERIALS

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Түйін: Мақалада орта мектеп оқушыларын оқыту аспектісінде шет тілді мәдениетаралық және коммуникативтік құзыреттілікті қалыптастыру мәселесі талқыланады. Әлеуметтік-мәдени құзыреттілік оқытудың қарастырылып отырған кезеңінде шет тілдерін оқыту практикасындағы коммуникативтік және мәдениетаралық құзыреттіліктің орталық байланыстырушы буыны болып табылады деген қорытынды жасалады. Жұмыста лингвомәдени материалдарды қолдана отырып, орта мектеп оқушыларының мәдениетаралық құзыреттілігінің құрылымы мен мазмұны сипатталған.

Резюме: В статье обсуждается проблема формирования иноязычной межкультурной и коммуникативной компетенций в аспекте обучения учащихся старших классов средней школы. Делается вывод о том, что социокультурная компетенция является центральным связующим звеном коммуникативной и межкультурной компетенций в практике преподавания иностранных языков на рассматриваемом этапе обучения. В работе описаны структура и содержание межкультурной компетенции учащихся старших классов средней школы с использованием лингвокультурологических материалов.

At the present stage of teaching a foreign language in high school, one of the most significant goals is to improve the intercultural competence of students, which ensures their successful interaction with representatives of other linguistic and cultural societies.

The modern world is characterized by numerous cultural processes. The unwillingness and inability of a modern high school student to get involved in these processes, to be an active participant in them, jeopardizes the further development of his communicative competitiveness, an integral part of which is intercultural competence.

Unfortunately, modern programs for school education do not reflect intercultural competence as an independent goal of teaching foreign languages. The interrelation of intercultural and communicative competencies of high school students is not fully disclosed in modern methodological science. Numerous definitions of the concept of "intercultural competence" sometimes prevent high school students from determining the structure and content of this competence. The totality of these problems characterizes the relevance of the topic of this article, its theoretical significance for further research in this field of scientific knowledge.

In order to achieve the goal outlined in this paper, we turn, first of all, to the analysis of the definitions of the concept of "intercultural competence" in the scientific and methodological field. In the broadest sense, "intercultural competence" is interpreted by modern researchers as a person's ability to effectively interact with speakers of other cultures and languages.

For the first time, the concept under consideration began to appear in the second half of the last century in the works of specialists in the theory of intercultural communication. In the 1950s, E. Hall, an American linguist and author of the theory of intercultural communication, was one of the first to demonstrate the existence of a close connection between communication and culture, and also theoretically substantiated the idea of the need to teach someone else's culture [1].

Similar interpretations of the concept under consideration are given in the works of Russian researchers. Here are some examples:

- the ability to interact with representatives of other cultures, the ability to assess the situation and quickly navigate, the ability to take into account values in other cultures based on knowledge, skills and abilities that were acquired in the process of intercultural contacts;
- a set of social skills and abilities through which a person can communicate successfully with representatives of a different culture in the professional and everyday sphere, without feeling discomfort;
- psychological readiness of a person to communicate (the presence of interest, motive, absence of a language barrier), a sufficient level of proficiency in language material, speech skills and the necessary amount of socio-cultural knowledge about the country of the language being studied;
- knowledge of life habits, traditions, attitudes of this society, value system, non-verbal components;
- a complex of personal qualities, values, attitudes and knowledge that contribute to the creation of value-semantic, cognitive, behavioral and emotional-volitional results.

The above definitions were formulated by researchers without taking into account the peculiarities of communication in a foreign language within the framework of a dialogue (polylogue) of cultures. Meanwhile, language is a mirror of culture; a treasure trove that stores the entire cultural experience of humanity and a specific linguistic and cultural society. Language is a universal repository of the public consciousness of the people. This feature of the language is connected with the fact that each nation has its own way from the surrounding reality to the concept and further to verbal expression. The differences are due to historical events and the living conditions of each nation. The reflection of the surrounding world in the language is the collective creativity of the whole people who speak this language.

Moreover, intercultural communication is not a tracing paper, not a cast of communication in an intra-cultural environment between native speakers. This is a special form of interaction between communicants, requiring special knowledge, speech skills, skills and abilities, special careful and thoughtful preparation of students in foreign language lessons.

The most complete definition of intercultural competence is proposed in the work of N. D. Galskova and N. I. Gez. In their opinion, intercultural competence is an ability that allows a person to realize himself within the framework of a dialogue of cultures, i.e. in conditions of intercultural communication. Its formation is carried out in the relationship between the development of a foreign language code and the development of a person's cultural experience, in which it is possible to isolate a person's attitude to himself, to the world, as well as the experience of creative activity. Our further analysis of the requirements of sample programs in foreign languages in the framework of secondary (full) general education allowed us to draw the following conclusion: the formation and improvement of intercultural competence in high school implies the mastery of a foreign language by students in the volume and at a level that ensures the development of a teenager's ability to be a participant in intercultural communication in social, household, socio-cultural and educational and labor spheres of communication, overcome cultural barriers and difficulties, as well as respect cultural values, traditions and customs of representatives of other linguistic and cultural communities [2].

Taking into account the changed international situation in the world, obvious tendencies to suppress the equality of cultures, such a vision and understanding of intercultural competence requires some clarifications, especially with regard to school foreign language education. In order to implement these clarifications, it is necessary to turn to the analysis of socio-cultural and intercultural competencies of students in grades 10-11 of secondary school. In the course of a theoretical analysis of the literature on this problem, it was revealed that there is a wide range of opinions of researchers about the ratio of socio-cultural and intercultural competencies. One part of researchers, when correlating the component composition of two competencies, equates them to each other. Another part of the researchers note the subordinate position of intercultural competence in relation to socio-cultural competence.

Without excluding the existence of other points of view, the authors of this article believe that socio-cultural competence acts only as a central connecting link of communicative and intercultural competencies in the course of teaching foreign languages to high school students. It cannot in any way be considered an identical intercultural competence due to the limitation of its content mainly by the culture of the country of the language being studied. Sociocultural competence "marks" the transition of communicative competence from the purely subject area "Foreign language" to the personal sphere, where it is already represented in the context of intercultural competence, which provides not just foreign language communication, taking into account the cultural specifics of the country of the language being studied, but the formation of a special consciousness and behavior that allows for a full-fledged dialogue of cultures using the means of a foreign language, to present oneself as a bearer of Russian culture and Russian civic identity at the level of intercultural interaction.

As we can see, the intercultural competence to be formed in a modern schoolboy assumes not just the ability to interact with representatives of other

cultures, but also the ability and willingness to present their culture, their language in the polylogue of cultures.

The formation of intercultural competence as the goal of teaching foreign languages is not indicated by the state standard of secondary (full) education, which creates certain difficulties in the formation of this competence in foreign language lessons in high school. Based on the above understanding of the relationship between intercultural and communicative competence, we present the author's vision of the structure and content of the competence in question among high school students, taking into account the designated requirements of secondary (full) education programs and the vector of modern cultural policy of Kazakhstan.

We believe that there are three components in the structure of intercultural competence of high school students:

- 1) knowledge component;
- 2) analytical and synthetic component;
- 3) behavioral component [3].

The knowledge component includes knowledge about the boundaries of cultures, their common and distinctive features, about the types of relationships between cultures, the national and cultural values of native speakers, about the norms and rules of behavior in their country and the country of the communication partner, about the general processes of social and personal intercultural interaction; units of language with national and cultural content and the rules of their use in speech practice.

In teaching foreign languages, the knowledge component of intercultural competence is designed to stimulate reflection on the norms and values of one's own culture, providing a deeper understanding of it by students. It provides the basis for the formation of the next component of intercultural competence – analytical and synthetic.

The analytical and synthetic component of the intercultural competence of a high school student includes:

- the ability to identify, realize, interpret, compare and discuss concepts, ideas, norms, rules that make up the native and foreign-language worldview;
- the ability to detect cultural differences and similarities between representatives of different cultural groups during intercultural interaction;
- the ability to identify the specifics of native culture through the assessment of the content of the linguistic and cultural component of another culture;
- the ability to critically evaluate the contacting cultures through their own value system.

Without claiming to be a systematic representation of the methodological implementation of the content of intercultural competence discussed above, we will give examples of tasks that can be used in lessons with high school students to form each of the designated components [4].

Thus, intercultural competence is an independent goal of teaching foreign languages to high school students, which is inextricably linked with the formation of their foreign language communicative competence in the unity of its components

(linguistic, social, socio-cultural, compensatory, discursive and other competencies). This connection is revealed through socio-cultural competence as a component of foreign language communicative competence, which acts as a central connecting link of communicative and intercultural competencies in the process of teaching foreign languages to high school students.

Modern culture and language policy of Kazakhstan require that intercultural competence be considered today primarily as the ability to act as an equal status participant in the polylogue of cultures, the ability to adequately represents one's country, one's language in social interaction with subjects of other linguistic and cultural communities.

The component composition of intercultural competence presented and substantiated in the study implies a progressive movement from the knowledge of native and foreign cultures to the formation through the comparison of native and studied cultures of a certain consciousness and behavior, providing students with a decent representation of themselves, their compatriots, their country and their culture by means of a foreign language in the course of intercultural interaction.

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KEY ADVANTAGES AND FEATURES OF DISTANCE EDUCATION AND ITS IMPLEMENTATION

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Түйін: Бұл мақалада интернет-технологиялар негізінде қашықтықтан оқыту - бұл тыңдаушылардың жеке қажеттіліктері мен олардың мамандануына бағытталған кәсіптік білім берудің заманауи әмбебап түрі қарастырылған. Қашықтықтан оқыту барлығына жеке ерекшеліктерін ескере отырып, өзінің кәсіби деңгейін үнемі көтеріп отыруға мүмкіндік береді.Осындай дайындық процесінде студент белгілі бір уақыт аралығында интерактивті режимде оқу-әдістемелік материалдарды өз бетінше меңгереді, тестілеуден өтеді, оқытушының басшылығымен бақылау жұмыстарын орындайды және «виртуалды» оқудың басқа топ студенттерімен қарым-қатынас жасайтыны жайында айтылған.

Резюме: В данной статье рассматривается дистанционное обучение на основе интернет-технологий представляет собой современную универсальную форму профессионального образования, ориентированную на личные потребности

обучающихся и их специализацию. Дистанционное обучение позволяет каждому постоянно повышать свой профессиональный уровень с учетом индивидуальных особенностей. В процессе подготовки студент самостоятельно изучает учебно-методические материалы в интерактивном режиме, сдает контрольные работы, выполняет контрольную работу под руководством преподавателя и участвует в других группах «виртуального» обучения говорится, что он общается со своими учениками.

At the end of the 20th century, human society faced a number of problems caused by the deployment of the information and telecommunication revolution, the rapid spread of information technologies, the globalization of social processes, as well as international convergence and multidisciplinary cooperation.

On the one hand, a new global information and communication environment is being formed for life, education, communication and production, it is called the infosphere. The organizational and technological basis of the information society is global information networks, the core of which is the Internet. These processes are taking place in the context of rapid changes in information flows, permanent changes in the economy, and population migration. On the other hand, changes in the economy affect the formation of a new social order imposed by the society on the quality of training of specialists. The following features come forward:

- the ability to quickly adapt to changing economic conditions,
- must know the ongoing processes well,
- the ability to work in cooperation with other people belonging to different socio-cultural and professional groups,
- ability to communicate with people;
- ability to think critically and make independent decisions, etc.

The development of the global computer network has opened new prospects for improving the world education system. This is due to the technical equipment of educational institutions, their access to global information resources, the use of new types, methods and forms of education aimed at the active cognitive activity of students, cooperative learning, etc.

Thanks to the new information and communication technologies, another type of education has appeared (in addition to the traditional full-time and part-time) - distance learning [1].

In distance education, the student and the teacher are separated from each other in space, but at the same time they are constantly interacting, using special methods of creating a curriculum, control forms, communication methods using e-mail and other Internet technologies, as well as specially adopted organizational and administrative measures.

Distance learning based on the use of Internet technologies performs a number of new functions and aims to implement certain principles, among which the principle of distributed cooperation, integration and entry into the global networked educational community is of great importance.

In the current situation, it is very important to create a flexible distributed system of lifelong education, with the help of which a person can access global information resources and databases, constantly improve his professional skills

throughout his life and allow him to be at a professional level mobile and creatively active.

Distance learning based on Internet technologies is a modern universal form of professional education focused on the personal needs of students and their specialization. Distance learning allows everyone to constantly raise their professional level, taking into account their individual characteristics. During this preparation process, the student independently learns educational and methodological materials in an interactive mode, passes tests, performs monitoring work under the guidance of a teacher and participates in other groups of "virtual" learning. interacts with students.

Distance learning courses are one of the most suitable forms of learning for people who cannot attend classes in person for several reasons, for example: adults who want to change their profession or improve their skills, for people who have limited time to study, or who have health restrictions [2].

Distance learning uses different information and communication technologies (often a combination of different technologies). At the same time, the use of each technology depends on the goals and objectives of the distance course. For example, traditional print-based learning tools are used to introduce students to new learning material, interactive audio and video conferencing provide real-time communication, and computer conferencing and e-mail are used to provide feedback to students. for continuous communication, communication between students of the same group. Pre-recorded video lectures help students to watch and visualize the content of the lectures. Facsimile communication can be used to send instant messages, assignments, and provide instant feedback to students.

Recently, you can hear about distance learning as an innovative form of educational process, but today the use of distance learning technologies in the field of education is not surprising to anyone. In the conditions of the epidemiological situation and high preparedness regime in the country, the educational process was transferred to a distance format using multimedia technologies. Today, there are no people who are not affected by the changes. Education has entered a new format of interaction of all members of this process [3].

The system of pre-school education also had to be reconstructed.

In a dynamically changing world, in the conditions of constant improvement and complexity of technologies, information in the field of education becomes of fundamental importance. This direction of the development of the education sector is highlighted in state documents and is recognized as the most important national priority.

The relevance of the topic is also due to the fact that the pedagogical teams of preschool educational organizations are actively introducing innovative technologies into their work. Therefore, the main task of preschool teachers is to choose the methods and forms of organizing work with children, innovative pedagogical technologies that optimally correspond to the set goal of personality development.

In today's world, the development of communication and information technologies is moving at a very fast pace. Education and upbringing of modern

children and parents is closely connected with computer technologies and the Internet.

Thus, "currently, computer technologies are called to be an integral part of the integral educational process, which significantly increases its quality, rather than an addition to teaching and education."

Recently, you can hear about distance learning as an innovative form of educational process, but today the use of distance learning technologies in the field of education is not surprising to anyone.

In the conditions of the epidemiological situation and high preparedness regime in the country, the educational process was transferred to a distance format using multimedia technologies. Today there are no people who are not affected by the changes. Education entered a new format of interaction of all members of this process. It was also necessary to reorganize the system of pre-school education. Currently, the teacher's activities consider the main forms of remote work with children and parents.

In preschool education, on the one hand, it is more difficult to implement the format of online communication between teachers and children; on the other hand, there are many variable possibilities depending on the creativity of the teacher. Distance learning for preschool children is distance learning without direct contact with the teacher and other children through Internet technologies.

The main goals of distance learning for children are to provide the child with the opportunity to learn at home [4].

The essence of distance learning for a preschooler is that the child will have the opportunity to watch video lessons, read educational material, and also be at home, receive and complete assignments. The main purpose of the task is to check and approve the past material. In conclusion, the child can create creative work, participate in the competition. This is necessary to make sure that the material is really studied and mastered, and the child uses the knowledge gained during the performance of creative work or participating in the competition.

Features of distance learning for preschool children:

Motivation. Distance learning assumes a child's desire to learn and acquire skills. The role of an adult is to create conditions for learning, to interest the child in learning;

An opportunity to educate yourself. Distance learning assumes that the child will read most of the learning material on his own during the learning process (which is difficult for the child). The adult's role is to build this skill.

Advantages of distance learning for preschool children:

The ability to set the optimal learning mode, taking into account the characteristics of the child.

Parents themselves determine when it is convenient for their child to study, what time of the day is most effective for lessons.

Ability to control the child's social circle.

A personal approach to the child, taking into account the mental and physical characteristics of the child.

The child is not "tied" to a certain place, he can study freely anywhere in the world. The main condition is to have a computer and access to the Internet.

Distance learning has a good methodological basis - video and audio lectures, tests, assignments, etc.

Disadvantages of distance learning for preschool children:

Maximum involvement of parents. If parents do not have the opportunity to devote enough time to the child's learning process, then their level of knowledge acquisition will be very low. The child himself often does not have the necessary skills for self-organization and perseverance. Difficulty moments are not excluded where the help of an adult is needed.

The teacher has no authority. Many children accept the subject as the teacher accepts and presents it. In addition, the educator not only provides education, but also forms an attitude towards the people around him and the world.

Due to difficult financial conditions, not everyone has the opportunity to study at a distance, because they need expensive equipment (computer or laptop, Internet).

Lack of connection with peers. Children do not have the opportunity to acquire the necessary communication skills in society, and they are not socialized in society. Later, it is more difficult for them to build relationships in a team, to find new acquaintances, they have no friends.

Distance education technologies allow parents to efficiently and competently organize children's activities at home with the help of teachers; communication between children and parents becomes interesting and rich. This allows children not to be bored and to spend time at home doing useful things, to get more attention from loved ones, love and communication, and it helps parents to get to know their children better: their interests, needs, desires and abilities.

By introducing distance education technologies into the educational activities of preschool children, teachers simultaneously increase the level of pedagogical competence of parents. Parents act as equal participants in educational relations, act as teachers, mentors. This in turn:

- individualization of educational activities (parents choose the pace and order of performing certain tasks together with their children);
- increase information culture (parents and children perceive the computer not as a toy, but as a tool for learning);
- support for full-time education (children who are isolated, not separated from educational relations, but who can study at home).

How to make distance learning more effective?

1. Compile an online lesson schedule:

- think about the time of receiving the material, because not all educational materials are understood the first time, so you need to take time to familiarize yourself with the material again, as well as for a virtual consultation of the teacher;
- think about the time for completing the tasks, so you should allow the child to solve the task, check it to confirm the acquired knowledge.

2. Gradually involve your child:

- first, the mother must review the material herself;

- then add material for the child, remembering that for a preschooler, an online lesson is not a lesson, but a game, entertainment;

3. Guide, but don't dictate:

Agree on what time the child will study; carefree monitoring of the learning process: ask whether the child understands everything, likes it, whether the tasks are difficult; ask whether the child understands everything, likes it, whether the tasks are difficult;

There is no need to sit on top of the soul, watching the child pronounce the verbs correctly or holding a pencil while drawing. Keep track of how your child is progressing with the material and track the lesson schedule [5].

Lessons using electronic devices should be strictly regulated in terms of duration and number according to the age capabilities of children. Distance education should not be considered as a few hours of engaging the child in Internet work. In addition to Internet education, it is necessary to actively use other types of distance work and alternate different types of activities.

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СТЕРЕОТИПЫ В РУССКОЙ ЭТНИЧЕСКОЙ КУЛЬТУРЕ И ЯЗЫКЕ

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Термин стереотип рассматривается не только лингвистами, но так же философами, культурологами, социологами, психологами. Все из перечисленных наук находят интересное в своих областях исследования. Стереотипы раскрывают менталитет народа и показывают культурно-национальный характер.

Этнический стереотип – (от греч. *ethnos* народ, племя и *stereos* твердый + *typos* отпечаток след) англ. *ethnic stereotype* – характерное явление обыденного сознания, выражающееся в относительно устойчивых представлениях о моральных, умственных, физических и других качествах присущих представителям различных этнических групп. Этнический стереотип может быть не однородным по структуре и состоит из констатации особенностей своей vs. чужой этнической группы, эмоционально-окрашенной оценки этих особенностей, определенного типа поведения по отношению к представителям того или иного народа. [1.330]

По мнению А.В.Сергеевой этнические стереотипы относятся ко всему народу в целом, и вместе с тем характеризуют любого его представителя, задают образ его личности. Стереотипы служат источником предубеждений и предрассудков, когда люди воспринимают другие стереотипы поведения с позиции своей культуры и меряют все «на свой аршин».

В основе формирования этнического сознания и культуры в качестве регуляторов поведения человека выступают как врожденные, так и приобретаемые в процессе социализации факторы – культурные стереотипы, которые усваиваются с того момента, как только человек начинает идентифицировать себя с определенным этносом, определенной культурой и осознавать себя их элементом. Мы живем в мире стереотипов, образовавшихся под влиянием культуры. Совокупность ментальных стереотипов этноса известна каждому его представителю. Стереотипы используются носителями языка в стандартных ситуациях общения.

Стереотипы всегда национальны, а если встречаются аналоги в других культурах совпадая в целом они различаются деталями, имеющими принципиальное значение.

Национальный характер понимается «как устоявшиеся черты психического склада, свойственные большинству представителей данной общности, как определенный образ мышления и поведения» [7. 193]

Русский менталитет, как ядро национального самосознания, представляет совокупность различных психологических свойств и качеств, присущих русскому этносу, проявляющимся в конкретном виде в форме этнического поведения как способе реализации этнического стереотипа на индивидуально – личностном уровне. Система ценностных ориентаций, представления о традициях, обычаях, запретах, о языковом коде, заложенном в структуре менталитета, есть «социально - детерминированный тип программирования поведения» [5. 17].

Рассматривая классификацию предложенную В.В. Красных, мы видим что она делит стереотипы на две группы.

1) стереотипы-образы:

заяц – трусливый, пчела – труженица, матрешка – сувенир.

2) стереотипы-ситуации:

тост – застолье, самовар – чаепитие.

Из описанных русских стереотипов А.В. Сергеевой можно сделать классификацию в которой наиболее ярко будут видны черты национального характера:

- Любовь к родине.

Любовь к родине выражается в почти физической привязанности русских к местам своего детства и молодости, болезненной ностальгии при расставании с родиной. Можно отметить, что русский человек довольно легко расстается с родиной и только на расстоянии после довольно длительного срока проведенного на чужой стороне начинает тосковать по родной земле, ищет

повод вернуться, но только не надолго. У русских любовь к родине – это любовь к родной земле.

- Отношение к семье;
- Отношение к работе;

Русский – трудолюбив, работоспособен и вынослив, но значительно чаще ленив, халатен, беззаботен и безответственен. Очень хорошо характеризует отношение к работе народная пословица «Работа ни волк в лес не убежит». У русских есть особенность во время работы делать перекур, таким образом отдыхая.

- Отношение ко времени;

Русские значительно отстают от «пунктуальных» народов, они легко могут опоздать на встречу, даже если она очень важная. Не переживают когда своей нерасторопностью задерживают других людей, могут не закончить в срок начатую работу

- К пространству.

У русского народа одна из ярких черт - безграничная любовь к свободе. Высшим проявлением этой свободы является душевная свобода.

- Отношение к дружбе;

Рукопожатие в русской культуре, как правило, является обязательным атрибутом при встрече близких друзей и знакомых. Причем, даже если речь идет об относительно большой группе людей, то все равно здороваются с каждым по отдельности.

- Отношение к условиям жизни;
- Уважение к интеллекту и к умным людям;

Как говорят русские, «Умный научит, дурак наскучит». В России издавна принято измерять уровень культуры количеством прочитанных книг.

- Бытовое поведение.

Например, ситуация очереди в различных культурах различна, а следовательно, различным будет и стереотипное поведение: спрашивают “Кто последний?” или просто встают в очередь, в ряде европейских стран отрывают квиток в специальном аппарате и после этого следят за цифрами, загорающимися над окошком, например, в банке.

А.В.Павловская делит стереотипы на две большие категории стереотипов: поверхностные и глубинные.

Поверхностные стереотипы – это те представления о том или ином народе, которые обусловлены исторической, международной, внутривнутриполитической ситуацией или другими временными факторами. Эти стереотипы меняются в зависимости от ситуации в мире и обществе. Продолжительность их бытования зависит от общей стабильности общества.

Это, как правило, образы-представления, связанные с конкретными историческими реалиями. В отличие от поверхностных глубинные стереотипы неизменны. Они не меняются в течение времени. [5.28] Отношение к родине, для русских родина – это земля, природный ландшафт.

Глубинные стереотипы обладают удивительной устойчивостью, и именно они представляют наибольший интерес для исследователя особенностей национального характера: сами стереотипы дают материал для изучения того народа, который является объектом стереотипизации, а оценки характеризуют особенности той группы, в которой они распространены. Меха, самовары, огромные шали, матрешки считаются неотъемлемой частью русской жизни вот уже несколько веков. Некоторые из этих атрибутов действительно сохраняются до сих пор. Некоторые атрибуты русской жизни ушли в небытие естественным путем.[5.29]

Этнические особенности могут проявляться и в глубинной, и в поверхностной структуре стереотипа поведения.

Многие ситуации в жизни можно проинтерпретировать так как будто участники этих ситуаций «играют» свою роль, заранее заготовленную в рамках некоторой пьесы. Жизненный опыт означает часто знание того, как поступить и как другие поступят в конкретных стереотипных ситуациях. [3.306]

Устойчивость культуры, ее жизнеспособность обусловлены тем, насколько развиты структуры, определяющие ее единство, целостность. Целостность культуры предполагает выработку стереотипов культуры – стереотипов целеполагания, поведения, восприятия, понимания, общения и др., т.е. стереотипов общей картины мира. Важную роль в формировании стереотипов играет частота встречаемости определенных объектов, явлений в жизни людей. [3.111]

Специфика стереотипов состоит в том, что они буквально пронизывают все сферы поведенческой активности человека, регулируя «семиодику его поведения» в самых различных ситуациях. [7.305]

Язык и культура отличают один этнос от другого, и вместе с тем через них открываются способы общения и даже сближения разных этносов.

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**БАСТАУЫШ МЕКТЕПТЕ ШЕТ ТІЛІН ОҚЫТУДАҒЫ ПОЛИМОДАЛДЫҚ
ТӘСІЛДІҢ ЕРЕКШЕЛІКТЕРІ (АҒЫЛШЫН ТІЛІ МЫСАЛЫНДА)**

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Резюме: Наиболее эффективным методом выступает полимодальное обучение, учитывающее каналы восприятия информационного материала и позволяющее не только повлиять на развитие личностных особенностей ученика, но и на активизацию учебной деятельности, и как следствие на эффективность обучения, посредством повышения познавательной активности у обучающихся. В статье представлены методические подходы к организации полимодального обучения, результатом которого является развитие уровня организации модальностей как доминантных, так и рецессивных. Раскрыта краткая характеристика обучающихся с разными ведущими модальностями - кинестетик, аудиал, визуал, и разработана схема визуального перехода, являющаяся более полезной при полимодальном обучении учеников, чем при традиционном изложении учебного материала.

Summary: The most effective method is polymodal training, which takes into account the channels of perception of informational material and allows not only to influence the development of the student's personal characteristics, but also to enhance learning activities, and as a result, to improve learning, by increasing cognitive activity in students. The article presents the methodological approaches to the organization of polymodal education, the result of which is the development of the level of organization of modalities, both dominant and recessive. A brief description of students with different leading modalities — kinesthetic, audial, visual — is revealed, and a visual transition scheme is developed, which is more useful for students with polymodal training than with traditional presentation of educational material.

Негізгі жалпы білім берудің мемлекеттік білім беру стандартында білім алушылардың жас, жеке, физиологиялық және психологиялық ерекшеліктерін ескере отырып, таным процесін құру қажет екендігіне назар аударылады. Мектепте түлекті даярлау керек, ол тек теориялық базаны ғана емес, сонымен бірге ғылыми тұрғыданшындықта болып жатқан процестерді түсіндіре білуі керек.

Мұғалімнің міндеті-білім алушының пәнге деген қызығушылығын дамыту, оқу-танымдық белсенділігін арттыру. Сабақтардың әдістемелік-дұрыс құрылуымен және оқушылардың жеке ерекшеліктерін ескере отырып, оқу процесі қызықты болуы мүмкін. Алайда, мектептегі химия курсы игерудің алғашқы кезеңінде, оқу материалы ауызша және символдық түрде ұсынылған кезде, зерттелетін пәнге танымдық қызығушылықтың төмендеуі, нәтижесінде зерттелетін материалды түсінбеу байқалады.

Қызығушылықты сақтау және дамыту үшін оқулық материалын, Бағдарламаның талаптарын ғана емес, сонымен қатар оқушының психологиялық ерекшеліктерін, миға ақпарат түсу реттілігін ескеру қажет. Демек, мектептегі химия курсы оқуда полимодальды оқытуды қолдану өзекті болып табылады.

Қазіргі педагогикалық энциклопедия мен түсіндірме психологиялық сөздіктегі "модальділік" термині "сезімді немесе сигналды сипаттау үшін

қолданылатын белгілі бір сенсорлық жүйеге жатумен" байланысты. Бірінші жағдайда бұл белгілі бір сенсорлық жүйеде сезімнің пайда болуын білдіреді, екіншісінде - белгілі бір анализатордың тітіркенуінің жеткіліктілігі".

Модальділік белгілі бір қабылдау арналары арқылы ақпарат алу процесін білдіреді. Адам қалай көреді, сезінеді, естиді-бұл кейіннен қоршаған шындықтың алынған материалын түсінуге және көбейтуге көмектесетін модальділіктің барлық түрлері [1].

Психологиялық, педагогикалық және әдістемелік әдебиеттердегі полимодальды оқыту әртүрлі сенсорлық арналар мен мидың әртүрлі жарты шарлары арқылы ақпаратты қабылдау және өңдеу ерекшеліктерін білуге және шебер қолдануға негізделген әдістердің жиынтығы ретінде қарастырылады. Демек, полимодальды оқыту оқушының ақыл-ой белсенділігінің дамуымен, ақпаратпен жұмыс істей білуімен және оны оқу мәселелерін шешуде шебер қолданумен байланысты.

М. А. Ахметов полимодальды оқытудың мақсаты оқушылардың санасында белгілі бірқұбылыстуралы көптеген бейнелерді дамытуға бағытталған, бұл ойлаумен тұжырымдамаларды дамытудың негізі болып табылады.

Ол бір бейнені екіншісіне, оқу материалын бір түрден екіншісіне аудару қабілетін қалыптастырудың маңыздылығын атап өтеді. Егер мұндай қабілетке ие студент мұғалімнің әңгімесі бойынша ақпаратты визуалды түрде есте сақтай отырып, миында бейнені ойша елестете алса, онда ол оны сөзбен сипаттап, ұзақ уақыт есте сақтай алады [2].

Демек, оқыту процесінде мұғалім оқушылардың танымдық процестерінің ерекшеліктеріне назар аударып, ақпаратты берудің әртүрлі тәсілдерінің салдарынан психикалық белсенділіктің даму процесін түсінуі керек. Сондай-ақ, оқушының ақыл-ой белсенділігінің дамуына ықпал ететін әсерлерді ескеру қажет. Бағдарламалық материалды қабылдаудың психологиялық ерекшеліктері негізінде қабылдауды белсендіруге бағытталған оқыту әдістерін, әдістері мен әдістерін анықтаңыз. Оқу материалының берілуін оқушының мүмкіндіктеріне сәйкес өзгерткен жөн.

И. Д. Сотникова өз зерттеулерінде балаларды оқыту кезінде белгілі бір модальділіктің өзі оны ұйымдастыру деңгейінен емес, мектеп оқушыларында ресурстық модальділіктің дамуы және басым модальділіктің көбеюі маңызды деген қорытындыға келеді.

Якиманская И.С. полимодальды оқыту ғана емес, сонымен қатар оқулықтар мен оқулықтар да болуы керек екенін атап өтті. Мұндай оқулықтар әртүрлі контексттерде және әртүрлі стильдерде бірдей ақпаратты ұсынады, осылайша олар оқушылардың әртүрлі топтарын қызықтыра алады. Тиімдірек оқытуды ұйымдастыру мақсатында модальдардың түрін ескере отырып, мұғалімнің әртүрлі оқушылармен жұмысын белгілеу қажет.

Әр адамның бірегейлігін мойындай отырып, мектеп психологтары ақпаратты қабылдаудың келесі типологиясын анықтады: ең жиі кездесетін визуалды, аудио және кинестетикалық бағдарланған адамдар.

Ұмытшақтықпен, үлкен эмоционалдылықпен, жоғары қиялмен көрінетін визуалдардың психологиялық ерекшеліктерін ескере отырып, оқу процесін олардың жеке басының көрінісі үшін жағдай жасау үшін ұйымдастыру керек. Олар үшін ақпарат беру процесі мен формасы маңызды. Олар ақпаратты визуалды анализатор арқылы қабылдайды. Сондықтан оқу процесінде мұғалім көрнекі оқу құралдарын едәуір дәрежеде қолдануы керек. Сіз студенттерге көрнекілік құралдарын (презентация, кестелер, диаграммалар, сызбалар, модельдер) немесе процесті сипаттауға, әңгіме ойлап табуға, тақырып бойынша тапсырмалар жасауға және т. б.[3].

Аудиалдардың есту қабілеті мен есте сақтау қабілеті жақсы. Физиологиялық ерекшеліктерге сүйене отырып, мұғалім сабақта дауыстық стрессті, ең маңызды сәттерді жариялау кезінде сөйлеудің созылуын қолдануы керек.

Кинестетикалық оқушылар ақпаратты визуалды анализатормен қабылдайды, бірақ визуалдардан айырмашылығы оларда ішкі сурет болмайды. Материалды жақсы түсіну үшін оларға экспериментті өз бетінше жүргізу, жаттығуларды жүйелі орындау және т. б. арқылы өз тәжірибелерін алу қажет.

Топтық оқытуды ұйымдастырған кезде аудиалдар мен визуалдардың бірлескен жұмысы тиімдірек болады. Кинестетиктердің ерекшелігін ескере отырып, олардың қызметі зерттелетін материалды бекіту, жалпылау және жүйелеу кезеңдерінде толығымен қолданылуы керек.

Сыныптардағы оқушылардың сандық толымдылығының диагностикалық анықтамасы негізінен визуалдардың басым екендігін көрсетті (69%) және аз дәрежеде аудиалдар (25%) және кинестетиктер (6%) ұсынылған. Осы жерден мұғалімдердің оқу процесі визуалды бағдарлаумен құрылады. Бұл жағдайда аудиалдар мен кинестетиктер, әдетте, оқу материалын білуде мұғалімдердің көмегінсіз қалады.

Мұғалімдердің көпшілігі түсіндірудің негізгі тармақтарына тоқталып, оқу материалын бірнеше рет қайталайды-басқаша айтқанда, студенттерге талқылау тақырыбын жақсырақ түсінуге мүмкіндік береді. Түсіндіру аяқталғаннан кейін мұғалімге оның негізгі кезеңдері мен тұжырымдарына оралу ұсынылады.

Мұғалімнің "басқаша айтқанда" түсіндіру мүмкіндігі студенттерге алынған ақпаратты ауызша түрде санада әртүрлі аудио, визуалды және кинестетикалық бейнелерде жазуға мүмкіндік береді [4].

Жетекші модальдіктің әртүрлі типтері бар оқушы алған бастапқы ақпарат оқу кезінде визуалды арна арқылы немесе тыңдау кезінде аудио арна арқылы санаға енеді. Кинестетик үшін доминантты модальдіктің осы түрімен оқушының белсенділігін тудыратын құралдарды тиімді пайдалануға болады. Білім алушы алынған Оқу материалы негізінде бейнені суреттер түрінде - визуалдар, дыбыстар үшін - аудиалдар, сезімдер үшін - кинестетиктер және т. б. Ақыл-ой белсенділігінің белсенділігі оқушының санасында пайда болған бейнені оқушының өмірлік тәжірибесіне қоюдан тұрады, нәтижесінде бейнені есте сақтау және жаңа ұғымды игеру пайда болады. Соңғы кезеңде рефлексия пайда болады, студент алынған ұғымдар мен дағдыларды ескере отырып,

алынған материалды талдайды. Мұғалім оқу материалын меңгеру тиімділігін арттыратын полимодальды әрекеттер арқылы аудиалға, кинестетикаға және визуалға әсер еткен жаттығулар мен тапсырмаларды орындау арқылы зерттелетін материалға оралады.

Түсіну мұғалімнің санасында бар және ауызша түрге аударылған кескін оқу материалын тыңдау кезінде оқушының басында пайда болатын кескінмен қабаттасқан кезде пайда болатыны атап өтілді. Егер мұғалімнің бейнесі оқушының бейнесімен сәйкес келмесе, онда түсіну процесі жүрмейді.

Оқу материалын сәтті игерудің маңызды шарттарының бірі - "көрнекі ауысу" - білім алушының іс-әрекеті, оның санасында сурет терминге ауысады және керісінше. Химияны ерте меңгерген оқушылар үшін бұл мәселе танымал, өйткені олар сөздер мен анықтамалардың мағынасын, көрнекі құралды қабылдауды және символизмді қолдануды түсінбейді.

Материалды бір формадан екінші формаға ауыстыру мәселесін шешу үшін оқушылардың сөйлеуін қалыптастыру үшін қажетті тірек схемалары қолданылады.

Анықтамалық схемада екі бөлік бар:

- анықтамалық сигнал (сурет, эскиз және т. б.);
- әңгіме құрастыру және анықтамалық сигналға түсініктеме беру үшін қолданылатын мәтін.

Анықтамалық схема "көрнекі ауысуды" шешуде оқу процесінде тиімді, өйткені барлық оқушылар оны қайталай алмайды. Бұған сөйлеуді меңгеру деңгейі, психикалық және психикалық даму, қабылдау мен есте сақтаудың дамуы әсер етеді. Анықтамалық схеманы қолдану оқудың тиімділігін арттырады, өйткені бұл оқушылардың танымдық белсенділігін арттырады. Анықтамалық схеманы құрастыру кезінде студенттерге таныс сызбаларды, модельдерді, кілт сөздерді қолдану қажет, бұл қайталау мен түсініктемені жеңілдетеді, бұл жаттығуларды орындау кезінде өзін-өзі бақылауды жеңілдетеді.

Сабактарда оқытушылардың аз бөлігі терминдерді дауыстап хор арқылы айтуды қолданады. Анықтаманы дауыстап айту кезінде оқушы екі есе жұмыс істейді. Ол белгілі бір терминді айта отырып, оны ауыз бұлшықеттерінің қозғалысы арқылы есте сақтайды және сыртқы ортада да, іште де екі рет естиді.

Жоғарыда айтылғандардың негізінде полимодальды оқыту білімге неғұрлым берік оқытуға да, оқушылардың жеке қасиеттерін дамытуға да бағытталған деген қорытындыға келеміз [5].

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УДК 37

NON- STANDARD HOMEWORK IN ENGLISH AS A WAY TO INCREASE STUDENT'S MOTIVATION FOR THE LANGUAGE BEING STUDIED

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Түйін: Бұл мақалада шет тіліндегі стандартты емес үй тапсырмаларының негізгі формалары қарастырылады.

Резюме: В данной статье рассматриваются основные формы нестандартных домашних заданий по иностранному языку.

The modern world dictates its own rules, where it is impossible to stay in place, it is necessary to look for novelty, improving your profession. We need a new, fresh look at the lesson, a creative, non-standard approach to teaching, new trends in the methodology. Working as a teacher at school, many questions arise such as how to make the learning process more interesting, effective, non-standard? The problem of finding effective methods and techniques of teaching a foreign language is very relevant. The various methods and techniques include non-standard forms of conducting lessons. Any lesson has a huge potential for solving new problems. But these tasks are often solved by means that cannot lead to the expected positive result. Fearing to make a mistake, the person facing a choice usually follows the majority. After all, there is an opinion that the majority is not mistaken. However, the German philosopher Hegel said: "When everyone thinks the same, it means no one thinks much."

To think like everyone else means to think standardly, in accordance with stereotypes. For both students and teachers, a lesson is interesting when it is modern, if the lesson is modern, then it necessarily lays the foundation for the future [1].

A good lesson is not an easy thing. The role of teacher and student activity is changing. The student is a researcher, actively participates in the evaluation of his activities and the activities of classmates, and the teacher is a knowledge guide who only shows the way to knowledge, directs.

The main goal in learning a foreign language is communication. In order to organize a favorable climate that orients students to communication, it is necessary to choose such forms of the lesson that will stimulate the activity of students. The experience of school teachers and the research of innovative teachers have shown that non-traditional forms of teaching support students' interest in the subject and increase the motivation of teaching.

However, there is no clear definition of "non-standard lesson" in pedagogy. The most common is the characteristic of such a lesson as an improvised training session, which has a non-standard structure and an unusual organizational form. On

the other hand, lessons in one or another learning technology can be called non-standard [2].

Today, innovative teachers are actively introducing and encouraging non-traditional forms of classes, such as non-traditional forms of classes:

- video lesson quiz lesson
- lesson – game lesson-auction
- lesson – excursion lesson-conference
- lesson – presentation online lesson
- lesson – journey lesson – holiday
- lesson – lecture lesson –interview
- lesson-performance video tutorial.

Non-traditional forms of conducting lessons make it possible not only to raise students' interest in the subject being studied, but also to develop their creative independence, to teach them to work with various sources of knowledge. Such forms of classes "remove" the tradition of the lesson, enliven the thought.

The teacher's job is not just to explain the material. Sometimes, while playing, students remember much more than just listening. That is why you will not find standard classes in foreign schools, colleges and universities for a long time. What can I offer my students you can use elements of a theatrical performance: music, songs, chanting, poetry and even dancing. Writing poetry is a great way to show imagination and a special sense of language. In this case, rhyme is not important at all; let the students reveal themselves [3].

Use facial expressions in class: depict animals, show emotions, objects, professions. Tell stories, legends, proverbs, jokes. Use your creative time to help students unlock their inner potential.

There are, of course, many non-standard forms of teacher work that activate the attention, and hence the interest of students in a foreign language. One of them is working on a film.

Computer presentations allow you to create visual spectacular images in the form of illustrations, diagrams, etc. If we talk about the project method as a pedagogical technology, then this technology assumes a set of research, search, problem methods, creative in their very essence.

The project method allows students to form the skills of independent research in a given area, which will help them to further implement more complex projects in their professional activities. Each project (for example, developing a presentation, writing a recipe, etc.) is related to a specific topic and is developed over a certain period of time.

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From a different flow of information, the teacher has the opportunity to apply a lot in his lessons, for example, he liked such an idea as: Before the lesson, even before entering the classroom, the math teacher performs a short dance with each of his students, and there is a sign we are geniuses. Very positive, I think the kids like it. I believe that for each student in this class, the teacher creates a favorable environment, supports each student and gives an impetus to progress despite the difficulties in studying [4].

Another interesting example of using ice cream sticks with children is puzzles. You can make themed puzzles yourself, and then in class ask children in pairs or mini-groups to collect and tell what they see on it (great for holiday lessons), or you can invite children to draw pictures themselves, and then change and collect. And you can even make a shadow theater.

Suitable for working in groups from pre-teens to adults. Usually, at the very first lesson (you can, of course, at any time of the school year), students are given a stick and asked to write their name. Then, the sticks of the slightly perplexed students are collected and folded into a pencil glass. They will be useful in this and subsequent classes.

Instead of asking the students in order or in the order I chose, they just pull a stick out of the glass without looking. Sometimes the same student gets caught twice in a row, but such randomness in the choice increases student involvement: it happens that a student who has just answered relaxes for a while and stops thinking, and then it will not work to relax. It's the same with the survey "in a circle" — there are comrades who are too lazy to think, so they just calculate which question they will get. But you can't calculate anything with sticks, so you have to think. I do not use it all the time, but where it is appropriate — there are tasks where it is better for the teacher to choose the order of the survey [5].

To repeat the material I have passed, I use a cube with drawings of the topics I have passed, for example, family, etc. The student throwing the cube says the passed topic according to the drawing, for example, a squirrel drawing on the cube, the student lists animals. You can change the drawings each time depending on the topics covered.

For senior classes, if this is grammar, you can involve students in learning hip hop or rap songs using the grammar given in the lesson, also using grammar, students compose their fictional story.

Creative homework. Homework. Of course, it should also be “useful”, but this does not prevent it from being interesting. Ask the student creative homework that he wants to do. For example, if you are studying past simple, ask him to prepare a summary of an episode of your favorite TV series [6]. If you are studying the topic of

“Food”, ask him to create a menu for his own restaurant. I also ask students to make a crossword puzzle on the topic they have passed or work with a poster.

Creative and interesting homework can be thought up for any grammatical or lexical topic. Any topic can be made interesting if you connect the student's personal experience, his opinion or preferences to it. The same can be done with any lexical topic. Summing up, we can say that a non-standard lesson is an organic combination of education, development and upbringing. Children like non-standard lessons because they are creative and unusual, and most importantly - effective. Pedagogical creativity of the teacher, getting rid of the template, creates interesting examples of non-standard forms of learning, which allows the teacher to instill interest in learning a foreign language, develop curiosity.

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APPLICATION BY STUDENTS OF INTERACTIVE FORMS OF WORK IN PRACTICE AT SCHOOL

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Түйін: Бұл мақалада классикалық оқытудың негізгі формалары, оқыту әдістері және олардың тиімділігі қарастырылады.

Резюме: В данной статье рассматриваются основные формы классического преподавания, методы преподавания и их эффективность.

One of the main forms of classical teaching in an ordinary school is considered to be a lecture, where the teacher transmits information and the student receives it. Independent school institutions and progressive teachers use interactive teaching methods that develop critical thinking in students.

The basis of the approach is carefully thought out and structured group activities, during which an exciting environment is created for students, where they analyze new material and train practical skills. Typical "homework" - solving tasks or

exercises - are done together in the classroom. Classical "classroom" classes, such as listening to an explanation of a new topic, are conducted at home.

Students, having previously familiarized themselves with the topics, come to classes interested in the subject of study. Then they are assigned to create a project, simulate a discussion in the form of a role-playing game or other active exercise that involves them in an interactive learning environment together with classmates and a teacher [1].

Interactive learning is a holistic methodology that includes both online and offline components that together create a full-fledged educational experience.

Interactive learning engages students who have grown up in a hyper-stimulated environment. It develops critical thinking skills, which are fundamental for the development of analytical thinking. The tasks of interactive teaching methods are to teach a child from the elementary grades:

- explore the question using imagination and logic;
- make decisions based on objective data, and not memorize information to get an A.

Interactive learning in an exciting way teaches children to collaborate and successfully interact in groups. This is an indispensable skill, because, judging by the trends that can be traced in significant companies, future graduates will have to work in a team [2].

The main task of interactive learning is to help students understand and discover their abilities, as well as to control the process of acquiring knowledge to a certain extent. Students can decide for themselves how they want to develop and present their projects. It helps to develop strong research skills.

Interactive learning helps students to get involved as much as possible in the work of acquiring knowledge. A student is not only a passive listener, but also an active participant in the process.

Teachers who practice it use different methods of involving schoolchildren in the learning process [3]:

- interaction between teacher and student;
- working with audio and video materials;
- interaction between classmates;
- practical training, research and project work.

At first, students may resist interactive teaching methods. Classical educational institutions have little experience in using such techniques. Students are used to traditional lessons, and with new forms of interaction they have to put more effort, which can cause contradictions and unwillingness to participate in the processes. It seems to the student that the teacher refuses the role of a teacher. These points of contact with new teaching methods can cause resistance in the classroom. Therefore, it is better for teachers to explain why a particular method of interactive education is used and how it will be useful.

Objectives of interactive teaching methods:

- effective assimilation of educational materials;
- formation of a behavior model;

- ensuring high motivation, freedom of expression, thirst for knowledge and team spirit.

Here are a few interactive learning techniques that are widely used in classrooms [4].

Brainstorming. Interactive brainstorming is usually conducted in group classes. It is useful because participants discuss the topic and generate creative thoughts and ideas. This teaching method helps students learn how to work together. Brainstorming functions:

- development of imaginative thinking;
- transfer of ideas in a group.

Suitable for online classes in the video conference format. Based on the results obtained after generating ideas, you can create a mind map, which can become the basis for further work on the topic.

Work in pairs. The teacher voices the problem or asks the audience a question, then divides the students into pairs. Enough time is given for reflection to formulate an answer. Then each participant publicly voices the decision or conclusion to which he has come. This method teaches how to develop discussions and constructively discuss a given topic. Students themselves will not notice how they will remember more material than if they had just listened to a lecture.

Project. Participants are grouped into groups, each of which has its own project theme, which they must disclose. Within the group-collectives, each student contributes ideas and shares thoughts. This is how participants learn from each other's experience, exchange information and build communication.

Debates. During the debate, two students or a group express their thoughts to each other and criticize the opponent's ideas. Debates are especially productive when the teacher wants students to understand and appreciate the points of view of classmates. It is necessary to take into account the competitive nature of this technique and when appointing opponents to regulate their temperament, emotional state.

The incident. This training method involves considering a specific task or case. It prepares students for life outside the educational institution. The essence of the reception: to provide small groups of students with details of real events or tasks that they will face after school, and then ask them to develop an effective solution. Students themselves determine what knowledge they have on the topic and what is missing to solve the problem. They discuss in the group ways to obtain the missing information, formulate hypotheses, conduct experiments, finally find a solution and report the result. This approach is based on the theory that open research increases student motivation.

Interactive teaching methods help to achieve better results in mastering new topics and organize the learning process so that all students are equally involved in the study of the material. Everyone contributes to the lesson, students exchange information and ideas. Thus, they not only acquire new knowledge, but also develop communication skills:

- ability to listen to others;

- evaluate different points of view;
- participate in discussions;
- make joint decisions;
- develop tolerance, etc.

Interactive learning helps the student not only to easily assimilate new material, but also to memorize it. The use of various types of technologies in the classroom, including a virtual classroom, increases the interest of students. They participate more actively during the lesson and learn information better. The use of modern technologies also affects how much a student will remember and be able to put into practice [5].

Not all schools allow students to work on laptops or tablets during the lesson. If there are such devices, they are mainly used as electronic textbooks or used for independent research. But more often, projectors and interactive whiteboards are installed in classrooms. Usually the projector performs the function of a display. They are widely used in schools due to their relative simplicity and the ability to project an image over a large area.

Now in classrooms, white boards are more common, on the surface of which they write with a marker, not with chalk. But interactive options are no less common. Such a device combines multimedia and touch technologies with the usual functions of a conventional whiteboard. A teacher can show a video or find information on the Internet in real time, demonstrate the content, and then even share it with students through their device [6].

Among the advantages of interactive forms of learning are the following:

- Formation of the ability to understand the essence of the subject being studied, the laws of its basic concepts, cause-and-effect relationships.
- Formation of evaluation activity: self-assessment of their actions, discussion of suggestions from other students.
- Development of cognitive abilities, all elements of students' learning activities: thinking, perception, memory, attention, imagination.

But interactive learning has its drawbacks.

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THE ROLE OF FAIRY TALES IN LEARNING ENGLISH

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Түйін: Бұл мақала орта мектептерде шет тілін үйрену барысында халық ауыз ертегілерінің көмегі зор екенін көрсетеді.

Резюме: В этой статье показано что народные сказки оказывают большую помощь в изучении английского языка в школе.

Nowadays there are many different ways to learn English. One of the requirements for the activity of a pupils, enshrined in the teaching, is the formation of students' citizenship, patriotism and respect for their people. You can probably guess that English fairy tales are the most effective tool, with the help of which language learning becomes a fun activity. A fairy tale is one of the best sources of respect for one's homeland and a vivid example of readiness to protect and love one's homeland. In addition, reading not only Kazakh fairy tales in English, but also authentic English fairy tales forms students' idea of the culture and life in the country of the language being studied. It should be noted that the formation of a civic position is a long process. The student himself will not form an active civic position - in this he needs help and a fairy tale, in my opinion, is an excellent assistant here.

Fairy tale is one of the most popular and favorite genres in folklore and literature. In our lessons, we often offer students texts of various fairy tales. The use of fairy tales in the classroom helps to take into account the individual and age characteristics of students and, which is very important in today's rapidly developing world with high technologies, the development of motivation of speech activity of students. When using fairy tales in foreign language lessons, two types of motivation develop: self-motivation, when the fairy tale is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is studying. This brings satisfaction and gives you confidence in your strength and a desire for further improvement. One of the most difficult aspects in learning English for students is the study of grammar, and therefore, in order not to discourage children's interest and present a new grammatical topic in a fun and interesting way, you can use grammatical fairy tales [1].

A grammatical fairy tale is one of the ways of presenting new grammatical material, telling about a grammatical phenomenon in simple words, replacing complex concepts with simple and interesting images. As a rule, grammatical fairy tales are used in English lessons in lower grades. For example, a fairy tale about the present simple time. So, today we are going to a huge, magical country. In order for our path to be successful, we will first have to overcome several obstacles. The first one is: you have to guess what the name of this country. Today we are going to look for a treasure called Present Simple. But to find it, you will have to learn a lot and remember a lot. To find a treasure, we will remember what a verb is. Because he is the key to this treasure. All verbs have a particle – to. But since we have to go far and

long to look for treasure. Therefore, we will throw away everything we don't need. And we will get permission to go on the road. We will overcome one more obstacle and remember that in the 3rd person singular the ending –S pops up. In this fairy tale, the auxiliary verbs do/does act as aunts who are constantly interested in everything.

Also, one of the ways to make learning the language fun and exciting will help reading fairy tales, where the characters are the characters of modern films and cartoons, Harry Potter, Shrek, the heroes of the movie "Cold Heart", Rapunzel and Batman - favorite characters, learning English with which becomes interesting [2].

At the initial stage of English language teaching, when most of the time and effort is devoted to the production of sounds and explaining the difference between Kazakh and English sounds, phonetic fairy tales come to the fore. The fairy tale opens the world to the student, human relations, feelings - kindness, respect, empathy, camaraderie, justice, responsiveness, mercy, mutual understanding, carries moral potential.

Authentic fairy tales used by teacher in lessons: Little Red Riding Hood, The Turnip, The Ant and the Grasshopper, The Bum, The Adventures of Pinocchio, The cat in boots, The Black Hen. After each module we use extra reading time. Sometimes we used some episodes of a fairy tale. During the year, children study a fairy tale with a teacher. After reading each episode, students activate the vocabulary studied in the module. The undoubted advantage is that the fairy tale is rhymed and there is audio and video recording. All this contributes to the development of reading skills, motivation to learn a language and forms an idea of the country of the language being studied. A fairy tale is an ideal means of developing children's imagination, serving as a connecting element between fantasy and illusion, increasing students' interest in a foreign language.

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THE FEATURES OF USING PHRASEOLOGICAL UNITS IN A NEWSPAPER TEXT

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Түйін. Бұл мақалада шет тілін оқыту принциптері, олардың анықтамалары мен түрлері қарастырылады. Оқу процесі көлемді, белгілі бір тәсіл мен оқу процесінің әр түрлі түрлері бар. Дегенмен, оқытудың жалпы дидактикалық принциптерін және шет тілі сабақтарында шет тілінің коммуникативтік ұзырреттілігін қалыптастырудың нақты принциптері нажыратуға болады.

Аннотация: В данной статье рассматриваются принципы обучения иностранному языку, их определения и виды. Процесс обучения объемный, существуют различные виды процесса обучения с определенным подходом. Тем не менее, можно выделить общедидактические принципы обучения и специфические принципы формирования иноязычной коммуникативной компетенции на уроках иностранного языка

Nowadays the English language is widely spoken throughout the world. It is the language of 21st century the language of informative technologies, so while describing the English language; first of all it should be underlined that the English language is the mother tongue of the global media. To know English clearly one should know not only its standard vocabulary but also its different styles, dialects, proverbs, sayings, phrasal verbs and idioms, as they are used in any sphere: books, films, newspapers, formal speeches. First, looking through some papers, magazines and journals, will discover the same language to sound quite different, because he will find similar words with unfamiliar meanings. He will face idioms, phrasal verbs etc. About phraseology written numerous articles, books, theses, and interest in this of language has not dried up neither researchers nor those who simply indifferent to the word. Whatever, the phraseology as set of all expressions in a particular language - too broad field for that small work like this [1].

Phraseological units make our speech brighter, emotional, imaginative and expressive. That the reason why all well-known writers, journalists used to create color phraseologies and stylistic coloring of their works, newspaper articles.

The aim of the work is to determine the specifics of the use phraseological units in newspaper articles.

In this research the following tasks should be solved:

- to consider the particular structure of the phraseology ;
- to investigate what makes newspaper articles expressive and what creates specific newspaper imagery;
- to find out phraseological units and define their functions in the articles on practice.

Today's this theme is rather contemporary as every learner must be prepared to meet the challenge simply because phraseological units occur so frequently in the spoken and written English. So the urgency of the present research is that the studying of speech influence, particular through the press, is among important problems of modern linguistics. Importance of linguistic studying of newspaper texts is absolutely obvious, in spite of powerful development of such mass media as radio and TV, the newspaper still plays an important role in a modern society.

Conclusion, induction and descriptive, structurally functional, functionally communicative ways are used in this work [2].

The theoretical meaning of this work is determination role of phraseological units in modern society and describe its peculiarities society and communities.

The practical significance is that the work has newspaper materials and the way of analyzing it, what can we use on English webinars

In this research we used materials of famous Russian and English lexicographers: A. V. Kunin, V. V. Vinogradov, V. Collins, L. Smith and I. V. Arnold.

The vocabulary of a language is full not only by words but also by phraseological units. Investigations of English phraseology began not long ago. English and American linguists as a rule are busy collecting different words, word-groups and sentences which are interesting from the point of view of their origin, style, usage or some other features. All these units are correctly described as

«phraseological units» or «idioms», but no attempt has been made to describe these idioms as a separate class of linguistic units or a specific class of word-groups.

Phraseological units are word-groups that can't be made in the process of speech, they exist in the language as completed units. They are compiled in special dictionary books. The same as words phraseological units express a single notion and are used in a sentence as one part of it. American and British lexicographers call such units «idioms». We can mention such dictionaries as: L.Smith «Words and Idioms», V.Collins «A Book of English Idioms» etc. In these dictionaries we can find words, peculiar in their semantics (idiomatic), side by side with word-groups and sentences. In these dictionaries they are arranged, as a rule, into different semantic groups. Phraseological units can be divided according to the ways they are formed, according to the degree of the motivation of their meaning, according to their structure and according to their part-of-speech meaning.

Phraseological units are classified into several types. The most popular and well known of the classification proposed by academician V.V. Vinogradov [3].

Vinogradov has identified three main types of phraseological units:

1. Phraseological combinations

2. Phraseological unities

3. Phraseological fusions

1. Phraseological combinations - are word - groups with a partially changed meaning. They may be said to be clearly motivated, that is the meaning of the units can be easily deduced from the meanings of its constituents.

Ex. to be good at smth., to have a bite....

2. Unities - are word - groups with a completely changed meaning, that is, the meaning of the unit doesn't correspond to the meanings of its constituent parts.

Ex. to lose one's head (to be out of one's mind), to lose one's heart to smb.(to fall in love).

3. Fusions - are word - groups with a completely changed meaning but, in contrast to the unities, they are demotivated, that is, their meaning can't be deduced from the meanings of its constituent parts.

Ex. To come a cropper (to come to disaster)

The Kunin's classification is the latest outstanding achievement in the Russian theory of phraseology. The classification is based on the combined structural - semantic principle and it also considers the quotient of stability of phraseological units [4].

1. Nominative phraseological units - are represented by word - groups, including the ones with one meaningful word, and coordinative phrases of the type “wear and tear”, “well and good”.

2. Nominative - communicative phraseological units - include word - groups, of the type “to break the ice” - “the ice is broken”, that is, verbal word - groups which are transformed into a sentence when the verb is used in the Passive voice.

3. Phraseological units - which are neither nominative nor communicative, include interjectional word- groups.

4. Communicative phraseological units - are represented by proverbs and sayings.

Newspaper is a publication that appears everyday, regularly, and carries news about worldwide variety of current events. Organizations such as trade unions, religious groups, corporations or clubs may have their own newspapers, but the term is more commonly used to refer to daily or weekly publications that bring news of general interest to large portions of the public in a specific geographic space.

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MODERN FOREIGN LANGUAGE TEACHING TECHNOLOGIES

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Түйін: Мақалада лингвистикалық емес ЖОО студенттерінің кәсіби шет тілдік құзыреттілігін қалыптастыру үдерісінде әртүрлі мультимедиялық ресурстарды пайдалану мүмкіндігі қарастырылады. Кәсіби іс-әрекет контекстерін құру негізінде шет тілінде сөйлеу әрекетінің барлық түрлерін оқытудың бірлігін қамтамасыз ететін лингводидактикалық құрал ретінде нақты бейнелерді пайдаланудың тиімділігі қажетті бейне мен шеберлікті таңдауға байланысты кейбір қиындықтарды сипаттайды. мультимедиялық ресурсын пайдаланыңыз Барыңыз! Анимацияла.

Резюме: В статье рассматривается возможность использования различных мультимедийных ресурсов в процессе формирования профессиональной иноязычной компетенции студентов неязыковых вузов. Эффективность использования реальных видеороликов в качестве лингводидактического инструмента, обеспечивающего единство обучения всем видам речевой деятельности на иностранном языке на основе создания контекстов профессиональной деятельности, описывает некоторые трудности, связанные с выбором желаемого видеоролика и умением пользоваться мультимедийным ресурсом Go! Animate.

The modern socio-economic situation in Kazakhstan is characterized by modernization in all spheres of society, including education. First of all, this revival is caused by the new demands of the modern labor market, where entrepreneurs need specialists who have flexibility, dynamism, critical thinking, communication skills, who are ready to self-educate and develop continuously, and who can work. The ability to cooperate and work with various sources of information, in a team, adequate actions in non-standard and problematic situations, responsible decision-making, etc.

Considering the great interest of modern students in information technologies, it is appropriate to use multimedia technologies in the lessons of various subjects. The subject Foreign language is no exception, and despite the fact that the content

component refers it to the field of purely humanitarian education, the potential of multimedia technologies increases the efficiency of the learning process within this subject, as well as students' enthusiasm for self-development and self-improvement.

By multimedia technologies we mean computer technologies that allow the content of a certain educational subject to be presented through various channels of storage, processing and presentation of information in the form of text, graphics, animation, verbal, musical and video. In addition, each distinct multimedia technology is a unique digital space in which various types and methods of transmitting information, which affect different channels of perception (hearing, vision, touch) and stimulate the interpretation of the information received, are repeated at the same time [1].

These specific characteristics of multimedia technologies should undoubtedly be integrated into the classroom learning process and the personal work of students studying a foreign language in a non-linguistic university, since universal competence is declared as solving ability in nearly all federal state education standards. Obliges the teacher to choose effective and efficient teaching methods that expand the educational space of the subject problems of professional activity in a foreign language. Multimedia technologies make it possible to make the process of learning foreign languages attractive for the student: a bright and interesting way of presenting educational material, which includes listening to audio recordings, videos, watching films in a foreign language and the use of visual illustrations. Internet resources, computer training programs, etc., even bring the traditional transmission of theoretical information about the grammatical unit of the studied language closer to the channels of perception familiar to the modern student, who has been in the multimedia space since His birth.

In addition, multimedia technologies respond to the principles of didactics - auditory and visual clarity, optimization of the learning process; to give the teacher the opportunity to use class time effectively, focusing on the most difficult fragments of learning material when learning a foreign language. Multimedia also offers learners personal freedom and the ability to manage and control their own choices, allowing them to determine the pace and timing of learning or review.

Another benefit of using multimedia is that students can gain additional knowledge on their own. Thus, working with multimedia resources, they can adjust the learning process on their own, adjust it according to their personal abilities and inclinations, have the opportunity to repeatedly read and listen to the material that interests them at their convenience. If necessary, this contributes to the further development of the skills of receiving a statement in a foreign language [2].

Based on the educational potential of the multimedia technologies analyzed above and the high requirements of the modern FMSEJ for the subject Foreign language in non-linguistic universities, we determine the selection criteria for the multimedia resources that form the professional competence in the language foreign language of the students: first, originality (because the only real resource is in a real foreign language capable of immersing oneself in the communication, the speaking environment and the culture of origin of the country of the language target at the

reception level); second, functionality, which refers to the ability to compare the actual resource with the specific subject of the curriculum, the lesson or task objectives, and the speaking and communication skills developed as a result; third, the educational value of the resource aimed at taking into account the interests, needs and goals of a certain group of students, including their desire for self-fulfillment and self-improvement; fourth, the attractiveness of the resource in terms of interface, working methods and format, it must create an attitude of interested participation in the performance of the task.

One of the available multimedia resources that fully meets the general and individual selection criteria mentioned above can be video.

Thus, video is a learning material designed to practice the student's audio skills, as well as to develop their speaking skills, for example:

- predict the meaning of a word based not only on contextual information, but also on extralinguistic information (reading the speaker's gestures and facial expressions);

- predict the evolution of the context of the speech situation by determining the main semantic and lexical centers of complex syntactic entities, taking into account not only the intonation pattern of the sentence, but also the series of images that I 'accompanied;

- the visual imitation of a speech situation in order to realize one's speech intention in response to a live visible image, because the image is not only real speech, but also a real situation (in I occurrence, professional). People who include the student in the problematic, emotional, ethical and deontological context of the discourse;

- implementation of a fund of basic knowledge in the process of forming and understanding full-fledged speech pronunciation through the simultaneous reading of information provided in a number of visual images accompanying the speech of speakers ;

- reflection and critical understanding of the facts of the surrounding reality and professional activity, since a real video recording of a certain event in a foreign-speaking society is a certain stimulus for the activation of comparative, analytical, research and others.

Reflective activity and critical understanding of the reality of a foreign language society creates a psychological condition for students to deepen their research and work with video or text material on the subject of the task in a foreign language or kindergarten, constitute the basis for organizing, monitoring and controlling one's own work.

The method of working with a video film consists of three stages. As an example of working with a video, we offer one of the video tasks from the methodical teaching tool English for medica for students of medical professions. For example, part 1 of the pedagogical-methodical tool "Work in the hospital" ends with the video "Work in general medicine" [3].

Before viewing this fragment, students are invited to discuss issues related to the work of a general practitioner, the advantages and disadvantages of working in

this field of medicine and the personal qualities necessary for a doctor of this specialty. Then, the students' attention is drawn to the screenshots of the video fragment presented in the guide: the students are asked to predict the topics covered in the video. Such exercises help to adapt to viewing, increase motivation, eliminate possible difficulties in the perception of video text and prepare for successful completion of the task. Then, during the first viewing of the video, the students test the accuracy of their predictions about the work of a general practitioner.

In the final exercise, students are asked to introduce themselves as a GP and write a letter to a friend about their responsibilities, daily challenges and ability to maintain a work-life balance. This task stimulates writing skills and, therefore, contributes to the formation of the ability to develop and disseminate one's own speech, since written speech, unlike its oral version, is the result of understanding and longer analysis.

Thus, in each video fragment, all the speech material transmitted in the department is synthesized, additional relevant cultural information related to the professional interests of the future doctor is introduced, and an attitude to further independent work in the aspect of self-improvement is formed. English language skills and communicative skills developed during classroom lessons are the language of professional activities [4].

Thus, it should be noted that the multimedia resource has the potential of the process of teaching foreign languages in non-language universities not only in terms of content and didactic aspects, but can also stimulate the creative activity of the student and his desire for self-development and determines pathways for independent continuing education throughout life.

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THE USE OF GAMING TECHNOLOGIES IN TEACHING YOUNGER STUDENTS

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Түйін: Мақала бастауыш сынып оқушыларын оқытуда ойын технологиясын қолдануға арналған. Ойын технологиясының әртүрлі тәсілдері, сондай-ақ олардың функциялары мен оқытудағы ойын технологиясының әсерлері қарастырылды.

Резюме: Статья посвящена использованию игровых технологий в обучении младших школьников. Были рассмотрены различные подходы игровых технологий, а также их функции и эффекты игровых технологий в обучении.

The game is a unique method of comprehensive development of the personality of each child. In different age periods, children are interested in various games. The peculiarity of primary school age lies in the fact that it is characterized by brightness and immediacy of perception, ease of entry into game images. The introduction of gaming technologies in the process of teaching children of primary school age implies the obligatory observance of the rules [1]. Game rules depend on the type of game that the teacher has chosen to implement the technology.

Game technologies in teaching younger students are used to create problem situations. The main educational game situation is game modeling. The problem situation is not just solved by children; it is played by them, in connection with which children not only gain new knowledge, but also the necessary practical experience. Children of primary school age are fluent in the skills of playing activities to perfection. The greatest interest in children is caused by plot-role-playing and outdoor games. Children of primary school age are able to independently organize various games, especially plot and mobile ones. An excerpt from a cartoon seen, a book read, etc.

When using didactic games, it is very important to monitor the preservation of students' interest in the game. In the absence of interest or its extinction, in no case should the game be forcibly imposed on children, since the game loses its didactic, developmental significance by obligation; in this case, the most valuable thing falls out of the game activity - its emotional beginning. If the teacher loses interest in the game, he should take timely actions leading to a change in the situation [2].

Skill and importance of playing the game: It is very important to conduct the game expressively. If the teacher talks to the children dryly, indifferently, monotonously, then the children treat the lessons indifferently, they begin to get distracted. In such cases, it can be difficult to maintain their interest, maintain a desire to listen, watch, and participate in the game. Often it does not succeed at all, and then the children do not get any benefit from the game, it causes them only fatigue. There is a negative attitude towards classes. If there is interest, children are engaged with great eagerness, which has a beneficial effect on their assimilation of knowledge.

The teacher himself must be involved in the game to a certain extent; otherwise his leadership and influence will not be natural enough. The ability to get involved in

the game is also one of the indicators of pedagogical skill. An interesting game that has given children satisfaction has a positive impact on the conduct of subsequent games. The means and methods that increase the emotional attitude of children to the game should be considered not as an end in itself, but as a path leading to the fulfillment of didactic tasks [3].

The expediency of using didactic games and game moments at different stages of the lesson is different. For example, when learning new knowledge, the possibilities of didactic games are significantly inferior to more traditional forms of learning. Therefore, game forms of classes are more often used when checking learning outcomes, developing skills, and forming skills.

The use of gaming technologies in primary school lessons is necessary.

So the game form of classes is created in the classroom with the help of game techniques and situations that should act as a means of inducing, stimulating students to learning activities.

The implementation of game techniques and situations in the scheduled form of classes takes place in the following main directions:

- a didactic goal is set for students in the form of a game task;
- educational activities are subject to the rules of the game;
- educational material is used as its means;
- competitions are introduced into the educational activity, which contribute to the transition of didactic tasks into the category of gaming;
- successful completion of the didactic task is associated with the game result.

There are various types of games used in the classroom. Games can be divided into :

- individual
- doubles,
- group,
- general classes.

On educational tasks:

- learning new material,
- formative skills and abilities
- and a large layer of games of generalizing repetition and knowledge control.

and by types:

- it's educational,
- role - playing,
- business
- complex games.

Instead of the usual teacher's introduction, you can offer a different beginning of the lesson – to unravel (decipher) the topic of the lesson. Offer students a riddle, a rebus, drawings, task cards.

An interesting game exercise for children are magic squares, a game exercise "Solve correctly and read". There are posters with numbers and letters on the board. The student solves a column of examples, and next to the answer writes down the letter corresponding to it. The work can be carried out with the whole class, as well as

dividing the students into groups.

Currently, in a modern elementary school, game technologies are used that are aimed at enriching, expanding and consolidating in children:

- speech skills.
- development of numerical representations.
- development of cognitive activity, memory, thinking, imagination, observation and will.
- the development of a general outlook and ideas about the world around.

The specifics of building gaming technology. The specificity of gaming technology in primary school age lies in the fact that it is built as a single whole of the educational process and covers a specific part of the educational process, uniting it with a common content.

Summing up, we can say that in the process of play activity, schoolchildren become interested in the subject, cognitive processes develop, and students' self-learning and self-organization skills are formed. As a result, they acquire skills and abilities, and the knowledge acquired in the lessons is consolidated.

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METHODOLOGY OF TRAINING AND TRANSLATION OF CLASSES IN ENGLISH

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Түйін: Бұл мақалада шет тілдерін оқытудың негізгі мақсаты – мектеп оқушыларының коммуникативті мәдениетін қалыптастыру және дамыту, шет тілін практикалық меңгеруге үйрету дағдылары қарастырылған.

Аннотация: В данной статье рассматривается основная цель обучения иностранным языкам – формирование и развитие коммуникативной культуры школьников, навыков обучения иностранному языку на практике.

The school should form an integral system of universal knowledge, skills and abilities, as well as the independence and responsibility of students, that is, the key competencies that determine the modern quality of education.

The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, and teaching the practical mastery of a foreign language. A foreign language teacher must create conditions for the practical mastery of the language by each student, select the necessary teaching

methods that would allow each student to show their activity, their creativity, and also activate the student's cognitive activity in the process of teaching foreign languages.

Every teacher wants to involve his students in the study of his subject, wants to see them more developed and inquisitive. Everyone knows well how difficult it is to educate students in the need to learn a foreign language, to convince each student that he needs to know this subject, and to maintain interest in it [1].

From traditional to modern

Any lesson has a huge potential for solving new problems. But these tasks are usually solved by means that cannot lead to the expected positive result.

For both students and teachers, a lesson is interesting when it is up-to-date in the broadest sense of the word. Modern is both completely new and not losing touch with the past, in a word - relevant. What does it mean - important, essential for the present time. And also - modern, directly related to the interests of a living person today, vital, manifesting itself in reality. In addition, if the lesson is modern, then it certainly lays the foundation for the future.

At present, the use of techniques and methods in teaching that form the ability to independently acquire knowledge, collect the necessary information, put forward hypotheses, draw conclusions and conclusions is becoming increasingly relevant in the educational process. And this means that a modern student should be formed universal learning activities that provide the ability to organize independent learning activities. If we talk about specific methods that teach universal learning activities, they can include excursions, and the search for additional material on a given topic, and the exchange of opinions, and the identification of controversial issues, and the construction of a system of evidence, and speaking to an audience, and discussion in groups , and much more [2].

A recognized approach to learning is a system-activity approach, i.e. a doctrine aimed at solving the problems of the project form of organizing training, in which it is important:

- application of active forms of cognition: observation, experiments, educational dialogue, etc.;
- creation of conditions for the development of reflection - the ability to realize and evaluate one's thoughts and actions as if from the outside, to correlate the result of activity with the goal, to determine one's knowledge and ignorance, etc.

The communicative method of teaching foreign languages today is one of the most popular in the world. Many consider it the most progressive and most effective. The communicative method appeared in Britain in the 60s and 70s, when the English language gradually began to acquire the status of the language of international communication [3]. It was then that it turned out that the traditional methods, tested and reliable for that time, ceased to satisfy the needs of most foreign language learners. At the same time, it turned out that people who studied the language for communication simply do not speak modern colloquial speech (it's not worth talking about slang), and even more so they don't have the slightest idea about speech etiquette. In general, in real communication, they felt completely helpless. One of its

main techniques is imitation of situations from real life. At the same time, it is very important that the topics are related to the daily life of students, the problems that occupy them. Unlike classical methods, which are based on repetition and memorization, in classes conducted according to the communicative method, the course of the lesson depends on the students themselves - their answers, reactions, etc. Since communication takes place meaningfully, on appropriate topics. Of course, speaking takes up most of the classes, although reading and writing are also studied.

Grammar-translation (traditional) method - According to this method, language proficiency is grammar and vocabulary. The process of improvement is understood as a movement from one grammatical scheme to another. Thus, the teacher planning his lesson first thinks about what grammar schemes he wants to present. Then, texts are selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First - from a foreign language to the native, then - vice versa [4].

The main disadvantage is, of course, that the traditional method creates ideal conditions for the emergence of the so-called language barrier, since a person in the process of learning stops expressing himself and begins not to speak, but simply combine words through some rules. However, the traditional method has several advantages. Firstly, it really allows you to learn grammar at a very high level. Secondly, this method is very good for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a set of grammatical formulas.

The modern lexico-grammatical technique is aimed at teaching the language as a system. First of all, the four basic language skills - not only speaking and listening, but also reading and writing. Therefore, much attention is paid to the analysis of texts, writing presentations and essays. In addition, everyone should learn the structure and logic of a foreign language, be able to correlate it with their native language, understand what are their similarities and differences. This is impossible without a serious study of grammar and without the practice of two-way translation.

Having got acquainted with "false friends", the guys had a question: does the translator have friends? It turns out that yes. The so-called "translator's friends" include words of a foreign root, which are often used in many other languages of the world and have the same meaning. For example, international, coordination, period, substance and others [5].

Some words can mask very well, for example, to reduce - decrease, lower, area - area, mixture - mixture, essential - essential. The meaning of these words can sometimes be determined without looking into the dictionary, since their roots in the same meaning are used in Russian.

The meaning of the word to reduce can be reached through the "reducer" - a device for reducing the number of revolutions or pressure.

The word mixture is familiar to many since childhood as a "potion" - a mixture of various drugs.

Through logical reasoning, children themselves choose such words that are consonant with Russians, make up sentences or short stories with them that illustrate their meanings.

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23

WAYS TO TEACH DIALOGIC SPEECH IN ENGLISH HIGH SCHOOL

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Түйін: Бұл мақалада шет тілін оқыту тәжірибесінде студент бірнеше балама, өзара байланысқан сөз тіркестерінен тұратын өз бетінше хабарлама жасай алмаған кездегі мұндай құбылыспен күресуге тура келетіні қарастырылады. Көбінесе студенттердің өрнектері мұғалімнің сұрақтарына бір буынды жауаптар немесе кез келген іс-әрекеттердің таза формалды, хронологиялық тізімі болып табылады.

Резюме: В данной статье рассматриваются то, что в практике обучения иностранному языку приходится сталкиваться с таким явлением, когда учащийся не в состоянии сделать самостоятельное оповещение, состоящее из нескольких поочередных, связанных меж собой фраз. Часто выражения учащихся представляют собой или односложные ответы на вопросы учителя, или чисто формальное, хронологическое перечисление каких-либо действий.

Ways to overcome difficulties in teaching dialogue, practical advice and exercises for developing the skill of dialogical speech at all stages of the lesson.

The main goal of teaching students a foreign language is to learn how to communicate, that is, learn to hear another participant in communication, respond correctly to his statement and be able to provide his information. Therefore, dialogic communication should be present at every lesson, giving students more time to practice oral speech, involving students in the subject of the lesson and, thus, making them active participants in the learning process, which solves the problem of motivation to learn a foreign language.

Dialogic speech can be an assistant at all stages of the lesson. At the stage of introduction to the topic, short dialogues can be aimed at generating student interest in this topic. We will consider examples of such tasks below.

Dialogue-exchange of opinions perfectly copes with the task of introducing into the subject of the text for reading or listening, writing assignments, especially in preparation for writing an essay.

Dialogue-discussions after the read text, listened to the audio file also solve several educational and educational tasks at once, such as replenishment of vocabulary, teaching dialogic speech, broadening one's horizons, cultivate tolerance for the opinions of other participants in the conversation. All these skills, as well as the ability to work in a group, are taught by dialogues of joint choice.

Dialogic speech is an effective type of learning activity for consolidating and practicing grammatical structures, vocabulary, cultural realities.

Dialogue can help at the stage of checking any task for the development of speech skills. Joint discussion by students of the answers they have chosen or created for tasks in reading, vocabulary, grammar, listening not only solves the problem of verification, motivation, shyness, fear of making a mistake, but also gives time in the lesson to develop speaking skills [1]. When organizing educational activities aimed at developing speaking skills, including dialogic communication, the teacher should be guided by modern approaches to learning. Some traditional approaches to teaching speaking place too much emphasis on grammatical correctness of speech, resulting in problems, difficulties in learning English, reluctance to speak due to fear of making a mistake.

The main reasons for the difficulties that arise when performing tasks in speaking are: too close attention of the teacher to mistakes, lack of motivation, lack of necessary support (linguistic and psychological). Let's see how these difficulties can be overcome.

The modern approach to teaching speaking provides the following key points that help overcome difficulties in teaching dialogic speech:

- personalization, that is, students are more willing and more successful in completing tasks that involve describing their life experience, imagining themselves in the place of a character;

- building dialogues in which variability is possible, creating your own storyline, showing your individuality;

- work more in pairs, groups, as this removes the problems of shyness and makes it possible to increase the time for practicing speaking in the lesson;

- to maintain a balance between the correctness of speech and fluency in the language, the teacher must be aware that during spontaneous speech and at the stage of training, one cannot focus on the grammatical correctness of speech;

- the task of the teacher is to provide the student with tools for successful conversation, to give time for preparation, if the task involves the use of new lexical-grammatical or speech units, which will certainly affect the lexical-grammatical content and speed of speech when acting out the dialogue;

- the teacher should give students the opportunity to talk more in class by minimizing the time the teacher talks, especially at the senior level. The lesson should be designed for student learning, not for teacher practice [2].

For fluency in the language and the ability to conduct a conversation in English, students, first of all, must learn to master the “vocabulary of the interlocutor”, be able to correctly agree, disagree, and use various phrases to express their opinion, offer and request ideas.

In order to teach students this vocabulary, it is desirable to use visual material. It can be presented on a stand in the classroom, or as a handout that students use every time they complete tasks for building a dialogic statement until they can use this vocabulary in speech freely.

Examples of visual material on the use of "vocabulary-interlocutor":

Expressing your personal attitude

Personally I ...

As far as I'm concerned...

As far as I know/I can see ...

It comes to me that...

I'm quite/absolutely sure...

From my point of view ...

I'm convinced that ...

Giving and asking for ideas

We could start by talking about ...

Shall we first...?

What's your opinion?

How do you see that?

Would you share my point of view...

Deciding what to do

Dialogue is a two-way action and it is important to explain to students that they need to listen to the interlocutor, respond to his remarks, ideas, and show their interest in the conversation. To show interest, you can use the technique of questioning the heard remark or repeating it with increased stress that is, using exclamatory sentences.

Even in high school, for a warm-up, you can give the following exercise to develop the ability to respond to the words of the interlocutor [3].

Observations of the school practice of teaching dialogical speech show that there are shortcomings in it, generated by a number of reasons and, above all, by the insufficient development of this issue in the methodology of teaching a foreign language. One of the reasons is the confusion between the concepts of dialogue and monologue, which underlie the creation of a system for teaching foreign speech. This is explained by their close relationship in speech activity.

Dialogic speech is characterized by certain communicative, psychological and linguistic features.

The content and nature of dialogical communication is influenced by psychological processes:

- perception of the speech of the interlocutor and orientation in the situation;
- formation of the content side of the statement;
- linguistic design of thought and perception (decoding) of the replicas of a communication partner.

Dialogic speech is always motivated. The appearance in students of a desire to say something, to express their thoughts, feelings, and not just reproduce other people's words or a text memorized by heart, is created by certain conditions. This is, first of all, the use of such incentives that cause the student to "express himself", which is possible when creating a favorable psychological climate conducive to statements, a friendly attitude of the class team and the teacher, interest in completing the proposed tasks, striving to do them well. Favorable conditions for communication encourage children to listen, speak, read in the target language and do it with pleasure, instill in students the confidence that they can understand and speak a foreign language. A significant positive role in this process is played by the teacher's emphasis on the success of students. The teacher constantly shows students their progress and achievements in mastering dialogic speech.

In order for the teaching of dialogic speech not to be formal and to be of a communicative nature, the teacher uses a variety of games and dramatizations. For children, the game is, first of all, an exciting activity. Everyone is equal in the game; it is feasible even for students who are weak in language training. Moreover, a weak student in the game can become the first, resourcefulness and ingenuity here are sometimes more important than knowledge of the subject. A sense of equality, an atmosphere of enthusiasm, a sense of the feasibility of a task - all this enables the children to overcome shyness that prevents them from freely using foreign words in speech, and has a beneficial effect on learning outcomes. Language material is involuntarily assimilated, and along with this, a feeling of satisfaction arises [4].

The work considered the process of speaking from the point of view of its main aspects, mechanisms and components, the requirements for teaching a monologue statement.

The purpose of this work was to study the methodology of teaching monologue speech on the basis of super-phrasal unity at the senior level of teaching English, taking into account the relevant features of monologue expression, and to determine its theoretical and practical foundations.

During the writing of the attestation work, the following work was done:

- the structure of teaching speaking in the light of a personality-oriented approach to teaching a foreign language is considered and the essence of the concept of "monologic speech" is highlighted;

- studied the psychological and pedagogical features of teaching monologue speech of students at the senior level of education; Students of this stage of education are able to reason independently, manage their mental operations, and realize the essential connections in the statement [5].

- the model of teaching monologue speech on the basis of superphrasal unity in foreign language lessons at the senior level of education is considered;

Teaching a monologue on the basis of superphrasal unity is a difficulty at the stage of development of speech skills.

The results of the methodological experiment showed that the data on the characteristics of the study of monologue speech of the final test-cut of the EG in

terms of compared with the parameters of the study of monologue speech of the pre-experimental test-cut, they improved by 10% in all respects.

Thus, for the effective development of the skills of monologue speech, a strict sequence of methodological actions should be observed that are necessary and sufficient for the successful mastery of this type of speech activity. Knowledge of the psychological and pedagogical characteristics of students allows you to organize training sessions in such a way that the learning process contributes to an increase in the motivation and cognitive activity of students.

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FEATURES OF USING NEW INFORMATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Түйін: Бұл мақалада жаңа ақпараттық технологияларды қолдану арқылы тапсырмаларды орындау студенттерге телекоммуникациялық қарым-қатынас арқылы шынайы тілдік ортаға енуге мүмкіндік беретіні, электронды, дидактикалық және анықтамалық материалдарға, өзекті түпнұсқа ақпараттарға қол жеткізу жолы қарастырылған.

Резюме: В данной статье рассматривается, как выполнение заданий с использованием новых информационных технологий позволяет учащимся войти в реальную языковую среду посредством телекоммуникаций, как получить доступ к электронным, дидактическим и справочным материалам, актуальной исходной информации.

Currently, new information technologies and telecommunication tools are widely used not only in scientific research and management of various social, economic and political processes, but also in the education system. The range of new forms of education conducted using information technologies and computer networks are expanding. "In the period of widespread use of information and communication technologies in the modern education system, there is a need to create a unified system consisting of qualified specialists, a complex of information tools, document circulation, databases and other elements of information provision on the basis of educational institutions. When creating such a system, on the one hand, it should be

taken into account that it is an object that is constantly changing over time, and on the other hand, that such a system can support all types of work of an educational institution (educational process, management, scientific, research)" [1].

In the state program for the development of education in the Republic of Kazakhstan for 2005-2010: "To improve the quality of training highly qualified and competitive personnel for all sectors of the economy and to solve professional tasks from an independent and creative perspective, to understand the personal and social significance of professional activity, to be responsible for its results An effective education management system will be created, which will ensure the formation of a capable professional competent individual, a competitive specialist..." — it was emphasized [2].

In the course of reforming the education system in the Republic of Kazakhstan, in the process of directing it to create a national model, a paradigm shift is taking place. The process of entry of higher schools into the global educational space creates the need to update pedagogical technology. Intensive development of integration processes, growth of professional and academic experiences increases the effectiveness of teaching methods.

In recent years, the issue of using new information technology in the education system has been raised frequently. This means not only the use of new technical tools, but also the use of new forms and new interactive methods of teaching in the teaching process.

The modern system of higher education uses information technologies and computer telecommunications very actively. In today's era of globalization, the distance education system is dynamically developing due to the emergence of the Internet system, which in turn requires the provision of powerful computer technologies to educational institutions. Computer technology of education is the process of preparing and providing information to the student with the help of a computer. Various teaching methods can be introduced into computer technology: program teaching, intellectual (problematic) teaching, expert systems, etc. [3].

Didactic features of new computer technologies (turning on and off the sound, writing the answer to the disk with a microphone, comparing with the standard, moving the text up-down, right-left, combining text, sound, graphics, animation and video using multimedia tools on the basis of CD, etc.) will definitely increase the effectiveness of intercultural relations.

Within the framework of the implementation of the concept of education development in the Republic of Kazakhstan until 2015, the reform of the national system of education and its integration in the world education space under new conditions will be the basis for introducing new innovative educational technologies into the educational process of educational institutions of Kazakhstan [4]. The structural changes taking place all over the world are the catalyst for the transformation of the traditional system of providing education. Along with the emergence of innovative pedagogical methods in the educational system, there are many non-state educational institutions that are actively promoting the use of

information and computer technologies. The mentioned problems are the same for the Republic of Kazakhstan as in the higher schools of the CIS countries.

Distance learning technology is one of the alternative forms of the traditional model of education. This teaching technology is of special importance in the geographical conditions of the Republic of Kazakhstan - in the way of solving the problem of education in remote local points. In this regard, the main goal of distance learning is to ensure the right of citizens to receive any level of education without going anywhere in their place of residence and professional activity.

Distance learning is a form of education using information and communication technology tools and based methods. Today, the form of distance learning is very widespread; it plays an additional role in the correspondence education system, especially in higher educational institutions. It has long been known that this form of education is the most effective form of education compared to full-time and other external forms of education, because anyone can improve their qualifications and get a professional specialty at a low cost. In the distance learning method, students should be more active in working on their own, because they are new to knowledge

Information is received through technology and telecommunications systems, e-mail, television and Internet systems.

The currently emerging model of distance education, which Kazakhstan higher education institutions (HEIs) are actively involved in introducing and forming in the higher education system, is a form of external education, more specifically, a form of external education using only computer telecommunications. In such models of the distance learning course, a set of lectures is offered to be used individually or as a whole for independent study. After receiving the educational material, the user (student) works with it at home, at the workplace or in a computer class. At the same time, the user's personal abilities and needs are taken into account. He can do the training course in any mode, fast or slow. Such courses envisage sending tasks performed by students by e-mail in a timely manner, and then the teacher-curator reviews it (expresses his opinion), and returns it to the student with notes and instructions.

Provision of appropriate means for communication or study/education; availability of great opportunities for group work; direct contact with the teacher; students' free access to the given knowledge base, access to library catalogs and other resources; ability to quickly receive and resend homework; the ability to conduct testing in live mode and many other opportunities are provided in the form of distance learning [5].

The use of teaching presentations in practical classes provides a way to achieve various goals: to help the student to use the appropriate method of learning, to help the student identify his strengths and weaknesses, using the method of correction of the teaching presentation, to introduce different forms and different methods of teaching, to create educational material to use the unit flexibly, to achieve the level of professional activity through the high training of the learner, to establish interdisciplinary communication, to achieve the quality of education through the systematization of knowledge and qualifications, etc.

The main goal of using educational presentations is to create a flexible educational structure that determines new needs, which guarantees the satisfaction of the current needs of a person in terms of the organization and content of training. In educational presentations, attention is paid to well-known and verbal symbols of providing educational information, pictorial and graphic symbols are included in the presentational teaching method. In this way, expression is completed and their influence on learners increases, first of all, they hear, secondly, they get an understanding, then they are drawn, fixed, briefly repeated. Educational material is collected, conceptualized, conveys "an ankle knot of ninety words", activates the students' thinking abilities and trains their cognitive activities [6].

Drawing, composing and creating educational presentations is based on certain psychological-pedagogical laws and conventional signs, develops memory, perception, thinking activities, teaches the ability to easily convey, relate, and reproduce educational material, is received by sight and draws our attention. It attracts and makes you pay attention and understand.

When working with new information technology, the role of the teacher also changes, his main task is to support the development of an individual, guide and support his creative search. Relations with students are built on the basis of cooperation and a unique creative principle.

In such cases, it is very necessary to reconsider the organizational forms of educational work that have become established today: it is necessary to increase the students' own individual and group work, to move from traditional lessons to new interactive forms of teaching using the explanatory-illustrative method of teaching, to increase the types of practical and creative work with research and research characteristics.

Performing tasks using new information technologies allows students to enter the real language environment through telecommunication communication, opens the way to access to electronic, didactic and reference materials, relevant original information.

It is clear that working on the Internet opens unlimited opportunities for our students to be aware of the achievements of world knowledge and science, and to master it. By using the Internet, students will undoubtedly improve their education by getting the information they need.

According to the course of time, the use of video, audio equipment, television, and computer in the daily lesson gives significant results. The use of electronic textbooks in any lesson not only increases the cognitive activity of students, but also creates conditions for the formation of a logical thinking system and creative work. A traditional textbook can easily be converted into its electronic version.

The advantage of this version is the ability to store it in computer memory and distribute it over computer networks. The scientific-pedagogical and methodological foundations of using information technologies are being formed. The process of information science in the society requires future specialists to constantly search, to learn to use information and telecommunication technologies in the professional

field, to find and process the necessary information from information sources, to think creatively and to make decisions [7].

Thus, summarizing the above-mentioned thoughts, we came to the following conclusion, that is, the use of new information technologies in teaching a foreign language helps to increase the effectiveness of teaching, and at the same time, it is an important tool for improving the creative potential of students. It can be said that on the basis of the use of computers in the educational process, the quality of teaching of university subjects will be increased, and education information will be systematically implemented.

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23

THE FEATURES OF EVALUATION BY CRITERIA ACCORDING TO UPDATED ENGLISH LANGUAGE TEACHING PROGRAMM

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Түйін: Бұл мақалада заманауи қоғамда шет тілдерін үйрену әртүрлі профильдегі мамандарды кәсіби даярлаудың ажырамас құрамдас бөлігіне айналуға, ал кәсіби өсу мәселелерін сәтті шешу және шетелдік серіктестермен байланыстарды кеңейту көбінесе сапаға байланысты. олардың тілдік дайындықтары туралы.

Резюме: В данной рассматривается тот факт, что учение иностранных языков в современном обществе становится неотделимой составляющей профессиональной подготовки специалистов самого разного профиля и от качества их языковой подготовки во многом зависит успешное решение вопросов профессионального роста и расширение контактов с зарубежными партнерами.

Assessment is a necessary component of the educational process, which is the collection and analysis of information about the progress of students at the current and final stages of education. The purpose, objectives, subject, object, principles, methods, forms and tools of assessment should be clear to all subjects of the

educational process - school administration, teachers, parents and students themselves.

The assessment system is the main means of measuring achievements and diagnosing learning problems, which allows you to determine the quality of education, its compliance with the world standard, make cardinal decisions on the strategy and tactics of training in case of its inconsistency with modern tasks in the field of education, improve both the content of education and forms evaluation of the expected results of education. Evaluation is the process of comparing the results obtained and the planned goals.

The variety of forms and methods of teaching should be accompanied by objective information about the quality of the educational service provided. It is necessary to create conditions for ensuring the civil rights of students and their parents to receive a full-fledged education that satisfies the personal needs of each individual.

There is a need for a centralized organization for the development of tools for pedagogical control of the level of educational preparation of students graduating from primary, basic secondary and complete secondary schools.

The relevance of revising the assessment process is determined by the modern strategic objectives of education, the need to improve the level of education, taking into account international standards and modern requirements for the quality of education, the need to develop uniform requirements for marking and evaluating students' educational achievements in order to ensure the objectivity of learning outcomes and the competitiveness of Kazakhstani school graduates outside the country [1]. The method of assessment on a five-point scale, widely used in pedagogical practice, is simple and familiar. But it has a number of significant drawbacks: subjectivity and dependence on the appraiser; weak differentiation. In a modern school, the five-point grading system does not allow tracing the objectivity of marks, the student is not able to explain to himself, let alone to his parents, for what exactly he received this or that mark. In addition, the highest mark also does not have clear criteria and is therefore subjective (compare the mark "5" in the lyceum, gymnasium of the city and in most rural schools): students in rural schools with excellent marks are significantly inferior in knowledge to students in urban schools with the same marks. This current situation is explained by the lack of unambiguous, specific and clear assessment criteria, when the grade has become an instrument of the teacher's absolute power.

The assessment system needs to be improved, made multifunctional. It should: make it possible to determine how successfully the student has mastered the educational material or formed a practical skill; show the dynamics of students' success in various areas of cognitive activity; be based on a mechanism that encourages, develops, promotes self-assessment of students; provide for the relationship "teacher - student", "parent - class teacher", "administration - teaching staff". This will provide a systematic approach to the formation of the educational process, and, hence, its integrity [2].

The formation of an updated educational paradigm, the emergence of new educational standards based on a competency-based approach, contribute to the search for a unified technology for criteria-based assessment of students' educational achievements, which has a systemic, interdisciplinary nature that affects the formation of educational and cognitive competence of students, identifying the organizational and pedagogical foundations of criteria-based assessment technology, development models of practical implementation of this technology. The emergence of various approaches to assessment, of course, contributed to the establishment of a reasonable general pedagogical concept of a competence-based approach, student-centered, developmental learning. All this predetermined modern trends in the development of the assessment system and necessitated the emergence of criteria-based assessment technology, which consists in comparing the individual achievements of students with certain criteria for assessing the level of formation of the necessary competencies [3].

Psychological and pedagogical foundations of the organization of criteria-based assessment

The problem of assessment as a component of educational activity is multifaceted.

In the psychological and pedagogical literature, a special place is occupied by the understanding of the assessment of both the individual-personal qualities of the student and the results of his educational activity.

Evaluation of the success of students' educational activities can be expressed in the following forms:

- small forms (manifested in facial expressions, gestures, voice modulation, brief remarks about academic performance, etc.);
- general characteristics of the student;
- marks;
- evaluative statements (in individual conversations with a student, at parent meetings);
- in other forms provided for by the internal regulations of a particular school.

In psychological and pedagogical research, various aspects of assessment are highlighted: the essence, role, functions of assessment, the structure of the teacher's assessment activity, and others. But such aspects of this problem as: the development of a unified system of evaluation criteria for students' educational achievements, the subjectivity of marks, the influence of the personal characteristics of teachers and students on the placement and receipt of a mark have not found a final solution. Without their solution, we believe, it is difficult to successfully implement the task of personality development.

Functions of pedagogical assessment.

First, let's define the functions that perform the assessment system today:

- The normative function includes, on the one hand, fixing the achievements of a particular student in relation to the approved standard so that the student has all the legal consequences corresponding to the success of his education and graduation from an educational institution, and on the other hand, administrative tracking of the

progress of individual students, school classes, the level of their training and the quality of the teacher's work (in accordance with the practice established several decades ago).

The impact of assessment on the development of the student is multifaceted, it can have many functions. The score can be:

a) orienting - affects the mental work of the student, which contributes to the understanding of the process of a particular work and understanding of his own knowledge;

b) stimulating - affects the affective-volitional sphere of the student, through the experience of success or failure, the formation of claims and intentions, actions and relationships;

c) educational, where there is an "acceleration or slowdown" of the pace of mental work, qualitative changes, a change in the structure of the influence on the perception of objects of the world around the previous experience and attitudes of the individual, i.e. transformation of intellectual mechanisms. Assessment affects the personality of the student as a whole. Pedagogical assessment affects the changing attitudes and opinions that exist in the school between the class and the student [4].

The general trend in the problem of assessing the success of students' educational activities is that one of the leading functions of assessment is called control as a condition for the formation of knowledge and skills in students. Control, according to the theory of the stage-by-stage formation of mental actions, is a part of evaluative actions as one of its functional parts. At the same time, control acts as the basis for the formation of the student's ability to pay attention and developmental cognitive processes. When organizing the process of criteria-based assessment of students' educational achievements, a number of psychological and pedagogical features of the student's educational and cognitive activity should be taken into account: independence, manifested in one's own desire to be ready and able to expand one's knowledge and skills, find ways to solve personally significant educational problems, adequately assess one's educational achievements. Also, the student's desire to choose an individual educational trajectory and find ways to build it; development of educational and cognitive activity in the process of educational activities and self-study; the desire to communicate with classmates, his interest in peer assessment, i.e. implementation of mutual evaluation; formation of theoretical and critical thinking; selectivity, the formation of sustainable attention - increasing the concentration of attention, purposefulness of perception [4].

Criteria-based assessment is carried out in accordance with the content of curricula, forms of control measures, individual psychological and pedagogical characteristics of students; on the basis of the unity of formative and ascertaining assessment, which consists in the holistic use of intermediate and final control of students' educational achievements; awareness, which serves as an effective characteristic of the process of monitoring the educational achievements of students; diagnostic basis, carried out in the conduct of pedagogical diagnostics of the effectiveness of the use of this technology.

Criteria-based assessment determines the goal of creating conditions and opportunities for the formation and development of educational and cognitive activity of students, their creative and research spheres, educational independence and orientation in the flow of scientific information by introducing students to systematic reflection, to the search for the meaning of this activity [5].

Emotionality is the ability of phraseological units to express various emotions and feelings.

As for the expressiveness of the emotional element, most scientists believe that the expression of emotions is always expressive and therefore emotionality is considered as a narrower concept in relation to the concept of expressiveness.

PU has not only expressiveness and emotionality, but also evaluativeness, if it expresses a positive or negative attitude towards what they mean.

In political texts, emotionally colored units almost always have an evaluative orientation [6]. The methodological significance of the proposed system of criteria-based assessment: achieving awareness by the subjects of the educational process of the value of the points received, creating the possibility of monitoring and self-control over achievements in the development of a certain fragment of training (knowledge, skills, competencies in a certain block), planning activities to improve competence in a certain content of the subject. In addition, the new grading system has been developed in line with the world experience of literal designation of achievements, containing a ranked number of points.

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TYPICAL MISTAKES IN FOREIGN LANGUAGE LEARNING

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Түйін: Мақалада Орталық Азия елдеріндегі студенттерге шет тілін (ағылшын тілін) оқыту әдістемесіндегі типтік қателер қарастырылған. Шетелдік студенттердің ағылшын тілін меңгеруінің объективтілігін анықтау әдістемесіндегі негізгі критерийлер:

этноцентризм, студенттік мінез-құлықтың этникалық стереотиптері, қостілділік тетіктері; орыс тілін білу студенттердің қостілділік түрін сипаттайды. Орталық Азия тілдерінің құрылымы туралы жалпы түсініктер ағылшын тілін шетелдіктерге оқытуды талдаудың әдістері мен әдістерін таңдау картинасын толықтырады.

Резюме: В статье рассматриваются типичные ошибки в методике преподавания иностранного языка (английского) учащимся стран Центральной Азии. Основные критерии в методике определения объективности изучения английского языка иностранными студентами: этноцентризм, этнические стереотипы поведения студентов, механизмы двуязычия; Знание русского языка характеризует тип двуязычия учащихся. Общие представления о структуре языков Центральной Азии дополняют картину выбора методов и приемов анализа преподавания английского языка иностранцам.

Today, foreign students are interested in the characteristics of teaching a foreign language not only from the point of view of methodology, but also from the point of view of the assimilation by students of the characteristics of images and expressions of a certain national language. Intercultural communication is the main strategy for understanding the culture of other peoples. The previously studied “culture - language – behavior” triad is currently considered a system of mental representation, value orientations, which are reflected in the speech, spiritual and material activities of a certain ethnic group.

When studying the culture of a foreign language, most students consciously compare it to their native culture and language, and "see nationalism as a concentration of all things positive and all things foreign as a deviation from the norm" [1]. The inconsistency of ethnosemantic and stylistic concepts, and sometimes their absence, leads to misunderstandings and a decrease in students' motivation to learn a foreign language.

Consider the main reasons for “ethnic inconsistencies” encountered by a foreign language teacher in the example of teaching English to students from Central Asian countries. The respondents of this study are the peoples of the Kyrgyz Republic, Turkmenistan, the Republic of Tajikistan and Uzbekistan.

For many people, Aboriginal culture is the starting point, the measure of the situation. This position is usually called ethnocentrism and plays a very important role in cross-cultural communication. “We place ourselves, our racial, ethnic or social group at the center of the universe and judge others accordingly. The more they resemble us, the more we place them in this model, the more inconsistencies there are, the more we determine their place by ourselves” [2].

For example, Tajik has the same analytical structure as English. The similarity with one of the European languages is explained by the fact that it belongs to the Indo-European family, but to the group of Iranian languages. The Uzbek, Turkmen and Kyrgyz languages belong to the Altaic family, the Turkic branch, but belong to different subgroups: Oghuz, Karluk-Khorezm and Kypchak. All three languages represent an agglutinative way of expressing sentence structure; this situation complicates the methodology of teaching English to foreigners. "Which language is the easiest for you to learn?" When asked, it was clear that foreigners perceive their own culture as superior to the culture of other nations, that is, ethnocentrism is related to the feeling of cultural superiority. Unfortunately, teachers, not consciously for

themselves and considering it a methodologically correct teaching method, often resort to explaining English grammar through the Russian language, distinguishing it a priori as a language with advantages compared to other languages. This is a typical error of modern teaching methodology that interests not only teachers, but also linguists.

The other typical error of teachers is not to take into account the mechanisms of bilingualism. There is an opinion that if the foreign language is mastered in Russian, students have already developed the experience of comparing and comparing the structure and realities of languages, and in our case, learning English as a second foreign language is a sensible and simplified option. From a theoretical point of view, it can be said that students have developed the ability to accumulate experience of language and speech, settling into a certain pattern. "Linguistic experience" is established when structural analysis of related languages is possible.

"Learning the Russian language and developing bilingualism has a significant impact on the process of learning foreign languages and facilitates the latter" [3]. This is due to a number of reasons. FA. Ibragimbekova, fluency in foreign and Russian languages makes it possible to express the same truth with different linguistic means. L.V. Shcherba believes that in this case "the release of the power of the symbol" takes place. Then the experience of the transition to oral skills is accumulated. As a result, the role of the Russian language in the practical implementation of new bilingualism mechanisms can be seen. This is especially true for polyglots. The more languages one learns, the more oral experience one acquires. One can agree with this, but if the foreign languages, regardless of the order in which they are learned, represent the same family and, moreover, have a similarity or correspondence in their grammatical structure, then the result is expected, each language learned earlier really makes learning Easier.

If we use the direct method of teaching through the English language, then according to B.V. Belyaev, "In the national school the student should learn three ways of thinking, for example: thinking in the native language, thinking in Russian, think in a foreign language". At the same time, psychologists view thought as the ability to represent objective reality in concepts and judgments. And objective reality, the real state of things, exists regardless of the language we teach. That is, thought and the forms of its manifestation have a universal human nature.

However, the perception of the real world in language is reflected through the linguistic system, so it is necessary to teach ways to express thoughts, not to think itself. It should be remembered that along with the positive influence of the Russian language on learning a foreign language (English), there are other mechanisms of bilingualism that are practically not taken into account in the process of learning. In this regard, we rely on the work of psychologists who say that students think in their mother tongue both at the beginning and before learning a foreign language.

In the works of psychologists, linguists, methodologists, there is often a just demand to develop a "sense of language" in students. Most teachers misunderstand the main didactic principle - teaching a foreign language based on the mother tongue, because such an approach in the methodology does not only develop the "sense of

language", but rather the development of the mother tongue is aimed at improve teaching skills.

In the understanding of methodologists, "feeling" is a concept that can be described as a material, tangible element and the sign of a skill that must be taught, that must be trained. Although K.D. Ushinsky called the "sense of language" a "verbal instinct," he considered it an "unconscious instinctive skill" that could and should be developed.

Scientists consider the next characteristic sign of bilingualism to be "inner speech". Modern psychology distinguishes inner speech as an independent unit that differs from outer speech in structure. "At the same time, it is not thought itself, but only a kind of inner work of thought. An important feature of self-talk is its close connection to thought". Internal speech is included in the process of thought birth and formation. Teaching to think indirectly in another language through the Russian language contradicts all of the above canons. Pure bilingualism of students who have studied the native language and Russian since childhood is an objective basis. However, an artificial and rarely coordinated bilingualism (an individual has two independent systems) occurs in the group in most cases.

Consideration of the mechanisms of bilingualism and the type of bilingualism is determined not only from a psychological point of view, but also from the stereotypes of ethnic thinking. For the teacher, relying on Russian stereotypes is also a wrong phenomenon in educational activities. Peoples who have lived in one state for many years, with cultural values common to all peoples, have long lived with ethnic characteristics unique to their own people. Ethnic stereotyping, as one of the important components of ethnic consciousness, is the awareness of the characteristic features of other communities from the point of view of a certain ethnicity, which is implemented in the form of the formation of an image of a foreign ethnicity [4].

Ethnic features of behavior are reflected not only in people's behavior, but also in language. For example, "respect for the surrounding people" is reflected in the address of the interlocutor. Translated from Uzbek to Russian means "let me guide you", where the address "sizga" ("you", "you") is at the beginning of the sentence as a sign of deep respect for the interlocutor. Such verbal behavior is not characteristic of treatment in Russian or English.

From the above, it can be concluded that the teacher can identify ethnic features, language features, etc. characteristics of a certain people. In order to differentiate the teaching methods in a group of multi-ethnic students, it is necessary to have an understanding of the structure of the language.

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ЧИТАЕМ ВМЕСТЕ!

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Түйіндеме: Кітап адам мәдениетінің бірегей құбылыс болып табылады. Қазіргі заманғы өркениет кітаптың арқасында пайда болды деп батыл айтуға болады, егер оны ұрпақтан ұрпаққа әмбебап ақпаратты беру тәсілі ретінде кеңінен түсінсе. Кітаптың символикасы барлық мәдениеттер, уақыт және халықтар үшін әмбебап болып табылады. Бұл сенім, даналық, ағарту, білім және әдеби қызметтің нышаны. Кітап тақырыбы біздің өмірімізде әрдайым өзекті болады.

Summary: The book is a unique phenomenon of human culture. It is safe to say that modern civilization arose thanks to the book, if we understand it broadly as a way of transmitting universal information from generation to generation. The symbolism of the book is universal for all cultures, times and peoples. It is a symbol of faith, wisdom, enlightenment, knowledge and literary activity. The theme of the book will always be relevant in our lives.

Приобщение детей к чтению имеет огромное социальное значение. Современные дети не любят читать, они читают мало и с неохотой. С каждым годом детей, любящих читать, становится всё меньше. Особое значение для читательской судьбы ребёнка имеет семейное чтение. Слушая чтение взрослого, рассматривая вместе с ним книжные иллюстрации, ребёнок активно думает, переживает за героев, предвосхищает события, устанавливает связи своего опыта с опытом других. Совместное чтение сближает взрослых и детей, стимулирует и наполняет содержанием редкие и радостные минуты духовного общения, воспитывает в ребёнке доброе и любящее сердце [1,2].

Любящие родители – первые слушатели и собеседники своих детей.

Много-много лет тому назад не было ни чернил, ни бумаги, ни, тем более, книг. Все, что узнавал и изобретал человек, он хранил только в голове. Человеческая память была единственным средством сохранения и передачи общественного опыта, информации о событиях и людях. Знания передавались устно. Огромное количество необходимых сведений просто заучивалось наизусть жрецами, законооведами, учителями, а на дальние расстояния посылались “живые письма” - гонцы. Но как трудно запомнить самые разные и длинные истории. По этой причине много секретов было утеряно безвозвратно, сколько раз людям приходилось учиться чему-то заново. Делать открытия, которые были когда-то сделаны. Поэтому люди придумали рисовать картинки, которые помогали им запоминать.

Писать люди научились раньше, чем делать бумагу и поэтому использовали камень – высекали на нём буквы. Но камень неудобный для письма материал, так как он твёрдый, жёсткий и тяжёлый. Наиболее древним материалом для книг была глина. Еще шумеры лепили плоские кирпичики-таблички и писали на палочками. Таблички высушивались на солнце или обжигались в огне. Затем готовые таблички одного содержания укладывались в определенном порядке в деревянный ящик – получалась глиняная клинописная книга.

К ящику с табличками прикреплялся глиняный ярлык с названием произведения, именем автора, владельца, богов-покровителей. В 19 веке на берегах реки Тигр была раскопана столица ассирийских царей Ниневия. Там обнаружена целая клинописная библиотека, в которой хранилось более двадцати тысяч глиняных книг.

Так же в Греции использовали деревянные дощечки, залитые воском (рис.1).

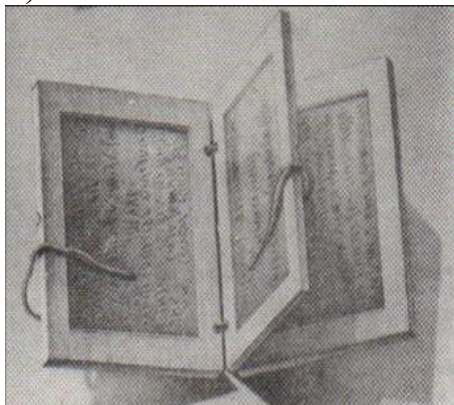


Рис. 1 - книги

Такая книга состояла из ряда скреплённых друг с другом дощечек с углублением в середине, заполненным воском. Писали по воску стальной палочкой "стилем". До сих пор сохранилось это название - про писателя говорят, что у него хороший стиль (т.е. хорошо пишет)

Первым этапом создания книги было изобретение свитка из папирусных листов, которые подклеивались один к другому. На таких свитках записывались эпические литературные произведения, прекрасным примером которых являются поэмы «Одиссея» и «Иллиада».

Узнав, как изготавливается книга, я захотела создать свою – настоящую книгу. Создание книги всегда предполагает творчество. Так как в семье мы много читаем книг, мы решили написать свою книгу интересных рассказов взятых из нашей жизни.

Сначала я придумала историю, которую назвала «Истории из жизни». Наши истории реальные и основаны на реальных событиях. Потом я записала на бумагу эти истории. Причем, когда я стала переписывать, то добавляла новые факты, которые рассказывала мама и рассказывал папа. Мне очень хотелось, чтобы моя книга получилась интересной и веселой. Это и было первым этапом создания книги [3,4].

Затем подумала, что можно сделать книгу в печатном варианте. Я начала печатать ее на компьютере.

По мере перепечатывания на компьютер рукописей, я что-то изменяла, добавляла новые сюжеты в свою книгу. Руководитель помогал мне и мои родители, они были моими литературными редакторами.

Рисунки к своей книге я рисовала сама, ещё добавила фотографии из семейного альбома. Руководитель Назира Ратовна отсканировала рисунки, и мы разместили их в нужных местах книги.

Листы распечатали на принтере, собрали их в книжный блок, отрезали лишнее, добавили листы для форзаца и приступили к изготовлению переплетной крышки. Осталось только склеить обложку, и, наконец, книга готова! Я испытала настоящую гордость, держа ее в руках.

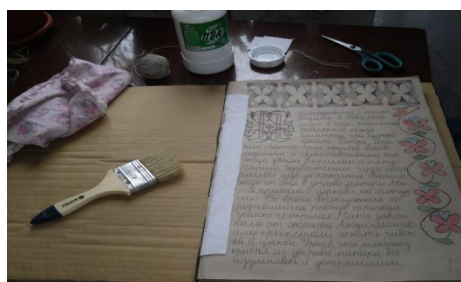


Рис.2 - Читаем вместе

Изготовление книги показало то что каждый может изготовить книгу. И вложить все свои знания и эмоции.

Выбирая тему исследовательской работы, я выбрала именно эту тему «**Читаем вместе**», так как просто невозможно переоценить роль книги в нашей жизни и в нашем развитии. Книга сопровождает человечество на каждом шаге его развития, от примитивных рисунков до книги в цифровом формате (рис.2).

Всеми нашими знаниями, воспоминаниям о событиях прошлых веков, мы обязаны книге. Все научные труды, картинки и фотографии, истории и просто фантастика – все это дошло до нас благодаря книге.

Даже рассматривая книгу на конкретном примере, видим, что без нее человек просто не сможет развиваться.

Например, книга сопровождает человека в течение всей жизни: первые книги — альбомы сказок, раскраски, первые детские стихотворения. Мы полюбили их, а через них начали обращаться к другим книгам.

Самое главное, что в чтение книги принимает участие семья. Помогает тебе учиться читать, потом уже вместе вы читаете и анализируете все произведения.

В моей гипотеза исследовательской работе подтвердилась, если возродить утраченную в большинстве семей учащих традицию семейного чтения, то у ребенка повысится интеллектуальный уровень, уровень воспитанности, ребенок сможет лучше адаптироваться в социуме.

Книги — наши верные советчики, они учат нас мыслить, открывают нам неизвестно. А потому роль книги в жизни человека очень большая: своей грамотности, образованности мы обязаны книге. Она учит нас быть честными, работающими, любить свой край, уважать людей. Книга переносит нас в другие страны, эпохи.

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UDC: 373.1.

THE EFFECT AND IMPORTANT ROLE OF AUTHENTIC MATERIALS IN THE TEACHING OF A FOREIGN LANGUAGE

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Түйін: Бұл мақалада шет тілін оқытуда түпнұсқалық материалдарды пайдалану мәселесіне арналған. Түпнұсқалық материалдар категориясына әртүрлі тәсілдер қарастырылады, сол сияқты түпнұсқалық материалдардың шет тілін оқытудағы қызметі, әсері және маңызы қарастырылады.

Резюме: В данной статье рассматривается проблема использования аутентичных материалов в обучении иностранному языку. Рассмотрены различные подходы к категориям аутентичных материалов, а также функции, эффекты и важность аутентичных материалов в обучении иностранному языку.

The point of learning a foreign language is to communicate successfully in real life situations. In order to achieve the smoothness, the four skills of language learning reading, writing, listening, speaking should be enhanced where this knowledge constructs the language learners to use the target language from the very fundamental step of their learning and obtain the expected fluency. For this cognitive process “authentic texts” being used. There are different definitions for the authentic materials. Authentic texts are that not written for the determination of language teaching. Though this definition varies from author to author, this paper focuses on the authentic language that is produced by the native speakers. Non-authentic

materials are the materials which are especially designed for language teaching and learning.

One of the words that has been crawl into English teaching in the past few years is 'authentic'. The term authentic by definition means that done or made in an original way and at the same time authentic materials can be characterized in several ways in colorful spheres. The term is still being discussed topic among pedagogues and researchers who give variety definitions on which can be named as authentic materials. As well as, concerning the language learning classes, authentic atmosphere of target language should be created with the use of authentic materials. Martinez defines authentic materials as the materials which are planned for native speakers and not designed to be used for teaching. Kilickaya has another definition for authentic materials, which is exposure to real language and use in its own community [1].

At the moment preparing students for real life situations is of almost establishment for English language teachers. Like other teachers all over the earth particularly in places where English is a foreign language, teachers need to adopt effective teaching materials, in direction to help their learners to learn English more appropriate as well as prepare them to communicate with the outside world. Several researchers state that if students are prepared to use English language sufficiently, they must be open to the language, exactly as it is used in real life situations by innate speakers. Researchers remark that when authentic materials are used with the aim of students 'learning, students will have an impression that the real language for communication is being learned, as opposed to schoolroom language itself. In distinguish to the design of the text books, authentic materials are intrinsically more active, attractive and challenging.

Definitions of Authentic Materials: The definitions of authentic materials are a little different in literature. What is characteristic in these definitions is 'exposure to substantial language and its use in its own community'. Authentic material is any material written in English that was not made for intended use in the English language at schools. Using this capacity to teach the English language makes the learning process more engaging, innovative and motivating. It can be useful to extract real responses from learners [2].

There are lots of resources available to English language teachers from textbooks to online teaching tools, they can all facilitate and improve English. A lot of teachers also present authentic English material into their lessons to show learners to the language as it is expressed in the real world. When people first think of authentic materials, they usually assume that we are talking about newsprint and magazine articles. On the other hand, the term can also incorporate such things as songs, web pages, radio and TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom [3].

The materials used, will of course, depend on the 'usual' factors:

- Aim
- language
- area
- students requires and interests

It's no good trying to get your students fascinated by a text on the latest art movie if they are all admirers of action films. You might as well save your time and energy and just use the text book!

The use of Authentic Materials: The large thing about using authentic material is that which makes it easy to get and make easier for learners to practice English. It isn't constricted to articles from newspapers and magazines. Songs, films and TV shows, radios and podcasts, menus – anything has written in English [4].

Selecting authentic material: The best content to select depends on the learners, their level of English. It's also a good idea to find the learners' interests. After all, if students don't interest there's no point trying to work with students fascinated by a text on the modern sci-fi film if they're all fans of action films. The materials should reflect a situation that learners may be in an English-speaking place – this will help them enter into a world where English is the norm. It's important not to overpower learners with the first piece of authentic material. So, for a beginning we can choose articles, songs or sections of TV programs or movies which aren't difficult to understand [5].

Using authentic materials brings:

1. Creativity to the classroom.
2. Help the student develop a relationship with the language.
3. Expose the student to real-world English usage.

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations. As can be seen, using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation.

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METHODS OF WORKING WITH LINGUISTIC AND CULTURAL MATERIAL

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Түйін: Мақалада идиомалық өрнектер мен жанама байланыс құралдарының лингводидактикалық және лингвомәдени әлеуеті қарастырылған, орта және негізгі жалпы білім беретін мектепте ағылшын тілі сабағында лингвомәдени көзқарас тұрғысынан идиомалық өрнектер мен *hedges* оқыту технологиялары ұсынылған.

Резюме: В статье рассмотрен лингводидактический и лингвокультурологический потенциал идиоматических выражений и средств непрямо́й коммуникации *hedges*, представлены технологии обучения идиоматическим выражениям и *hedges* с позиции лингвокультурологического подхода на уроке английского языка в средней и основной общеобразовательной школе.

Currently, new areas of research are emerging within the framework of linguoculturology and sociolinguistics. Within the framework of modern linguistic and literary studies, numerous works have been carried out to create a speech or language portrait of a person.

According to the requirements specified in the Federal State Standard of Secondary General Education and Basic General Education for the results of mastering the basic educational program, teaching a foreign language at school should be aimed at forming and improving the foreign language communicative competence of students, at forming their knowledge base about the "socio-cultural specifics of the country /countries of the studied language and the ability to build their speech and non-speech behavior is adequate to this specificity" and to "expand linguistic horizons and lexical stock, further mastering of the general speech culture", respectively [1]. These requirements indicate the need to co-study the language together with the culture of its native speakers.

Taking into account the social order of society dictated by the modern conditions of globalization, methodologists began to actively work on the development of the theoretical foundations of culturally oriented approaches to teaching foreign languages (hereinafter referred to as).

Let's give a brief description of this approach. Its initial idea is the importance and necessity of forming students' readiness and ability to carry out intercultural communication using knowledge about the system of cultural values expressed in the language being studied [2]. The main goal of the LCP is to form and improve the linguistic and cultural competence of students. As for the categorical apparatus of this approach, it operates with the following terms: worldview, linguistic personality, linguoculturological field, linguoculturema and concept. LCP, as a rule, is implemented in accordance with the principles of culturally-oriented and cognitive-culturological orientation, with the principles of contrastivity and authenticity, uniformity and centrality, with the principle of a systematic and holistic representation of cultural phenomena.

Despite the extensive theoretical base, the linguoculturological approach is still not implemented in English lessons within the framework of a comprehensive school. In our opinion, this approach is unfairly ignored by teachers, because it has great potential. Its advantage over other approaches lies in the fact that it allows to comprehensively consider the vast layer of culture of the country of the studied language, thereby creating a more complete and holistic understanding of the peculiarities of the mentality and speech behavior of native speakers.

In particular, the linguocultural approach can make it easier to work with such important phenomena for the English language as idiomatic expressions and means of indirect communication that give English-language utterances blurriness and uncertainty, i.e. the so-called hedges (there is no equivalent of this concept in Russian). These phenomena, as a rule, cause great difficulties for teachers and are either presented to students rarely and haphazardly (idioms), or completely ignored (hedges). At the same time, both of these phenomena are extremely important for the successful implementation of intercultural communication, since the lack of knowledge in these areas and the lack of formation of skills for their recognition and use can lead to misunderstanding and even conflict between communicants [3].

Let's look at how you can teach idiomatic expressions and hedges within the framework of a linguocultural approach in English lessons at a comprehensive school. Let us first consider the linguodidactic potential of these units. Idiomatic units can be the object of linguoculturology, because it is through them that the greatest concentration of culture of a certain ethnic group can be considered.

Analyzing the scientific literature to determine the boundaries and scope of the concept of "idiomatic expressions", we stopped at the opinion of I.E. Anichkov, since his theory, in our opinion, is the most coherent and least controversial. So, according to his point of view, they should be understood as combinations of words, from two-syllable to sentence, i.e. proverbs and sayings are included in this number. Thus, the term "phraseological unit" in its broad consideration is synonymous with the concept of "idiomatic expression".

Idioms are expressive, emotional, often emotive. They are a reflection of the surrounding world, which is expressed in their properties described above. In addition, they often have an instructive meaning. When using idioms in speech, it becomes more natural, less formal, focused on the perception of the addressee, as it uses the shade of meanings [4].

In addition, some researchers have even identified the concept of "idiomatic speech", which is one of the parameters of a native speaker's speech. For this reason, in order to carry out more successful communication, students should master idiomatic expressions in their entirety of linguistic and extralinguistic components.

In order to study idiomatic expressions from the perspective of a linguoculturological approach in English lessons at a basic secondary school, we selected a certain layer of culture for conducting linguoculturological research and establishing the content of teaching the lexical aspect of speech. It seems appropriate to use the linguoculturological field as a method of studying linguoculturological units, which is a hierarchical structure and provides the most complete description of

the relationship between culture and language. It consists of a core (a lexeme-concept or a group of lexeme-concepts), the center of the basic concepts and the periphery.

The concept of friendship was chosen for consideration, since friendship is national-specific, and by this concept each ethnic group means something of its own. It is also worth noting that the leading type of activity of the adolescent period is the relationship with peers. It is necessary to discuss how and on what friendship is based, which features of a friend can be highlighted, which will help them in establishing better contacts with their own kind. In addition, it is adolescence that is the most dangerous, since during this period of their development, students show themselves most provocatively and aggressively, and the teacher, by appealing to this topic, will be able to set them up for a kind attitude towards others, especially classmates [5].

Analyzing the domestic educational and methodological complexes included in the Federal List, from 5th to 8th grade inclusive, it was noticed that the concept of friendship ("English friendship") is practically not implemented in textbooks, although it is included in the educational planning for the subject "English". Thus, the chosen concept can be justified by a number of factors:

- cultural saturation;
- psychological and age characteristics of adolescence;
- insufficient implementation of this concept in practice.

On the other hand, despite the fact that within the framework of the linguoculturological approach, teachers, as a rule, introduce students to the lexical side of speech, other aspects of it can also be considered from the standpoint of linguoculturology. Interestingly, within the framework of intercultural communication, the interlocutors do not just use different language codes, they also formulate their thoughts and build statements in different ways. At the same time, the meaning of what was said may be veiled if the addressee expressed his thought indirectly, not directly. In this case, we can talk about his use of indirect communication means in speech. According to V.V. Dementiev's definition, indirect communication is "meaningfully complicated communication in which the understanding of an utterance includes meanings not contained in the utterance itself and requires additional interpretive efforts on the part of the addressee". It can be expressed through such speech phenomena as euphemisms, artistic tropes, irony, implicitness, etc.

According to the point of view of Geraldine Mark, Michael McCarthy, Ronald Carter, and Anne O'Keeffe, hedges are an integral part of polite conversation for the British and manifest themselves in speech through:

- some specific and temporal forms of verbs (I wondered if you could give me your pen sounds more polite than Could you give me your pen);
- modality (The answer could be sixty six instead of The answer is sixty six; It was possibly his worst performance instead of It was his worst performance);
- vague wording (She is kind of clever, My sister is sort of a dancer);
- verbs of mental activity, such as suppose, reckon, feel, etc. (We feel you should study more, I reckon that you are right).

In order to consider hedges in the lesson from the point of view of a linguoculturological approach, it is necessary to determine exactly which layer of culture they display in the speech of the British. British anthropologist Kate Fox, investigating the peculiarities of the mentality of the British, came to the conclusion that their norms and rules of interaction (both verbal and non-verbal) are largely due to social awkwardness, which the scientist called social dis-ease and which is one of the integral features of the national character of the British. The author associates the emergence of this "disease" with the importance of the concept of personal autonomy, i.e. privacy, in the culture of the British. Social dis-ease manifests itself in them when interacting with other people, i.e. in cases when they are forced to violate someone's privacy. In order to minimize this intrusion into foreign borders, the British try to build their speech behavior as unobtrusively and quite detached as possible. Hedges is the best fit for this purpose.

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BASIC PRINCIPLES OF FOREIGN LANGUAGE EDUCATION

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Түйін: Ағылшын тілінің жаһандық қарым-қатынас тілі ретінде үнемі өсіп келе жатқан таралуы ағылшын тілінде сөйлемейтін елдердің ересек тұрғындары арасында оны үйренуге деген сұраныстың артуына алып келеді. Егер мұндай адамдардың мектеп немесе университет жылдарында ағылшын тілін меңгеру мүмкіндігі болмаса, бірақ оны кәсіби немесе жеке мақсаттары үшін шұғыл қажет етсе, олардың көптеген коммерциялық тіл мектептері мен орталықтары ұсынатын курстарға барып, оны үйренуден басқа амалы жоқ. Ұсынылған қағидаларды қабылдаудың практикалық салдары көрсетілген.

Summary: The ever-increasing spread of English as the language of global communication leads to ever-increasing demand for learning it among adult populations of non-English-speaking countries. If such people did not have a chance of acquiring English during their school or university years but urgently need it for professional or personal purposes, they have no other

choice but to go and learn it at courses offered by numerous commercial language schools and centers. The practical consequences of adopting the suggested principles are outlined.

Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language, however, the concept of "teaching principle" is not a basic category of foreign methodology and is now rarely found in publications, probably due to the fact that the term itself assumes the dominant role of the teacher in educational process, which is rejected by modern methodologists. It should be noted that some authors recognize the need to take into account the principles of teaching and learning and highlight the following:

- Cognitive principles: the principle of the automation of speech units (automaticity); the intrinsic motivation principle; the principle of using the student's personal contribution (strategic investment principle) - his time, efforts, individual abilities, etc. - and a number of other principles;

- Emotional and psychological principles (affective principles): the principle of "linguistic I" (language ego), which means that when mastering a foreign language, a person forms a "second I" that affects his feelings, emotions, behavior, etc.; the principle of interconnected mastery of the language and culture of the country of the target language (language-culture connection). You should also take into account such qualities as self-confidence (self-esteem), the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking);

- linguistic principles: taking into account the influence of the native language on the acquisition of a foreign language (native language effect); taking into account the peculiarities of mastering the target language as an intermediate language system (inter language is a constantly changing language system that is located between the mother tongue and the target language and is inherently individual for each student; it improves as the language is mastered, approaching the system of the target language); the principle of communicative competence in the process of teaching a foreign language [1].

Both in domestic and foreign methods, there is no consensus regarding the classification of teaching principles. In the domestic methodology, many of the concepts described above are considered within the framework of the linguistic or psychological foundations of teaching and are not considered principles, since the term "principle" is most often applied to the didactic and methodological foundations of teaching.

General didactic principles of Russian science reflect the provisions that are used in teaching any subject. The main ones can be called: the principle of consciousness, activity, systematicity, visibility, strength, accessibility and others.

Consciousness principle. There are many interpretations of this principle. Here are the main ones.

- 1) Consciousness consists in a conscious comparison of the native and foreign languages for a deeper penetration into their structure.

- 2) Consciousness is the comprehension of theory and the ability to apply it in practice.

3) Consciousness understands the content of speech. "Information about the structure of the language should be generalized on the basis of linguistic material that has been previously mastered in practice."

4) Consciousness - not only understanding the content of speech, but also awareness in the process of mastering those units of which it consists, and the ways of using them.

5) Consciousness is about understanding why you need to learn:

1) Supporters of intensive teaching of foreign languages give this principle the following definition: "... it is viewed as a broader principle, suggesting an optimal combination (different at different stages of learning), conscious and unconscious in training. This combination presupposes a rational dosage of the operations and actions being practiced, as understood by the teacher; conscious participation of the student in communication; not always and not entirely conscious participation of the student in the development and assimilation of the language system. This last provision does not exclude students' awareness and analysis with the help of a teacher of means of language communication from the learning process at certain stages of it.

2) The principle of activity. In teaching foreign languages, the principle of activity acquires an important role, since mastering the studied language is possible if each student is an active participant in the process, if he is involved in speech activity. In modern psychology, activity is considered as the main characteristic of the cognition process. Activity arises under certain conditions, and according to the theory of attitude, the student must feel the need to study this subject and have the necessary prerequisites for satisfying this need. In the study of a non-native language, one should distinguish between intellectual, emotional, speech activities, which together can provide favorable conditions for mastering the language [2].

3) The child's intellectual activity is achieved by posing problematic questions that put students in front of the need to think, analyze, compare, generalize, and connect the thinking of children. Emotional activity is called upon to play a special role, which manifests itself in the fact that children are not indifferent to the activities they perform and if positive emotional experiences provide internal, external activity, and therefore success, then negative emotional experiences inhibit activity and have a bad effect on success. However, in certain categories of students endowed with strong volitional qualities, negative emotions because dissatisfaction with unfulfilled tasks can stimulate activity in the right direction [3].

4) It is important to develop students' initiative in verbal behavior. This can be achieved provided that the student from the learning object becomes a subject. To master a foreign language, you need practice in its application, and for this you need to rationally use the time allotted for learning a foreign language. One of the ways to solve the problem of increasing the student's active time in the lesson is to use various modes of work (work in chorus, small groups, in pairs, individually, class work).

5) The principle of visibility follows from the essence of the process of perception, comprehension and generalization of the material by the student. Visibility is understood as a specially organized display of language material and its

use in speech, in order to help students understand this material. When interpreting this principle for the methodology, a curious mistake occurred: the literal interpretation of the term "visibility" or "looking" at something. Hence the requirement - to use pictures, images of objects, the objects themselves. But when didactics say that the principle of visibility presupposes the perception of the phenomenon being studied, then when implementing this principle by a teacher of a foreign language, it should not only be about demonstrating the objects themselves and their images. E.I. Passov believes that linguistic visualization should be implemented in the following ways:

- Constant speech activity of students in a foreign language;
- The teacher's speech in the lesson, if it is not limited to the phrases: "Stand up", "Read", "Sit down", etc.;
- Newspapers and magazines;
- Radio broadcasts and television broadcasts, video films, films and cartoons;
- Mugs;
- Audio recordings for independent work;
- Library for additional reading according to interests;
- Evenings and other events in foreign languages.

Taken together, all these tools will create just that foreign language environment, which will provide linguistic visualization. Such clarity certainly does not exclude illustrative clarity. But the point is that linguistic clarity should be in the foreground [4]. Subject pictures and their series, objects and actions with them, models, filmstrips can be used as auxiliary means.

6) The principle of developmental learning. One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of all-round development of the individual. It is known that learning creates a zone of proximal development, i.e. arouses a child's interest in life, awakens and sets in motion a number of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, gives rise to such developmental processes that, outside of learning, would generally become impossible. However, it should be emphasized that development processes follow the learning processes that create zones of proximal development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be captured by a single, previously given a priori speculative formula.

7). Accessibility and Affordability Principles. The application of these principles requires that learning is carried out at the level of the capabilities of children, so that they do not experience insurmountable difficulties. Accessibility is ensured by the material itself, its organization, and the method of working with it in the lesson. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in structures, speech units correlated with communication situations that are close and understandable to children, the construction of the educational process of the language, based on real

possibilities, which finds expression in the volume of the proposed material and the level of assimilation. Ability is manifested in the pace of advancement of the study of the material [5].

8). The principle of strength is expressed in the fact that the words entered into the memory of students, the structures must be preserved in it so that students can extract the necessary units from it whenever the need arises. The strength of assimilation is ensured by: a bright presentation of the material when familiarizing with it to students, when they have living images, associations; training in reproducing the material, immediately after familiarization and in subsequent lessons, with the inclusion of various analyzers; independent creative use, in which this material is used to convey the necessary material, when the student's attention is focused on the content, and not on its form; systemic control of the assimilation of the past, which creates favorable conditions for the retention of material in memory.

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THE IMPORTANCE OF RHYTHM IN TEACHING A FOREIGN LANGUAGE

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Түйін: Бұл мақалада шет тілін оқыту процесінде ритақтың маңыздылығы туралы айтылады. Жергілікті емес тілді тілдік ортадан тыс ерте оқыту процесі психолінгвистикалық тұрғыдан шешілуі мүмкін проблема болып табылады. Сөйлеу онтогенезінің кезеңдері туралы, онтогенезде сөйлеудің қалыптасу механизмі туралы психолінгвистикалық мәліметтер бастауыш мектеп жасындағы балаларды ана тіліне үйрету проблемаларына басқаша көзқарас қалыптастыруға мүмкіндік береді.

Резюме: В данной статье идет речь о важности ритма в процессе обучения иностранному языку. Процесс раннего обучения неродному языку вне языковой среды представляет собой проблему, решение которой может осуществляться с психолінгвистической точки зрения. Психолінгвистические данные об этапах речевого онтогенеза, о механизме становления речи в онтогенезе позволяют выработать иной взгляд на проблемы обучения неродному языку детей младшего школьного возраста.

As you know, the mechanism of speech formation is universal for all languages. In linguistics, 3 levels are clearly distinguished - phonetic, grammatical and lexical. In the process of speech formation in children, each of these levels is assimilated by them in a certain sequence and relationship. However, the relationship and sequence of formation of units of these levels have not yet been described. Some

ideas about the hierarchy of linguistic units in the process of speech formation give us psycholinguistic data of speech ontogenesis, indicating the basic nature of suprasegmental (rhythmic-intonation) parameters of native speech.

With the traditional approach, teaching a non-native language begins, as a rule, with mastering the graphic and grammatical aspects of the language. Mastering the pronunciation side of a non-native language is a process of assimilation of individual sounds, which occurs in close connection with the grapheme, and involves a transition from a letter to a sound, despite the fact that psycholinguistic studies, as well as acoustic research data, suggest that an isolated sound is not present in the development of a child's speech abilities and differs significantly in its characteristics of the sounds highlighted in the speech stream.

The importance of possession of rhythmic-intonation skills in this approach is completely ignored, or their formation is given at least secondary importance, since it is traditionally believed that rhythm and intonation are formal signs of utterance [1]. The process of learning pronunciation is, as a rule, imitative in nature. At the same time, the phonology of hearing and the fact of interference from the native language are ignored, and the results achieved by imitation, as practical observations show, are unstable. Based on the data of linguistic and psycholinguistic studies, we are of the opinion that teaching a non-native language should begin with mastering its sound side.

And although the idea of the need to assimilate the sound side of the language being studied is not new, its implementation is hindered by the lack of appropriate methodological concepts. But it is the sound side that carries out communication in this language to a greater extent. Mastering the sound side of a non-native language assumes, in our understanding, that the speaker has, first of all, basic rhythmic skills, since from a psycholinguistic point of view, mastering the sound side of the language and, first of all, the development of rhythmic-intonation skills is a decisive factor for the formation of speech ability in the language being studied. We are of the opinion that “in the process of learning foreign pronunciation, rhythm should play a leading role... in case of violation of rhythmic parameters; perception is significantly hampered with relatively correct articulation. In favor of the statement about the need for the primary assimilation of rhythmic-intonation parameters (suprasegmental level units), data from studies of speech ontogenesis also testify [2].

The analysis of the stages of the formation of speech in the native language shows that children initially carry out communication at the emotional and melodic level. During the first year of a child's life, the formation of rhythmic units occurs, from which the foundations of children's speech are formed. During this period, intonation is the main means of his communication with the outside world. A child who does not yet know how to give a normative structure to a word comes into force at a higher level than the word and sentence – prosody, which he gives his own vocabulary in the act of communication. The communicative action is already expressed in prosody. “Meanings” are assimilated by the child at the initial stage of development from prosody.

At the same time, the sign as a carrier of meaning is formed in the locomotor organs. Even a wordless intonation makes sense; it attracts a child as a member of communication even before the formation of children's lexemes. In the future, as the assimilation of semantic connections, the recognition of things and lexemes, intonation binds the text components into a single dynamic flow, which forms a stable balance in the process of conversational communication.

Thus, at the first stage of speech formation, the child learns the general rhythm and melody of speech. Not the phoneme, but intonation and rhythm are the basis for communication. These funds are enough for the child to express the relevant content for him. We also believe that the primary assimilation of suprasegmental level units plays a very important role, since speech utterance is based on them and syntactic models are implemented. In addition, it is the rhythmic-intonation parameters that are involved in the expression of emotional states and, consequently, in the adequacy of understanding the emotional state of the speaker. The rhythm and the rhythmic unit are a marker of the speaker's style and emotional mood.

Mastering the sound side of a non-native language in early learning involves, along with the formation of rhythmic-intonation representations that are associated with syntax, an appeal to phonological features, i.e. the assimilation of all differential features at the phoneme level (units of the segment level). At the same time, we proceed from the primacy of the rhythmic-intonation system and the secondary assimilation of articulatory movements [3].

The construction of the articulation base in primary school children occurs much later, only after the necessary rhythmic and intonation skills have been developed. All the essential features of the articulation base are due to its close connection and dependence on the rhythmic organization of speech, and the assimilation of articulation patterns in violation of rhythmic parameters is an unattainable task. Thus, the conscious assimilation of sounds (their differential features) is carried out on the basis of the rhythmic-intonation system, which is observed in speech ontogenesis, where the assimilation of sounds of the native language occurs after the suprasegmental (rhythmic-intonation) parameters of native speech are mastered.

Psycholinguistic data on the stages of speech ontogenesis suggest that the formation of children's speech occurs on an emotional basis. In the process of forming linguistic thinking, the emotional impressions underlying mental activity materialize in the speech of children in the form of statements and are organized into rhythmic structures. We proceed from the position according to which the parameters of the emotionally colored sounding speech of the native and the studied language are different. Incorrect transmission of emotional intent, along with distortion of rhythmic-intonation and sound parameters, increases interference from the native language and prevents an adequate understanding of the speaker.

It is known that when teaching a non-native language, a child, like an adult student, deals with almost two languages - native (Russian) and non-native (German). In the process of interaction between two languages, the acquired skills are transferred from the native language to the new one at any level of the language

system, which is a source of interference. Interference is the process of overlapping two languages and deviation from the norm of one or each of the contacting languages. The interfering negative influence of the native language at the pronunciation level is manifested in the form of an accent. The foreign accent is based to a greater extent on the distortion of the rhythmic-intonation picture of the studied language. It is precisely because of the high degree of automation of these skills that interference in this area is particularly strong. In the process of mastering the necessary new pronunciation skills, the human psyche resists the formation of new ones, trying to subordinate the new system to the existing one.

Thus, in order to master all the parameters of sounding speech, a child, like an adult, needs to overcome the native language skills acquired by him and brought to automatism, which is associated with a number of difficulties. Practical observations show that when it is necessary to solve any mental task, the rhythmization of the child's speech is significantly enhanced. Consequently, when solving a mental task the rhythmic skills of the native language will be activated with the formation of the necessary new rhythmic skills [4].

Therefore, using the children's Russian and German speech, we can already at the initial stage of teaching a non-native language to create students' ideas about the features of the rhythmic parameters of English speech in order to overcome the accent typical of their native language and bring their speech closer to the normative pronunciation of the language being studied.

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ABBREVIATION AS A WAY TO REPLENISH THE VOCABULARY OF MODERN ENGLISH

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Түйін: бұл мақалада аббревиатура сөздік қорды толықтыру тәсілі ретінде және оның қазіргі ағылшын тілінің лексикологиясын дамытудағы рөлі талқыланады.

Резюме: в данной статье рассматривается аббревиатура как способ пополнения лексики и её роль в развитии лексикологии современного английского языка.

Abbreviations are called morphological word formations, in which part of the phonetic composition of the original word is omitted. Although this method appeared

in the English language relatively recently (from the second half of the 18th century), it plays a leading role in our time, like word formation or word formation.

In the English and American scientific, technical and economic literature, there are a large number of abbreviations, both words and individual phrases are shortened.

Recently, the tendency to create new words by shortening existing words or phrases has increased. The increase in the number of abbreviations can be explained by the fact that complex words and phrases, as a rule, are difficult and unpleasant, and, of course, there is a desire to express them briefly, for example: laser = quantum amplification of light. Generator and emission of stimulated radiation optical range amplifier of radiation or light amplifier stimulated radiation (laser) loran = long-range navigation Long-range hyperbolic radionavigation system (Loran) loran = precision radionavigation system.

This method of compressing the meaning of lexical units, which are terms and have a certain meaning, is certainly very convenient and can claim universality in the languages of scientific literature and other specialized languages. Taking into account all the "usefulness" of vocabulary units of this type, first of all, many difficulties arise with their translation from English to Russian or the explanation of the meaning of this or that special term.

The existence of abbreviations is a feature of special literature, which reflects one of the main ways of information optimization of the message. However, the variety of forms of formation of abbreviations in the English language often causes difficulties in their interpretation in the Russian language, especially in cases where the authors do not interpret the abbreviations given in their publications considering that they are well known to the readers. When working with them, it should be remembered that many English abbreviations do not have Russian equivalents due to the lack of international and national abbreviation standards. In this case, the translation is carried out using other special methods of conveying the meaning of a specific term, but the lack of a "direct" equivalent leads to a partial loss of the meaning of the translated word, its semantic color is lost [1].

Increased contractions are normal. Many scientists explain its spread with the constant acceleration of life. At first glance, this explanation seems very logical and correct. However, in my opinion, this approach is somewhat one-sided, because the linguistic aspect of the issue is not taken into account. At the same time, it should not be forgotten that abbreviations in the English language are mainly spread as a form of assimilation of accepted words, thanks to which these foreign words are close to the native English language with their unique monosyllabic appearance. Thus, for example, article fr. *desporter* - for fun - was shortened from English and became the word *sport*, changing not only the sound form, but also its meaning. From the Latin standing wave, it becomes a word in perm (perm "steady"). From the entire Latin phrase *mobile vulgus* - unstable people - crowd - mob was formed by ellipsis and contraction at the end of the 17th century. *Mukhlis* - fan, lover, fan - unfortunately < appeared as a result of the shortening of the Latin word *impressed* [2].

Names are often used in abbreviated forms in newspapers and informational materials. Often these abbreviations are not known to the general reader, and their

meaning is immediately revealed in the notification or message itself. However, there are many such abbreviated names that newspaper readers have long been accustomed to, and therefore there is no need to explain them. The abundance of abbreviations is a characteristic feature of modern English journalism. And so on. Names of various parties, trade unions, organizations and services:

AFL-CIO = American Federation of Labor-Congress of Industrial Organizations, GOP = Grand Old (Republican) Party, DD = Defense Department, NAACP = National Association for Advancement of Colored People, DA = District Attorney; фамилии или фамильярные прозвища известных политических или общественных деятелей: JFK = John F. Kennedy, Rocky = Rockefeller, Ike = Eisenhower, RLS = Robert Louis Stevenson; географические названия: NJ = New Jersey, Mo. = Missouri, SF = San Francisco, S.P. = South Pacific, E-W = East-West, NBA = National Basketball Association etc.

Types of abbreviations

Abbreviations are one of the youngest ways to form words. Therefore, it is not surprising that the study of this method and its generalization started relatively late. In the 50s, I.N. It should be said that Arnold tried to classify abbreviations of the English language by type and related this method of word formation to secondary methods, considering only conversion, affix method and combination as the most productive. Today, it can be clearly said that the acronym "has come out of the shadows and taken its rightful place among the most productive ways of word formation in the English language."

I. V. Arnold does not distinguish between the concepts of "abbreviation" and "abbreviation" when describing the types of abbreviations. "Abbreviation (abbreviation of words, abbreviations) - creation of a morphological word in which part of the vocal composition of the original word is removed"

In our opinion, this mistake is unfounded, because "abbreviation" refers to the abbreviation of an independent word, and "abbreviation" refers to the abbreviation of a phrase. Officially, word abbreviations are divided into 3 types:

1. *Apheresis* - apheresis, that is. shorten the beginning of the word; history - event; telephone - telephone; squire - squire; examples; protective wall; plot - plot.

2. *Syncopation* - syncopation, shortening the middle of the word: lady - lady; market - March; pair - e'en [i:n]; ever - e'er; never.

3. *Apocope* - apocope - abbreviation of the end of the word: editor - ed; advertisement - advertisement; veteran - veterinarian; vampire - vampire; composite - prepared; permanent - permian; Promenade - Bakhti Khatm (promenade concert - concerts where only part of the audience is sitting, others are standing or walking); mike microphone.

A combination of two types is possible: apheresis and syncope, syncope and apocope: flu - flu; avant-garde van; refrigerator - refrigerator; perambulator - wheelchair.

When an abbreviated word appears, the full form may disappear, because after the appearance of avant-garde, the word avant-garde disappeared from the language.

I.V. Arnold also notes that abbreviations are more developed in English than in Russian.

Abbreviations can also be used for full phrases that represent the same concept. Such a phenomenon is called ellipsis, for example: The store (shop) is closed. Mineral water is sold on every street [3].

The role of abbreviation in modern lexicology cannot be underestimated. Abbreviations help reduce speaking effort, language tools, and time, while remaining clear and understandable. Abbreviations are also useful for simplifying long names in formal business speech. At the same time, words with a complex internal structure have a compressed external form, which allows them to be used both in everyday speech and in scientific works. Abbreviations used in special regions are the same words of the national language [4].

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МЕТОДИКА ОБУЧЕНИЯ ЧТЕНИЮ ГАЗЕТ ПРИ ОБУЧЕНИИ ИНОСТРАННОГОЯЗЫКА

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Summary: the article substantiates the relevance of the development of reading techniques as a form of speech activity and the basis for the formation of communicative competencies and learning activities. The traditional classification of different types of reading is considered and corrected critically, as a result of which the reading of acquaintance and vision is perceived as the same, the list is expanded by adding selective and critical types of reading. In the article, the method of reading is widely understood as a unit of speed, speed and expressiveness associated with the process of understanding. Systematic implementation of the described methods, tasks and complex of exercises ensures the enrichment of students ' vocabulary, improvement of their cultural competence and various types of speech activity.

Аннотация: Мақалада коммуникативтік құзыреттіліктер мен оқу әрекеттерін қалыптастырудың негізі және сөйлеу әрекетінің бір түрі ретінде оқу техникасын дамытудың өзектілігі негізделген. Әр түрлі оқу түрлерінің дәстүрлі жіктелуі сыни тұрғыдан қарастырылады және түзетіледі, нәтижесінде танысу және көру оқулары бірдей деп қабылданады, тізім таңдамалы және сыни оқу түрлерін қосу арқылы кеңейтіледі. Мақалада оқу әдісі түсіну процесіне байланысты жылдамдықтың, шапшаңдықтың және экспрессивтіліктің бірлігі ретінде кеңінен түсініледі. Сипатталған әдістерді, тапсырмалар мен жаттығулар кешенін жүйелі түрде жүзеге асыру оқушылардың сөздік қорын байытуды, олардың мәдени құзіреттілігін және сөйлеу әрекетінің әртүрлі түрлерін жетілдіруді қамтамасыз етеді.

Образование в современном мире играет важную роль во всех рабочих местах, и в настоящее время растет образование, и роль международных, многоязычных и многоязычных и многоязычных и иностранных языков и поиск способов оптимизировать процесс обучения. Одна из самых важных задач преподавания иностранных языков - научить студентов полностью понять различные тексты. Важно уделять особое внимание одному из источника информации - газеты, это также инструмент для удовлетворения когнитивных потребностей. Несомненно, важность современного обучения особенно важна в эпоху технологического прогресса, особенно когда необходимо получить необходимую и эффективно в бесконечном потоке информации. Чтобы выделить информацию из газет, журналов и чтения в Интернете, адаптация имеет большие преимущества для выделения информации [1].

Тем не менее, акцент на навыках обучения в настоящее время связан с ускорением развития современного общества и как можно скорее выбирать необходимую информацию.

В текстах еды описываются политический словарь, фразеологические подразделения, аббревиатуры, подлинность, газетные марки, клики, клики и различные темы. Интернационализм - это реальная трудность для поступления, особенно в их размере, не соответствует соответствующим концепциям на их родном языке.

Изучение газет и журналов является одной из наиболее важных задач обучения иностранным языкам для получения необходимой информации.

Чтение пресс-пресс-ох, получение информации обо всех типах общества, их личных интересах, в частности в политике, науке, экономике, спорте, международной и внутренней жизни в области международной и внутренней жизни, а также все возможности для знакомства Анкет Я освещаю последние события, которые освоили факты плана страны [2]. Следовательно, готовность прессы оптимизирует достижение практических и образовательных целей, а также помогает улучшить мотивацию иностранных языков. Информация в прессе решает цели реализации междисциплинарных отношений - это география, история, литература и т. д. В заключение, пресса в том, что лексическая промышленность изображает динамику развития языка, особенно новые языковые формы развития языка. Поэтому, научитесь изучать английский язык и научиться развивать навыки и навыки для развития навыков и навыков, вы можете изучать текущий язык и организовать постоянное улучшение этих знаний. Поэтому была выбрана тема научных исследований: «Методы преподавания газет в преподавании английского языка в школе».

Основываясь на теме работы, объект обучения - это процесс обучения навыкам чтения на английском языке на старой сцене. Тема - Примените стратегический подход к газетам для газет на иностранном языке в старшей школе [3].

Актуальность выбранной темы определяется необходимостью формирования коммуникативных компетенций в чтении журналистских текстов.

Новизна работы была проведена для квалификационных текстов для 11 -х классов, и были выполнены задачи по использованию английских учителей в течение старого периода обучения.

Теоретическое значение нашего исследования состоит в том, чтобы узнать о особенностях обучения журналистским текстам образования и методов чтения текстов журналистского стиля на английском языке.

Практическое значение исследования заключается в разработке системы уроков с использованием различных методов и методов обучения учебникам на английском языке на английском языке.

Структура работы: введение; Теоретический отдел (глава 1); Практический отдел (глава 2); Вывод; Список подержанной литературы; добавить

Цель исследования состоит в том, чтобы изучить особенности чтения журналистских текстов на английском языке и изучить технологию обучения учебникам в журналистском стиле [4].

Для достижения этой цели были установлены следующие задачи:

1. Исследование и анализ психологической, педагогической и методологической литературы по этому вопросу.
2. Изучить особенности обучения как одного типа речи.
3. Изучение особенностей обучения текстам обучения журналистскому стилю на иностранном языке в иностранном периоде.
4. Анализ методов преподавания обучения газете и газет в старый период.
5. Разработка системы уроков с использованием различных методов и методов обучения газет на иностранной стадии на иностранной стадии, проводя практические упражнения на них..

При изучении чтения как одного типа образовательной деятельности мы уверены, что цель обучения и развитие преподавания иностранного языка, образного и логического мышления. Это помогает студентам следить за интересами учащихся к обучению для обучения. Процесс обучения должен сначала выбрать учебный процесс в старшей школе, прежде всего, учебные материалы. Значимая сторона текстовых текстов для чтения важна. Пригодность текстов определяется ярким и интересным сюжетом, эмоциональностью и эмоциональными и видеоконфликтами, конфликтом комментариев, точек мнения, текста и т. д.

Ведущий принцип отбора выбора текста известен на их родных языках, то есть они принадлежат к массовым данным о представителях этого культурного и лингвистического сообщества [5].

Также необходимо помнить принцип языковой доступности текстов, достигнутых с использованием разработанного метода адаптации.

Задачи для работы с текстом зависят от того, что мы установили в тексте. Если чтение направлено на получение информации, задачи направлены на управление контентом. Если мы поговорим о материале, творческие задачи, чтобы выразить свои взгляды.

Во время тренировок, при использовании максимальной информации в упражнении учащиеся научились получать дополнительные и вторые факты при изучении творческих навыков, основанных на материале этого текста.

При выполнении этой работы вы можете сделать следующие выводы:

1. Чтение - это не только языковая подготовка, но и независимая форма речи. Следовательно, невозможно оценить его, необходимо извлечь уроки из текста, что он может изучить концепцию текста отдельно, не превращаясь в перевод.

2. Существуют различные классификации обучения в соответствии с различными функциями: аналитические и синтетические, переведенные и не готовые, готовые и т. Д., Все они очень важны на разных этапах обучения.

3. Чтение текстов не нужно повторять тему устной речи, но на знакомом языке незнакомая речь не должна превышать 2%. Они должны быть новыми для студентов, должны соответствовать своим интересам и возрасту, чтобы быть ценностью образования. Согласно этим критериям, наиболее подходящие, наиболее подходящие (научные) тексты.

4. В тексте существуют разные представления о работе. Некоторые авторы считают, что они нужны, в то время как другие считают, что они должны быть очень важными, потому что они очень важны, потому что они подготовлены и во -вторых, потому что они развивают репродуктивные навыки, потому что они обогащают и активируют серию студентов. Но в любой точке зрения вам нужно сначала работать с незнакомцами, используемыми, а затем контролировать понимание чтения, содержания, а затем вы начнете понимать значение значения [6]. Вышеуказанные типы регулярных работ проводятся в форме обсуждения в классе, а затем студенты могут предложить письменное задание по вопросам текста, творчески.

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АҒЫЛШЫН ТІЛІНІҢ МАҢЫЗДЫЛЫҒЫ МЕН ОНЫ ОҚУШЫЛАРҒА ҮЙРЕТУ ЖОЛДАРЫ

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Резюме: Почему английский настолько важен? Каждый пятый человек в мире говорит или, по крайней мере, понимает английский. На планете 400 миллионов носителей этого языка, и английский является официальным или одним из основных языков общения в более чем 50 странах. В то время как китайский, испанский, французский, русский и немецкий языки также могут похвастаться большим количеством носителей, а значение этих языков в последние десятилетия возросло, существует хорошая причина учить английский. Именно он остаётся наименьшим общим кратным для людей, которые встречаются и работают вместе в разных уголках планеты.

Summary: Why is English so important? Every fifth person in the world speaks or at least understands English. There are 400 million native speakers of this language on the planet, and English is the official or one of the main languages of communication in more than 50 countries. While Chinese, Spanish, French, Russian and German also boast a large number of native speakers, and the importance of these languages has increased in recent decades, there is a good reason to learn English. It remains the smallest common multiple for people who meet and work together in different parts of the world.

Ағылшын тілін үйренуді бастау үшін ең жақсы жас қандай?

Көп жылдық педагогикалық тәжірибеге сүйене отырып, мен сізге сабақты туғаннан бастауға кеңес беремін: баланы 1,5 жастан бастап ағылшын тілінде сөйлейтін орта бар сабақтарға қабылдауға болады. Егер бұл мүмкін болмаса, мектептің бірінші сыныбынан бастап ағылшын тілін үйрену қолайлы нұсқа болып табылады, бірақ 7 жылдан кейін ассимиляция жылдамдығы күрт төмендейді. Бала неғұрлым кішкентай болса, ол тілдерді оңай қабылдайды, өйткені шет тілінде сөйлеу ол үшін ойын. Осы мүмкіндікті пайдаланып, балаға шет тілінде оңай сөйлеуге мүмкіндік беру керек [1].

Үйде балаңызбен ағылшын тілін қалай үйренуге болады?

Сіз барлық қызықты нәрселерді өзіңіз жасай аласыз - тамақ пісіріңіз, маңызды тақырыптарды талқылаңыз, дүкенге барыңыз, киім таңдаңыз, бірақ тек ағылшын тілінде Корольдік отбасылардың тәжірибесін есте сақтаңыз: аптасына кем дегенде бір күн бүкіл отбасы француз тілінде сөйледі - осылайша болды. Балалар туыстары. Ағылшын тілінде субтитрлері бар мультфильмдер мен фильмдерді көру - тамаша отбасылық уақыт. Сіз кейіпкерлердің шынайы дауысын естисіз, табиғи ағылшын тілін естисіз және, әрине, ағылшын тілі балаға жақынырақ және сүйікті болады - бұл студент үшін ең маңызды нәрсе. Егер сіз қарапайым нәрселер туралы ағылшын тілінде сөйлей алсаңыз, оны жасаңыз [2].

Кітаптарды оқыңыз, аудио форматта әрекет ететін олардың дауысын тыңдаңыз. Сіз бейімделген кітаптардан бастай аласыз, содан кейін бейімделмеген кітаптарға ауыса аласыз. Барлық әрекеттерді аудармасыз тілдегі толыққанды сөйлемдермен сүйемелдеу. Егер ата-ананың тіл білімі жеткіліксіз болса, тіл үйренуге арналған арнайы топтарға хабарласуға болады. Бұл тәсілдің

жетістігі бір жыл мектепте оқығаннан гөрі екі аптада тілді жақсы меңгерген қаладағы «Сикырлы сарай суперқаһармандары» жазғы лагерінің ата-аналары мен балаларының тәжірибесінен көрінеді. Жоба бірнеше құрылымдардан тұрды: жұлдыз тәрізді үй 11 м, екі орындық "ракета" үйі 27 м, тұрмыстық қажеттіліктер үшін жақын жерде су асты гаражы мен қоймасы орналастырылды. Техникалық тұрғыдан жетілдірілген "Прекоинент-3" 100 м-ге төмендеді, сәттілікке қарамастан, Кустоның жұмысы қаржыландырылмады және жоба тоқтатылды. "Прекоинент "" күнсіз әлем " фильмінде көрсетілген, ал оның қалдықтары бүгінде сүңгу үшін декорация ретінде қолданылады [3].

Менің балама қосымша ағылшын тілі сабақтары қажет пе?

Орыс мектептерінде шет тілі бағдарламасы академиялық, грамматика және лексика тақырыптарына сәйкес құрылымдалған. Аналитикалық ойлау қабілеті бар балалар шақтарды, етістік формаларын және басқа грамматикалық күрделіліктерді сәтті түсінеді. Бірақ бұл әрқашан бала ағылшын тілінде сөйлей алады дегенді білдірмейді.

Шығармашылық қабілеті жоғары балалар грамматиканы оңай кездестірмейді және көбінесе тілге деген қызығушылығын жоғалтады. Бекер. Өйткені, егер оларға мүмкіндік берілсе, тілді интуитивті, оңай және табиғи түрде сөйлейтін олар.

Әрине, біз балаға қызықты болатын әрекеттерді ұсынамыз. Харизматикалық мұғалім, қызықты тақырыптар, қызықты тапсырмалар - мұның бәрі сіздің балаңызға ағылшын тілінде сөйлеуге мүмкіндік береді. Мысалы, біздің аспаздық сабақтарымызда немесе сабақтар ағылшын тілінде жүргізілетін Magic Castle Talent Academy-де кез келген бала өзіне қызықты бірдеңе жасап, сөйлей бастайды, тіл кедергісі ешқашан болмағандай жойылады. Кембридж емтиханына дайындық сабақтарында да балалар достары мен сүйікті мұғалімдерінің ортасында жобалар жасайды, ойындар ойнайды, өзекті тақырыптарды талқылайды және көңіл көтереді.

Сабақ барысында мұғалім өз сөз тіркестерін орыс тіліне аудармайтынына назар аударыңыз. Алғашқы сабақтардағы басқа балалардың немесе көмекшілердің шағын кеңестері есепке алынбайды, өйткені қалған уақытта бала ана тілінде сөйлейтін адаммен бірге ағылшын тілінің атмосферасына енеді [4].

Ағылшын тілінен қосымша сабақтарды таңдағанда нені ескеру маңызды ?

Балаларға арналған қосымша іс-шаралардың көптеген түрлері бар: курстар, әңгімелесу клубтары, лингвистикалық лагерьлер немесе тәрбиешімен жеке сабақтар. Әр нұсқада бағдарламаны кейіннен таңдау үшін бастапқы білім деңгейін дұрыс анықтау маңызды. Мұндай тестілеу тәжірибелі мұғалімге нақты және әлеуетті даму аймағын көрсетуге мүмкіндік береді. Біріншісі бар білімді, ал екіншісі - жақын болашақта қол жеткізуге болатын нәтижені білдіреді. Дұрыс ұйымдастырылған сабақтар – ағылшын тілін тиімді меңгерудің жолы. Ата-аналар баланың мұғаліммен қарым-қатынасына және сыныптардың құрылымына назар аударуы керек. Кез келген пайда болған қайшылықтарды шешу қажет, сабақ тек келесі ережені бір сарынды зерттеуден ғана емес, сонымен қатар ойын және қарым-қатынас техникасынан тұруы керек.

Студенттің үлгерімін бақылауды ұмытпаңыз. Мұғалімнен баланың жағдайы қалай, үлгерімі қаншалықты жақсы, қандай қиындықтар бар екенін сұрау керек.

Егер бала тілді үйренуден бас тартса, не істеу керек ?

Мұндай жағдайда оқушыны дұрыс ынталандыру маңызды. Әдетте, саналы мотивация, осы жаста болашақ мансаптық табыс туралы әңгімелесу сәттілікпен жабылмайды. Ақпаратты берудің жалықтырмайтын тәсілі көмектеседі: оқушы неғұрлым көңілді болса, соғұрлым ол сабаққа ықыласпен келеді. Оқытудың бұл әдісі тек оң мотивацияны, атап айтқанда, табысқа сыйақы беруді қамтиды. Баланы мақтау керек, бұл оның күш-жігерінің ақталғанын түсінуге көмектеседі. Қарама-қарсы әдіс (жаман баға, ата-анаға шағымдану) жұмыс істемейді, бұл шет тілдерін оқуда ғана емес, басқа пәндерде де одан бас тартқан жөн [5].

Тілді өздігінен үйренуді қалай бастау керек ?

Ата-аналар оқушымен шет тілін өз бетінше оқуға шешім қабылдаған жағдайда, мектептегі таныс мұғаліммен немесе мұғаліммен кеңескен дұрыс. Ол сізге дұрыс әдебиет пен оқыту әдісін таңдауға, олардың барлығымен танысуға және ең қолайлысын таңдауға көмектеседі.

Тіл үйренуге қандай материалдар қажет болады ?

Сөздіктер, анықтамалықтар, оқу құралдары, тілашарлар, көркем әдебиеттер, сонымен қатар газеттер мен журналдар. Ағылшын тіліндегі түсіндірме сөздіктер нәресте негізгі курсты меңгерген кезде пайдалы болады. Олар аударманы емес, ағылшын тіліндегі сөздің түсіндірмесін береді, бұл шет тілінде ойлауды үйренуге көмектеседі [6].

OGE және USE: «қызықты» мотивация жұмыс істемегенде.

«Оқушы неғұрлым көңілді болса, соғұрлым ол сабаққа ықыласпен барады» әдісі аймақтарда жақсы жұмыс істемейді. Шетелдіктер әр қадам сайын кездесетін Мәскеу мен Санкт-Петербургте балаға тіл үйренудің не үшін қажет екенін түсіну оңайырақ. Ағылшын тілінде сөйлейтін адамды теледидардан ғана көретін шағын қалаларда қарапайым мектепте оқитын балаларды тілде жетістікке жеткізу қиын. Жалғыз жақсы мотивация - 9 және 11 сыныптардағы міндетті ағылшын тілінен емтихан. Бұл жерде бала да, ата-ана да «мен қаламаймын» арқылы жұмыс істеуі керек, өйткені «мен керек». Бұл да плюс, өйткені ол баланың санасын дамытады және өте қызықты емес жұмысты білдірсе де, оның мақсатына қарай жылжи алады. Бұл жағдайда тыңдауды, грамматикамен жұмысты және тесттерді қызықты әрі стандартты мектеп тапсырмаларынан ерекшелендіретін оқулықты дұрыс таңдау маңызды [7].

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TEACHING A FOREIGN LANGUAGE IN THE CONDITIONS OF DISTANCE EDUCATION

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Түйін. Бұл мақалада шет тілін қашықтықтан оқыту принциптері, олардың түрлерімен әдістері қарастырылады. Оқу процесі көлемді, белгілі бір тәсілмен оқу процесінің әр түрлі түрлері бар. Дегенмен, Қашықтықтан оқытудың жалпы дидактикалық принциптерін, сондай-ақ қашықтықтан білім беру формасын қолдана отырып, шет тілінің шет тілінің коммуникативтік ұзы реттілігін үйрену қабілетін ажыратуға болады.

Аннотация: В данной статье рассматриваются принципы дистанционного обучения иностранному языку, их виды и методы. Процесс обучения объемный, существуют различные виды процесса обучения с определенным подходом. Тем не менее можно выделить общедидактические принципы дистанционного обучения, а также способность изучения иноязычной коммуникативной компетенции иностранного языка с помощью дистанционной формы образования.

Distance learning is a new form in which teachers and students interact with each other at a distance. This is one of the most modern forms of education, in which the educational needs of the student are met in a convenient mode for him; competent curricula are selected and developed.

Today, school education provides a wide range of forms and types of distance learning, such as various individual e-courses, video conferences, chat classes and other forms of communication organization within the online process. The organization of distance learning is based on the traditional model, to which all students are adapted. They communicate with teachers in the same way, follow their instructions and recommendations, answer teacher's questions and can interact with their peers virtually.

This form of training is suitable for:

1. children with diseases or disabilities;
2. students who are unable to attend an educational institution due to territorial remoteness;
3. young people who want to get additional education;

4. gifted children who need an individual pace of learning activities.

Electronic means of information exchange are mainly used in teaching, and the main part of the educational process does not require direct interaction of students with teachers. Also, the greatest responsibility for the productivity of work is assigned to the students themselves.

What are the peculiarities of distance learning? Its main feature is the mediated nature of communication between a teacher and a student and the associated limited opportunities for their interpersonal interaction. On the other hand, this form of education allows maximizing the independent work of students, which is especially important in terms of university education, as the future specialist should be able to organize their cognitive activity independently.

Distance learning involves a different form of presentation and interaction between the teacher and the student [1]. Of course, in terms of university education, students are most likely to have a conscious attitude to the learning process, a craving for self-education and self-realization, and sufficient computer skills.

From our point of view, the advantages of distance learning include:

- opportunities for students to choose their own time and space for studying;
- incentive to develop autonomy and self-discipline;
- a high level of convenience in training students burdened with families and work;
- mobility of the learning process, since the materials are available anywhere on any electronic devices.

In the system of distance learning, you can select a number of basic ways of transmitting information using:

- multimedia textbooks, teaching aids;
- computers and the Internet;
- radio and television;
- communication of teachers and students .

To date, almost all schools have introduced a system of electronic journals, with the help of which students receive assignments. Teachers give homework assignments that need to be sent in time via a special chat in an electronic journal or by mail. Most teachers organize a video tutorial using special online platforms, where it is necessary to use a microphone and a camera for a full immersion in the learning process and a certain control.

For a good result in distance learning of schoolchildren, it is necessary:

1. regular updating and systematization of educational and methodological resources;
2. organization of a unified electronic educational environment to ensure monitoring of the educational process, interaction of all users, support of participants in educational activities;
3. implementation of the educational process based on plans adapted to the specifics of the organization of training;
4. taking into account the individual characteristics of each student.

With distance learning, the learning process can take place in two modes. The first mode is online, in which studies and communication with the teacher are conducted in real time using information and communication technologies. The second is asynchronous, in which the student learns the educational material at any time convenient for him and passes it on time.

It is also necessary to note a number of difficulties that arise with the distance form of school education. For example, there are limited opportunities for pedagogical improvisation, a large teacher's labor input, students' independent comprehension of the necessary information and a strict time regime in which students must receive assignments, complete them quickly and have time to send them on time. Studying through Internet platforms, students can often be distracted by external factors, which brings down the pace of the lesson. This phenomenon has a bad effect on their academic performance. It is more difficult for some students to perceive the information received virtually, because they are used to the traditional form of education [2].

Another problem that has arisen is the technical equipment and stability of the Internet of teachers and students. The consequences of this are particularly alarming for low-income families. The closure of educational institutions exacerbates social inequality, because affluent families tend to have a higher level of education and more resources to provide alternative occupations. Another problem directly concerns people's health. Since everyone began to spend at least 4-5 hours a day at the monitor, the load on the eyes increased. In this regard, doctors recommend doing eye exercises from time to time to avoid negative consequences. No less important is the psychological component. Given that everyone is in a confined space for a long time and without communication with peers, negative and protest behavior may occur, which further affects the motivation and mood of the student.

A large number of students enroll in distance learning programs at all levels and try to successfully complete these programs. In the process of distance learning in various programs, students take various courses depending on their specialty. In fact, students' thoughts and perceptions about these courses and whether these courses meet their needs or not are of great importance for students' success and motivation. A number of studies emphasizes students' satisfaction with distance education programs. In a general sense, distance education, some call it open learning, is mainly intended for students who, for one reason or another, cannot attend full-time courses or programs. Students stay at home or in the office and follow the course, complete assignments and interact with each other and the teacher via the Internet. In other words, they take responsibility for their own learning, which means that student autonomy is of great importance. People prefer distance education because of the "convenience, flexibility and adaptability of this method of learning to the individual needs of students." In fact, distance education is emerging in the educational field as a new technology due to the growing demand for these flexible and convenient aspects. Oler emphasizes two aspects of distance education: "how it can change our approach to learning and how it can change us." In fact, what Oler

focuses on is related to innovations in education. Distance education is mainly growing due to the needs of students for lifelong learning [3].

The rapid spread of distance education in the world not only opens up great opportunities for students and teachers, but also creates many problems. Students are left unattended, self-directed, independent, and expected to be more autonomous. This freedom brings together a lot of questions, for example, does it lead to poor-quality education? Are the materials developed by specialized teachers used effectively, as in full-time distance education courses? Who controls the materials? etc. In addition to these negative opinions, some researchers claim that students are not alone in this process, but they are in constant interaction between teachers and their peers. Despite the apparent opposition to distance education, it seems that it will continue to attract the attention of educators, teachers and students in the future.

Distance education offers advantages to people who would like to receive education but who cannot do it for different reasons. It also removes physical barriers among learners and tutors and gives learners the chance to study whenever and wherever they want. Today, thanks to developments in Information and Communication Technologies (ICT), many technological tools have been used in distance education. As for language learning through distance education, distance education can be a good support for those who cannot go to language courses/schools due to reasons such as lack of time or cost.

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MULTIMEDIA PRESENTATIONS IN FOREIGN LANGUAGE COURSES

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Түйін: Мақалада ағылшын тілін оқыту үдерісінде жоба әдістемесін қолдану тәжірибесі қарастырылады. Электрондық презентациялар түріндегі жоба әдісі соңғы жылдары танымал болды. Ағылшын тілі сабағында презентацияларды пайдалану сабаққа жан-жақтылық қосады және оқушылардың пәнді оқытуға деген қызығушылығын арттырады, оқушылардың материалды тиімді меңгеруіне көмектеседі.

Резюме: В статье рассматривается опыт использования проектной методики в процессе обучения английскому языку. Проектный метод в виде электронных презентаций стал популярным в последние годы. Использование презентаций на уроках английского вносит разнообразие в урок и повышает интерес учащихся к преподаванию предмета, помогает учащимся эффективно усвоить материал.

Modern multimedia technologies have penetrated into various spheres of human activity and have firmly entered our lives. They are widely used in the educational process, providing high efficiency in teaching English. The greatest efficiency is demonstrated by the use of electronic presentations in the educational process, especially in cases where it is endowed with a methodological necessity and purpose.

Multimedia presentations present information that people can absorb most successfully because they present it in a vivid and accessible way that appeals to students' different senses. The visual range is provided with auditory and verbal accompaniment, as well as various schemes and diagrams that contribute to the systematization of the knowledge presented in the presentation. In the learning process, we use the project method in the form of electronic presentations, which has become very popular recently. The project method is a complex teaching method that allows the individualization of the learning process, allows the student to demonstrate his autonomy in the planning, organization and control of his activities. The project methodology allows individual work on a topic of great interest to each project participant, which undoubtedly increases the enthusiastic activity of the student.

The Power Point program allows computer technology-loving students to independently create impressive electronic presentations on the subject of their design work. The advantages of this design are obvious: visual appeal, ease of working with the program, the ability to adjust and change the format of ready slides, compatibility of information, visual and audio series, and ease of presentation.

At CHETK we teach English using the Planet of English textbook written jointly by GT Beskorovaina and the authors. This manual encourages students to reflect on the important issues of our time and encourages them to form their own opinions on controversial issues. Each semester of the English course, students are invited to work in groups on projects [1].

These projects are summaries of the topics covered, lexical and grammatical material. Students work on single projects, compile them into Power Point presentations, and then combine them into a group project. Work on projects is carried out for several weeks, during which students find the necessary material in Russian books and on the Internet, adapt and translate them into English, make presentations in slide show mode. In this case, the actions of the teacher are reduced to coordinating the actions of students, helping to find sources of information, quickly translating individual words and phrases.

By working with projects and their presentation, students have the opportunity to show their abilities, regardless of the quality of teaching, because "Power Point" shows where they have made mistakes in the spelling of English words, Accuracy of execution is also guaranteed by this program. All this does not destroy the creative approach to creating presentations, students' self-realization and self-improvement in the process.

The project method in English classes helps to identify important qualities such as leadership, the ability to work, to work in groups and together, to conduct research, to improve written and oral expression. Each student in the group will have the

opportunity to participate in the presentation. The teacher only coordinates the work of the students, answers questions and makes suggestions.

Project 1. Famous life. For the first project, students should research the lives of famous people and formulate questions to interrogate them: personal details of famous people; information about their family members; report on their living conditions; their normal working day; facts about studying at school/college/university; a description of their hobby. While working on the project, the students divide up the roles: producer who checks the plan and manages the program; speakers who host the program and talk about celebrities; interview journalists; script editor; an interior designer who decorates the studio and makes it pleasant and comfortable; photographers preparing a photo gallery; a sound engineer who finds good music to accompany the program.

Project number 2. In a few weeks, students must prepare the material for teaching the English language. Depending on the project, they should plan a city/neighbourhood bus tour. It is necessary to determine the route; number of stops; duration of the tour; curiosities, their history, interesting facts; history of local museums; the restaurants of the region, their cuisine and their specialties; the best shopping places, sports clubs, gyms, stadiums and more. and events held at local parks; sports stores and the products they sell.

Additionally, students must design a menu and price list for one of the restaurants and plan a bus tour. Roles assigned to students: guides who lead the visit and talk about various sites; restaurant review; sports specialist; commercial; photographers preparing a photo gallery; video engineers who make videos; a sound engineer who finds good music to accompany a presentation.

Project number 3. To implement the project, students should prepare a business card for Moscow; Collection of information about the state symbols of Russia; Consider an intercultural quiz on life in the UK; study the good and bad superstitions and beliefs of different English-speaking countries; list the advantages and disadvantages of living in a village/city/country. The roles assigned to the students are: specialists who offer the following subjects in history, ethnology, geography, folklore and ecology; editors decide what material will grab readers' attention, suggest topics, review and edit journalists' texts for accuracy, content, grammar and style; photographers prepare photo gallery.

Project number 4. A real specialist should be fully trained. For the project, students collect information about the Olympic Games; compile a book of interesting facts about various arts; explore some of the modern wonders of the world; list global environmental problems and suggest ways to solve them; describe what their profession will be like in the future. Roles: presenter leading the presentation; specialists in sport and the history of sport, art, science and technology, ecology, employment will present their reports and try to prove that a true professional must be well educated; photographers preparing a photo gallery; a sound engineer who finds good music to accompany a presentation. Students: "Why is it important for everyone to study the history of sport, art, science, environmental change?" should answer question [2].

While working on the project, students will discuss the following ideas:

- Whether sport, art, ancient, modern, religious, archaeological, science, etc.
However, history allows us to reflect on the past experience before us.

- The history of sport has many lessons for social change. - By discovering certain artists or certain periods of art, we can fully understand what happened in the historical, religious and political climate in which the art was born. Learning art allows us to learn to think critically about something.

- By studying the history of science, we can familiarize ourselves with the historical development of human understanding of the natural world.

- Studying the history of environmental change can improve human health and prevent the extinction of plants and animals that are destroying our ecosystems.

- History helps us to understand people and society.

The goal of teaching a foreign language is the communicative activity of students, that is, the practical learning of a foreign language. The task of the teacher is to activate the activity of each student, to create the conditions for his creative activity in the learning process.

The use of new information technologies not only revitalizes and diversifies the educational process, but also opens up great possibilities for the expansion of the educational system, undoubtedly has great motivational potential and contributes to the principles of individualization of education. 'education. Project activities give students the opportunity to act as an author, creator, to increase their creativity, not only to expand their general view of the world, but also to contribute to the expansion of linguistic knowledge.

Participation in projects increases the level of practical knowledge of the English language and computers and, above all, trains the skills of independent activity and initiative. During the project work, the student is responsible as an individual. The main thing is that the child, and not the teacher, determines what the project will contain, in what form and how it will be presented. A project is an opportunity for students to express their ideas in a creative and practical way.

Using the project methodology in the English lesson allows students to:

- obtain good results in learning a foreign language;
- have the opportunity to put into practice the skills acquired in computer courses;

- understand the need for interdisciplinary communication.

The project method has several advantages over traditional teaching methods.

Main advantages:

- increase students' motivation to learn English;
- visual integration of knowledge in different subjects;
- space for creative and constructive activity.

The use of presentations in the English class brings variety to the lesson and increases students' interest in teaching the subject, helps students learn material effectively, and saves the teacher's time on the visuals to show the material.

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ТІЛ МЕН МӘДЕНИЕТТІҢ ӨЗАРА БАЙЛАНЫСЫ

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Резюме: Опора национальной культуры в языке. Этническая, национальная культура казахского народа в основном отражена в языке. В связи с этим язык является одним из основных источников сохранения национальной культуры.

Summary: The support of national culture in the language. The ethnic, national culture of the Kazakh people is mainly reflected in the language. In this regard, the language is one of the main sources of preservation of national culture.

Ұлттық тілдің ерекшеліктерін, оның құпияларын, тілдің табиғатын, тілге деген көзқарасын, халықтың тарихын, идеялары мен мәдениетін, сондай-ақ оның күрделілігін қарастыруға көптеген ғалымдарымыз көңіл бөлген. 19 ғасырдың аяғы мен 20 ғасырдың басындағы ғылыми жаңалықтардың негізін қалаған ғалымдар арасында Гумбольдт Сепирде құрылды, содан кейін қазақ ғалымдары жасаған лингвомәдени бағдардың жаңаруына байланысты орыс ғалымдары жалғастырды. Тіл мен мәдениеттің негізгі категориясы-мәдени категория. Ғалымдар «мәдениет» терминін басқаша түсіндіреді. Қазақтілінің түсіндірмесөздігінің 456-бетінде: «мәдениет-адамзаттың өндірістік, әлеуметтік, ақыл-ой жетістіктерінің жиынтығы» деп жазылған, ал орыс сөздіктерінде: «Мәдениет-адамға мейірімді адамдардың одағы» деген пікірлер бар.

Жалпы, келесі анықтамаларды мәдениеттің әртүрлі шығармаларынан табуға болады:

1. Мәдениет-адам ақыл-ойы мен адамның барлық жетістіктері.
2. Мәдениет-бұл мыңдаған жылдар бойы халықтың еңбегі, онда қоғамдастық пен жеке адамды рухани ізденістер, халықтың даналығы, моральдық рәміздер шоғырланған. Адамзаттың рухы мен сыртқы келбеті, оның сөз бостандығы мен тарихи ойы, символизм, символдық жүйелер, тәжірибесіз тәжірибелер мен ілімдер, өмірлік сабақтар, дін мен тіл мәдениетке негізделген.
3. Мәдениет-адалдық. Мәдениеттің мәні - ол басынан бастап объективті шындықты ғана емес, сонымен бірге субъективті пайымдауды да қамтиды.
4. Мәдениет-адам өмірі мен іс-әрекетін ұйымдастырудың белгілі бір кезеңі, деңгейі, формасы мен түрі, адамзаттың рухани және материалдық игіліктерінің дәрежесі, адам шығармашылығы мен адам әлеуетінің тарихи дамуында.

5. Нормативтік. Бұл ереже және басқа ережелер қысқаша баяндалады. Бұл тұжырымдаманы Дж. М. Лоумен, Б. А. Успенскийдің адамдары қайтыс болды.

6. Руханият. Әзірлеушілер-бұл мәдени және ғылыми қауымдастық, сонымен қатар идеялар мен жұмыстар. Л. Кертман былай дейді: «қоғамның пеші және мәдениет мәдениеті».

7. Диалог. Бұл субъектілердің тілдік қатынастарына негізделген. Этникалық және ұлттық мәдениет екі топқа бөлінеді. Ұлттық мәдениеттің өзі субъективті мәдениеттен тұрады. Ол әлеуметтік топтар мен таптарды құрайды.

8. Дәл осы жерде мәдениет ақпаратты құруға, сақтауға, қолдануға және бөлісуге негізделген. Компьютерлік ақпарат алмасу арқылы мәдениетті талдауға болады.

9. Символдық Көрініс. Мұнда мәдени рәміздерге көбірек көңіл бөлінеді. Ю. М. Летман: «Мәдениет-бейбітшіліктің символы».

10. Типологиялық. Бұл басқа ұлттармен қарым-қатынаста да байқалады.

Қазіргі тіл білімін зерттеуде қарастырылған жаңа бағыттардың бірі тіл мен мәдениеттің байланыстарына арналған. Көптеген ғылыми еңбектерде ұлттық сананы, ұлттық рухты, тілдегі ұлттық құндылықтарды дамытуға бағытталған жұмыс туралы айтылады [1].

Бірқатар зерттеушілер тіл мәдениетті білдіру құралы ғана емес, сонымен бірге тілдің негізінде жатқан және ұлттық рухтың негізінде жатқан ұлы күш деп санайды. Тілдегі ұлттық мәдениеттің тірегі. Қазақ халқының этникалық, ұлттық мәдениеті негізінен тілде көрініс табады. Осыған байланысты тіл ұлттық мәдениетті сақтаудың негізгі көздерінің бірі болып табылады.

Корреспондент-ғалымдардың сөзіне сүйене келе айтатын болсақ кез келген тілдің қоғамда өзара байланысты үш функциясы бар. Оның негізгі қызметі-коммуникативті, яғни қарым-қатынас жасау, бір-бірін түсіну, пікір алмасу үшін қажет қоғам мүшелерінің қызметі. Оның екінші функциясы-сурет арқылы адамның баласына ерекше әсер ететін, оған рахат сыйлайтын көркем шығарманың тіліне тән эстетикалық қызмет. Тілдің бұл функциясы, әрине, жазушының шеберлігімен, сөз мәдениетімен тікелей байланысты. Ал ғылыми терминмен көрсетілген тілдің үшінші функциясы-тілдің қызметі. Бұл ғасырлар бойы туып-өскен және барлық қалыптасқан терминдерді жинақтап, оларды болашақ ұрпаққа құнды мұра ретінде беретін тілдің қасиетілігі, тіл фактілері мен фактілері-бұл адамға тән оқиға. Сондықтан өткен этностың тарихы мен этнографиялық байлығын біз бәрінен бұрын іздеуіміз керек [2].

Мәдениет адам қолымен жасалған материалдық құндылық болғандықтан, оны тек табиғи процесс деп тану мүмкін емес. Өйткені тіл-адам баласына берілген рухани құндылықтардың ең алғышарттарының бірі. Бір жағынан, мәдениет пен тілдің байланысы мазмұн мен форманың байланысы ретінде. Тіл мәдениеттің өмір формасы болса, мәдениет оның ішкі мазмұны болып табылады. Сондықтан тіл мен мәдениетті бір-бірімен Бөлуге болмайтын құбылыс деп айтуға болады.

Тіл әлеуметтік процесс болғандықтан, антропонимия саласындағы сөздер қоғамның өсуіне, дамуына байланысты семантикалық тұрғыдан өзгеріп,

жаңарады. Антропонимдердің құрамында ежелгі дәуірден шыққан ескі атаулармен қатар жаңа кезеңде пайда болғандар да басым. Антропонимдерде жеке сөздердің тарихы ғана емес, сонымен бірге халықтың тарихы, халық этнографиясының іздері, ұлттық мәдениет жатыр.

Әрине, ғаламның тілдік бейнесі, әр этноста әр түрлі ұлттық бірегейлік этностың тәжірибесімен, білімімен байланысты. Шынында да, тілдік белгінің таңбалау қызметі сыртқы әлеммен байланысты ғана емес, сонымен бірге адамның өмірде не көретіні, оның назары білімнің негізі болып табылады. Оның тілдік бейнесі, ұлттық рухани бірегейлігі әр халық арасында әр түрлі.

Әлем бейнесін салыстырмалы талдау арқылы ұлттық мәдениеттің, этностың (халықтың) ұлттық дүниетанымының айырмашылықтары мен айқас арналары танылады. Тілдер ұжымының мүшесі, Адам өзінің өмір сүруінің әр сәті туралы ойлағанда, ойланғанда және қорытынды жасағанда, ол ұсынатын тілдің иесі оның ғасырлар бойы жинақталған халық (этнос) біліміндегі жиынтығын өлшейді [3].

Белгілі бір халықтың болмысы, өркениеті, санасы мен сауаттылығы оның тілдік мәдениетімен, кеңдігімен, орамалымен және осы тілді қолданудың ұтымдылығымен өлшенеді. Ел егемендігін алғаннан кейін біздің ана тіліміз мемлекеттік мәртебеге ие болды және оны қолдану аясы кеңейді. Белгілі бір тілді мемлекеттік мәртебеге ие болу оңай шаруа емес. Өйткені тіл осы мемлекеттің иесі болып табылатын халықтың мүдделерінен туындауы керек және ол барлық салалардағы қажеттіліктерді қанағаттандыра алатын дәрежеде болуы керек.

Тіл мәселелерін оңтайлы шешу-ұлтаралық қатынастарды үйлестірудің, халықтарды топтастырудың және қоғамдық келісімді нығайтудың алғышарты. XX ғасырдың тоқсаныншы жылдарының жанартауы болған халықтың жүрегінің жалыны бүгінде баяулаған жоқ. Егер сіз сол жылдардағы жағдайды және қазіргі жағдайды салыстырсаңыз, бұған көз жеткізіңіз. Әрине, әлі де көптеген проблемалар бар, бірақ сіз аузыңызды айлакер шөппен сүртпеуіңіз керек. Қоғамда тілдің тағдыры туралы түсінік қалыптаса бастады. Бұл барлық ықтимал оң және теріс жақтарын бағалай отырып, осы уақытқа дейін жүргізіліп келе жатқан мемлекеттік тіл саясатының көрінісі іспеттес.

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FORMATION OF LEXICAL SKILLS OF STUDENTS BASED ON THE USE OF ENGLISH-LANGUAGE SIGNAGE

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Түйін: Мақалада шет тілін оқытуда белгілерді қолдану тақырыбы талқыланады. Ағылшын тілі-әлемнің көптеген елдерінде сөйлейтін тіл. Ағылшын тілі қазіргі адам үшін қажеттілікке айналды. Қажеттілік үйден шыққан кезде қала көшелерінде ағылшын тіліндегі сөздер көбірек пайда бола бастағандықтан, дүкен белгілерінің атаулары да, азық-түлік, тұрмыстық тауарлар және т. б., неге бұл орын алады, мүмкін қазіргі заманғы адам өзін ағылшын тілін білмей-ақ елестете алмайды?

Резюме: В статье обсуждается тема использования вывесок при обучении иностранному языку. Английский язык – это язык, на котором говорят во многих странах мира. Английский язык стал необходимостью для современного человека. Необходимость обусловлена тем, что, выходя из дома, на улицах города стали появляться все больше и больше англоязычных слов, как названия вывесок магазина, так и названия продуктов питания, хозяйственных товаров и т.д., почему же это происходит, возможно, современный человек уже не представляет себя без знаний английского языка?

Everyone, of course, has long known that knowledge of English can be very useful in life.

Firstly, knowing English, we can watch movies, TV intellectual TV shows, cartoons without translation and understand what is being discussed.

Secondly, you will always now have the opportunity to talk with interesting people on a very diverse topic in English, besides; you can always travel abroad as a tourist, which is much more convenient and cheaper.

What about hobbies? After all, everyone has a hobby - everyone has their own, but everyone loves music and song, it's not a secret. And knowing English, you will always know exactly what an American singer sings.

Besides, English is an international language of communication. By the way, more than one and a half billion people speak English, and the same number studies it. After all, almost all international conferences and competitions are held in English. First of all, English is a programming and computer language. The keyboard of all computers has keys in English (up - up; down - down; print - print; end - completion, end; home - home; backspace - back; enter - input, input, etc.). Computer games that both adults and children love to play today, they also often have English names (angry bird - angry bird; snake - snake, etc.).

English words and expressions come from our TV screens. Some TV shows have names in English (Comedy Club; Comedy Woman; Animal Planet, Discovery). How many English words flash in advertisements every day (LG - Goods for Life? English is in every one of our homes (Fairy; Head and Shoulders; Vanish; the word Notebook can often be seen on notebooks). How easy it is to learn the name of new countries if you look at the clothing label, which also says what material the thing is made of and how it should be washed.

Knowledge of English is considered highly prestigious. Often people, using English words or expressions, thereby want to look fashionable, using words such as: presentation, rating, talk show [1].

Another source of popularization of the English language is the so-called pop culture. The fascination with popular music of various genres and directions, American films has led to the fact that most Anglicisms have entered the Russian language without any obstacles and are used by most of the population.

Kazakh mass media, especially television, also contributes to the "Anglottisation" of the Kazakh and Russian languages. Words such as briefing, talk show, dog show have become widespread thanks to the media.

As observations have shown, many signs and store names in our cities are also indicated in English. Knowing the translation of these words to some extent facilitates the search for a particular product, perhaps the name itself suggests some information about the store. Many signs are decorated with English letters, but do not have any translation.

I would like to consider in more detail the use of English-language words, namely, on the signs of shops in Shymkent. First of all, it should be noted that the use of English-language words in the names of local stores is considered a modern and advanced marketing move to attract the attention of young people who are much more willing to spend money on purchases in "cool" outlets. Often the English word is used in its original spelling. As a first example, consider the sign above the home-made food store, which looks like this: FRESH MARKET. Two English words are used here. The store owners assume that their customers, modern educated people, will be able to read these English words in the original and understand their meaning. The word FRESH has taken root in the Russian language as a separate name for freshly squeezed juice, which also adds an element of freshness to the name of the store. And as for the word MARKET, its use is due to the fact that the compound words "supermarket", "hypermarket" has long been included in the Russian language as full members [2].

The owners of fashion clothing stores called befree and playToday went a similar way. A distinctive feature of these two names is the rhyming repetition of two English words. The first sign means "be free" in Russian, which emphasizes the freedom to choose your appearance. A reminder of the need to maintain the image of a free young person, most likely, distracts the attention of buyers from high prices. The second sign translates into Russian as "play today". The reference to a carefree pastime fits perfectly into the general idea of a successful young man who can afford beautiful and fashionable clothes. Any sign in Russian in a nearby store of similar clothing will definitely be perceived as something outdated and out of fashion. An additional showroom has also come into use with the meaning of an exclusive fashion show venue.

The Gloria Jeans sign is complemented by the phrase "fashionable clothes and accessories", emphasizing that the assortment of this store is not limited to jeans. And the gorgeous female name "Gloria" indicates the sophistication and sophistication of the brand.

Jewelry store-hypermarket-pawnshop with its SUNLIGHT sign, causes a positive mood of buyers and hints at the lightness and purity of the jewelry sold. The feeling of safety and novelty is enhanced by the bright illumination of English letters. The three-dimensional red letters of the EXtreme Gym signboard are bursting with incendiary energy and the heat of physical health. The crisscrossing stripes of the letter X indicate the initiative and exclusivity of this institution. The easily remembered rhyming name of the gym is fixed in the memory and attracts new customers from among young educated people.

In the modern world, we are constantly faced with English-language words, phrases and I would like to ask the following question, "Why every year in the cities of Kazakhstan we see more and more signs, store names in a foreign language"? The answer may be simple, English is an international language and perhaps this is an incentive to learn the language in order to understand what is happening around, perhaps someone will say: It's fashionable, stylish, unusual, sounds beautiful! I think a modern person cannot imagine himself without knowledge of English [3]. English as a school subject has been included since grade 3 and I know the basic expressions, you can get out of any situation. Signs with English words appear not only in large cities, but also in small ones. Knowing the translation of these words to some extent facilitates the search for a particular product, perhaps the name itself suggests some information about the store.

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АБАЙ ҚҰНАНБАЕВТЫҢ ШЫҒАРМАЛАРЫНЫҢ ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІНДЕГІ НҰСҚАСЫНА САЛҒАСТЫРМАЛЫ ТАЛДАУ

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Резюме: Эта статья написана сравнительному анализу произведений Абая Кунанбаева на казахском и английском языках

Summary: This article is written to the comparative analysis of the works of Abai Kunanbayev in Kazakh and English

Қазіргі отандық аудармада А.Құнанбаевтың шығармашылығы бойынша қолда бар ғылыми зерттеулер қорында функционалдығы, көркемдік, онтологиялық, эпистемологиялық параметрлер бойынша қазақ поэзиясында жаңа сөзге айналған ақынның эстетикалық жүйесіндегі жаңашыл өзгерістер бойынша жұмыстардың жетіспеушілігі сезіледі. Бұл ретте Абайдың метафоралық ойлау саласындағы жаңашылдығы, қазақ ақындары мен

жыраулардың Абайға дейінгі поэзиясының тәжірибесімен жинақталған канондық және формулалық метафоралар аясында байқалатын, бұрын дәстүрлі қазақ лиро-эпикасында белгісіз жаңа мағыналардың экспрессивтілігі мен жинақталуы тұрғысынан әлеуметтік және тарихи маңызы бар жаңа метафоралардың тұтас жүйесін құру мәселесі өзекті болып қала береді. Осыған байланысты Абай метафорасына жүгіну және орыс және ағылшын тілдері арқылы аударма деңгейлерін анықтау жаңартылған және жиі өзгертін Абай метафорасының маңызды мағыналары болып табылады [1].

Абай поэзиясын орыс тіліне аудару мәселелері бойынша белгілі бір жұмыстар бар, бірақ семантикалық инновациялар мен трансформацияларды, семантикалық өсімдерді, аллюзивтілік пен интермәтіндік ассоциацияны ескере отырып, метафоралардың аудармалық берілуі жеке ғылыми мәселе ретінде жеткілікті түрде қарастырылмаған. Аударматану компаративистикасы саласында салыстырмалы сипаттағы салыстырмалы сипаттағы жұмыстардың салыстырмалы аз саны, атап айтқанда, Абай метафораларының ағылшын тілі арқылы берілуін талдау байқалады, ал аударматанудың бұл аспектісі отандық филологиялық білім берудегі ағылшын тілінің өсіп келе жатқан рөлі мен орны тұрғысынан ерекше өзекті болып табылады.

Осыған байланысты жұмыстың өзектілігі қазіргі филология пәндеріне, оның ішінде пәнаралық тәсілге қол жеткізу тұрғысынан Абай метафораларын эстетикалық және әдеби түсіндіру, талдау, типологиялау және жіктеу қажеттілігімен, сондай-ақ аударма сәтсіздіктерін бірдей маңызды жүйелеумен орыс және ағылшын тілдері арқылы ақын метафораларының сәтті аударма хабарларын талдау және жалпылау негізінде әдістемелік ұсынымдар әзірлеу қажеттілігімен анықталады, қателіктер, қате есептеулер, Абай поэзиясын аудару тәжірибесімен жинақталған, соңғы жылдары Абай поэзиясы мен прозасын ағылшын тіліне, оның ішінде Халықаралық Қазақ Пен-клубының қызметі шеңберінде жаңа аударуға талпыныс жасалып жатқаны себебінен маңызды әдістемелік мәнге ие болады.

Қазіргі кезеңде қазақ поэзиясының қарқынды дамуы мен жаңару процесі, оның ішінде оның мәнерлі құралдарының корпусы байқалуына байланысты жаңа стильдік ағымдар пайда болуда, поэтикалық қағидаттардың маңыздылығы, Абайдың көркемдік әлемінің бүгінгі күнге дейін тартымдылығын сақтайтын бірегейлігі, оның сөз-образдармен бейнелеудегі жанашылдығының сипаты туралы мәселе шиеленісуде, – оның поэтикасы мен эстетикасының барлық аспектілері, әсіресе метафоралық ойлаудың өзіндік ерекшеліктері және әлемді бейнелі дамыту өзекті болып табылады.

Жыл сайын Абай поэзиясына және шет елдерде, Батыс пен шығыста әр түрлі елдерде қызығушылық артып келеді, Абай шығармаларының барлық жаңа аудармалары пайда болады. Бұл тұрғыда, әрине, жаңа аудармалар мен оның поэзиясын әлем халықтарының әртүрлі тілдеріне жариялау әрекеттерін талдау мен түсіну ерекше ғылыми маңызға ие [2].

Бір тілден екінші тілге аударылған мәтін жайында жазылған еңбектердің барлығында да сәйкестік, сәйкес болуы қажет, теңбе-теңдік, барабарлық, сайма-

сайлық, баламалылық дегендер сияқты ұғымдар мен түсініктер аталады. Бір байқағанда, мәселе түсінікті сияқты болып көрінеді, алайда біздің тарапымыздан жүргізілген зерделеу арқылы көптеген жайттарды нақтылаудың қажеттілігі белгілі болып отыр. Ең алдымен бұл мәселені анықтап алу үшін аударманың жалпы теориялық мәселелеріне тоқталып, тұжырымдар жасау қажет болады деп санаймыз.

Қазіргі тіл білімі қарастырып отырған және алдағы уақытта зерделенуі қажетті көптеген мәселелердің қатарында аударма деп аталатын тіларалық қызметтің прагматикалық және лингвистикалық аспектілерін зерттеу маңызды орын алып отыр, өйткені бұл мәдениеттердің байланысына, жаһандану үдерісіне тікелей қатысты. Бір тілден екінші тілге аударудың тілге қатысты мәселелерімен Ұлыбритания, Канада, Болгария, Франция, АҚШ, Ресей және көптеген басқа да елдердің ғалымдары терең шұғылдануда. Аударманың лингвистикалық теориясына О. Kade, J. Catford, R. Jakobson, K. Rais, E. A. Nida, Г. Егер, А. Федоров, Я. Рецкер, И. Ревзин, А. Швейцер, В. Коммисаров, Л. Бархударов, В. Виноградов елеулі еңбек сіңірді, ал қазақ тілтанымында бұл мәселеге назар аудару белгілі ғалымдар - А. Байтұрсынұлы мен Қ. Жұбановтың еңбектерінен бастау алып, әдебиеттанушылармен қатар (М. Әуезов, Ә. Нұрпейісов, М. Қаратаев, М. Жанғалин, Т. Ахтанов, Ә. Ипмағамбетов, С. Талжанов, Ә. Сатыбалдиев, Г. Бельгер, Ә. Қодар және т.б.) Ә. Айтбаев, Э. Сүлейменова, З. Ахметжанова, А. Алдашева, Н. Шәймерденова және осы ғалымдардың шәкірттерінің еңбектерінде жалғасын тапты. Абай өзінің жіберіп алған мүмкіндіктеріне өкініп, кейіннен балаларын орыс орта және жоғары білімімен қамтамасыз етуге тырысты. Ол өз балаларын ұлттың үлкен мақтауына лайық болу үшін мектепке оқуға жіберген қазақтар сияқты болғысы келмеді.

Шын мәнінде, мұндай қазақтар, мысалы, мамандығы бойынша полиция немесе заңгер болған балаларын сыбайлас жемқорлық немесе тонау сияқты қылмыстық бизнесі кезінде жазасыз қалу үшін пайдаланудың пайдасын көрді. Сондықтан, мұндай адамдардан айырмашылығы, Абай білім мен ғылымды мақсат етіп қойды. Бұл эмоционалды күй оның келесі өлеңінде көрініс тапты:

Children are one of the joys of life.

I'm not against teaching children.

I put my son in the madrasah, so that he could acquire knowledge
And not so that he could gain favour and status.

Үзінді Ричард Маккейн аударған "мен жас кезімде білімге онша мән бермедім" (1885) өлеңінен алынған.

Абайдың екінші ұлы қалалық мектепті бітіргеннен кейін Абай одан оқу ақысын алып, оны Түмен нақты мектебіне оқуға жіберді, онда оқушылар негізінен математика және жаратылыстану пәндерін оқиды. Сол күндері қазақтардың ешқайсысы өз балаларын Ресей қалаларына оқуға жіберіп, бұл үшін жылына жүз рубль жұмсаған жоқ.

Абдрахман университетті бітірген кезде ол Санкт-Петербург технологиялық университетіне түсіп, бұрынғы уездік бастық лосевпен кездесті,

ол оған Михайловское артиллерия мектебіне түсуге кеңес берді. Абдрахман Лосевтің кеңесін қабылдады. Ол әрқашан халыққа қызмет етуді өзінің міндеті деп санады.

Оның үстіне, ол мектепті бітіргеннен кейін үміт артты, бірақ өкінішке орай ата-анасы үшін сүйек туберкулезімен ауырып, 1895 жылы қайтыс болды. Бірақ ол әрі қарай оқып, әскери артиллерия академиясына түсуге дайындалды.

Орыс тіліндегі ғылыми еңбектерді зерттеу ақынның жаны Абайдың жанын оятты. Оның мұқтаж қазақ ақыны болуы мүмкін екенін түсінген Абай зайырлы қарбалас пен бос әңгімелерден аулақ болуға тырысты. Ол өзін шығармашылыққа арнауды шешті. Адамдар оны жалғыз қалдырмаса да, ол өз ойларын қағазға түсіру үшін кез-келген мүмкіндікті пайдаланып, надан адамдар оның жұмысын тоқтатқанға дейін басын сындырды. Абайға тәнті болған жастар оның шығармаларын қайта жазып, далаға тез таратты. Абайдың қазақ халқының кемшіліктерін сынға алған шығармалары бүкіл Қазақстанға таралды.

Абай өзін терең және қиын ойлайтын ақын ретінде сезініп, поэзияны Үстірт қабылдайтын ұмытшақ адамдарға деген қамқорлығы туралы өлеңдер жазды. Нағыз маңызды шығармашылық жұмысты бағалай алмайтын адамдар табылды:

Барлық жерде сіздің ақшаңыз адами құндылықтардың орнын алады,
Сондықтан Мен сізге тым ұятсыз болып көрінсем, мені кешіресіз.

Бұл үзінді Ольга Шарце аударған "поэтикалық сөйлеу, әдебиет ханшайымы, білдіреді" (1887) өлеңінен алынған [3].

Абайдың өлеңдері оның ащы сезіміне толы болды, оны түсінуге болады. Көрдіңіз бе, Абай үйіне жиналып, оның сөздерін тыңдап, ақынның нұсқауларына Мұқият қараудың орнына, оның кейбір туыстары оларды мағынасыз қабылдады, тіпті олардың мағынасын дұрыс түсінбеді. Бір қызығы, Абайдың туыстары оның өлеңдеріндегі өсиеттерін өтірік деп санауы жаңа шығарманы жасауға түрткі болды.

Мені құтқарыңыз - мен жүрегімді зұлым адамдардан қалай құтқара аламын-олардың шөптегі жыландар туралы жаман әңгімелері оны қырық бөлікке бөледі.

Those I loved are no longer.

My friend has turned into my enemy – light darkens with evil.

I cannot find support from anyone.

Мен жақсы көретіндер енді жоқ.

Менің досым менің жауыма айналды-жарықты зұлымдық көлеңкеде қалдырады.

Мен ешкімнен қолдау таба алмаймын.

Үзінді Ричард Маккейн аударған "мені құтқар – мен қалай сақтай аламын" (1886) өлеңінен алынған.

Ақырында, Абай қарапайым адамдарды бөлшектейтін партикуляризм мен кландылықтан шаршады. Ол адамдар адам табиғатын жетілдірудің мағынасын түсінбейтінін түсінді, нәтижесінде оның жаны қараңғы болды. Ол үйдегі адамдардан зейнетке шығуға деген ұмтылысы туралы келесі өлеңін жазды:

Мен надандықты мақтанышпен жек көрдім және менмендікпен оларды ақымақ деп атадым және өзімді алып мидың иесі деп санап, жасымды өзгертуге тырыстым.

Егер аудармашының аудару үдерісі барысындағы қызметі, түпнұсқа мен мәтін арасындағы байланысты орнату және оны жүзеге асыру басқа ғылым салалары арқылы анықталатын болса, аударма үдерісі мен нәтижесін тілдік талдау бойынша толық дәлелдеуге болатын аспектілер бар. Туындап отырған бірқатар мәселелердің алдыңғы қатарында бір тілден екінші тілге аударудың тілтанымдық аспектілерінің өзікті тұсы болып отырған жайт- аударма жасау барысында екі тілдегі сәйкестіктер мен ерекшеліктердің анықталуы. Белгілі аударматанушы ғалым Р. Якобсон: Айырмашылық бар жерде баламалылық, сәйкестік те болады, бұл тілдің, жалпы лингвистиканың ауқымды мәселелерінің бірі болып табылады, деп бағалаған болатын [4].

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NEOLOGISMS AS A LINGUISTIC PHENOMENON

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Түйін: Мақала неологизмдерді, яғни лексиканы зерттеуге арналған, оның жаңалығын ана тілінде сөйлейтіндер сезінеді. Ағылшын тіліндегі жаңа сөздердің шығу тегін анықтауға тырысамыз. Сонымен қатар неологизмдердің қазіргі қоғамдағы рөлі мен олардың пайда болуының алғышарттарына тоқталамыз.

Резюме: Статья посвящена исследованию неологизмов, то есть лексики, новизна которой ощущается носителями языка. Мы стараемся определить происхождение новых слов в английском языке. Также мы коснемся роли неологизмов в современном обществе и предпосылок их появления.

Our time is marked by rapid changes in the conditions of life of people around the world. The vocabulary of each language is constantly being reviewed, improved, and updated. Many words disappear from circulation, others, on the contrary, appear and begin to work for the speakers.

The words of a language can be structured in a variety of ways. For example, during certain periods of national development, many borrowings appeared in his language, which can be found, for example, at the present time. However, the replenishment of the original word is not a borrowing, but new word units based on the local dialect using word-building strategies.

The neological development of recent decades is clearly manifested in the media, in the discourse of journalists and literary criticism, which is especially quick to respond to social and linguistic changes. Neologisms are words that are completely

new groups of words for each period of history. Such words have not yet entered the active vocabulary, so they may be incomprehensible. The term "neologism" is applied to newly created elements of the language that fully correspond to the word-building models of an existing word or phrase in the language, meaning new, previously unknown concepts, absence, subject, science, profession, occupation, etc. industry.

The problem of neoplasms at different stages was considered by such scientists as V.V. Vinogradov, G.O. Vinokur and others. An important issue in the study is also the question of word formation [1].

As for the English language, the increasing influx of new words among native speakers and the urgent need for better translation gave rise to the creation of a separate science - neology. According to statistics, tens of thousands of new works appear annually in developed languages, and according to R. Burchfield, who worked on compiling a four-volume supplement to the Oxford English Dictionary, an average of 800 new books appear annually ("more than in any other linguistic world.") , testifying to the so-called "explosion of neologisms" ("neology blowup"

This sets the task for the English not only to prepare new words, but also to research them.

New words and phrases that arise to designate new concepts in science and technology appear as new words; which arise to express concepts already existing in the language, but which are expressed using new linguistic devices to create a description, are called stylistic neologisms.

Currently, English, like many other languages, is experiencing a "neological boom". A huge influx of new words and the need to explain them led to the creation of a special section of lexicography - neology - the science of neologisms. In particular, many new terms have appeared in the language of science and technology due to the rapid development of science and technology.

In modern English, there are many ways to form new words. However, not all of these techniques are used to the same extent, and the role of each of them in the process of word formation is not the same [2].

These words are only a temporary alternative. If a word begins to be actively used, it loses the sign of its novelty and becomes more and more used. Therefore, the concept of neologism changes over time, as follows: words remain new as long as speakers consider them new. There are many ways to create new words in modern English, including conjunctions, inflections, abbreviations, adjectives, suffixes, approximations and meanings, sound and stress changes (phonetic patterns), and more. New words appear in the English language almost daily. On the one hand, this is good, since the language is enriched, and on the other hand, it is bad that most neologisms are borrowings or distorted words.

Consider the most common of these ways of forming neologisms, namely:

- Affix way (prefix and suffix ways)
- Composition
- Conversion
- Reduction

- Borrowing from other languages
- Reverse derivation
- Fusion.
- Abbreviation.

Affixal units. A distinctive feature is education in scientific terms: for example, the suffix -on is used to create terms such as: gluon new elementary. In agricultural taxonomy, a new suffix -sol (from the Latin solum soil) is actively used to define different types of soils: aridisol (in the American version) desert soil, histosol wet soils, vertisol clay soils, hioxisol tropical soils. In the economic vocabulary - offshore, broker, hyperinflation, leasing, futures, broker. In the computer - a server, antivirus, animation, hard drive and others. For example, such new words as mass media, establishment, PR, VAT, lunch have appeared in the socio-political vocabulary. One of the most common multicomponent models has recently become a model with the word line, which is on the verge of complex words and phrases: straight-line responsibility direct responsibility; dotted-line responsibility shared responsibility; bottom-line final; top-of-the-line is the best [3].

This model is limited in use to situations of informal communication by representatives of business circles. Especially productive is the formation of nouns from adjectives ending in -ic, for example: acrylic, transuranic, tricyclic. So, neologisms are usually formed according to the laws of the corresponding language, according to its productive models of word formation. The very means of forming new words therefore often act as a stylistic device.

Prefix words show the main role of prefixes. The source of the appearance of prefixes is Latin, French and Greek: acro-, bio-, xeno-, micro-, euro-, tele-, etc. Their use is usually limited to scientific and technical fields.

In American informal communication, the prefix mega- is popular, acting as an intensifying particle.

Suffix units are more common in everyday communication, for example, the suffix -y / -ie, used in an ironic sense: weapy sentimental film; preppie student of a private privileged school (used with irony by the middle class).

Compounding is one of the oldest, most universal and widespread ways of word formation in the English language. Compounding is a fusion of two bases - homonymous word forms. For example, carryback - "carrying forward losses to an earlier period", think-tank - "collective brain".

According to the analysis of researchers over the past 25 years, 103 suffixes have been used in the formation of new words: -ability, -able, -ac, -acy, -ally, -ance, -ed, -ee, -eer, -eme, -er / or , -fest, -hood, -ic, -icity, -ify, -igenc, -in, -ish, -ist, -ional, -ing, -ly, -ness, -ology, etc. [4].

The analysis carried out allows us to draw the following conclusions: the replenishment of the vocabulary of the modern English language with neologisms occurs due to the action of various linguistic factors, but word composition is the most productive of them. The problem of neologisms in the English language remains not fully explored, however, whether it is possible to unambiguously study the problem and whether a universal classification of neologisms in the English language

will be singled out is a moot point, since the vocabulary is constantly evolving and, as a rule, based on words already available in a given language or borrowed from another language.

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THE ROLE OF TONGUE TWISTERS IN IMPROVING THE PRONUNCIATION

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Түйін: бұл мақалада әртүрлі жастағы студенттердің ағылшын тілінде сөздер айтылуын жетілдірдегі жаңылтпаштардың рөлі қарастырылады.

Резюме: в данной статье рассматривается роль скороговорок в улучшении произношения английских слов у студентов разных возрастных групп.

Language devices are a legacy of the oral tradition, and throughout history they have been used for a variety of purposes, from purely didactic to descriptive, as James Orchard Halliwell-Phillips, who provides three examples of language devices. In the Children's Rhymes of England, under the heading "Leathers," it is said that they are "used as a remedy for itching, and each should be recited three times in one breath, especially for service."

This is one of the three, and perhaps the most famous of them are:

Piper took a sip of the cucumber;

One Peter Piper pickled pepper;

If Peter Piper picked a cucumber,

Where does Peter Piper pick pickled peppers?

In the past, tongue twisters were considered the best possible pronunciation exercise because they provide repetition of a single sound or group of sounds along with the stress, rhythm, and intonation of natural speech. The modern era has preserved the didactic use of idioms, while adding another dimension to it: idioms have become "methods of speech correction strategies for native speakers." But the validity of this usage is questionable because "there is strong evidence that some children with early speech and language impairments can overcome their difficulties." Today, elementary school children are encouraged to distort their native language, often from first to fourth grade, to present it as a literary work derived from the oral tradition, and also to improve pronunciation.

However, along with the positive effect of improving pronunciation, there is also a negative effect of this kind of language distortion [1].

First, their early introduction can be traumatic for some children, which is evidenced by their participation in the activity in question, as well as in their immediate social group. In this case, the knowledge "most children come to school with themselves" should be used correctly.

For children, the trial and error system of learning something new is perfectly acceptable, and they begin each new activity with the confidence that, despite the passage of time, they will eventually reach their goal. In other words, for children, mistakes and failures are not humiliating, but discouraging. However, mistakes are often condemned in the school environment, therefore, children become embarrassed and nervous when they encounter problems, and when they misbehave with others, they hide their embarrassment with laughter, or, in turn, avoid disappointment and ridicule. they avoid this situation. Maybe they themselves understand the wrong things." With this in mind, teachers must ensure that children are thoroughly prepared for the upcoming activity, as language processing is more complex than other tools used in the classroom. Children need to be reminded that errors are made by both speech-disabled readers and standard-ability readers. It is obvious that the reading errors are from simple moments of the language, creating meaningless sentences, confusing the speaker, as in the example below. Anyone who tries to say that quickly has a weakness."

How many pages does one cut make?

What if the shredder tears the sheets?

Page cut can cut all pages,

If the paper cutter tears the sheets.

Teachers should do their best in these cases to teach other children to do the same without making fun of the speaker, because "young students are exposed to the lessons of the school years and it is important that they experience it and succeed from the beginning. to be."

Language impairment at a young age remains a controversial issue in foreign language education. They are often used in classrooms to improve pronunciation. The basis of this is that "phonological awareness in a foreign language, the ability to listen to some sounds and syllables that make up a word, develop from oral language activities, such as rhyming or singing, singing" [2]. In addition to the possible rude reception by classmates, the problem can arise because, as already mentioned, language twists are often meaningless, so their use can also seem meaningless to children.

It is important to note that children always and always create meaning and purpose for what adults say and ask them (and they) only make sense within their own limited and partial knowledge of the world.' Therefore, it is the duty of the teacher to make the children understand why language distortion is necessary.

A solution to this problem may be to encourage children to create their own native language patterns while checking their full understanding of the previous task. In addition, such a creative activity can serve the purpose of encouraging children to

use dictionaries, or introducing the concept of alliteration "as a source of formation of knowledge about letter sounds" is useful. Regardless of the purpose of the lesson, special care should always be taken not to overburden the students, because "high demands make them anxious and afraid of the foreign language." Therefore, when using language processing tools in language lessons, it is necessary to perform the following tasks:

- unity and unity of students;
- has meaning and purpose for students;
- clarity of language learning goals;
- has a beginning and an end and
- active participation of students.

Older students are no different from children in this area. They must also see the purpose and meaning of the task and clearly recognize the organization and interactivity of the task. They also have fragile egos and a sense of self-worth that they bring to the classroom. They may also give up easily if they feel they have failed. Then the following questions arise: How does the age of the students affect our attitude towards them? Are we encouraging a completely different approach to older students? Do we expect more or less from them? What type of activity do we think is suitable for them? These questions are best answered if we look for solutions through the lens of the previous discussion about children, given that often confident children will eventually become confident adults and look for signs that can help you identify potential problems.

All the older students were once children and became educated style and approach to learning from the first lesson. Every student in the classroom has a history of failure and failure, feelings of doubt or inadequacy. The teacher's job is to understand this and find ways to make all students feel comfortable, to create an environment where all students can express themselves freely and achieve their maximum potential.

Also, what should be taken into account when choosing an occupation for students is that it "matches their interest, language and level of maturity" [3]

With this in mind, a research project was undertaken to determine whether older learners view language distortion as something that can only be taught to children or as a learning resource that can be used with learners of all ages.

In short, there are many occasions where different types of poetry come into play teaching any foreign language "allows the learner to experience the power of the language beyond the normal written structure and vocabulary." letterhead or in books and experimental papers of other students [4].

However, in order for the tongue twister to achieve its goal and also help students relax, a small element of childishness should be kept. Usually, tongue twisters are perceived by students as a form of play, so it should be used as a fun, additional activity, because when the sense of play ceases and tongue twisters become a boring exercise, all the positive effects disappear. . If students find them in their student books, they automatically and automatically treat them as a task, not a game. Moreover, students' books usually contain a limited amount of linguistic

distortions, which inevitably lead to repetition when read-alouds are performed in classrooms. One language can be repeated several times in a short period of time, which leads to boredom of the students. Therefore, it is intended to include language twists as additional material in the lessons, so that they are not considered mandatory, only then their potential can be fully evaluated and used [5]. Another argument for this position is that students need to feel special, not just like most students, so bringing special materials to them is helpful and creates a positive attitude. It is also necessary to pay attention to the individual wishes of the students, and if some of them clearly do not like twisting the tongue, giving them various exercises is an effective solution.

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PROGRESSIV PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

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Түйін: Бұл мақалада мектептерде шет тілін оқытудың прогрессивті бағыттары қарастырылады. Осы мақсатта тұлғаны кәсіби іске асыруға қол жеткізу шет тілін оқыту әдістемесіне айналды. Шетел тілін оқыту әдістемесінде тұлғалық-бағдарлы, коммуникативтік және олардың негізгі сипаттамалары сияқты тәсілдер қарастырылып, олардың артықшылығы қарастырылады.

Резюме: В этой статье рассматриваются прогрессивные направления обучение иностранному языку в школе. Для этой цели в методике обучения иностранному языку стала достижение профессиональная реализация личности. Рассматриваются подходы, такие как личностно-ориентированное, коммуникативный и их основные характеристики, а также их преимущество в методике обучения иностранному языку.

The modern school is actively looking for ways to strengthen the developmental orientation of the traditional classroom system, where the main place should be occupied by the rational cognitive activity of students. The effectiveness of such a technique can be achieved by creating an integrated system of teaching aids. They should perform the function of managing cognitive activity and be devoted to active work on the formation of students' learning skills that are most suitable for the real conditions of the current educational process.

Progressive learning is designed to eliminate the main contradiction of traditional learning, which consists in underestimating the leading role of educational subjects, putting knowledge above the skills of using the product, underestimating the influence of a personal attitude on the actions taken based on its results. development of the student's personality as a subject of educational activity for the formation of potential opportunities, spiritual position, activity, independence and cognitive interest of students.

According to the concept of student-centered education, each student is a person with his own characteristics, values, attitude to the world around him, an active subject of the educational space - a personal attitude to learning. The study of any language, native or foreign, requires the use of almost all aspects of the student's subjective experience [1].

Depending on the specialty of the subject, a foreign language has an educational and developmental character and great opportunities, introduces students to models of world and domestic culture, introduces them to the dialogue of cultures, and develops them through language. The introduction of student-centered learning makes it possible to use the educational potential of a foreign language as a subject even more widely.

The most important principles of a student-centered lesson:

Using the child's subjective experience. On the basis of cooperation in the lesson, providing a personal important emotional connection of the teacher and students, encouraging them to achieve success by analyzing not only the result, but also the process of achieving it.

When implementing these principles, the information base of the lesson will really develop.

The use of specially designed didactic material in the lesson, the use of multi-level tasks that allow the student to choose the type and form of the material (verbal, graphic, symbolic) [2].

Directing students' activities to the development of intellectual skills, formation of learning activity (not providing learning information), development of components of learning activity (learning tasks, learning activity, self-monitoring, self-evaluation). .

At the end of the lesson, we discuss what we learned, what we liked (didn't like) and why, what I want to do again, what I need to do differently. Лаврентьев

Considering the practical goal of teaching a foreign language - teaching it as a means of communication, it is necessary to consider the principle of communicative orientation as one of the leading methodological principles. This means that teaching should be structured in such a way as to involve students in oral (listening, speaking) and written (reading, writing) communication. The use of active teaching methods ensures the transition from cognitive and explanatory learning to active developmental learning, which involves the replacement of monologic methods of presenting educational information with interactive forms of communication between teachers and students and between students. This is immediately reflected in the improvement of the quality of education. In such foreign language classes, students

do not get bored, do not neglect their studies, there is no time for this - everyone is busy with their own business.

Learning a foreign language includes the following goals: - the formation of certain skills; - development of certain speaking skills; - learning to communicate; - development of the necessary abilities and mental functions; - memorization of speech material. When choosing teaching methods, it is necessary to take into account the age characteristics of students. Active teaching methods include the use of games and game situations, the introduction of a problem situation into the lesson, the project method, the use of ICT, etc. Without game activity, fixing foreign vocabulary in the memory of students, in my opinion, is less effective and requires excessive mental stress. The game, as a means of providing a positive emotional state, increases the efficiency and interest of students in work, which affects the quality of assimilation of educational material.

Depending on the purpose of the lesson, T.A. Samoilova recommends using grammatical, lexical, phonetic, spelling, creative games [3]. Grammar games - the purpose of which is to teach the use of speech turns containing certain grammatical difficulties, the creation of a natural environment for the use of this speech turn, the development of creative activity and independence of students. Lexical games have the following goals - to train students to use vocabulary in situations close to the natural environment, to introduce word combinations, to activate verbal and mental activity, to develop students' speech reactions. Practice phonetic games and improve your pronunciation skills.

Spelling games. The purpose of these games is to practice writing English words. Some of the games are designed to train the memory of students; some are designed to teach some rules for writing English words. The purpose of creative games is to teach to understand the meaning of one sentence, to teach to highlight the main thing in the flow of information, to develop auditory memory. These games develop students' speaking and listening skills [4].

Presenting a problem situation encourages students to look for a new way of explaining or acting. A problem situation is an example of a productive action. Given the great and serious interest of students in information technology, it is necessary to use this opportunity as a means of developing motivation in an English lesson. Computer technology is perfectly woven into the various topics of the lesson.

Progressive-active teaching methods not only increase students' interest in the subject being studied, but also allow them to develop their creative independence, teach them to work with various sources of knowledge. In the course of such classes, favorable conditions are created for the comprehensive development of the individual.

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TEACHING READING TECHNIQUES

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Түйін: Оқу техникасын қалыптастыру алфавитпен оқу ережелерін меңгерумен байланысты. Әріптік-дыбыстық сәйкестік заңдылықтарын студенттер тиісті лексикамен танысқан кезде үренеді: әререже жеткілікті мысалдармен суреттелуі керек. Мағыналы бірліктер мағынасыз бірліктерге қарағанда оңайсіңіріледі.

Резюме Формирование техники чтения связывается с овладением алфавитом и правилами чтения. Закономерности буквенно-звуковых соответствий усваиваются учащимися по мере ознакомления с соответствующей лексикой: каждое правило должно иллюстрироваться достаточным количеством примеров. Осмысленные единицы усваиваются легче, чем неосмысленные. Читать надо на каждом занятии.

Let's consider the tasks of teaching reading at the present stage of the development of the education system.

Reading is an independent type of speech activity associated with the perception (reception) and understanding of information encoded by graphic signs.

At the initial stage of education (1-2 years of systematic language learning), students should master the letters of the alphabet of the English language, learn letter—to-letter correspondences, be able to read aloud and to themselves words, combinations of words, individual phrases and short coherent texts based on programming language material. One of the leading modern methodologists is E. I. Passov, who wrote a number of works on the methodology of teaching foreign languages, speech activity, planning a foreign language lesson, created a number of educational and methodological complexes for learning German. Since this work assumes consideration of teaching reading techniques based on the English language, it is advisable to consider only the general recommendations given by Passov in his works.

"From the point of view of psychology," writes O. A. Rozov, "reading is an extremely complex process of activity of the human nervous system, characterized by a huge amount of subconscious and conscious brain work." The ability to read is based on certain skills that must be formed by the teacher in the process of working in the classroom and at home. And the first of these skills is "the correlation of the visual image of a speech unit with its auditory—speech motor image." The sum of these skills is the reading technique.

In order to competently plan reading lessons, you need to know two things: first, what it means to be able to read, and secondly, by what means you can develop this skill. Let us turn to the opinion of Professor E. I. Passov [1].

"To be able to read is, first of all, to master the technique of reading, i.e. to instantly recognize visual images of speech units and to voice them in internal or external speech. Any speech unit is an operational unit of perception. Such a unit can be a word, or even a syllable (with poor reading technique), or a phrase of two or more words (syntagma) and even a whole complex phrase (and with speed reading — and a paragraph), the larger the operational unit of perception, the better the reading technique, and the better the reading technique, the higher the level understanding the text.

Being able to read also means instantly correlating lexical units and grammatical design with their meaning. Moreover, we mean a direct understanding of the semantic side of speech units. This understanding is largely based on how much the reader is able to anticipate (anticipate) both the semantic content of the text being read (meaningful anticipation) and individual grammatical forms (structural anticipation)."

Passov identifies several methods of teaching reading techniques at the present stage of the development of the methodology of teaching foreign languages: alphabetic (memorizing the names of letters, and then their combinations of two or three letters), sound (learning sounds and then combining them into words), syllabic (learning combinations of syllables), the method of whole words (memorizing whole words, sometimes phrases and even sentences — direct method), sound analytical-synthetic method, phonemic-graphical method. Let's consider the advantages and disadvantages of these methods [2].

The alphabetic method involves studying the reading of individual letters and their combinations without taking into account the fact that words consist of syllables and the reading of letter combinations depends on which syllable it is in. In addition, it is very difficult for elementary school students to memorize a huge number of rules without their specific application when reading.

In England, there was a period of passion for teaching a "whole-language approach". This has also spread to learning to read whole words and even phrases: listened — remembered and learned / read. This long-term experiment has led to a decrease in the literacy rate of students and school leavers. By the decision of the British government about ten years ago, it was decided to teach schoolchildren sound-letter correspondences or the so-called "phonics" ("phonics").

Of course, there are many words in the English language that need to be remembered, but even such cases are systematized and remembered as groups of special cases [3].

The sound analytical-synthetic method is the most attractive against the background of all of the above. In this case, the teacher not only teaches children to pronounce sounds correctly, shows articulation, but also teaches them to analyze these words, reinforcing this process with the most commonly used reading rules so that the student, when faced with an unfamiliar word, could guess for himself on the basis of his knowledge how it is read. It is advisable to focus on the most widely used methods of teaching reading techniques.

In modern methods, the method of oral advance is also distinguished in parallel, when students first study the basic conversational phrases of a foreign language and only then proceed to study the rules of reading and writing letters and letter combinations. That does not prevent the use of all the methods listed above, because it is carried out before studying letters and sounds. As S. F. Shatilov writes, this method eliminates two of the three difficulties: the assimilation of the sound image of the word and its meaning; the student can only associate a graphic image with a sound image, but not everyone can do this, especially difficult is the transition to reading after a long oral introductory course. Approximately an oral introductory course should take no more than 2-3 months [4].

In accordance with the proposed methodology, reading aloud is taught orally and is carried out using the following exercises:

- acquaintance with the letters of the alphabet and their voicing;
- reading individual words by keywords;
- reading grammatical structures with different lexical design;
- reading various structures organized in a logical sequence, etc.

This technique provides for several more points of exercises, but we are interested in the very first ones. During the first quarter, only the study of the rules of pronunciation of sounds is provided after the teacher, or after the speaker. Students learn the correct articulation of a sound; perform gymnastics for the tongue and lips, which subsequently help them, cope with the pronunciation of difficult sounds of the English language. The study takes place in several stages; first students listen to sounds, and then repeat them after the teacher, then repeat after the teacher words whose meanings are not translated by the teacher. Whenever possible, expressions are used in the lessons that allow you to consolidate the sounds you have passed — these are commands, teacher requests, appropriate vocabulary and grammar.

The study of the letters of the English alphabet and the rules of their reading and writing begins only at the end of the first quarter and goes on during the second and third quarters. Students begin to get acquainted with vowels and with the rules of their reading in open and closed syllables; training is conducted with the help of keywords. A card with a keyword is placed on the board, where the letter that is being studied is highlighted in red, and the unpronounceable e, if there is one, is blue. The teacher explains the reading of this word, reads it, the students read behind it, after which, by analogy, they read words that are read in the same way (for example, plate, name, table, place, etc.). In this case, the words should be selected in such a way that they are already known to all students by this moment. Next, students read special exercises according to the textbook. Learning to read vowels is conducted taking into account four different types of syllables [5].

Let's consider the types of exercises that a teacher can use in reading lessons.

The methodology of teaching reading at the initial stage offers the following exercises:

- writing letters, letter combinations, and words on a sample;
- finding pairs of letters (lowercase and uppercase);
- entering missing; missing letters;

— copying — writing — reading words in accordance with a certain feature (in alphabetical order, in the original form of the word, filling in the missing letters in the word, etc.);

— constructing words from scattered letters;

— search (reading, writing out, underlining) in the text of familiar, unfamiliar, international, etc. words (in different speed mode);

— reading text with missing letters / words, etc.

All these tasks can be given a playful character, for example: filling out crosswords, making puzzles, deciphering secret writing (reading text containing words with mixed letters), reading texts containing pictures instead of unfamiliar words, signing words under pictures, correlating drawings and recorded words, team games to identify the best readers, etc

Many methodists consider reading expanding syntagmas to be the most desirable exercise. This exercise has the following objectives:

a) increases the operational unit of text perception;

b) develops structural anticipation;

c) promotes the assimilation of new words, which may then occur in the text (develops contextual guess);

d) insists students to read the text, because it directs their thoughts in a certain direction (develops logical understanding).

The main advantage of reading expanding syntagmas, of course, is that this exercise helps to expand the field of coverage when reading: the student gets used to reading not by syllables, not by word by word, but by syntagmas, moreover, larger and larger each time. And the larger the unit of perception of the text becomes, the better the syntagmatism of reading, the semantic division of the text, and therefore, the higher the speed and better understanding.

Shakespeare?

Shakespeare is a poet.

He is an English poet.

Shakespeare is a great English poet.

As can be seen from the examples, syntagma (any phrase that has an independent meaning in speech) in each subsequent phrase spreads and expands, but not straightforwardly, but transforming. However, the keyword is repeated in every phrase, albeit in a new environment. In the first phrase, the meaning of a new word is given, in the following it must be understood without translation, and as a result of repeated perception, the student must remember it [6].

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THE LINGUISTIC AND CULTURAL ASPECT AS A MOTIVATION INCENTIVE IN TEACHING ENGLISH

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Түйін: Мақалада лингвистикалық және мәдени аспект ағылшын тілін оқытудағы мотивациялық ынталандыру ретінде зерттеледі.

Резюме: В статье рассматривается лингвокультурологический аспект как мотивационный стимул в обучении английскому языку

Modern education is undergoing changes in all areas. The globalization of the educational process, its humanization leaves their imprints on society in general and on its needs in particular. The blurring of borders between states gives a person freedom of movement, freedom of personal growth, the ability to choose where, how and what he wants to study. The educational systems of developed countries are also changing under the influence of the general trends of globalization. And this gives rise to the need for dialogue between cultures that have not previously interacted. The medium of such contact is primarily language, namely English, since it has long been recognized as an international language.

The goal of education is not just to train a competent specialist, but a competent person who can work in any environment and who has the ability to interact with representatives of the world community. A well-trained worker is competitive in the world market, can find his niche even in another country, having received the necessary work experience, which will later be able to apply the acquired knowledge for the benefit of society and himself. Hence, the proportion of the English language as a subject in the educational program of the country, which declares its readiness to participate in global processes, increases [1].

However, the difficulties with the definition of the concept of approach itself have not exhausted the controversial points. There are a fairly large number of different characteristics that make it possible to determine whether a particular process is an approach to learning or not. Thus, today in the teaching methodology there is no unified classification of existing approaches to teaching a foreign language.

For example, one of the points of view on the signs of defining approaches is given in the “New Dictionary of Methodological Terms and Concepts”: “The fundamental difference between existing approaches can be identified by establishing the following: on what method of language acquisition - intuitive or conscious - is the method built; whether the learning process provides support for the native language or such support is excluded; what form of mastering the types of speech activity is

recommended - sequential or parallel" Before considering the linguoculturological approach in teaching a foreign language, it is necessary to understand what scientific basis it relies on.

This approach is based on the science of linguoculturology, which arose in the 90s. XX century as a special field of science from the works of W. Humboldt, A. A. Potebnya, E. Sapir and others, and then grew into an independent field of research. The initial idea, from which several new areas of scientific knowledge about the relationship between language and culture developed at once, was the judgment of W. Humboldt: "language is the " folk spirit ", it is the " very being " of the people. Culture manifests itself primarily in language. He is the true reality of culture, he is able to introduce a person into culture. Language is a fixed view of culture on the universe and itself", from which the Sapir-Whorf hypothesis was subsequently formed "In the Sapir-Whorf hypothesis, the following main points stand out:

1. Language determines the way of thinking of the people speaking it.

2. The way of cognition of the real world depends on what languages the cognizing subjects think in" Consideration of theoretical sources and scientific works revealed the following situation in the formulation of the scientific foundations of linguoculturology. Maslova V.A.: "Cultural linguistics is a science that arose at the intersection of linguistics and cultural studies and studies the manifestations of the culture of the people, which are reflected and fixed in the language. "... is not a temporary union of linguistics and cultural studies, but an interdisciplinary branch of science, independent in its goals, objectives, methods and object of study" V. V. Vorobyov adheres to the point of view that linguoculturology is "a complex scientific discipline of a synthesizing type that studies the relationship and interaction of culture and language in its functioning and reflects this process as an integral structure of units in the unity of their linguistic and extralinguistic (cultural) content with help of systemic methods and with a focus on modern priorities and cultural institutions (a system of norms and universal values)"

According to the scientist, the object of linguoculturology is "the relationship and interaction of culture and language in the process of its functioning and the study of the interpretation of this interaction in a single system integrity", and the subject is "national forms of being of society, reproduced in the system of language communication and based on its cultural values" , - everything that makes up the "linguistic picture of the world"[2].

Cultural linguistics is distinguished by a number of specific features.

1. Cultural linguistics is a scientific discipline of a synthesizing type, bordering between the sciences that study culture and philology (linguistics), and not an aspect of language teaching, like linguistic and regional studies. Questions of language teaching are derivative here.

2. The main object of linguoculturology is the relationship and interaction of culture and language in the process of its functioning and the study of the interpretation of this interaction as a single systemic integrity. The main problems here are methodological (philosophical) and philological (linguistic, etc.).

3. The subject of the study of linguoculturology is the material and spiritual culture created by mankind, the systems of artifacts expressed in the language - everything that makes up the "linguistic picture of the world".

4. Linguoculturology focuses on a new system of cultural values put forward by new thinking, the modern life of society, on an objective interpretation of facts and information about the cultural life of the country 17 V. V. Krasnykh defines linguoculturology as "a discipline that studies the manifestation, reflection and fixation of culture in language and discourse, directly related to the study of the national picture of the world, linguistic consciousness, features of the mental-lingual complex"

However, the author does not make a clear distinction between ethnopsycholinguistics and linguoculturology: the similarity of their problems is revealed, research methods are generalized, and the Sapir-Whorf hypothesis is considered the source of both E. I. Zinovieva and E. E. Yurkov adhere to the point of view that it is possible to consider linguoculturology as a philological science [3]. They compile scientific works that consider linguoculturology as a science and formulate its object, subject, goals and objectives. In the work of E. I. Sheigal and V. A. Buryakovskaya, linguoculturology is defined as a discipline that studies "individual objects of the conceptual picture of the world and their understanding by public consciousness and language from the point of view of the object of reflection, one of which is ethnicity" Khrolenko A.T. in the textbook "linguoculturology" conducts a detailed analysis of the prerequisites for the separation of this branch from ethnolinguistics and substantiates linguoculturology as an independent science. "Cultural linguistics is the philosophy of language and culture.

The object of research is language and culture; subject - fundamental issues related to the transformative side of the relationship between language and culture: changes in the language and its units due to the dynamics of culture, as well as transformations in the structure and changes in the functioning of culture, predetermined by the linguistic implementation of cultural meanings [4].

The scientist says that, unlike ethnolinguistics, which gravitates towards diachrony, linguoculturology considers the phenomena of the interaction of language and culture in synchrony. "Linguoculturology is characterized by a synchronous orientation, i.e. "research and description of the interaction of language and culture in the range of modern cultural and national identity and its iconic presentation" The subject of linguoculturology should be the study and description of synchronously acting means and methods of interaction between language and culture. The goal of linguoculturology V.N. Teliya considers the identification of the "everyday" cultural and linguistic competence of the subjects of the linguocultural community [5].

Linguistic and cultural approach in teaching a foreign language still only defending its place in the methodological system. Analysis of relevant literature made it possible to distinguish between the concepts of method and approach to teaching, consider existing approaches and determine basic components of the linguoculturological approach and the main differences from the rest.

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THE PROBLEM OF TEACHING ADULTS A FOREIGN LANGUAGE BY THE EXAMPLE OF ENGLISH GRAMMAR (INITIAL STAGE)

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Түйін: Ересектерге шет тілін үйрету мәселесі қарастырылып, бұл мәселені шешудің кейбір жолдары ұсынылды.

Аннотация: Рассмотрена проблема обучения взрослых иностранному языку и предложены некоторые пути решения этой проблемы.

In the current political and economic conditions of the development of society, the role of language education is steadily increasing. A foreign language is a tool that allows a person not only to freely navigate in modern society, but also to qualitatively perform their professional functions, expand their professional and cultural horizons in the process of familiarizing themselves with various sources of information [1].

A foreign language as an academic subject occupies one of the leading positions at school. There are several options for starting the study of the first, second, and in some cases third foreign language as part of school education. The number of teaching hours devoted to learning the language is increasing, it is proposed to attend extracurricular classes with the aim of practical use of the studied language as a means of communication. This system of teaching a foreign language allows the introduction of new effective forms and technologies of learning, which leads to the most successful achievement of the ultimate goal - the formation of communicative competence among students.

Within the framework of vocational education, there is a system of teaching a foreign language as a subject and as a profession.

In the postgraduate period, if there is a need for primary acquisition, as well as the improvement of existing language knowledge, there is the possibility of visiting language schools, courses, additional education programs. Here we are talking about the so-called adult learners who have educational and professional experience behind them. Despite the existing options for adults to receive language education, the issue of organizing their education remains problematic due to its insufficient development.

The practice of working with groups of adults studying in the program of additional education and in language schools encourages us to address this issue. The first point that you need to pay attention to before proceeding to a specific methodological design of practical classes is to identify the goals of learning a foreign language among students. The goals can be different: work abroad, participation in international conferences, study at higher educational institutions, business correspondence, participation in negotiations, tourism and others. The diversity of goals among students in one group does not allow us to talk about the so-called homogeneity of the group, which is a certain problem when planning educational work. In order to make foreign language teaching of adults more successful, it is advisable to divide them into two groups: with an emphasis on reading and writing and with an emphasis on speaking and listening.

The main tasks of the second group are the understanding of sounding speech and the establishment of speech interaction between communicants. If the leading types of speech activity in the first group are reading and writing, and in the second - speaking and listening, this does not mean that the students of the first group will not learn to listen and speak, and the students of the second group will read texts and perform written exercises. This approach will allow you to choose such a method of work in each group that will allow you to effectively and in a relatively short time to achieve the intended goal of learning a foreign language (participate in negotiations, write a business letter or reply to it, etc.).

It is necessary to organize the learning process taking into account the psychological characteristics of adult learners and using appropriate pedagogical principles. As psychological features, the following can be distinguished: the presence of fears (I have no ability for foreign languages) or, conversely, an overestimated self-esteem; the presence of a tendency to self-government, a high level of independence of action and decision-making; purposeful performance of actions, the ability to work in a team [2].

Therefore, adult education should be built on such pedagogical principles as reliance on experience, individualization, joint activities, the priority of independent learning, and the practical orientation of classes [3].

An important point in adult education is the position of the teacher. He is no longer just a teacher, a consultant, but a partner, an assistant.

At the first lesson, the teacher introduces students to the learning system in the classroom and the technology of independent work on a foreign language at home. Since there is a false belief among adults that one can master a language only by attending classroom classes, it is necessary to emphasize the special importance of independent work at home and point out that achieving the desired result without it is simply impossible. Many representatives of this group of trainees, due to their adulthood, have forgotten how to learn.

They have to remember or relearn learning technologies. If in the classroom the learning process is organized and directed by the teacher, then at home adults are faced with the problem of inability to plan and carry out their actions aimed at

independent homework. Here, specific recommendations on the organization of educational work on a foreign language outside the classroom will help:

- “Wenn Sie zu Hause wiederholen, üben Sie oder auch neu lernen wollen, warten Sie nicht bis zur letzten Minute vor dem Kurstag. Verteilen Sie Ihr Lernen auf möglichst kleine Portionen” (When you are learning new material or reviewing it at home, doing exercises, do not wait until the last minute before taking classes. Divide the learning material into small portions);

- “Wenn Sie jeden Tag ein wenig Deutsch lernen auch wenn es nur ca. 20 minutes sind

– haben Sie gute Aussichten auf Erfolg, den Sie bleiben dann "in der Sprache" (If you practice a little German every day, at least 20 minutes, you will have good prospects for success, since you will remain constantly "in language");

Language acquisition by adults in specially organized conditions is a complex process, during which knowledge, skills, and abilities are acquired once and for all, as in many other disciplines, but require constant training and practice [4].

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THE IMPORTANCE OF TEACHING PRONUNCIATION AT ENGLISH LANGUAGE LESSONS

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Түйін: Мақалада ағылшын тілі сабақтарында айтылымды оқытудың ерекшеліктері қарастырылып, оқушылардың дұрыс сөйлеу дағдыларын дамытудың маңызды аспектілері сипатталған. Тілді меңгерудің бастапқы деңгейіндегі айтылым бойынша жұмыстың кейбір кезеңдері қарастырылады.

Резюме: В статье рассмотрены особенности обучения произношению на занятиях английского языка, описаны значимые аспекты для развития правильных речевых навыков учащихся. Рассматриваются некоторые этапы работы над произношением на начальном уровне овладения языком.

This article is about pronunciation and how important it is in teaching English and how it affects other English language skills. Pronunciation is a more important and general sign of communication than is commonly believed. This is the most important starting point for any spoken language, as ideas must be correctly

expressed in order to be heard and thus become a message that can be conveyed to another person. Pronunciation is required not only in order to speak, but also in order to communicate and convey meaning to another person, that is, to give meaning in an audible and understandable form. Human pronunciation provides the listener with the necessary clarity to separate words from the flow of speech and arrange them into meaningful and understandable patterns, as well as displaying information about the speaker and the context of communication that leaves a certain impression and establishes common ground between the speaker and the listener, which is necessary for effective communication. In both aspects, pronunciation is the basis for conveying messages in speech - by expressing words and their combinations in grammatical and rhetorical units, as well as by projecting many aspects of social and contextual meaning [1].

Recently, there has been an increased interest in foreign languages, especially English, in Kazakhstan. This is explained by the role and place of the English language in the modern world: the development of commercial and economic relations with English-speaking countries, the emergence of the world computer network Internet, as well as the opportunity to travel, work and rest abroad. The first acquaintance with the language takes place at the sound, phonetic level, therefore, the formation of pronunciation skills at the initial stage of learning is one of the main tasks. Pronunciation is a kind of "calling card" of the speaker, because the first thing we pay attention to when communicating with a person is the purity and correctness of his speech, which is important not only in English, but also in other languages [2].

Pronunciation in English plays one of the most important roles, but, unfortunately, correct English pronunciation is very rare even among foreign language teachers. Many people do not base and do not understand the meaning of pronunciation, they prefer the grammar-translation system, which consists in the rote memorization of words and the study of rules. In fact, it is necessary to train English pronunciation from the very beginning of learning a foreign language. Otherwise, it will be quite difficult to correct and catch up on rooted errors [3].

Like any other language, there are almost as many ways to pronounce English as there are native English speakers. Not only do we find different accents in regions within a country, but no two people in the same region can't have exactly the same pronunciation. English is perhaps especially volatile due to its being used worldwide as a first or second language; so we refer to varieties of English as "British", "American", "Australian", "Indian", "Malaysian", etc., based in part on their differences in pronunciation. The growing use of English as an international language as a means of communication between speakers of different mother tongues is likely to lead to the development of new varieties [4].

Without the correct pronunciation, the manifestation of the communicative function of the language is not possible. Knowledge of languages today promises tempting prospects not only in career terms, but also in personal terms. Speaking fluently, for example, in English, you can easily go to any point on the Earth and not be afraid of being misunderstood. You can also make new interesting acquaintances, thereby enriching your own cultural knowledge, and strengthening friendly ties

around the planet. Learning to pronounce the English language and personal perseverance in achieving this goal will help to achieve all this.

It is generally accepted that pronunciation is the first and most important thing that native speakers pay attention to during a conversation. Knowledge of grammar and vocabulary is significant, but useless if the speaker cannot pronounce these structures or words correctly. Also, native speakers are more likely to understand someone, even with grammatical errors, if that person uses the correct pronunciation. When mispronounced, even the simplest words make it difficult for the speaker to communicate effectively in English.

To emphasize the importance of pronunciation, we will give an anecdote about bad pronunciation. After returning from a vacation in the US, a friend of Tom's said the following: "Whenever I talked to a person in America, I was constantly asked: "What? What?". I repeated my phrase over and over. Finally, they said: "Ah-ah!" and then say my phrase using exactly my words! It was very humiliating. My words and grammar were good, but no one could understand me just because of my pronunciation. Now I am very motivated to learn English". This example demonstrates that the correct pronunciation guarantees communicative effectiveness. This experience emphasizes that pronunciation is an integral part of communication. It can be concluded that without correct pronunciation, no one can say that he knows English [5].

Before you fully immerse yourself in the English language, read and, with all this, pronounce words correctly, you need to study the transcription of English letters, given that in English pronunciation everything is different than in Russian. In many languages, "how a word is spelled is how it is pronounced." In English, almost always every word does not correspond to how it looks in writing. Some English words in writing are reflected in the same way, but their pronunciation is completely different (it depends on the context), while some, on the contrary, are pronounced exactly the same, but at the same time they have completely different meanings and are written differently. Based on all this, everyone who studies English should, first of all, understand how to read transcription signs. Without knowledge of these fundamentals, the student will not be able to move forward in learning the language, and one should not forget about the exceptions that "fill the expanses" of the English language.

So, at the initial stage, it is necessary to teach children to pronounce sounds the way native English speakers do. If you do not pay due attention to pronunciation, then the articulatory apparatus of students will get used to the incorrect articulation of sound, will not be able to correctly intonate their speech, then it will be very difficult to relearn later, and the sound of speech will be non-English [6]. In addition, the correctness of English pronunciation affects the meaning of the statement. For example, the length and shortness of vowels, the sonority and deafening of consonants have a semantic difference: ship - sheep, send - sent, bed - bet, etc.

Pronunciation training is a program requirement, since without it it's impossible to master all types of speech activity in a foreign language, including speaking and reading aloud.

The initial stage of the first year of teaching a foreign language is the most responsible for the teacher, as it largely determines the success of further education.

Teaching phonetics as an effective process requires the student to know the structure of the speech apparatus, which is a complex methodological task, because this information is the most difficult for students at this stage and requires a lot of time and effort from students. teacher and students. Nevertheless, this investment of time and effort will pay off if students master these skills in a strictly designed minimum material at the initial stage, which will provide a motivational level and a reliable basis for the formation of other speech activities.

The main task at this stage is the formation of fundamental skills of foreign language communication. From the realization of the opportunity to correctly and beautifully express the same thought in another language, including linguistic guesses and the ability to express a personal attitude to the perceived information. And the purpose of this work is to teach the formation of speech pronunciation skills using the proposed exercises for mastering the sound structure of the English language.

Let's consider activities which Adam Brown advises to be used during the lesson [7]. Pay attention on them. Here are some fun activities to help your students become more sensitive to accents; listening to native regional accents, teaching you a phrase in their language and impersonations. **Impersonations can be a class activity.** For example, students can impersonate famous people, whether fictional or newsworthy. The idea is to have them take on a whole different identity and try out the pronunciation that goes with it. Often, your students will produce the best English pronunciation of their lives when impersonating someone else. Be sure to record them since it proves that they can use an English accent in a conversation or monologue.

The next one is loosen a student's grip on accents is by having them teach you a phrase in their language for you to repeat with your own accent. See if you can get students to imitate you afterwards. Silly as it sounds, this will give them insight into key phonemes and how one's native language can interfere with the target language. Most of us have put on a ridiculous, heavy native language accent at some point when we spoke in English. It was usually to get a laugh out of the rest of the room. But, it is fun, and students realize that if they can sound American/British/Australia/Canadian/ or whatever in their language, they probably do it in English [8]. Indeed, it can be fun listening to a Japanese student imitating an American trying to speak Japanese, then watching their amazement at their pronunciation in English has improved.

The following tip "Listen to accents" means **getting tapes and videos of English from other parts of the world.** Play or watch them, and have the students pick a few sentences out for you to repeat. Let the students see if they can hear the differences between your English and the English on the recording. Then have them try repeating the phrases in your accent and the other accents. It's fun, gets people laughing, and helps students realize there are many correct ways to speak.

Teaching pronunciation can be fun, easy, and quite a learning experience for yourself and your students. So take a few ideas from here, a few from your textbook,

and give it 10-15 minutes every class. You will see quite a difference in pronunciation, attitude, and overall language skills with time. Pronunciation is a very important component of oral communication and, like other components of language, it should be taught as part of an integrated, interdependent system. Pronunciation skills are interrelated with other areas such as listening comprehension, reading and writing, and grammar. Given these interrelationships, it is critical to consider student pronunciation needs early and throughout the curriculum [9].

In conclusion, we can say that the pronunciation characteristics of speaking can be considered its essential characteristics, since a violation of pronunciation norms often prevents communication itself. The pronunciation side of speaking has its own parameters: acoustic, motor and semantic. In each language, these parameters have their own specifics, and their stability is the basis of the pronunciation normativeness of speech. Undoubtedly, the pronunciation has a very important role not only in teaching English but also in other languages. Teaching English pronunciation begins from the first lesson and continues throughout the entire learning process. Despite the fact that learning pronunciation is a rather complicated process, teachers should pay increased attention to this and carefully teach the correct pronunciation.

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DIFFERENT WAYS OF VOCABULARY PRESENTATION AT ENGLISH LESSONS

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Түйін: Мақалада ағылшын тілі сабақтарында лексикалық материалды берудің әртүрлі жолдары қарастырылады. Сыныпта оқушылардың жаңа сөздік қорын бекіту үшін жаттығулардың кейбір түрлері мен ойын әдістері сипатталған.

Резюме: В статье рассматриваются различные способы презентации лексического материала на занятиях английского языка. Описаны некоторые виды упражнений и игровых приемов для закрепления новой лексики учащимися на уроках.

Vocabulary is one of the most important components in the system of teaching a foreign language. Without it, it is impossible to produce speech activities: listening, speaking, reading and writing. This suggests that the study of new vocabulary should take place at every lesson of a foreign language and the teacher must pay due attention to the process of learning this section of the language. “Word-clothes of all facts, all thoughts”, - M. Gorky wrote. Mastering vocabulary also occupies a special place in teaching foreign languages. Among the studied aspects of the language and the existing types of speech activity, there is hardly a more significant, fundamental aspect that can make it possible to express their thoughts using a different sign system. Even knowing a limited number of foreign words allows a person to feel more confident when, for example, while traveling abroad. The ability to name at least a few items in English is a powerful motivating factor for a preschooler, as it also creates a sense of knowledge of a foreign language. It is impossible to speak a foreign language without having an elementary vocabulary. Words fill our speech with content and meaning, help express intentions, feelings, desires, achieve help and understanding. Therefore, the mastery of the lexical side of speech seems to be the most important from a psychological point of view [1].

Learning the vocabulary of a foreign language is a process of expanding vocabulary, which includes three stages:

- 1) familiarization with new material (introduction and explanation of words, phrases);
- 2) training in the use of lexical units (primary reinforcement);
- 3) the use of lexical units (inclusion of words in speech activity).

To learn new words and phrases, all types of memory are necessary: visual (it trains as a result of reading and writing words); auditory (develops with the perception of oral foreign speech by ear); motor (her work is associated with the activation of the organs of speech and the written use of words), and, finally, logical (with its help, there is a complete understanding and awareness of the material received). K. D. Ushinsky wrote that in order to memorize information, it is important “that as many sense organs as possible – the eye, ear, voice, the feeling of muscular movements, and even, if possible, smell and taste, take part in the act of memorization.” “With such friendly cooperation of all organs in the act of assimilation,” Ushinsky pointed out, “you will defeat the laziest memory” [2].

Schoolchildren need to master the lexical minimum established by the school curriculum and firmly fix it in their memory so that students can easily use it as an active vocabulary in any situation. The most frequently practiced methods at school in the process of teaching a foreign language should be considered: demonstration, explanation and exercises. In our time, such a direction as the methodology of technical means in teaching foreign languages is also developing. Interactive methods and forms can be considered universal, interesting, and exciting. They help to make the lesson dynamic, more intense, create a positive emotional mood for students.

Practice convincingly confirms that sound visibility alone is not enough for complete absorption. We are constantly confronted with the facts when students, even after repeated multiple perception of a word or phrase by ear and retention in memory, turn out to be helpless in writing this word form, and sometimes find it difficult even to recognize it. Apparently, it contributes to the speedy merging of the sound and letter complexes of the word form and its memorization. The inclusion of visual images of words is also justified by the fact that visual. The body image synthesizes the signals of other sense organs, “auditory sensations of orientation are based on a visually given subject” [3].

Taking into account that the channel of language acquisition is auditory-speech-motor analysis congestion and that listening precedes verbal communication, when building a complex of analysis. We strive to develop students' listening and pronunciation skills. I.V. Rakhmanov noted, that “every new word must be pronounced, only then it is learned. You can sit aloud or to yourself, but in both cases, a certain motor-auditory sensation that makes memorization of words possible” [4]. Abundant listening, on the one hand, contributes to the self-regulation of the auditory-speech-motor apparatus, it is very difficult voluntary control (especially for adults), and on the other hand, provides frequent the repetitions necessary for involuntary memorization. On this basis, in the process language learning should make maximum use of auditory means.

In connection with the above, we would like to highlight the following methods and techniques for studying vocabulary:

1. Using a dictionary.

The study of new vocabulary begins with a dictionary. Electronic dictionaries are now widely used. Their positive side is not only the superiority of books in terms of volume, but also the ability to quickly search for a word or phrase (literally in a few seconds). A greater number of neologisms, on the grounds that language is a reflection of the real life of people and their culture. In “paper” dictionaries all new vocabulary cannot be adequately reflected for the simple reason that they take too long to develop and quickly become obsolete. They do not indicate the modern meanings of old words, many new words are missing [5]. Electronic dictionaries are characterized by frequent version changes and constant feedback from thousands of users, which is an indisputable advantage. The most common dictionaries are ABBY Lingvo, Multitran, Multilex and Cambridge Dictionaries Online.

2. Song material and poems as a method of learning a foreign language.

Poems, songs, rhymes – this is a kind of work with which you can switch the child’s attention, relieve tension and cause a positive emotional state. Learning rhymes, poems correspond to the age and psychological characteristics of students. They are easy to memorize, have rhythm, sound repeatability. With the help of rhyme, lexical and grammatical structures in oral speech are easily activated. An important point of this method is the use of an authentic speech sample. Songs and poems have many advantages over prose material: they are easy to introduce, memorize. You can sing in chorus, thereby removing the psychological pressure from

insecure students. In genuine song material, there are often whole phrases and individual lexical units that are specific to colloquial speech [6].

3. Lexical games

Such games are situational exercises that create the opportunity for repetition of a speech model in conditions close to live communication with the corresponding signs – emotionality, spontaneity and purposefulness of influence. Lexical games focus students' attention on lexical material in order to help them illustrate and practice the use of words in speech communication situations and expand their vocabulary.

The use of lexical games in the assimilation of lexical material.

Learning words in any foreign language is a complex and often boring process. Lexical games come to the aid of the teacher as an important tool for practicing learned words. The purpose of such classes is to help students learn foreign vocabulary without “memorization”, as well as learn how to apply it correctly without tedious repetition. A full-fledged training by this method of teaching can only be compiled for preschoolers, but it is also necessary to introduce pupils at school and students into the pedagogical process. Lexical games have the following goals: training students in the use of vocabulary in situations close to the natural environment.

Activation of the speech-cognitive activity of students, development of students' speech reaction, acquaintance of students with the compatibility of words - with collocation. When studying vocabulary, at the time of the introduction of a lexical game, one should use visualization, which also contributes to a better assimilation of lexical units [7]. A competent teacher knows that correctly selected and well thought out tasks are an extremely effective method of developing and expanding the vocabulary of a foreign language. Therefore, games for mastering the vocabulary of the English language must meet a number of requirements in order to cope with the tasks. These tasks are selected taking into account the fact that children still do not know how to read and write. This applies not only to the English language which means that they can memorize new words only in a playful way and by ear.

Let's consider some game activities which can be used in teaching process. Kolesnikova I. E. describes them in the educational-methodological manual for teachers:

“Do you have a...”

The goal is to repeat words on the topic covered. The child takes an object from the teacher, depending on the material being studied, and hides it behind his back. For example, some stationary item, it can also be a picture. Children ask: Do you have a ... (and name the object, mouse, red pencil, etc. The same method helps in learning colors (of scarf, chair, etc). In the same way, you can work out the question Is it a

“Telephone”

The teacher whispers a word to the first participant. Next, the children transmit what they heard in each other's ear, as if “on the phone”. And the last participant voices what happened in the end. Children like this game very much, as often a hidden word like “cat” can turn into some kind of frog. It turns out to be very fun.

A game of selecting antonyms, associated words and onomatopoeic words for given words. What items will they write in the green (yellow, red, etc.) section? What items can be green? (green leaves, cucumbers, watermelon; yellow-leaves, autumn, sun, duck, dress).

Thereby, vocabulary is not a syllabus, i.e., a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques [8].

Thus, vocabulary is the central part of any language including English which is naming, forming and transmitting knowledge about any objects and phenomena as well. The study of vocabulary is an integral part of teaching a foreign language. Without which it is impossible to learn it. In this regard, the correct presentation of lexical material leads to the successful acquisition of knowledge, and a variety of teaching methods makes the educational process more exciting. Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

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ТІЛ МЕН ОЙЛАУДЫҢ ӨЗАРА САБАҚТАСТЫҒЫНДАҒЫ ЕРЕКШЕЛІКТЕР

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Резюме: Наиболее актуальным вопросом о взаимосвязи языка и мышления считается одна из самых сложных проблем не только общего языкознания, но и философии и психологии. Сложность проблемы связана с очень сложной природой мышления и природой языка. И звуковой язык, и абстрактное мышление-явления, присущие человеку. Оба эти явления характеризовались социальными и биологическими аспектами, соответствующими двойственной природе человека, охватывая их одинаково.

Summary: The most urgent question of the relationship between language and thinking is considered one of the most difficult problems not only of general linguistics, but also of philosophy and psychology. The complexity of the problem is related to the very complex nature of thinking and the nature of language. Both sound language and abstract thinking are phenomena inherent in man. Both of these phenomena were characterized by social and biological aspects corresponding to the dual nature of man, covering them equally.

Тіл мен ойлаудың өзара байланысы туралы ең өзекті деген мәселесі жалпы тіл білімінің ғана емес, философия мен психологияның ең күрделі мәселелерінің бірі болып саналады.

Мәселенің күрделілігі ойлаудың өте күрделі табиғатымен және тілдің табиғатымен байланысты. Дыбыстық тілде, дерексіз ойлауда адамға тән құбылыстар. Бұл құбылыстардың екеуінде адамның екі жақты табиғатына сәйкес келетін әлеуметтік және биологиялық аспектілермен сипатталды, оларды бірдей қамтыды. Біріншіден, тілде, ойлауда адам миының туындылары, эмбрион, өйткені адамның өзі әлеуметтік құбылыс. Тілдеде, ойлаудада әлеуметтік және жеке биологиялық тараптар бір-бірімен байланысты және бір-бірімен тығыз байланысты. Аталған құрамадан тіл мен ойлаудың арасындағы өзара байланысу жағынан алғандағы ерекшелігі анық байқалады.

Ой тілмен көрсетілген мазмұнның негізін құрайды. Ой арқылы, адам миының оқу әрекеті арқылы тілдік бірліктер объективті әлемнің заттарымен және құбылыстарымен байланысады, онсыз адамдардың бір-бірімен тіл арқылы байланысы мүмкін емес еді. Белгілі бір тілдің дыбыстық кешендері ойлауда шығарылатын объективті әлем элементтерінің сигналдары ретінде қызмет етеді және бұл дыбыстық кешендерде адам танымының нәтижелері жазылады. Ал нәтижелердің өзі одан әрі таным үшін арқау екендігі даусыз. Сондықтан тіл қару, ойлау құралы ретінде қарастырылады [1].

Қоғам мүшелерінің пікір алмасуы тіл арқылы жүзеге асырылады. Адам өз ойларын басқаларға тіл арқылы жеткізеді және жазғанын жазады. Тыңдаушы сөйлеушінің ойынын тіл арқылы да түсінеді. Ойдың жарыққа шығуы, өмірге келуі үшін тілдік материалға негізделіп, сөздер мен сөз тіркестері мен сөйлемдер түрінде көрсетілуі керек. Тіл-бұл ойдың тікелей шындығы. Ой шындығы тіл арқылы, тілдегі сөздер мен сөйлемдер арқылы көрінеді. Демек, тіл-бұл пікір алмасу құралы, ойлау құралы, ойды білдіру құралы.

Белгілі бір ойларды әртүрлі тәсілдермен білдіруге болады, бірақ бұл ойлаудан өзгеше емес. Белгілі бір мазмұнды әртүрлі тілдерде әртүрлі формалар арқылы көрсетуге мүмкіндік бар. Буржуазиялық ғалымдар тіл мен ойлау мәселесін қарастырғанда, олардың кейбіреулері тіл мен ойлау бірдей деп санайды, ал біреу тіл мен ойлауды бір - бірінен тәуелсіз қарастырады, тілді ойлаудан, ойлауды тілден ажыратады.

Жүргізілген эксперименттер адамның ішкі сөйлеуі бар екенін көрсетті. Адам іштей өзінше сөйлегенде, оның сөйлеу мүшелері, ойлары, еріндері қозғалады деген сезім пайда болады. Өз ішіндегі ойлау процесі өте тез жүреді. Ішкі сөйлеудің жалпылануы онша айқын емес, конвульсиялық спрей. Ішкі сөйлеудің негізінде туған ойдың толық көрінісі жатыр. Сондықтан адам ашық сөйлей алмайды, тек ішкі сөйлеуге негізделген деп айту дұрыс болмас [2].

Тіл тек дыбыстар арқылы көрінетіндіктен ғана бар; ойлау қимылдары мұндай көрініссіз бар және де бұл күні тіл (дыбыстық тіл) өз қызметін жаңа өнерге-кеңістікті сөзсіз жеңетін жетістікке жеткізе бастады. Ал ойлау өзінің бұрын пайдаланылмаған қорлары мен жаңа кірістерінен жоғары өсуді жалғастыруда. Тіл оны толығымен ауыстырады. Болашақ тілі-бұл табиғи материалдан аулақ бола отырып, техникада өсетін ойлау. Ешбір тіл, тіпті дыбыс тілі де онымен ешқандай табиғат нормаларымен арасында байланысып, көрініс береді.

Осылайша, тепе-теңдік белгісін белгілеу арқылы тіл мен ойлау арасындағы тепе-теңдік те, екеуінің де бірлігін жоққа шығару және бір-бірінен алшақтау да ғылыми негіздері жоқ қате көзқарастар болып табылады.

Тіл білімі тіл мен ойлау әрқашан диалектикалық бірлікте болатынын үйретеді. Ойлау тілдегі сөздер мен сөйлемдер негізінде жүзеге асырылады, олар арқылы ол басқаларға белгілі болуы мүмкін. Біз басқаның ойынын тіл арқылы, тілдегі сөздер мен сөйлемдер арқылы меңгереміз.

Тілдің болмауы немесе оның ақаулы немесе бұрмаланған дамуы дамудың кешеуілдеуіне және ойлаудың белгілі бір түрлері мен аспектілерінің басқа да бұзылуына әкеледі (мысалы, есту қабілеті нашар балаларда, алалия мен афазиясы бар балаларда және т.б.).

Қалыптасқан психикалық іс-әрекетте (оның әртүрлі формаларында) ойлау шындықты бейнелейді және қалпына келтіреді, ал тілдің белгілері процесті қамтамасыз етеді және ойлау нәтижелерін білдіреді; сонымен қатар, тілдік белгілер арқылы сана ойлау жүйесін жолға салады.

Ойлау процесі мен оның белгілі бір қорытындылары мен шешімдері, егер ол тұлғааралық қарым-қатынаста қолданылса, әрқашан белгілі бір мағынаға ие болуы керек, яғни тілдік формада мазмұнды (ақпараттық) компоненттер де жеткілікті «қатаң» «құрылымдалған», белгілі бір мағынаға ие болуы керек.

Ойлау сияқты, тіл, ең алдымен, бізді қоршаған шындық объектілері арасындағы байланыстар мен қатынастарды көрсетуге қызмет етеді. Ойлау сияқты, сөйлеу тілдің белгілері арқылы біздің санамыздағы заттар мен құбылыстарды жіктейді және байланыстырады [3].

Сөйлеу әрекетіндегі ойлаудың мүшелігі дәлірек айтқанда «құрылымдау», оны тілдік формаға кодтау ойлау процестерін объективті етеді. Тіл ойды ауызша, әсіресе жазбаша немесе мимикалық-жест-ишара түрінде жеткізу қажет болған кезде тәртіпті ғана емес, ол заттар мен құбылыстарды білдіріп қана қоймай, ойдың өзін құруға және жүзеге асыруға тікелей қатысады және объективті және жалпылама маңызды байланыстар және олардың арасындағы қатынастар. Ол үшін оның арсеналында тиісті құралдар бар-табиғаты бойынша бірегей, функционалдығы бойынша әмбебап, семантикалық кодтар болып табылатын белгілер.

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**EFFECTIVE TECHNIQUES FOR CREATING AN EMOTIONALLY POSITIVE
ATMOSPHERE OF LEARNING A FOREIGN LANGUAGE**

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Түйін: Бұл мақалада оқытудың мақсаты қандай екендігі қарастырылады. Оқытуда мақсат-әлеуметтік және әдістемелік арасындағы аралық байланыс. Шет тілдерін оқыту практикалық, тәрбиелік, білім беру және дамыту мақсаттарын кешенді іске асыруды көздейді: бұл ретте тәрбиелік, білім беру және дамыту мақсаттарына шет тілін практикалық меңгеру процесінде қол жеткізіледі.

Резюме: В данной статье рассматривается, какова в обучении цель. В обучении цель - это некое промежуточное звено между социальным и методическим. Обучение иностранным языкам преследует комплексную реализацию практической, воспитательной, образовательной и развивающей целей: при этом воспитательная, образовательная и развивающая цели достигаются в процессе практического овладения иностранным языком.

What is the teaching of a foreign language at the present stage of development of society?

The goal category is one of the most important in philosophy. The goal is considered as one of the elements of human activity, transformation of the surrounding world, as an ideal anticipation of the result of activity.

In teaching, the goal is a kind of intermediate link between the social and the methodical. Teaching foreign languages pursues a comprehensive implementation of practical, educational, educational and developmental goals: at the same time, educational, educational and developmental goals are achieved in the process of practical mastery of a foreign language.

"A truly comprehensive approach to learning goals, as E.I. Passov notes, requires the introduction of all aspects as components of the goal on equal rights (education, cognition, development)" [1].

Only in this case, the training system should include special means to achieve these components of the goal. "On equal rights" means an even distribution of time on all aspects, and their equality is only in terms of importance for the formation of the student's personality.

Neglecting of any aspect leads to tangible losses; the cognitive aspect does not develop motivation, the developmental aspect does not facilitate the process of mastering speech skills, the educational aspect of the goal is also not realized.

Let's take a closer look at the concept of the educational process. In the modern process of humanization of society, the understanding of a person as a value in itself, which cannot act as a means for someone, but can only be a goal, and for society - an end in itself of social development, the problem of educating a person as a person capable not only of mastering the values of culture, and able to navigate the system of social values, but also to be the subject of his life, the strategist of his own destiny, which means to be responsible, including for personal safety. Education is the purposeful organization of the pupil's interaction with the outside world at the level of achievements of modern culture.

The fundamental processuality of education lies in the fact that education appears as an independently connected system of activity of the educator and the pupil, which is based on a dynamically changing system of relations selectively established by the participants of the educational process; as a fundamentally incomplete process of the ascent of the pupil and the teacher to the highest levels of being, the development of their socio-cultural intellectual potential, moral improvement.

What is this interaction?

The actual subject-object relations are a compressed invariant formula of an integral pedagogical process (educator and student).

What principles formed the basis of the educational process?

1. Taking into account the social situation of the child's development;
2. Turning education into a continuous innovation process;
3. Rejection of the idea that it is possible to change a child's life. The only thing a teacher can do is to help a little person make a choice in a particular situation at the cultural level.

The goal of the value interaction process organized by the teacher is to move towards an unfixed result. The "measure of movement", the comprehension of cultural values will be different for each student. The only thing that a student is not allowed to do is stop, lack of development. Constant comprehension of Goodness, Beauty, Truth. The result of the school's activity is the education of a person who is ready for constant change, the development of human culture, able, based on the assimilation of modern culture, to continue the baton of generations.

In this regard, the following system of measures may be proposed.

During the school year, it is necessary to conduct a micro-study at the school to study the level of education of students. It often shows that the level of education of students is low: students lack the skills of cultural behavior, and they do not always behave correctly towards teachers and each other, do not know the basics of life safety. Therefore, it is necessary to develop an algorithm for extracurricular work: a

cyclogram of excursions, school-wide events, class hours (situational, thematic class hours "Get away from trouble", "What is self-control?", "Behavior has consequences", meetings with a traffic police inspector, on correcting student behavior, including in emergency situations), planning the life of the classroom. The words "morality", "ethics" are close in meaning. But they originated in three different languages. The word "ethics" comes from the Greek. ethos - temper, character, custom. It was introduced into use 2300 years ago by Aristotle, who called the "ethical" virtues or virtues of a person manifested in his behavior - qualities such as courage, prudence, honesty, and "ethics" - the science of these qualities. And "morality" is a Russian word derived from the root "morals". It first entered the dictionary of the Russian language in the XVIII century and began to be used along with the words "ethics" and "morality" as their synonym [2]. So in the Russian language there were three words with approximately the same meaning. Moral culture, like all social culture, has two main aspects:

- 1) values
- 2) regulations.

Moral values are what the ancient Greeks called "ethical virtues". Ancient sages considered prudence, benevolence, courage, and justice to be the main of these virtues. Honesty, loyalty, respect for elders, diligence, and patriotism are revered as moral values among all peoples. And although people do not always show such qualities in life, they are highly valued by people, and those who possess them are respected. These values, represented in their impeccable, absolutely complete and perfect expression, act as ethical ideals. Moral regulations are rules of behavior focused on these values. Moral regulations are diverse. Each individual chooses (consciously or unconsciously) in the cultural space those that are most suitable for him. Among them there may be those who are not approved by others. But in every more or less stable culture there is a certain system of universally recognized moral regulations, which are traditionally considered mandatory for everyone. Such regulations are moral norms.

The Old Testament lists 10 such norms - "commandments of God" ("Thou shalt not kill", "Thou shalt not steal", "Thou shalt not commit adultery", etc.). It is clear that moral values and ideals, on the one hand, and moral regulations and norms, on the other, are inextricably linked. Any moral value presupposes the existence of appropriate regulations of behavior aimed at it. And any moral regulatory implies the existence of the value to which it is directed. If honesty is a moral value, then the regulatory follows from this: "Be honest." And vice versa, if a person, by virtue of his inner conviction, follows the regulative: "Be honest", then for him honesty is a moral value. The most important feature of morality is the finality of moral values and the imperative of moral regulations. This means that the principles of morality are self-valuable.

A didactic game in a foreign language lesson helps a child to realize important moral signs of communication, such as kindness, love for one's neighbor, mutual assistance. The game is an effective educational tool. It is one of the ways children learn about the world, reality. In the game, the child comprehends and experiences

important social events. The emotions of children are especially vividly manifested and formed in the game, useful skills, habits and new knowledge are acquired. The child is able to memorize language material in whole blocks, as if "imprinting" it into memory. But this happens only when he has created the appropriate installation and it is very important for him to assimilate this or that material. This happens most easily in the game. If a child needs to perform some kind of speech action to achieve success in the game, then it is mastered almost effortlessly.

The game creates excellent natural conditions for language acquisition at any age, but at primary school age it is especially productive. At this age, the game is a way of familiarizing with the world of adults, a way of cognition. Games for teaching a foreign language are widely used. Classes are built so that the atmosphere of the game reigns at them from the first to the last minute. What kind of games and at what stages of the lesson is it advisable to conduct? Games-competitions, travel games, training games, game situations, association games, games that develop certain mental processes: memory, observation, attention, reaction speed. In the game, the child learns to use the acquired knowledge in new conditions that activate him as much as possible, thereby helping him to better consolidate the acquired material. This form of work supports children's interest in learning, develops it. The didactic game keeps children's attention on one subject for quite a long time, it is emotionally saturated. Participating in it, the child experiences excitement, joy from a successfully completed task, chagrin over failure, a desire to test his strength anew. The game can be called a method of children's joy in fostering a positive attitude to learning. Play activities and the organization of children's relationships in such activities create a real opportunity for the formation of the experience of communicative activity, contribute to the organization of a children's team, the creation of a joyful, cheerful mood [3].

The use of games in the educational process develops cognitive activity, creative imagination, imaginative thinking, relieves fatigue in children, as the game makes the learning process entertaining for the child. But the game is also an opportunity to organize the motor activity of primary school children in the classroom, the need for which is the most important biological feature of the body, and currently many studies have noted that the educational process in schools is characterized by an increase in the volume and intensity of educational and cognitive activity.

No less effective in educational and educational terms is the group and pair form of work in foreign language lessons. The use of this type of activity as a means of developing students' independence contributes to their meaningful cooperation with each other in the lesson, which is of undoubted interest. In this case, the presence of a communication partner is an important positive factor. Working in pairs contributes to the formation of automated language skills.

The teacher stimulates the work of schoolchildren with positive evaluation remarks. Pair and group work contributes to the development of the ability to conduct a conversation, listen and speak yourself, recalling the studied structures and vocabulary, evaluate your achievements, comparing them with the activities of friends, exercise self-control. Students can be included in the group according to the

principle of community of interests, personal relationships. Paired work is usually preceded by a sample display: the teacher conducts a conversation with one of the students, then invites the children to start the task. After a short period of time, the teacher interviews one pair from each group for evaluation. Exercises with keys for self-control can be used for independent work in pairs and individual work in the classroom. Or one of the students of each pair receives the text of the exercise (stimuli and samples of reactions to them, that is, keys) and acts as a teacher, the second – as a student. After completing half of the exercise, they switch roles.

When working independently in the classroom, the student himself reads the stimuli one by one and, without looking into the text, reacts to them, and then checks his answer with the key. When learning a foreign language, such forms of work give good results: team for a month with subsequent assessment and analysis. The forms of events can be individual and different for the whole class, group. It is necessary to work together with scientific and methodological centers. If these conditions are met, it is possible to achieve the upbringing of the morality of the younger person.

a) competitions between two teams, including various tasks, including the staging of a dialogue;

b) thematic conferences on the development of conversational skills using ICT, visual aids, additional literature;

c) thematic conferences, the purpose of which is to summarize the results of the front reading [4].

Pedagogical contact is inextricably linked with such a component of modern methodological and pedagogical norms as the successful interaction of teachers and students in academic work.

The age-related needs of adolescents in the development of generalized methods of mental activity are met by all those forms of work that involve hierarchy and cause- and -effect dependencies of information elements, the allocation of the main thing, etc. Schoolchildren are characterized by such a state of mind as the expectation of communication, the search for communication. They see it as proof of their social and human value. In such conditions of personal self-expression, a real speech task arises, as well as a communicative motivation that ensures a person's proactive participation in communication.

Thus, the choice of rational forms of organization of the educational process is of paramount importance. Often the teacher sees two aspects: how is the assimilation of the program and what is the behavior of the child. There was an unequal substitution of education and training. Physiologists believe that the child needs to be seen as a whole; his mental, physical and functional state. It is necessary to take into account the influence of the whole complex of factors.

External - social living conditions, ecology, school impact, pedagogical impact.

Internal - health, changes at each age stage; the load associated with schooling should correspond to the capabilities of the growing organism.

The educational process itself is built more often without taking into account physiology and hygiene. It is necessary to outline the framework within which the learning process is effective and coincides with the capabilities and characteristics of

the student. The reasons for the low effectiveness of training should be sought in the fact that the methods of training, its tactics, training programs do not always correspond to the physiology of the age for which they are designed. Homogeneous groups of students cannot be distinguished; as many children, so many classes are obtained.

Creating a situation of "joy", "success", emotional and psychological support in school, classroom is a requirement of time. It is important to implement health-saving technologies in the educational process: lessons should be built taking into account the age-related physiological characteristics of children with frequent changes of activity and physical training minutes, dynamic pauses. In order to strengthen and preserve the health of students and the formation of the necessary healthy lifestyle skills, they should systematically comply with sanitary and hygienic requirements (ventilation of the office, compliance with the light regime, etc.); take into account the hygienic conditions of the office, pay attention to the correct seating of students during the lesson, take into account the recommendations of the medical worker of the educational institution [5].

Lessons should be built optimally comfortable for students so that the educational load does not contradict regulatory requirements, teaching methods are selected taking into account the preservation of the psycho-emotional and physical health of students, a high level of overall performance.

We must remember that there is no ideal methodology. Children are so different, their individual characteristics are so obvious and significant that it is always necessary to remember that only the idea can be one, and the tactics and teaching methods should be different.

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USE OF ENGLISH PROVERBS IN TEACHING ENGLISH

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Түйін: Бұл мақала орта мектепте шет тілін оқыту процесінде мақал-мәтелдерді қолданудың практикалық құндылығын зерттеуге арналған.

Резюме: Данная статья посвящена исследованию практической ценности употребления пословиц и поговорок в процессе обучения иностранному языку в средней школе.

Proverbs and sayings are an unusual material used in teaching. For many centuries, proverbs and sayings have been used in England as one of the ways of learning Latin. It is difficult to find a foreign language course that would not do without them. They contain a huge part of the human experience. Due to the general nature of proverbs and sayings, they can be used in the practice of teaching a foreign language, this firstly helps to better master this subject, secondly expands knowledge about the language, and also represents a reserve source of regional knowledge, thirdly there will be a lexical stock that will help explain your thought and summarize it in a short form.

Proverbs and sayings can be used when introducing a new phonetic phenomenon, during phonetic exercises, when performing exercises to consolidate new phonetic material or when repeating it. Instead of memorizing individual words and phrases that contain a particular sound, you can recommend specially selected proverbs and sayings to the class. Then, during two or three lessons, the proverb or saying is repeated [1].

Consequently, the use is extremely effective, since on the one hand, pronunciation skills are practiced, and on the other hand, students learn to divide sentences into syntagmas, determine logical stress.

Proverbs and sayings can also be used when studying grammar. The communicative methodology assumes that grammatical phenomena are studied not as "forms" and "structures", but as means of expressing specific thoughts, relationships, and communicative intentions. Proponents of direct methods take the position of an implicit approach to teaching grammar, believing that repeated repetition of the same phrases in appropriate situations eventually develops the ability not to make grammatical mistakes in speech. Therefore, proverbs and sayings better contribute to the automation and activation of these grammatical forms and constructions in speech, as they are a way of expressing thoughts [2].

Thus, with the help of the imperative mood, you can express a request, advice, suggestions, wishes, permissions, prohibitions, warnings, which are contained in proverbs.

Studying the degree of comparison of adjectives will not seem difficult if we use proverbs and sayings in practice.

It is not always possible to teach grammar with the help of proverbs and sayings, but it seems more effective to use them in grammatical phenomena and consolidate them in speech. Proverbs and sayings can be used not only to explain grammatical phenomena, but also to enrich the lexical stock and the development of speech. The lexical and grammatical richness of proverbs and sayings allows them to be used to enrich the vocabulary of students. When teaching individual lexical topics, proverbs and sayings serve as illustrative material. Thus, it is possible to choose a complete series of proverbs and sayings for the formation of lexical skills on many topics.

Memorizing proverbs and sayings not only develops the student's memory, but also teaches the correct choice of lexical units and develops emotional expressiveness of speech. Working with proverbs and sayings stimulates students' interest in working with a dictionary, as it develops translation skills and abilities.

Thus, it follows that the use of proverbs and sayings in teaching English is a really effective technique. It is through proverbs and sayings that students can understand the material, helps to master this subject, expanding their regional knowledge [3]. As well as enriching the lexical stock of students, activating grammatical skills, developing translation skills, expanding horizons, the ability to express their thoughts in a foreign language, activating thinking abilities, forming moral principles, fostering a tolerant attitude to the culture and traditions of other peoples. So, the study of grammar, vocabulary and pronunciation becomes more exciting, and the learned proverbs and sayings are remembered better.

The use of their in-game form helps them to work out the pronunciation of individual sounds, improve rhythmic and intonation skills. From lesson to lesson, the stock of learned proverbs and sayings that students entered into a special dictionary grows. Therefore, so that the students do not forget the learned proverbs and sayings, you can test their knowledge. Interpreting proverbs and sayings in their own way, students learn the variability of language, its expressive means and figurative, perceive it.

Familiarization with the culture of the country of the language being taught through the elements of proverbs, sayings, gives students an understanding of the culture of another people [4].

Proverbs and sayings are of great importance when teaching a foreign language at school. Using them allows students to communicate, study grammar, syntax and phraseology, gets additional information about the country of the language being taught, correctly comment on speech utterances perceived by ear, express their own thoughts and feelings so as to be understood by the interlocutor, which ultimately allows them to achieve their intended goal [5].

Having studied the problem in the theory and practice of proverbs and sayings, having familiarized with effective ways and methods of working with them in foreign language lessons, we can draw the following conclusions:

1. The historical roots of proverbs bear the centuries-old moral experience of the people, which makes it especially relevant to use them in lessons today, this is the introduction of the student into the world of universal values, and this is familiarizing him to the origins of his native culture.

2. The topic revealed by us is that when using proverbs and sayings in foreign language lessons, it makes it possible to increase the level of education, consciousness, morality, patriotism, mutual understanding, conscientiousness and diligence.

3. The use of various methods in practice makes it possible to make the work interesting and effective.

4. All work should be carried out taking into account the age characteristics of children, with a gradual increase in the difficulty of tasks and the share of independence in their solution.

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LISTENING AS A GOAL AND A MEANS OF LEARNING

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Түйін: Оқу-оқытудың мақсаты да, құралы да. Мақаларетінде-кез-келген стильдегі және жанрдағы мәтіннен ақпараталу қабілетін қалыптастыру, дамыту және жетілдіру. Құрал ретінде бұл әртүрлі жаттығуларды орындау.

Резюме: Чтение является и целью, и средством обучения. В статье формирование, развитие и совершенствование умения извлекать информацию из текста любого стиля и жанра. В качестве средства - это выполнение разнообразных упражнений.

The peculiarity of a foreign language lesson is that foreign language speech serves both as a goal and a means of learning at the same time.

This feature is connected with the interpretation of the didactic principle of clarity in relation to teaching a foreign language, as B. V. wrote. Belyaev: "If a physics teacher ... demonstrates physical processes and phenomena to students, and a chemistry teacher demonstrates chemical reactions, then it is absolutely clear that it is absolutely necessary for a foreign language teacher ... to demonstrate to a student exactly how a foreign language can and should be used as a means of communication... Since students master not subjects, but new language means, since it is the language material that is the subject of their study, then the visibility in the classroom should be predominantly linguistic"

In modern methods of teaching foreign languages at school, both in domestic and foreign, oral speech is widely used as a means of teaching, which allows the teacher to introduce students to speech communication from the very beginning of their learning a foreign language. Schoolchildren are provided with the opportunity to hear and see how, in what situations, the introduced words or grammatical structures

are used by including auditory, visual and speech-motor analyzers in active work; mobilizes the attention of students, stimulates cognitive interest.

A foreign language as an academic discipline is very different from other subjects of the school curriculum, and thus, obviously, students have some difficulties in studying this subject [1].

According to the definition of I.A. Zimnaya: "A foreign language as any language system is a socio-historical product, which reflects the history of the people, their culture, the system of social relations, traditions, etc. The language exists, lives and develops in the public consciousness, in the consciousness of the people who speak it. It also has the power to enslave and unite peoples, by itself giving a unified national character to human communities, even when they are heterogeneous in origin..

There are 4 main approaches in the methodology of teaching foreign languages: communicative, activity-based, culturological, personality-oriented. Each of these approaches to solving issues related to learning to speak puts one of the aspects of modern education in the first place: the focus of the learning process on communication, activity in the learning process, focus on the formation of a linguistic personality, orientation in the learning process on the personality of the student.

Language is the main means of human communication. A foreign language, as an academic discipline, differs from other disciplines thereby causing students difficulties in learning. It is characterized by a number of distinctive features from the native language. The acquisition of a foreign language follows the path directly opposite to the path of the development of the native language. One of the features of mastering a foreign language is its unilateral use in communicative activity.

Language is a means of forming and then a form of existence and expression of thoughts about objective reality, the laws of which are the subject of other disciplines. Also, one of the features of a foreign language is a specific ratio of knowledge and skills.

In addition, each type of speech activity can be approached as a learning goal and as a means of learning. For example, oral speech as the purpose of learning acts as a means of communication, through which information is obtained during listening, information is transmitted during utterance, information is exchanged during conversation, when oral speech is associated with the method of application in teaching a foreign language. The use of oral speech is what a foreign language is being studied for, which can cause students to have a genuine interest in this academic subject at school and a desire to engage in it. Tasks in this case direct the student's attention to the semantic content of the utterance when it is perceived by ear or in the process of speaking, when he himself needs to speak out in this situation.

Oral speech is also used as a means of teaching, through which the development of automatisms in the reproduction and transformation (transformation) of assimilated lexical units and grammatical structures is carried out, when oral speech is associated with methods of familiarization and training and the expansion of language knowledge, knowledge of the realities of the language being studied. In this case, the tasks, although they should, if possible, be of a communicative nature,

are associated with working out the form, meaning and use of a word, phrase, grammatical form; the student's attention is directed to how they say, how to say in a given situation, what this or that grammatical form, this or that word conveys, the phrase [2].

Speaking is one of the main types of speech activity, which has a number of characteristics that are of direct importance to a person. It is as inherent as any other kind of human activity. Speaking is a way of expressing thoughts by means of language. The main problem of learning to speak is that initially there is a problem in the design of an oral message due to the fact that it is an intermediate stage between the thought and the oral message itself. It is necessary to form appropriate speech skills.

Oral speech can be approached as a goal and as a means of learning. In the first case, it acts as a means of communication, transmission of information, etc. This is what a foreign language is being studied for. In the second, with the help of oral speech, the development of automatisms in the reproduction and transformation of the seated material is carried out [3].

In modern methods of teaching foreign languages, oral speech is used as a means of teaching, thereby allowing students to engage in speech communication from the very beginning of learning a foreign language. It is used when familiarizing with new educational material, during training and implementation of the method of application. Oral training exercises give students the opportunity to use the material they are learning in speech and facilitate reading and writing.

At the middle stage of learning, the oral basis and oral advance create favorable conditions for expanding students' knowledge in the studied language, both grammatical and lexical, and, above all, speaking and listening.

Let's think about the following question: if speech is both a goal and a means, then what should the teacher's speech be? It is believed that a student should always understand what the teacher says, but the answer is not as unambiguous as it may seem. It can be said that the teacher's speech should be an accessible, but unattainable model for the student.

However rich and varied the teacher's speech may be, it should not take up more than 10% of the time in total.

A foreign language serves not only as a goal, but also as a means of teaching, obliges to build a lesson so that this tool is constantly in use.

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TEACHING PHRASEOLOGICAL UNITS IN FOREIGN LANGUAGE LESSONS

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Түйін: Бұл мақалада фразеологиялық бірлік ұғымы, фразеологиялық бірліктерді оқытудың ерекшеліктері, ағылшын тілі сабағында фразеологиялық бірліктерді қолданудың тиімді жақтары ашылып, фразеологиялық бірліктерді тиімді меңгеру үшін студенттерге әртүрлі тиімді жаттығулар берілген. Ағылшын тілі сабағында студенттерге фразеологиялық бірліктерді үйрету қажет. Дегенмен, фразеологиялық бірліктерді жергілікті емес студенттерге жаттықтыру өте маңызды.

Резюме: В данной статье раскрывается понятие фразеологическая единица, особенности обучения фразеологическим единицам, польза использования фразеологических единиц на уроках английского языка, представлены различные эффективные упражнения для студентов по эффективному изучению фразеологических единиц. Обучать студентов фразеологическим единицам на уроках английского языка необходимо. Тем не менее, самое главное, чтобы студенты, не являющиеся носителями языка, практиковались в использовании фразеологических единиц.

The work with phraseological units can be conditionally divided into three stages: preparatory, presentation and activation stages. At each stage of working with set expressions, the teacher may encounter difficulties.

The preparatory stage includes the ability to correctly select vocabulary and idioms. The most important selection criteria are the authenticity of a particular unit, its frequency and common use in natural English speech.

The following criteria are the correspondence between the content of idioms and the topic being studied, their number and taking into account the age characteristics of schoolchildren. It should be noted that in the textbooks of the English language of the general education school, the study of phraseological units is not given due attention. The textbooks present a small number of exercises with idioms, therefore, the teacher needs to independently saturate the lessons with additional materials, choose the necessary methods of semantization for teaching idioms.

For a meaningful understanding of idioms, it is best to use visual materials (pictures). Scientists in the field of psychology believe that the work of different types of memory obeys some general laws. The first of them is the law of comprehension: the deeper the comprehension of what is remembered, the better it is stored in memory. The best way to remember is to learn how to properly organize information at the time of memorization, and for this you should use pictures, diagrams, tables more widely [1].

It should be noted that forecasting and guessing techniques are very effective. Visual and auditory information is good for memorization they activate associative memory. In addition, new words are best learned in context. Idioms without context

do not learn at all, since students need to understand and feel when it is appropriate to use one or another construction.

It should also be noted that the number of new idioms should not exceed 10, as their memorization will be inefficient. The optimal number should be 5-10 idioms. Examples must be provided for each phraseological unit. It is also advisable for the teacher to first get acquainted with the etymology of English idioms, as this facilitates the understanding and memorization of phraseological units by students, and also broadens their horizons, since most idioms contain a historical component.

Presentation is the main stage, which includes the difficulties of translation. In English lessons, when doing homework and USE assignments, students encounter phraseological units, the literal translation of which can cause difficulty for students. The difficulty is that the semantics of an idiom always differs from the meaning of its individual words, so phraseological units cannot be translated using a dictionary, and the translation of each word will not help to understand the meaning of the expression.

Difficulties arising from the introduction of new phraseological units can be divided into two groups: interlingual and intralingual. Interlingual difficulties include the discrepancy between the scope of the meanings of the word in English and Russian, as well as the difference in connotative meanings. Intralinguistic difficulties include the ambiguity of words; sometimes it is necessary to know the context, as well as the use of the phrase in a particular situation [2].

English phraseological units just need to be memorized. Another difficulty in understanding phraseological units is the lack of cultural information. As a rule, in order to correctly and fully understand phraseological units, it is not enough to correctly translate. Therefore, it is necessary to use additional sources of information (for example, English-Russian phraseological dictionaries and special reference books) to interpret the meaning of such phrases.

It is necessary to have a sufficient number of idioms, set expressions, since ignorance of English phraseology can significantly complicate the understanding of the participants in the natural communication process.

Domestic linguist S.G. Ter-Minasova, in her work "Language and Intercultural Communication", interprets that each foreign language lesson is a crossroads of cultures, as well as the practice of intercultural communication, due to the fact that any foreign unit of speech reflects a foreign culture and the world: every word contains a conditioned national thinking, worldview.

The fact is that the roots of many idioms go deep into English history and culture. Phraseological units reflect not only the features of the language, but also morality, folk art, national traits, norms, experience acquired over the centuries. Idioms cannot be considered in isolation from the culture in which they appeared, so it can be difficult for Russian-speaking students to understand the true meaning of the expression and its use. The solution to this problem is to get acquainted with the heritage of the country of the language being studied. Learning something new about the traditions and culture of England, we become closer to this country and help ourselves to understand the peculiarities of English phraseological units.

Infrequently used idioms are harder to remember because they are not commonly heard. Therefore, the study of English phraseology should be systematic. It should be noted that many English idioms have an equivalent in Russian, such stable expressions are remembered immediately: as poor as a church mouse - “poor as a church mouse”. This is due to the fact that human perception is arranged in such a way that, having met a new design, the brain will automatically tries to find an equivalent in the native language. If there is no equivalent in Russian, then the students remember the idiom with difficulty. Many phraseological units do not have an equivalent in their native language due to non-existent realities. You can follow the following translation rules:

1. Use a literal translation only in cases where the component of foreign reality is well known to the reader. So, “to carry coals to Newcastle” is usually translated literally, since Newcastle is the center of the coal industry in England and this is known to a wide range of people.

2. When translating figurative phraseological units, it is undesirable to use Russian phraseological units with a specific national component or realia.

3. Strive to convey English phraseological units with a bright national coloring as regionally neutral phraseological units, i.e. do not translate phraseological units with phraseologisms.

4. If there is no analogue of phraseological units in the target language, you can use the translation-explanation, i.e. transition from a stable phrase to a free one. With this translation, the figurative and associative properties of phraseological units are lost [3].

Behind many idioms are real historical facts and literary texts. Without knowing the etymology of the expression, it is difficult to understand and remember. Consequently, some idioms are not stored in memory because they seem too abstract to understand.

Students must understand that:

- word order in idioms remains unchanged;
- they are difficult to translate verbatim into their native language;
- idioms are used only in a figurative sense;
- they can only be learned;
- the use of idioms in speech indicates a high command of the language.

The activation stage includes the use of set expressions by students in their speech. It is important not only to understand the idiom, it is also necessary to be able to use it correctly in speech. Even knowing the meaning of an expression, you can use it grammatically incorrectly or out of place. This stage is the most difficult for students. The constituent elements of set expressions tend to be forgotten and “fall out” of phrases just when we want to use them. Therefore, it is necessary to regularly use idioms in your speech. Exercises for compiling a dialogue using phraseological units are very effective.

It should be noted that a good knowledge of any language is impossible without knowledge of the basics of the phraseological fund of the language. Understanding and comprehension of phraseology greatly facilitates the reading of

foreign literature, contributes to the understanding of culture, and also makes the process of communication with native speakers more understandable and easier. If you find the right and effective ways to study English phraseological units, then you can significantly expand the active lexical dictionary, and, consequently, increase the level of communicative competence of students of a foreign language in a secondary school and successfully prepare students for a subject Olympiad or passing the exam in English [4].

So, the work of an English teacher with phraseological units consists of three stages: preparatory, presentation stage and activation stage. At each stage of working with set expressions, the teacher may encounter difficulties. The preparatory stage includes the correct selection of vocabulary and idioms, the correspondence between the content of idioms and the topic being studied, their number and taking into account the age characteristics of schoolchildren. Presentation is the main stage, which includes the difficulties of translation [5]. The difficulty in understanding English phraseological units lies in the fact that the semantics of an idiom always differs from the meaning of its individual words, and the translation of each word will not help to compose the meaning of the expression. Another difficulty in understanding phraseological units lies in the lack of cultural information and non-existent realities in Russian culture.

Idioms cannot be considered in isolation from the culture in which they originated. The activation stage includes the use of set expressions by students in their speech. With the help of special lexical exercises, English set expressions are transferred to the active vocabulary of schoolchildren.

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ЭРГОНИМЫ Г. ТОМСКА В АСПЕКТЕ СЕМАНТИКО-ТИПОЛОГИЧЕСКОГО И ФУНКЦИОНАЛЬНО-ПРАГМАТИЧЕСКОГО АНАЛИЗА

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Түйін: ауызша қалалық кеңістікте эргонимдердің болуы әртүрлі лингвистикалық және экстралингвистикалық факторлармен байланысты. Мақалада қоғамдық тамақтану орындарының атауларына, атап айтқанда Томск қаласындағы кафелер мен мейрамханалардың атауларына құрылымдық-типологиялық және функционалдық талдау ұсынылған. Нақты материалды талдау көрсеткендей, семантика тұрғысынан эргонимдер атаулардың әр түрлі формаларымен сипатталады, ал негізгі функциялары бойынша Томск асханалары ақпаратқа қарағанда жарнамалық сипатқа ие.

Эргонимы как один из важнейших компонентов любого вербального городского пространства представляют специфический пласт лексики современной языковой системы, отражают принципиальные изменения, произошедшие или происходящие в социальной сфере общества, а также языковую картину мира на уровне соответствующего фрагмента [1;2;3;4].

Объем исследований в области эргонимии как составляющей вербального пространства региона, в частности города Томска, невелик, поскольку в основном изучается языковой материал, эксплицированный в локусе крупных городов России. Так, объектом анализа стала эргонимика Томска [5], Сургуты [6], Новосибирска [7]. При этом обозначенную проблему можно считать насколько малоизученной, настолько и актуальной. Пристальный интерес лингвистов направлен сегодня, например, на исследование названий заведений общественного питания.

Цель настоящей работы – изучить эргонимы г. Томска как составляющие языкового портрета регионального города.

Материалом исследования выступают лексические единицы – названия кафе и ресторанов г. Томска.

Ономастическое пространство (термин В. Н. Топорова), которое охватывает множество наименований различных объектов, является одним из компонентов языка города и определяется моделью мира, существующей в представлениях данного народа в конкретное время, но в нём всегда сохраняются элементы прежних эпох [8, с.4].

Эргоним является особой разновидностью онима, т.е. единицей ономастической системы, и имеет все его отличительные признаки. Согласно определению, содержащемуся в «Словаре русской ономастической терминологии», под эргонимом мы понимаем «собственное имя делового объединения людей, в том числе союза, организации, учреждения, корпорации, предприятия, общества, заведения, кружка» [9, с. 7].

Ведущими функциями эргонимов являются: номинативная, информативная и рекламная.

Подходы к классификации эргонимов различны (см., например, концепции В. Д. Бондалетова, И. В. Крюковой, Т. А. Новожиловой, М. Е. Новичихиной, Т. П. Романовой, А. В. Суперанской, Н. В. Шимкевича).

В рамках данного исследования мы анализируем 132 языковые единицы, называющие заведения общественного питания, – трапезонимы. В качестве материала исследования использовались данные интернет-ресурса 2gis.ru, на основе которого методом сплошной выборки были собраны трапезонимы г. Томска.

С точки зрения семантики, заключённой в названиях эргонимов, можно сделать вывод, что самой многочисленной является группа эргонимов, в основе номинации которых – имена неодушевленные (116 наименований – 87,87 %). Например, кофейня «ProCofe», гриль-кафе «Молчание ягнят» и ряд кафе: «ХинКали-ГалИ», «Счастье», «Наше кафе», «БАЙКАЛ», «Багет Омлет», «Солянка», «Leto», «Северный Союз», «Бамбук», «Летняя Веранда», «Кофешенк», «Буланже», «У Фонтана», «Библиотека», «Кафе мир», «Дрезден». Менее многочисленной является группа эргонимов, называющих живых существ и существ, воспринимаемых как живые (16 наименований – 12,12%): например, кафе-бар «Барин» и кафе «Славянка», «ЧАРОДЕЙ», «Медведи», «Гости», «Птичка», «Томичка».

Все анализируемые названия кафе и ресторанов можно также разделить на реальные и символические. К реальным отнесём эргонимы, которые своим названием указывают на содержание или деятельность данного объекта. Например, кафе «ХинКали-ГалИ», кофейни «ProCofe» и «ШоколадЪ», кафе «Багет Омлет», «Солянка», «Кофешенк», «Pastamama», «Вкусная еда», «Пирогово», «Мэйк Лав Пицца», «Сибирские блины», «Мангал-house», «Сырник», «Грильница», «ConffeTea». Эргонимы с реальной мотивацией (17 наименований – 13 %) дают наиболее обширное представление об услугах предприятия, являются точными, не вводят в заблуждение потребителей, однако они представлены малочисленной группой по сравнению с символическими, которые несут отвлечённый характер, никак не указывая на сферу деятельности предпринимателя (115 наименований – 86 %): например, названия таких кафе, как «Полная чаша», «Вышка», «Жемчужина», «Серебряная башня», «Хлеб соль», «Старый город», «Сибирское бистро», «Time Cafe Вместе», «Klaus Cafe», «Август», «Золотой ключик», «Золотая долина», «Оазис», «Калинка».

Структурные типы эргонимов: однословные эргонимы составляют 79 наименований (59,09%):

а) однокорневые (основа которых совпадает с корнем) – 47 наименований, например, кафе «Мираж», кафе «Diners», кафе «Париж», кафе «Ковчег», ресторан «Шале», ресторан «Инжир», ресторан «Снегири», ресторан «Нарым»;

б) производные (основа которых содержит корень и аффикс) – 17 наименований, например, кафе «Пирогово», кафе «Вышка», кафе «Калинка»,

кафе «Научка», кафе «Застолье», кафе «Сырник» кафе «Грильница», кафе «Ёлка», ресторан «Южане», ресторан «Горчица»;

в) сложные (основа которых содержит две и более корневых морфем) – 18 наименований, например, кафе «Счастье», кофейня «ProCofe», кафе «Кофешенк», кафе «Библиотека», кафе «Pastamama», кафе «Мангал-house», кафе «Хинкали-Тун», кафе «Кафебуфе», ресторан «Хлеб-соль»;

г) имена собственные – 10 наименований, например, кафе «БАЙКАЛ», кафе «Дрезден», кафе «Italy», кафе «София», кафе «Прованс», кафе «ЛАВЕРНА», кафе «Париж», ресторан «Нарым», ресторан «Меркурий».

Двух-трехсловные эргонимы составляют 49 единиц (35,25%): например, кафе «А мы тут всё плюшками балуемся», кафе «City Cafe», кафе «У мамы», кафе «Кафе Кафедра», кафе-пекарня «YOUR PIE», ресторан «Medium, please», ресторан «Театральный Сквер», ресторан «Santa Monica stereo cafe», ресторан «Венский Двор», ресторан «Старый Чердак», ресторан «Мама, я дома».

Выяснилось, что наиболее продуктивными лексико-семантическими способами образования томских трапезонимов являются:

а) трансонимизация. В процессе трансонимизации активность разных групп исходных онимов различна. Чаще используются антропонимы и топонимы, реже единицы других классов. Форма исходного имени при трансонимизации остаётся неизменной. Антропонимы представлены в названиях заведений общественного питания именами в маленьком количестве: кафе «София», кафе «ЛАВЕРНА». Фамилии в эргонимах не встречаются. Топонимы в качестве исходных онимов трансонимизации немногочисленны: 39 кафе «БАЙКАЛ», кафе «Дрезден», кафе «Italy», кафе «Прованс», кафе «Париж», ресторан «Нарым».

б) онимизация, которая представлена метонимией: кафе «Кудесы», кафе «Italy» (перенос осуществляется по разным основаниям: местоположению объекта, этнической характеристике, профессии и роду занятий адресата-посетителя, характеру кухни и т. д.) и метафорой: кафе «8 небо», кафе «Старый город», кафе «Золотая долина» и др.

в) заимствование. Среди таких эргонимов г. Томска чаще можно экзотизмы, сохранившие иноязычную графику: кафе «Klaus Cafe», кафе «Cat Space» и др.

г) морфемная деривация. Способ менее употребителен и представлен только суффиксальным способом.

Благодаря информации, заключенной в именах собственных, и способу её подачи, эргонимы достигают своей основной цели – привлечения внимания клиентов. Названия заведений общественного питания г. Томска содержат информацию двух типов: рекламную и номинативную. Чтобы установить, какая информация наиболее актуальна для потребителей нами был проведен опрос, в котором участвовало 30 студентов 2 курса ИФФ ТГПУ. Оказалось, что актуальным является соединение в одном эргониме рекламной и номинативной информации («ШоколадЪ» - 45% - содержит рациональную информацию; «Underground» - 58% - содержит рекламную информацию): информативно-

рекламные названия информируют об услуге и одновременно дают салону высокую оценку заведению.

Таким образом, эргонимы занимают значительное место в ономастическом пространстве и характеризуются подвижностью корпуса, недолговечностью и разнообразием форм наименований, полученных по определенным семантическим моделям. Эргонимы – лингвокультурный феномен, который является результатом взаимодействия собственно лингвистических и экстралингвистических факторов. Подчиняясь законам языка, 40 эргонимы отражают особенности экономики, права, географии определённого региона, поскольку создаются для конкретной территории со сложившимися культурными традициями.

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DIGITAL INNOVATIONS THROUGH ICT COMPETENCES IN FOREIGN LANGUAGE EDUCATION

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Түйін: Бұл мақалада білім беруді цифрландыру, оның тиімділігі, оң және теріс жақтары. Сонымен қатар, цифрлық технологиялар мүмкін болады оқушылардың үлгерімі мен ынтасына әсер ету. Мүмкін білім беру шет тілдерін оқытудағы цифрлық технологиялардың әлеуеті, цифрлық технологияларды енгізу әдістері бойынша ұсыныстар студенттердің жұмысы мен өзіндік жұмысын ұйымдастырудың оқу процесі және оқушылар - олардың кейбір артықшылықтары

Summary: This article will examine the digitalization of education, its effectiveness, pros and cons. In addition, digital technologies will be able to affect the performance and motivation of students. Possible educational potential of digital technologies in teaching of foreign languages, recommendations on methods for integrating digital technologies into the educational process for work and independent work organizing of students and pupils are some of their advantages

The rapid introduction of information and communication technologies in various areas of human activity poses a serious challenge to the conceptual approaches to the future development of education. There are new requirements for graduates of educational organizations, among which the ability to analyze, systematize and apply information of a different nature, including through ICT, as well as to master foreign language communication technologies in situations of social and professional communication is emphasized. Therefore, knowledge of a foreign language is an important criterion for the successful professional activity of future specialists, and their linguistic professional training requires a new approach using modern teaching aids in the era of digitalization of higher education.

Digital educational technologies are used everywhere to intensify the process of teaching foreign languages, increasing the information content, interactivity and effectiveness of learning. However, their complex use requires an innovative approach to the organization of the educational process in compliance with the necessary pedagogical conditions.

The objectives of this study are to consider the concept of "digitalization of education", to review and analyze the practice of using modern digital educational tools, to identify their didactic potential and pedagogical conditions that contribute to the most effective process of forming a foreign language communicative competence of students in higher education.

To solve the tasks set, the authors relied on the following theoretical and empirical research methods: analysis of the results and generalization of modern works in the field of methodology and linguodidactics, observation, conceptual and terminological analysis, methods of collecting and accumulating data, comparative analysis, experiential learning.

Until recently, the term "informatization of education" was widely used. Informatization of education is considered as a set of socio-pedagogical

transformations aimed at filling educational systems with information products and technologies; introduction of information tools and pedagogical technologies based on the use of these tools in educational organizations.

Among the main advantages of ICT in the educational process, the following can be distinguished: updating the entire education system in accordance with the demands of society and the requirements of the federal state educational standards of the latest generation, the rapid adaptation of students to social changes, the faster process of transferring knowledge and experience from one person to another; thus, improving the quality and efficiency of the educational process as a whole.

In modern conditions of development of educational information technologies, the informatization stage can be considered completed, since almost all educational organizations are equipped with computer equipment, teachers have a fairly high level of computer literacy and information competence, and also have the skills to use ICT in education. The primary task of this project is to design a digital educational environment to increase lifelong learning opportunities for all citizens through online learning with interactive participation and open access via the Internet.

Thus, in education, digitalization primarily focuses on maintaining such a modern trend in education as lifelong learning, and also creates conditions for the individualization of the educational trajectory based on innovative technologies. There is currently no single definition of this term. Digitization is seen as a way of manipulating data with the help of digital devices; computerization of systems and various activities in order to improve them and ensure their availability; widespread use of digital technologies, including the Internet, e-mail, video communications, etc. Thus, the Internet and mobile communications can be considered the key technologies of digitalization, which allow organizing an online dialogue between various parts of the educational process [1].

In linguodidactics, the term Computer Assisted Language Instruction (CALI) and later Computer-Assisted Language Learning (CALL) appeared in connection with the beginning of the active introduction of a computer into the process of teaching foreign languages. However, this concept does not fully include the entire arsenal of modern technologies. With the advent of interactive websites and mobile applications in the field of education, terms such as Electronic Learning (e-learning), Mobile Learning (m-learning) began to be used. Therefore, at present, the term Technology-Assisted Foreign Language Learning (TAFLL) is considered the most acceptable, most accurately reflecting the use of a wide range of ICT in the practice of foreign language education.

Innovative ICTs provide access to foreign language sources of information and various language options, as well as a variety of educational content, allow you to create a virtual authentic language environment, offer the possibility of both interpersonal interactions between students and communication with a teacher via the Internet, and create favorable conditions for self-education and improvement level of foreign language proficiency.

Modern digital technologies greatly contribute to the intensification of the process of teaching a foreign language thanks to various multimedia and interactive

authentic resources that activate the pace of students' work in the process of training various types of speech activity. As a result, cognitive activity and motivation increase, linguistic and communication skills of students are formed.

Among the interactive resources for teaching foreign languages, LearningApps.org deserves special attention, which provides for the use of interactive learning modules for use in the educational process. Teachers are offered special templates for creating exercises with their own language content (including audio and video files) and integrating them into the learning scenario; conditional speech and speech. This interactive application contains tasks of varying degrees of complexity for any level of foreign language proficiency. The classes tab allows you to organize independent work of students in separate groups.

However, despite the significant advantages of digital learning tools, they cannot completely replace the teacher, but only create conditions in a creative way to implement some aspects of foreign language activities both in practical and extracurricular classes, as well as individualize the learning process [2].

The most promising direction of teaching a foreign language in higher education is the technology of "blended learning". Blended learning is understood as a combination of traditional and online learning; a combination of various means in the e-learning system; a teaching system that combines the most effective aspects of classroom and distance learning; integration of face-to-face learning and interactive educational technologies.

Blended learning implies a combination of generally accepted teaching of the discipline "Foreign Language" and online learning, while communication between the teacher and students is a prerequisite. It should be noted that the role of the teacher is changing, as he becomes the coordinator of the educational process, organizes and advises students. This type of learning allows you to optimize the learning process and effectively organize the independent activities of students through the use of modern digital technologies.

One of the areas of using ICT in the practice of teaching a foreign language is teaching computer programs, which are a software tool with specific subject content, aimed at solving specific pedagogical problems in the process of interaction with students. The OKP includes software and methodological complexes, electronic training courses and electronic manuals, electronic dictionaries, educational software systems, etc. This list is constantly expanding and updating.

Computer programs can be widely used in the process of studying vocabulary, developing articulation and phonetic skills, teaching monologists and dialogic oral and written speech, studying and using basic grammatical phenomena [3].

The characteristic features of mobile applications are their multimedia and hypertextuality, which can speed up and improve the process of learning a foreign language, develop stable language patterns, communication skills, English grammar rules. Mobile dictionaries, in addition to transcription and grammatical entries, are equipped with the function of voice acting and recognition of voice input of lexical units. Thus, mobile technologies (or mobile applications) make it possible to organize in the best way both autonomous or independent learning, and learning in groups

with developed training courses in mobile formats; contribute to increasing the motivation of students through the use of familiar technical means.

Currently, distance learning technologies such as Skype and Zoom deserve special attention. They are video communication tools and attract with their accessibility and ease of use. Teachers get the opportunity to organize individual and couples classes, conversation clubs, as well as webinars and video conferences, attracting participants from other countries or native speakers. These technologies allow students to practice speaking and listening online; you can also improve your writing skills using text chat.

The obvious advantage of using Skype and Zoom in language education is the acquisition of language communication experience by students. In the process of communication, there is an acquaintance not only with lexical, grammatical, phonetic language features that are inherent only to a native speaker, but also with the whole culture of another country, mentality, and way of life. Consequently, there is a unique opportunity to construct a genuine foreign language online environment.

Recently, the Skyeng online English language school has become increasingly popular, which offers an interactive learning platform based on Skype technology. Classes with teachers are held around the clock and are complemented by mobile applications, browser extensions and educational mailings. After the introductory lesson, which determines the level of English proficiency, the methodologist makes personal recommendations for teaching, selects the appropriate teachers, taking into account the interests of the students, the goals and objectives of the course. Careful planning and development of supporting language materials, a coordinated curriculum, and monitoring of assignments contribute to effective and exciting learning of the English language [4].

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23

COMPETENCE-BASED APPROUCH IN TEACHINGA FOREIGN LANGUAGE

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Түйін: Автор бұл мақаласында оқушылардың оқу іс-әрекетін белсендірудің, шет тілін үйренуге деген ынтасын арттырудың және белсенділігі мен шығармашылығын дамытудың бір жолы – шет тілін оқытудағы құзыреттілік әдіс деп есептейді. Мақалада мектеп оқушыларына шет тілін құзыреттілік көзқарас тұрғысынан оқытудың ең тиімді әдістері мен тәсілдері анықталған.

Резюме: В данной статье автор считает, что одним из способов интенсификации учебной деятельности учащихся, повышения уровня их мотивации к изучению иностранного языка и развивающих активность и творчество является компетентный подход при обучении иностранному языку. В статье определены наиболее эффективные методы и приемы обучения школьников иностранному языку с позиций компетентностного подхода

The change in the socio-political situation, the development of international contacts in all areas, the consolidation of these contacts and international integration have led to an increase in the role and importance of the skills and abilities of genuine foreign language communication. Rapid socio-economic progress dictates high requirements for the quality of teaching a foreign language in educational institutions, since each new generation of students must rise to a higher level of foreign language proficiency. The change in the socio-cultural context of a foreign language, the new demands of students regarding the level of proficiency in it necessitate a qualitative change in training. In connection with the modernization of domestic education, one of the most important tasks facing educational institutions is the formation of key competencies; the issue of a competency-based approach in education becomes especially relevant.

Knowledge of a foreign language gives the future specialist access to foreign sources of information, without which the activity of a graduate is currently unthinkable. The ability to work with original literature in the specialty includes obtaining the information contained in the text, its critical reflection, generalization, analysis and assessment of reliability. Foreign language competence ensures the student's readiness to actually use the acquired knowledge in a professional environment. The concept of "competence" comes from the Latin word *competere*, which means to fit, correspond. In a general sense, it means compliance with the requirements, established criteria and standards in certain areas of activity and in solving a certain type of task, possessing the necessary active knowledge, the ability to confidently achieve results and control the situation [1].

Speaking of competencies, it is necessary to clarify the concept of "competence" - a set of competencies, that is, observable manifestations of successful productive activity. Competence is a complex personal resource that provides the possibility of effective interaction with the outside world in a particular area and depends on the competencies necessary for this. And what is meant by a competency-based approach? The competency-based approach in education is understood as a teaching method that is aimed at developing students' abilities to solve a certain class of professional tasks in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process the information received, transmit the necessary information; possession of the skills of interaction with other people, the ability to work in a group; possession of mechanisms for planning, analysis, self-assessment of one's own activities in non-standard situations or in conditions of uncertainty; knowledge of methods and techniques for solving problems that have arisen [2].

The competence-based approach imposes certain requirements on students and their level of foreign language proficiency. In this regard, there are basic and advanced competencies in students. At the basic level, language proficiency is assumed as a means of communication (a certain vocabulary, knowledge of basic grammatical structures, knowledge of the laws of the functioning of the language, familiarity with the cultural environment, etc.).

The advanced level assumes that students will use a foreign language to solving practical problems, for example, to search for the necessary information on the profile of their specialty. This level is interdisciplinary in nature and is assessed by the achieved result, and not only by the correctness of the use of certain grammatical structures and active vocabulary. The main means of forming key competencies in the study of a foreign language are various technologies, forms and teaching methods. These forms and methods include: the teacher's monologue; frontal-individual survey; informing conversations; independent work with the textbook on the instructions of the teacher; film demonstration; traditional control work. Researchers of the competency-based approach to learning offer several classifications of key competencies:

- 1) value-semantic,
- 2) general cultural,
- 3) educational and cognitive,
- 4) informational,
- 5) communicative,
- 6) social and labor,
- 7) personal improvement.

Each of the competencies includes a large complex of knowledge, skills, abilities and values [3].

Let us consider this classification in more detail.

1. It demonstrates what his value orientations are, whether he is able to understand his role and purpose in the world, whether he can choose settings for his decisions and actions, whether the student is responsible for choosing a decision. Pupils master this competence by participating in moral conversations, in situations of moral choice of actions.

2. General cultural competence allows students to join the dialogue of cultures, to find out the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life. At the same time, this competence shows how competent the student is in the everyday, cultural and leisure sphere (for example, in organizing free time). In terms of learning foreign languages, we are talking about the formation of sociocultural competence, which is considered: and specific in the development models of the studied and native languages; - find, compare and generalize cultural information obtained from different sources and in different languages; - build speech interaction in accordance with the norms adopted in a particular culture, taking into account speech specificity.

3. Educational and cognitive competence includes elements of logical, methodological, educational activities, correlated with real cognizable objects. This

includes the knowledge and skills of organizing goal-setting, planning, analysis, reflection, and self-assessment of educational and cognitive activity. So, for example, students are invited to re-check their own work (grammar test, essay), already checked by the teacher, but without corrected errors. The teacher discusses in detail with them the reasons for the appearance of errors, the students work on the mistakes, do a number of exercises aimed at better assimilation of the material, analyze the inaccuracies of style and form. At the next stage, they perform repeated work, taking into account all previous remarks.

4. Information competence provides the skills of the student's activity in relation to the information contained in educational subjects and educational areas, as well as in the world around them. It is information competence in the modern world that is the key to successful implementation in various areas of communication, including professional ones. To do this, you need to: - find the necessary information in various sources, both on paper and on electronic media in different languages; - select the necessary information, highlighting the main and secondary; - determine the degree of reliability of information by comparing with information from other sources and put it under doubt; - effectively use the information received; - save information, protecting it from unwanted users. Children master this competence in role-playing games, when writing questionnaires and letters.

5. Social and labor competence is closely related to communicative competence. Social and labor competence directs the ability to master various social roles in the sphere of civil and social and social and labor activities. The main method is role play, during which students not only practice using language skills, but also prepare themselves for future social roles [4].

6. The competence of personal self-improvement is aimed at self-regulation and self-support. In this formation, the teacher himself, his style of communication with people, his spiritual values and priorities play an important role. It is these key competencies that make it possible to form the student as a subject of educational activity and educate his personality. A competency-based approach to teaching a foreign language requires a creative approach to the organization and construction of the educational process, the creation of conditions for the formation and development of practical skills and abilities in foreign language speech [5].

Thus, the competence-based approach in teaching a foreign language is developing as an alternative to traditional learning, in the process of which knowledge, skills and abilities are acquired, limiting their practical application in the future professional activities of students and insufficiently taking into account the essence of the competence of a modern person in the conditions of free market competition.

Before you start using the competence-based approach in teaching a foreign language, you must meet the following requirements. First, you need to familiarize students with the essence and content of the competence-based approach. Students must master certain intellectual, creative and communication skills. This means that they must be able to work with the text (highlight the main idea, search for the necessary information in a foreign language text), analyze information, make

generalizations and conclusions, be able to work with a variety of reference material, and also be able to lead a discussion, listen and hear interlocutor, to defend one's point of view, to support it with weighty arguments, to be able to compromise with the interlocutor, to be able to concisely express one's thoughts.

The competence of personal self-improvement is aimed at self-regulation and self-support. In this formation, the teacher himself, his style of communication with people, his spiritual values and priorities play an important role. It is these key competencies that make it possible to form the student as a subject of educational activity and educate his personality. A competency-based approach to teaching a foreign language requires a creative approach to the organization and construction of the educational process, the creation of conditions for the formation and development of practical skills and abilities in foreign language speech.

Therefore, it is necessary to strive to create such conditions in the classroom when the assimilation of language material by students is carried out in a natural way, in the process of communication between the teacher and students in life situations that we model in various ways.

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FEATURES OF THE AMERICAN AND BRITISH VERSIONS OF THE ENGLISH LANGUAGE

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Түйіндеме: Қазіргі уақытта ағылшын тілі халықаралық қарым-қатынастың жалпыға бірдей танылған тілі болып табылады. Бұл қазіргі заманғы бизнестің, ғылымның, іс қағаздарының, ақпараттық технологиялардың және, әрине, коммуникацияның тілі. Ағылшын тілі Көптеген елдердің, соның ішінде Ұлыбритания, АҚШ, Канада, Австралия, Жаңа Зеландияның ресми тілі болып табылады. Төмендегі сандар ағылшын тілінің өте кең

таралуы туралы айтады: шамамен 1,6 миллиард адам, яғни әлем халқының үштен бір бөлігі ағылшын тілінде сөйлейді, дегенмен ағылшын тілі тек 380 миллион адамның ана тілі болып табылады. Дәл осы тілде көптеген кітаптар, журналдар мен газеттер шығарылады. Ағылшын тілінің жасандануының жағымды немесе жағымсыз жақтарын бағалау қиын, бірақ адамзат тарихында ешқашан мұндай кең таралған және танымал болған емес деген пікірмен келіспеуге болмайды. Қазіргі әлемде ағылшын тілінің бірнеше нұсқалары бар (Британдық, американдық, канадалық, австралиялық)

Резюме: в настоящее время английский является общепризнанным языком международного общения. Это язык современного бизнеса, науки, делопроизводства, информационных технологий и, конечно же, коммуникации. Английский является официальным языком многих стран, включая Великобританию, США, Канаду, Австралию, Новую Зеландию. Цифры ниже говорят об очень широком распространении английского языка: около 1,6 миллиарда человек, то есть треть населения мира, говорят по-английски, хотя английский является родным языком только для 380 миллионов человек. Именно на этом языке издается большое количество книг, журналов и газет. Трудно судить о положительных или отрицательных сторонах глобализации английского языка, но нельзя не согласиться с тем, что никогда в истории человечества он не был таким распространенным и популярным. В современном мире существует несколько вариантов английского языка (британский, американский, канадский, австралийский)

The English language (self—designation — English, the English language) is the language of the Anglo-Frisian subgroup of the Western group of the Germanic branch of the Indo-European language family. English is the most important international language, which is a consequence of the colonial policy of the British Empire in the XIX century and the global influence of the United States in the XX—XXI centuries. There is a significant variety of dialects and dialects of the English language. After the independence of the British colonies, English remained either the native language of most of the population (USA, Canada, Australia, New Zealand), or one of the official languages (India, Nigeria). English is considered one of the most popular languages in the world, it is native to more than 400 million inhabitants of our planet. At least 1 billion people can speak English fluently. English is studied in educational institutions in many countries as a foreign language. While studying English, we are faced with the problem that we meet words that are different in spelling, but the same in meaning. By typing words on the computer, you can see that the computer gives errors in the spelling of some words. Checking this word with the dictionary, we make sure that the word is written correctly. What is the reason? The reason is that there are two versions of English: British and American. There are some differences between them.

The relevance of the research lies in the fact that in the XXI century there is a growing interest in the English language due to existing economic and political trends. At the same time, the role of American English at the world level is increasing. When learning English at school, we encounter a variant of classical British English, although the whole world uses American language (computer vocabulary, Internet, politics, etc.). Knowledge of the differences between British English and American English is necessary in order to: avoid difficulties when reading and translating English literature, when talking with a native speaker to be

understood, without there are no problems watching movies in the original (without dubbing). What are the differences between these languages? [1,2].

The British version of English is the form of English used in the United Kingdom. It includes all regional dialects of English in the UK. English originated from the Anglo-Frisian dialects, it belongs to the Germanic languages (West Germanic group). The study of the history of the English language assumes the presence of a certain number of periods that were characteristic of its development. It is customary to divide the history of English into three periods: Old English (or Anglo-Saxon, VII-XI centuries, until about 1150), Middle English (XI-XV centuries, until about 1500), and New English (since 1476). The British Isles were first mentioned by the Greek traveler Pytheas in the IV century BC. At that time, Britain was inhabited by ancient Indo-European Celtic tribes - Gauls and Britons. From 43 to 410 AD, Britain was ruled by the Romans. As a result, Celtic dialects were replaced by Latin.

The conquest of Britain by Germanic tribes in the V-VI centuries of our era is considered the most important stage in the formation of the history of the English language. Several areas remained unoccupied (Highlands, Ireland, Wales, Cornwall). In these areas, local languages (Welsh and Gaulish) have been preserved, which still exist today and are called Celtic. The Anglo-Saxon tribes professed paganism as a religion. However, in 597 AD, the general introduction of Christianity into Britain began. This was due to the fact that the Roman Church sent the monk Augustine to the British Isles, who began the conversion of the Anglo-Saxons to the Christian faith through diplomatic means. Thanks to the activities of St. Augustine and his followers, by the beginning of 700 AD, most of the people who inhabited Britain had become Christians. Universal Christianization entailed processes that increased national education: monasteries and schools were opened at monasteries, the Latin alphabet came into use, literary works in Latin were created.

After analyzing the collected information of the theoretical and practical parts of this project, it can be concluded that American English and British English are in fact just variants of the same English language. There are more similarities than differences between them. The hypothesis of the work was confirmed. Indeed, if we have information about the differences between American and British English, we will know more about the countries of the language being studied and about the people living in these countries, it will be easier for us to understand foreign language speech by ear, pronounced both in British and American English. Our interest in the peculiarities of the historical and cultural development of the two countries will increase, since all these processes are reflected in the language [3].

Having studied English for many years, we are just now thinking about whether we are studying the necessary and in-demand version of the English language? If there is no need to travel to the USA, then after all, the British version of English is more suitable for studying at school. It is this option that is generally recognized, it is British English that needs to be studied to pass most international tests. And a graduate of the school should be competent and competitive, where knowledge of a foreign language, the language of international communication, is an integral part.

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CREOLIZED TEXTS AND THEIR ROLE IN TEACHING A FOREIGN LANGUAGE

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Түйін: Мақала орта мектепте ағылшын тілін оқыту тәжірибесінде креолизденген мәтіннің әртүрлі түрлерін қолдану тәжірибесін сипаттауға арналған. Мақалада графикалық өнімдер арқылы таза тілдік деректерді қалай көрсетуге болатындығы сипатталған.

Резюме: Статья посвящена описанию опыта использования разных видов креолизованного текста в практике преподавания английского языка в старшей школе. В статье описано, как сугубо языковые данные можно показать через графическую продукцию.

A creolized text is a text combining verbal and nonverbal information. It was broadly studied on the material of caricatures, cartoons, comics, and advertisements. Yet, their research in teaching materials can make a noticeable contribution to the theory of creolized texts. Reliance on mass media impacts the principle ways of how people receive information from the world. Non-verbal channels have grown to be more extensively used, forcing out verbal channels. People tend to prefer watching films and listing news lines of social nets to reading books or full-length articles in newspapers. The information around us has shown a tendency to change its format – from verbal to a non-verbal form. From a linguistic point of view, we see in it a tendency to exploit a different means of information representation – an image instead of a word. It shows syntactic characteristics of a sign. Meanwhile, switching to a new syntactic system leads to peculiarities of producing and receiving information. We used semiotic methodology in this research using a syntactic nature of a sign. Perceiving and exchanging information occurs through creolized texts in different social spheres.

We see a profound uninvestigated potential of usage of such texts in the language-learning classroom. Creolized text space has ample opportunities for the promotion of students' communicative creativity. The creation of their own creolized text, which is a multimedia presentation in the framework of our study – motivates students for mastering a foreign language and fostering their intercultural communicative competence. The tendency to study the phenomena of language in inseparable connection with other semiotic systems reflects a phenomenon called "creolized texts" (CT) [1]. Their appearance is associated with the increasing role of visual information and the need for additional study of the problem of the influencing

potential of paralinguistic means of expression. In the most general form, creolized texts are understood as unification and various combinations of various means of heterogeneous semiotic systems. These are texts, "the texture of which consists of two heterogeneous parts: verbal (language /speech) and non-verbal (belonging to a different sign system than natural language)" [2].

They form a single semantic, structural, functional and visual whole that comprehensively enhances the impact on the recipient's perception. Traditionally, the verbal and iconic components of the creolized text are distinguished, the combination of these components forms a complex meaning of the creolized text. here are several approaches to classifying elements of a creolized text, which are most often called verbal (and thus retain a semantic connection with the text) and non-verbal, which include images (photographs and drawings) and additional elements (symbols, for example, symbols or drawings inside a word, as well as paralinguistic means — font design, lines, frames, etc.). E. E. Anisimova divides the degree of coupling of the components of the creolized text into texts with partial creolization (relative autonomy of the verbal and verbal parts, for example, when the iconic component is a secondary element) and full creolization (coupling of components), emphasizing the difference in the need for the participation of the iconic component in the creolized text, for example, a poster or an advertising image with the text. The use of creolized text in teaching is a promising area of research: "No one involved in language teaching can afford to ignore the huge range of opportunities and challenges offered by technology" [3].

The main attention of the authors is paid to the creation and selection of creolized texts that should combine an unambiguous iconic component and elements of a verbal component adequate to the task. The intention of the authors of the creolized text should coincide with the organizational, motivational, communicative, substantive aspects of the lesson, not distract the student from the set methodological tasks and supplement the lesson materials informatively and axiologically.

Currently, we can observe published works that give general recommendations and describe the experience of teaching certain disciplines of Russian as a foreign language for certain levels and languages. In many cases distinctive features of creolized text, including the comic side, are determined by the consumer environment, the audience it is created for. Here we may find various age, gender, social and professional groups. It is often some hobby or some particular common sphere of interests that form ground for the unifying. Internet activities are a ready source of examples. It is there we may easily find and surf the ocean of groups, communities that share not only the interests but also a sense of humor and their vision of irony that become reflected in graphics. What may seem funny for a particular community can lose its effect and even turn into an enigma for many others? Some elements of creolized text found on amateur dressmakers' sites serve as a good example.

One of the visitors has uploaded a photo of a 'Chanel' jacket of her own making with her own comments. It immediately generates a heated jocular debate accompanied with new photos and sketches uploading. The reason for fun would be

lost upon those who don't share sewing interests. But if this polylogue is treated as a complete text (which is possible as the common topic functions as a text-forming element) and presented to another professional community, they would find an entirely different reason for fun bordering on ridicule. Professional tailors and couturiers would marvel at the stitches zig-zagging unevenly, at the cheap cloth chosen, at the band being scorched. Had Karl Lagerfeld seen the 'creation', he would've thought "Oh, Gosh! Is that the Thing?!" The terms are not used in a correct way either or ignored altogether. Professional linguists would mark the unusual spelling and 'new' grammar rules. It is worth mentioning that some professionals try to show way for improvement both in sewing and editing on the same site but the reason of their fun is a deep mystery for the 'authors' of the text.

Last but not least, the comic element of a creolized text may be determined by it being static or dynamic. The rules for the funny effect creation would differ if we are looking at a caricature or a collage not based on the transition of elements and if we are watching a video. The possibility to accompany the elements with the sound would also play an important part. When the sound-track follows the visual part phonetic elements are likely to be used, out of homonyms the homophones would be preferred while static comic texts are exemplified with homographs. For sure, the general sound environment would also influence the audience.

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METHODS OF CO-STUDYING LANGUAGE AND CULTURE IN MASTERING A FOREIGN LANGUAGE

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Түйін: бұл мақалада тіл мен мәдениетті бірлесіп оқыту контекстінде шет тілін оқытудың ерекшеліктері қарастырылады.

Резюме: в данной статье рассматриваются особенности преподавания иностранного языка в контексте соизучения языка и культуры

In modern society, special attention is being paid not only to learning the language, but also to the development of the ability to perceive commonalities and differences between local cultures, with the expansion of the framework of communication with representatives of far and near foreign countries. the culture of the language being studied. Regardless of regional affiliation, each nation has its own unique customs and traditions, which should be considered as aspects of a nation's unique culture. The language of communication becomes the language of culture.

The concept of "language" itself has many definitions, according to V. I. Dal, "Language is a collection of all the words of the people and their correct combination, conveying their thoughts."

J. Maruso "Language is any system of signs suitable to serve as a means of communication between people".

O.S. Akhmanov "Language is one of the original semiological systems, it is the main and important means of communication for members of a certain human community, for whom this system is a means of developing thinking, passing cultural and historical traditions from the people generation, etc."

"Language is the purest form of communicative process in every society known to us".

In cultural literature, the importance of language is often evaluated as follows:

- a mirror of culture that reflects not only the real world surrounding a person, but also the mentality of the people, its national character, traditions, customs, morals, norms and value system, world picture;

- storehouse, storehouse of culture, because all the knowledge, skills, material and spiritual values accumulated by the people are stored in its language system - folklore, books, spoken and written;

- the carrier of culture, because it is passed from generation to generation with the help of language. In the process of inculturation, children master their mother tongue and, along with it, assimilate the generalized experience of previous generations;

- a cultural tool that forms the personality of a person who accepts the mentality, traditions, customs of his people, as well as a certain cultural image of the world through language.

In addition, the language:

- makes it easier for a person to adapt to environmental conditions;

- helps to correctly assess objects, phenomena and their interrelationships, helps to identify objects of the surrounding world, classify them and organize information about them;

- helps to organize and coordinate human activity. Culture is transmitted through language, the ability of which distinguishes man from other creatures. Thanks to language, culture is possible as the accumulation and accumulation of knowledge, as well as their transfer from the past to the future. Therefore, unlike animals, man does not start his development anew in each successive generation. If he had no skills and abilities, his behavior would be governed by instinct, and he would be almost indistinguishable from the rest of the animal world [1].

It can be said that language is a product of culture, an important component of it, and a condition of its existence.

It also means that there is a person between the language and the real world - the person who speaks the language and culture. It is he who realizes and perceives the world through his senses, based on which he creates his ideas about the world. They are, in turn, rationally understood by concepts, judgments and conclusions that

can be attributed to other people. Therefore, thinking stands between the real world and language.

The term "culture" has variations in lexical meaning not only in Russian, but also in many European languages. In our thesis, we will consider only the terminological use of the word "culture" that defines our work. In the academic dictionary of the Russian language, we consider the first meaning (there are seven in total), because, in our opinion, it is the most complete in the anthropological or ethnographic sense. "The sum of achievements of human society in industrial, social and spiritual life material culture Spiritual culture.

Based on the above definitions, it is clear that key words are the communication between representatives of different cultures. Language is the most basic structure of any national culture [2].

In the modern conditions of teaching foreign languages, it is clear that raising the level of teaching communication between representatives of different nationalities can be fully achieved with a clear understanding and presence of the socio-cultural component in the content of teaching.

Foreign language teaching is primarily considered as bilingual education, which means "interrelated and equivalent acquisition of two languages (native and non-native) by students, acquisition of local and non-local foreign cultures, development of students as bilingual and bicultural identity and awareness of its bilingual and bicultural belonging"[3].

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MOTIVES FOR IMPROVING THE PEDAGOGICAL COMPETENCE OF TEACHERS AND TEACHERS OF FOREIGN LANGUAGES

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Түйін: Мақалада интегративті көзқарас тұрғысынан шет тілі мұғалімінің кәсіби құзыреттілігі талданады. Әдіснамалық негіз ашылады және жалпы кәсіби және пәндік құзыреттіліктердің тұтас жүйесі ретінде кәсіби құзыреттіліктің анықтамасы беріледі.

Резюме: В статье анализируется профессиональная компетентность учителя иностранного языка с позиций интегративного подхода. Раскрывается методологическая основа и дается определение профессиональной компетентности как целостной системы обще профессиональных и предметных компетенций.

Learning a foreign language is a mandatory component in the training of specialists at the university. Knowledge of one of the foreign languages gives a young specialist many opportunities for self-realization, allows him to be competitive

in the labor market and makes him a professionally significant specialist. But in a non-linguistic university, students do not always understand this importance and believe that they will not need a foreign language in their future work. Increasing students' motivation at this stage of training is one of the components of the educational process. Lack or insufficient motivation to learn a foreign language can slow down the learning process and lead to poor language acquisition results [1].

The quality of education, as is well known, largely depends on the competence and level of professional training of a teacher. The existing system of evaluation and certification of these indicators is not completely perfect, it is often one-sided and subjective, which significantly underestimates the quality of such an assessment. Consequently, in the conditions of modernization of modern education, the professional competence of a foreign language teacher is of particular importance. Especially if we take into account that foreign language education has its own specifics, as well as the subject "foreign language". Its purpose can be called the formation and development of the most important socially significant functions of a person: communicative, informational, educational, developmental, educational-forming, cultural, humanitarian. Thus, improving the professional competence of teachers is a necessary condition for the modernization of the education system.

An effective way to improve the professional competence of a foreign language teacher is to analyze the lesson. This method helps to improve the quality of teaching; improve the teaching process; helps the teacher to comprehend the level of theoretical knowledge, methods, methods of work in practice, in the process of interaction with the class and specific students; gives the teacher the opportunity to assess their strengths and weaknesses; helps to identify unrealized reserves and resources, to highlight an individual style of pedagogical activity.

In this regard, the topic of the chosen work seems relevant to us. The relevance is justified by the presence of a sufficient number of scientific papers devoted to the chosen topic, statistics indicating the need to study this topic, regulatory documents (state standards, state programs, etc.) reflecting this need.

Today, modern professional pedagogical education uses a competence-based approach as a methodological basis. Many scientists (Galskova E.D., Solovova E.N., V.V.Safonova, etc.) agree that this is the most popular way to train future teachers.

Lisenkova L. A. experimentally proved the advantages of this approach, namely [2]:

- In addition to knowledge, skills and abilities, the competence approach allows you to form personal and professional competencies of a future specialist;
- It is aimed at the result of education, not just the process;
- With this approach, students develop the ability to apply the acquired knowledge in practice, use it in various professional and life situations;
- The competence-based approach guarantees the achievement of educational results, following pan-European trends. The results of education expressed in the language of competencies contribute to the expansion of academic and professional recognition, allow you to combine diplomas and qualifications. Thus, the formation of competencies becomes the main result of professional pedagogical education.

The competence approach is to define the goals of education, organize the educational process and evaluate the educational result. With the competence approach, priority is given not to the transfer of as much knowledge as possible, but to the development of the ability to use the acquired knowledge and skills, to acquire them independently. The relevance of the competence approach is dictated by the demand of society with its rapidly changing living conditions and the transition to an information society [3].

Currently, competent is more likely to be called not a specialist with encyclopedic knowledge, but a person who knows how to apply his knowledge to real life situations. Personal qualities that allow resolving the conflict and reaching an agreement are valued.

The modernization process has changed the parameters of the competence approach. Modern education standards have begun to put forward requirements that can be met not just by a "good specialist", but by a "good employee".

Accordingly, the future teacher should have not only professional, but also personal competencies.

The term "professional competence" began to be actively used in the 90s of the last century. Since that time, such researchers as N.V.Kuzmina, A.K. Markova, T.I. Rudneva, G.N. Steinov and others have been dealing with this problem. The professional competence of a teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity.

At the present stage, there are many points of view and approaches to understanding the competence approach among researchers: "the competence approach is manifested as an update of the content of education in response to the changing socio-economic reality" [4]; "the competence approach is implemented as a generalized condition for a person's ability to act effectively outside of educational subjects and educational situations" [5].

For a better definition of the term "professional competence", it is necessary to clarify the concepts that are used in the scientific and pedagogical literature as close in meaning: "professionalism", "professional training", "professional skill", "qualification", "competence". "Qualification" is a set of professional requirements for a teacher and his compliance with these requirements. "Professionalism" is a general concept reflecting the qualitative characteristics of the subject of pedagogical activity, which includes the possession of professional pedagogical culture. "Professional skill" characterizes a certain level or state of competence.

The concept of "competence" should be considered as the sphere of application of specific knowledge, skills and abilities of the teacher. Competence consists in the integrative ability of a person to act, solve educational, professional and life problems based on existing competencies and their own life experience. Competence is a set of knowledge, skills and abilities of the learner, which also includes the ideological, value-based learning outcome. Thus, professional competence is special knowledge, acquired experience of a person in the process of professional activity [6].

Let's consider modern approaches to the explanation of the term "competence". According to the definition of A.V. Khutorsky, who has established himself as a

theorist of the competence approach, competence is a person's readiness to mobilize knowledge, skills and external resources for effective activity in a specific life situation. Competence, on the other hand, is a set of personal qualities (value orientations, knowledge, skills, abilities), it is the ability to work in a certain personally significant area.

The integrative approach involves the inclusion of the following approaches into a single methodological space: systemic, personal, communicative-activity, axiological, cultural, anthropological approaches. Thus, the systematic approach is focused on the allocation of invariant, system-forming connections and relationships, on the study of what is stable in the structure and content of a teacher's professional competence, is of a general nature, and what is specific, variable. The personal approach is aimed at recognizing and taking into account personally significant characteristics, properties, qualities of a teacher in his professional activity. The communicative-activity approach assumes an active role of the teacher's personality in the formation of his "I-concept", asserting himself in practice. The axiological (value-semantic) approach is based on the belief in the positive potential of a person, his creative abilities and self-development on the basis of the inner spiritual and value content of a particular being in its integrity. The culturological approach sets a socio-humanistic program of activity. The anthropological approach is important because it ensures the systematic use of data from all sciences about man as a subject and object of education.

The integrative approach combines elements of knowledge about the teacher into a single research field, reveals the versatility and complexity of the phenomenon of professional competence of a foreign language teacher in all its essential manifestations: social, professional, cultural.

Thus, taking into account all the above, the following definition of the professional competence of a foreign language teacher can be given: it is a system of linguistic, sociolinguistic, cultural, strategic and discursive knowledge, skills and abilities that allow communicants to interact effectively in specific socially determined communicative situations, as well as the possession of skills and the ability to apply existing knowledge in the field of pedagogy, psychology and methods of teaching a foreign language.

Summarizing the above, it can be noted that the professional competence of a teacher is an integrative quality that includes a certain level of knowledge and ways of owning various types of competencies, which allows the teacher to effectively perform his functions, ensure his own social and professional mobility. Structure of professional competence of a foreign language teacher.

The professional competence of a future teacher begins to form during his studies at an educational institution. This is followed by postgraduate education, which has a continuous character. The most important way of professional development at this stage is self-education and practical scientific activity.

The following stages of the formation of professional competence of a future foreign language teacher are distinguished: the stage of educational activity at the

university, the stage of pedagogical practice and the stage of actual professional activity after graduation.

The main purpose of professional training of a specialist is the formation of professional skills. Studying at a pedagogical university lays only the foundations of professional competence. Consequently, their development and improvement should be handled by the teacher himself, showing his own motivation and desire. Speaking about the professional competence of a foreign language teacher, we can say that communicative competence is the most important, because we are talking about the formation of students' communicative competence. The ultimate goal of teaching students of pedagogical universities is the formation of professional and pedagogical competence. Therefore, according to the level of formation of professional competencies of the future teacher, it is possible to judge the effectiveness of the educational process at the university.

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SITUATIONAL CONDITIONING SPEECH COMMUNICATION

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Түйін: Сөйлеу жанрына иелік ету жеке тұлғаның мәртебелік сипаттамаларының бірі болып табылады, өйткені сөйлеу жанры (әлеуметтік лингвистика тұрғысынан) ситуациялық стандартты білдіреді.

Резюме: Владение речевым жанром есть одна из статусных характеристик личности, поскольку речевой жанр представляет собой (с точки зрения социолингвистики) ситуативный стандарт.

Pragmatic linguistics in a broad sense as a theory of communication involves the study of communication parameters. In this context, pragmalinguistics is closely

connected with sociolinguistics. German researchers G. Genne and G. Rebok highlighted the pragmatic characteristics of speech in ten communication parameters:

- 1) types of speech: natural speech (spontaneous or prepared) and "unnatural" speech (fictitious, or "fictitious", or staged);
- 2) situational (spatio-temporal) characteristics of speech: contact speech (face-to-face conversation) and distant speech (telephone conversation);
- 3) quantitative characteristics of speech partners: interpersonal communication in a dyad and in a group (small and large group);
- 4) degree of openness: private, relatively open and completely open to others communication;
- 5) social relations between communication partners: symmetrical and asymmetric (inequality is caused either by anthropological, sociocultural, or subject-situational factors);
- 6) genre characteristics of speech: directive, narrative, discursive;
- 7) the degree of acquaintance of partners: intimacy, friendly acquaintance, superficial acquaintance, lack of acquaintance;
- 8) the degree of preparedness of the partners for the conversation: unprepared, slightly prepared, specially prepared conversation;
- 9) the degree of certainty of the topic of the conversation: the absence of a specific topic, the general direction of the topic, the specialization of the topic;
- 10) the relationship between communication and the conditions of communication, to a greater or lesser extent due to the circumstances of communication [1].

The scheme of G. Genne and G. Rebok is clarified in other studies, in particular, G. Kremer highlights such parameters as the number of speech moves that change the topic of conversation (more or less), the method of changing the topic (intentional or natural, proceeding from the content of the conversation, changing the topic), the relationship between the participants of communication (coincidence or mismatch of the communicative role participant and speaker) [2].

J. Kraus in his work "On general problems in sociolinguistics" notes that the parameters of communication are reflected in three types of style-forming factors - objective, subjective and external [3]. Objective style-forming factors are related to the components of the speech situation and are manifested in the following style indicators:

- 1) speech function as the purpose of communication (artistic style - aesthetic function, conversational style - phatic function, official business style - informative and voluntary, etc.);
- 2) the form of speech (oral or written speech, reading aloud or to oneself, etc.);
- 3) the degree of spontaneity and readiness of speech;
- 4) indicators of privacy or official communication;
- 5) the number and mutual disposition of communication participants, actual and potential;
- 6) continuity and discontinuity of the speech act (dialogue or monologue, the possibility of changing communicative roles between communication participants);

7) direct contact or indirect communication (for example, using a telephone, microphone, etc.).

Subjective style-forming factors reflect the personal characteristics of communicants and are manifested in the following style indicators:

- 1) social status, role, gender and age of communicants;
- 2) their life experience, education;
- 3) their psychological characteristics, temperament, abilities, language and communication skills, politeness;
- 4) author's intentions and the implementation of these intentions in the interpretation of the addressee;
- 5) the attitude of the participants of the communication to the topic of the conversation (serious, humorous, ironic, contemptuous, etc.);
- 6) the perception of the world by communicants through the prism of ideology (real or expected world).

External style-forming factors include, on the one hand, the cultural level of society, the tradition of genre forms, social, ideological and cultural aspects of communication and, on the other hand, technical communication capabilities (private writing, mass communication, television transmission). The value of the given model is Y. In our opinion, Kraus lies in the original interpretation of the standard sociolinguistic understanding of the situation (communication participants + circumstances).

K.A. Dolinin combined the above-mentioned features into four groups - thus it is possible to characterize both the content and structure of any message, and the main parameters of the communicative situation that determine its properties:

- 1) signs related to the addressee;
- 2) signs related to the addressee and the nature of the perception of the message;
- 3) signs related to the communication channel and external communication conditions;
- 4) signs related to the message itself [4].

The pragmatics of communication is largely determined by the specifics of the genre: there are genre canons that allow for a certain degree of variability, but going beyond such canons negates communication. As M.M. Bakhtin wrote, "some people who have excellent command of the language feel helpless in some areas of communication precisely because they do not know practically the genre forms of these areas. Often a person who has a great command of speech in various spheres of cultural communication, who knows how to read a report, conduct a scientific dispute, who speaks excellently on public issues, is silent or very clumsily speaks in a small talk... It's all about the inability to master the repertoire of the genres of small talk, in the absence of a sufficient stock of those ideas about the whole of the utterance that help to quickly and naturally cast one's speech into certain compositional and stylistic forms".

Possession of the speech genre is one of the status characteristics of a person, since the speech genre is (from the point of view of sociolinguistics) a situational

standard. Getting into the standard conditions of communication, people develop optimal ways of communication for these conditions. The status of communication participants is inevitably reflected in the speech genre. In this sense, the genre depends on the people involved in the communication situation. But at the same time, the participants of communication are necessarily included in the canons of communication developed by society in relation to certain situations, and in this sense people are dependent on the genre. Thus, the speech genre contains at least two different signs of a person's social status: a sign of a person's initial status (gender, age, education, dominant or subordinate position, etc.) and a sign of genre competence, undoubtedly related to the initial status sign, but at the same time having its own specifics [5].

Sociologists and sociopsychologists call various forms of human social behavior social (or functional) roles, thereby expanding the everyday understanding of this word.

A social role is a "normatively approved by society way of behavior expected from everyone occupying a given social position"; a social position or status is a formally established or tacitly recognized place of an individual in the hierarchy of a social group. The term "social status" denotes a correlative (on the axis "above - below") position in the social system, determined by a number of features specific to this system.

An essential component of a social role is expectation: what others expect from an individual's behavior, they have the right to demand from him, he is obliged to meet these expectations in his behavior. For example, when you come to visit, you are obliged to say hello first and have the right to attention from the hosts. Thus, roles are peculiar patterns of mutual rights and obligations [6].

Roles can be determined by both permanent or long-term characteristics of a person - his gender, age, family and social status, profession (such are, for example, the roles of husband, father, boss, co-worker, etc.) - and variables that are determined by the properties of the situation - such are, for example, the roles of passenger, buyer, patient and others .

The performance of the same situational roles (patient, buyer, etc.), for example, by a carpenter and a math teacher, a student and a housewife is different: although a specific situation (for example, buying and selling) imposes certain requirements on its participants, the role behaviour of each of the participants is due to their permanent or long-term social characteristics, their professional or service status.

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PROFESSIONAL COMPETENCE AND PEDAGOGICAL TEACHER'S SKILL

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Түйін: Педагогикалық шеберлік мұғалімнің оқу-тәрбие іс-әрекетінің сапалық сипаттамасы ретінде оның жоғары деңгейге жеткен оқу және тәрбие шеберлігінен басқа ештеңе жоқ

Резюме: Педагогическое мастерство как качественная характеристика учебно-воспитательной деятельности учителя есть не что иное, как доведенная им до высокой степени совершенства учебная и воспитательная умелость

Pedagogical activity is structured in five blocks (orientation, decision-making, programming, modelling and execution). Each of the blocks includes a set of elements (components) that ensure the effectiveness of pedagogical activity. The main elements include motivational, gnostic, communicative, organizational, and constructive and design and research. In turn, the elements are provided with a system of general and special abilities. The substructure of general abilities includes perceptual, attentional, mnemonic, intellectual, creativity, imaginative, research, psychomotor, volitional.

The group of special abilities of a teacher includes academic, didactic, developmental, major, authoritarian, organizational, orientation, evaluation, speech, expressive, suggestive, pedagogical intuition, research and reflexive [1].

The basic pedagogical skills allocated by A.K. Markova are included in the structure of pedagogical mastery. This is the ability to see a pedagogical problem, to select, adapt and convey didactic material to students, to organize creative educational cooperation on the basis of a parity dialogue. Among the most important pedagogical skills are the ability to understand the inner position and condition of the student and on this basis to individualize the educational process. At the same time, it is important to be able to maintain a stable professional position, to be aware of the prospects for professional development, to diagnose their own abilities and achievements of pupils.

The most important feature of a master teacher is the presence of his distinctive individual style as a system of techniques and methods of educational work that adequately meet the peculiarities of the individuality of the subjects of educational activity. The problem of individual pedagogical style is revealed in the light of V.S. Merlin's theory of integral individuality.

When considering pedagogical activity as a creative process, naturally, the question arises about the levels of creativity among novice teachers, professionals,

masters and innovators in teaching a particular academic discipline. (The division proposed above, being conditional, is most often found in the pedagogical literature. In most studies, there is a clear desire to distinguish between these close, but not identical concepts. This seems to be legitimate, since it allows us to more clearly determine the share of creative intellectual activity at different levels of activity development). Creativity can manifest itself at various stages of the development of pedagogical activity. Of particular interest is the functional-activity approach to the issues of professionalism and skill, developed by N. V. Kuzmina. Based on polyfunctionality (gnostic, constructive, organizational, communicative functions), the researcher identifies and develops signs of professionalism in the main areas of pedagogical activity. The most important functions of the teacher N. V. Kuzmina include the transformation of the object of education, the student, into the subject of self-education, self-education, self-development. At the same time, the researcher sees professionalism in its implementation in the teacher's ability to analyze the main components of his activity.

Separating the concepts of professionalism and skill, N. V. Kuzmina refers skill not to a separate (albeit perfect) skill, but to a certain set of skills that make the process of activity qualitatively peculiar, individualize it. The author calls pedagogical art, innovation, and asceticism the highest manifestation of pedagogical creativity. According to another researcher, A.V. Barabanshchikova, pedagogical mastery is a synthesis of developed psychological and pedagogical thinking, a system of pedagogical knowledge, skills, abilities and emotional-volitional means of expression, which, combined with highly developed qualities of a teacher's personality, allow him to successfully solve educational tasks. The structure of pedagogical mastery is complex, multifaceted and is determined by the content of pedagogical activity, the nature of professional and creative tasks [2].

The central component of pedagogical mastery, according to this approach, is considered to be developed psychological and pedagogical thinking, which determines creativity in pedagogical activity. The thinking of the master of pedagogical work is characterized by independence, flexibility and speed. It is based on developed pedagogical observation and creative imagination, which are the most important basis of foresight, without which pedagogical art is impossible. Thus, even here creativity is recognized as the main thing in pedagogical skill. Most often, creativity manifests itself in the ability to apply various methods and forms of education and training, professional knowledge and personal qualities in the educational process with maximum efficiency, each time in a new and reasonable way. At the same time, it is expressed in the creation of pedagogical ideas, methods of educational activity, and in the ability to solve atypical tasks. As a rule, skill is associated with the extensive experience of an employee who has mastered his profession perfectly.

For example, according to I. V. Strakhov, pedagogical skill is formed on the basis of experience, creative understanding of the means of educational work and is expressed in the application of a system of effective methods for solving professional tasks, in the high quality of their implementation, in the unity of science and art, in

the individualization of pedagogical influence and in the ability to communicate, observing the criteria of pedagogical tact, in high motivation of work. Understanding pedagogical skill as an important aspect of professional culture, some authors include in its content psychological and pedagogical erudition, developed professional abilities (professional vigilance, optimistic forecasting, organizational skills, mobility, adequacy of reactions, pedagogical intuition), possession of pedagogical technique (a system of methods of personal influence of the teacher on students).

The main characteristics of master teachers are also considered to be the ability to present complex problems in an accessible form, to captivate everyone with their teaching, to direct active activity to the creative search for knowledge: the ability to observe, analyse the life of students, the causes of a particular behaviour, facts and phenomena affecting their formation; the ability to transform theoretical and applied psychological and pedagogical knowledge, achievements of advanced pedagogical experience in relation to the specific conditions of the organization of the educational space, taking into account the peculiarities of their own style of activity. The desire of researchers to include in pedagogical skills not only the general erudition of the teacher in the field of content and methods, not only the mastery of methods skilfully, accessible, with the appropriate effect to convey the knowledge and experience of mankind, but also a subtle orientation in the mood of students, should also be positively evaluated. It includes the predictive nature of the organization of their activities, the creation of the necessary atmosphere of efficiency and mutual understanding based on the relations of participation, active mutual assistance. It is impossible not to agree with G. I. Shchukin said that ignoring the relationship problem by the teacher leads to negative consequences.

Pedagogical mastery is also defined as the search for new methods and forms of solving countless pedagogical tasks with a high degree of success. At the same time, the scientific level of the teacher himself, considered outside the organic unity and interpenetration of scientific and pedagogical aspects of activity, acquiring in some schools the status of the sole and main criterion for evaluating the activities of the teaching staff, cannot ensure the proper effectiveness of the educational process.

The pedagogical skill of a teacher organically includes all the components of the psychological structure of his activity in a "filmed form" and contains his own scientific search: it is a product of holistic scientific pedagogical creativity. The teacher's skill is a synthesis of theoretical knowledge and practical skills. The level of pedagogical skill depends on the degree of assimilation of the methods of pedagogical influence and the adequacy of the expectations attributed to them by students who are in interaction with him.

V.A. Kan-Kalik very clearly defined his approach to the essence of pedagogical creativity as personal, including in it the organic interaction of the creative process of the teacher and the educated: "The creative process of the teacher is considered as an activity aimed at the constant solution of countless educational tasks in changing circumstances, during which the teacher develops and embodies optimal, organic for a given pedagogical personality, non-standardized pedagogical solutions, mediated by the peculiarities of the object-subject of pedagogical

influence" [3].

The distinction that has emerged in pedagogy and psychology between professionalism, skill and innovation is undoubtedly of interest and requires further research in this direction. The classification proposed below can be considered as an attempt to clarify what is specific to each of the above levels of pedagogical creativity. At the same time, the position becomes important, according to which the requirement to switch to an intensive path of study at school should be combined with the need for pedagogical creativity while preserving and multiplying valuable traditions, possession of dialectical pedagogy, the ability to see the pedagogical process holistically, to know all the factors determining its effectiveness in their interdependence, and to make an informed choice of optimal learning options for specific conditions.

A professional teacher is able to see a pedagogical task, formulate it independently, analyse the current situation and find the most effective means of solving it.

A master teacher can bring into the educational process all that is new that has been accumulated in theory and practice, taking into account the specifics of specific pedagogical circumstances. Developed pedagogical self-awareness contributes to the acquisition of their own individual style of work. The teacher-innovator reaches the highest level of skill, decisively and radically changing the pedagogical reality. His credo is to form the creative orientation of the student. This allows us to guarantee the full disclosure of the creative abilities of each student. An innovator teacher is always a strategist teacher who knows how to organize a sufficiently developed feedback system and adaptation of both himself and the evolutionary development of a group of students through productive verbal and nonverbal communication. A high linguistic culture, involving interaction at the level of intercultural communication, is the most important component of its activities. The search for means of mutual enrichment of the linguistic educational space and interaction with students is constantly in the zone of his special attention.

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КӨРКЕМ АУДАРМА ПРИНЦИПТЕРІ ЖӘНЕ ОНЫ БАҒАЛАУ КРИТЕРИЙЛЕРІ

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Резюме: Цель данной статьи состоит в том, чтобы, подвергнув критическому анализу существующие в теории перевода представления о критериях оценки качества перевода, предложить собственные, разработанные экспериментальным путем критерии успешного перевода и описать на их основе возможные типы переводческих ошибок.

Summary: The purpose of this article is to critically analyze the ideas existing in the theory of translation about the criteria for assessing the quality of translation, to propose our own experimentally developed criteria for successful translation and to describe on their basis the possible types of translation errors.

Әлбетте, белгілі бір зерттеушінің аударма сапасын бағалау мәселесіне көзқарасы оның негізінде осы зерттеушінің аударма процесі тұтастай нені білдіретіні және аударма кезінде салыстыру объектісі не екендігі туралы көзқарастарына байланысты.

Аударма теоретиктерінің басым көпшілігі бағалаудың негізгі критерийі ретінде эквиваленттің қандай да бір түрін ұсынады. Бұл мәтіндік материалдың эквиваленттілігі, мазмұнның немесе хабарламаның эквиваленттілігі, алушының реакциясы, мәтін функциясы немесе екі мәтін шығаратын коммуникативті әсер болуы мүмкін. Қазіргі кезеңде, аудармаға коммуникативті-функционалды тәсілдің дамуына байланысты, еңкеңтаралған және ықпалды, мүмкін, жалпы эквивалент тілік коммуникацияның мақсаты деңгейін дегі эквиваленттіліктің белгілі бір синтезі және екі мәтіннің әр түрлі бірліктері мен құрылымдарының эквиваленттілігі болуы керек деген көз қарас бірінші.

Отанды қаудармашылықтағы эквиваленттіліктің ең танымал тұжырымдамаларының бірі В. Н. - ның бес деңгей теориясы болып табылатыны кездейсоқ емес. Комиссарова, оғансәйкес бірінші (базалық) деңгей коммуникация мақсатының эквиваленттілігін, ал соңғы бесіншіденгей екі мәтіннің толық семантикалық және құрылымдық жақындығын білдіреді.

Бірқатар зерттеушілер мәтін функциясының эквиваленттілігін және оның коммуникативті әсерін аударманың сәйкестігі ұғымын енгізу арқылы оның жеке бірліктерінің эквиваленттілігімен біріктіруге тырысады. Мысалы, л.к.Латышев адекваттылықты екі мәтіннің коммуникативті әсерінің (реттеуші әсерінің) эквиваленттілігін және аударманың бастапқы мәтінге семантикалық құрылымдық ұқсастығының белгілі бір дәрежесін қамтитын күрделі ұғым ретінде қолданады². Ю. В. тұжырымдамасында. Ванниковтың жеткіліктілігі мәтіннің доминантты функциясын мүмкіндігінше көбейтуді қамтиды, ол жіберушінің коммуникативті ниеті негізінде қалыптасады және белгілі бір коммуникативті әсерді қамтамасыз етуге бағытталған [1].

В. В. Сдобников пен О. в. Петрова В. Н. Комиссаровтың бес деңгейінің жоғарыда аталған теориясын негізге ала отырып, аударманың сапасын бағалау үшін сәйкестік пен эквиваленттілік ұғымдарын біріктіруді ұсынады. Олар аударма түріне байланысты әр түрлі сәйкестік пен эквиваленттік қатынастар болуы мүмкін екенін атап өтеді. Адекваттылықты Ю. В. Ванников сияқты түсіне отырып, авторлар оны аударма сапасын бағалаудың негізгі критерийі деп санайды: "адекваттылық дәрежесі туралы айтудың қажеті жоқ: аударма не барабар, не жеткіліксіз" 5. Эквиваленттілік әр түрлі дәрежеде ұсынылуы мүмкін, яғни. екі мәтіннің жақындығы жағдайға байланысты әр түрлі болуы мүмкін. Тиісінше, төрт негізгі жағдай ерекшеленеді: 1) аударма тұтастай алғанда барабар және мәтіннің барлық жекелеген сегменттері деңгейінде баламалы; 2) аударма барабар, бірақ мәтіннің жекелеген сегменттері деңгейінде баламалы емес; 3) аударма баламалы, бірақ барабар емес (аудармашының жеке сегменттерді дәл жеткізуге деген ұмтылысына байланысты коммуникативті ниет түсінілмейді) 4) аударма баламалы емес және барабар емес.

Авторлардың пікірінше, алғашқы екі жағдайды сапалы аудармалардың мысалдары ретінде қарастыру керек, ал соңғы екеуі сапасыз деп саналады. Бірінші түрі ең жоғары сапалы деп танылады [2].

Біз осы авторлардың аударма сапасын бағалау критерийлеріне толығырақ тоқталғанымыз кездейсоқ емес. Олардың жұмысы осы саладағы соңғы жұмыстардың бірі болып табылады және бірқатар зерттеушілердің көзқарастарын талдайды және қорытындылайды. Көрсетілген көзқарас лингвистикалық прагматика мен коммуникация теориясының дамуымен қол жеткізген лингвистикалық центризм позицияларында тұрған лингвистикалық аударма теориясының шыңын білдіреді. Прагматиканың семантикадан басқа лингвистиканың жеке саласы ретінде пайда болуы дәстүрлі семантика мағынаның тек оны кім қолданатынына қарамастан, лингвистикалық белгінің ажырамас, имманентті қасиеті ретінде ұсынылған бөлігін ғана түсіндіретіндігімен түсіндірілгені анық. Аударма теориясының дамуының белгілі бір кезеңінде тілдік белгілермен берілетін мазмұн аударылатын барлық нәрсе емес, аударма тек бастапқы мәтіннің мазмұнын аудару емес деп танылды. Бейнелі түрде айтатын болсақ, прагматика "көрінбейтін" нәрсені, атап айтқанда, белгілі бір бірліктердің не үшін пайдаланылғаны туралы ақпаратты, сондай — ақ Тілдік Пайдаланушы туралы ақпаратты, оның ішінде оның қарым-қатынастың басқа қатысушыларына қатынасы туралы ақпаратты қосуға мүмкіндік берді. біз әлеуметтік немесе Әлеуметтік деп анықтайтын барлық нәрсе интерактивті тұжырымдамалар. Эквиваленттілік пен эквиваленттілік сапалы аударманың критерийлері ретінде қарастырылады, сонымен қатар эквиваленттіліктің әртүрлі түрлері мен деңгейлерінің теориялары бір жағынан Семантиканың, мәтін бірліктерінің мазмұнының, екінші жағынан мәтіннің прагматикалық функциясының синтезі болып табылады және ол сәйкес жасалуы керек коммуникативті әсер автордың ниетін көрсететін функциясымен. Бұл жағдайда аудармашының тілдік қолданушы ретіндегі танымдық рөлі іс жүзінде алынып тасталады. Функция оның авторының

ниетімен анықталатын мәтіннің қасиеті, ал мазмұны мәтін бірліктерінің қасиеті болған жағдайда аудармашының субъективті білімі онша маңызды емес болып көрінеді.

Сонымен қатар, белгілі бір мәтінді графикалық немесе акустикалық белгілер жиынтығы ретінде қабылдайтын және осы ынталандырудың әсерінен тұжырымдамалар өзекті болып табылатын тілдік пайдаланушының көзқарасынан Әлеуметтік және барлық басқа ұғымдар арасында айтарлықтай айырмашылық жоқ. Ол үшін олардың барлығы мәтінмен жаңартылған жиынтық тұжырымдамалық құрылымды құрайтын тұжырымдамалар. Есікті жабатын сөз тіркесі?, мысалы, тыңдаушының санасында сұраныстың интерактивті тұжырымдамасын өзектендіреді, ол жалпыланған ұсыныс бола отырып, бұл жағдайда сөйлеушінің белгілі бір ниеті туралы, тұжырымдамалардан айтарлықтай ерекшеленбейді есік және жабу.

Аудармашының санасында жүзеге асырылатын және оның негізгі бірлігі тұжырымдамалық мағына болып табылатын эвристикалық рефлексиялық әрекет ретінде аударма туралы біздің идеямызға сүйене отырып, аударманың сапасы немесе басқаша айтқанда, сәттілігі аударма мәтінінің бастапқы мәтінге эквиваленттілігі тұрғысынан емес, аудармашының қаншалықты сәтті екендігі тұрғысынан бағалануы керек деп санаймыз бастапқы мәтінмен ықтимал жаңартылған тұжырымдамалар-мағыналардың бүкіл жиынтығын объективтендірді, белгілі бір контексте Пя құралдарымен белгілі бір тұжырымдаманы объективтендірудің нақты мүмкіндіктерін ескере отырып. Соңғы ескерту бізге бүкіл процестің эвристикалық сипатын ескере отырып, принципті болып көрінеді. Аударма мәтініндегі осы немесе басқа Тұжырымдаманың қаншалықты сәтті объективтендірілгені, неге ол мүлдем объективтенбегені немесе аудармашы объективтендірудің басқа құралын емес, неге таңдағаны туралы пайымдаулар жасай отырып, біз берілген мәтін мен контекст үшін рмен қамтамасыз ететін нақты мүмкіндіктерді, сондай-ақ бар болған жағдайда аудармашының субъективті артықшылық факторын ескеруіміз керек бір тұжырымдаманы немесе тұжырымдама құрылымын объективтендірудің тілдік құралдарының өзгергіштігі.

Аударма мәтінінде бастапқы мәтінмен өзектендірілген тұжырымдамалар жиынтығын сәтті немесе сәтсіз объективтендіру туралы айтатын болсақ, біздің алдымызда туындайтын бірінші және ең күрделі мәселе-бұл тұжырымдамалар жиынтығы аударма сапасын бағалау кезінде негізделетін объективті фактіні білдіреді деп санауға бола ма? Өз ойымызды түсіндірейік. Аударма сапасы мәтіндердің немесе осы мәтіндердің жеке бірліктерінің бір-біріне эквиваленттілігі тұрғысынан бағаланған кезде және белгілі бір формальды бірлік аударма бірлігі ретінде алынған кезде, объективтілік мәселесі туындамайды, өйткені салыстырылған мәтіндер мен олардың құрамдас бөліктері қағазда объективті түрде бар. Аударма объектісі тұжырымдама-мағыналардың белгілі бір жиынтығы екендігі туралы айта отырып, біз тікелей байқауға болмайтын және тек жеке санада болатын идеалды, ақыл-ой құрылымдарының саласына кіреміз. Бұл жерде алыпсатарлық үшін айып тағуға

әбден болады. Қосымша қиындық-бастапқы мәтінге негізделген тұжырымдамалық құрылымды қалыптастыру көбінесе аудармашының жеке білімі мен қабілеттеріне байланысты. Басқаша айтқанда, бір мәтінмен жаңартылған тұжырымдамалық құрылымдар кейде аудармашылар арасында әр түрлі болуы мүмкін [3].

Осылайша, біз аудармашылардың басым көпшілігі, ең болмағанда, кәсіби аудармашылар, белгілі бір мәтінді түсіну кезінде осы мәтіннің санада қандай тұжырымдамаларды жүзеге асыратындығы туралы келісімге қол жеткізеді деп айта аламыз ба және әрбір нақты мәтіннің бар болса, тұжырымдамалардың нақты жиынтығын өзектендіру мүмкіндігі бар ма аудармашыда осы мәтінді сәтті түсіну үшін қажетті білім бар. Бұл сұрақтарға Дауыстап ойлау әдістемесі бойынша аударма процесін эксперименттік зерттеу нәтижесінде алынған мәліметтер жауап беруге мүмкіндік береді.

Алты түрлі аудармашы ұсынған аударма нұсқаларына біз Дж.в. Анисимовтың бүкіл монографиясының аудармасынан алынған мәтіннің ағылшын тіліндегі нұсқасын қостық. Т. Александр (бұдан әрі - "ресми аудармашы") және АҚШ-та ресми жарияланған. Экспериментке қатысқан төрт студент ұсынылған бес абзацтың үшеуін ғана аударғандықтан, біз аталған мәтіннің үш абзацының жеті түрлі аудармасын және барлық бес абзацтың үш аудармасын талдауға мүмкіндік алдық, олардың біреуі ресми жариялау үшін жасалды, сондықтан арнайы редакцияланды.

Орындалған аудармаларға жүргізілген талдау көрсеткендей, үш кәсіби аудармашының, оның ішінде ресми аудармашының ұсынған нұсқалары, белгілі бір тұжырымдаманы іске қосу үшін қолданылатын тілдік құралдардың жиі кездесетін сәйкессіздігіне қарамастан, олар объективті тұжырымдамалар тұрғысынан сәйкес келеді. Алғашқы үш абзацтың сөйлемдерін аудару нұсқалары сирек сәйкес келді, бұл негізінен студенттер кәсіби аудармашыларға қарағанда бір немесе басқа сөйлемді сәтті түсіне алмайтындығына байланысты болды. Алайда, студенттер ұсынысты жеткілікті түрде түсіне білген жағдайларда, олар қолданған нұсқалар объективті тұжырымдамалар тұрғысынан кәсіби аудармашылардың нұсқаларына сәйкес келді, кейде олар пайдаланылған ПЯ құралдарына сәйкес келді. Мысалы, жетеуінің алты аудармашысы орыс комбинациясын аударды Петр саналы түрде *Peter consciously avoided*, ал біреуі *Peter shunned* ретінде аулақ болды. Осы немесе басқа тұжырымдаманы объективтендірудің ұсынылған құралдарындағы айырмашылықтармен бұл айырмашылықтар әдетте синонимдік қатарларда болды, яғни. ұсынылған ПЯ бірліктері бірдей тұжырымдаманы объективтендірді. Бұл, мысалы, орыс сөзін аудару кезінде болды құрмет. Барлығы бес түрлі нұсқаны ұсынды: *worship, homage, respect, reverence, honouring* — дегенмен, бесеуі де, ең алдымен, **RESPECT** тұжырымдамасын объективті етеді [4].

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COMMUNICATIVE-LINGUISTIC DEVELOPMENT IN FOREIGN LANGUAGE COURSES

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Түйін: Мақалада қазіргі таңдағы өзекті мәселелердің бірі шетел тілінде іскерлік қарым-қатынас жүргізудің ерекшеліктері қарастырылады. Сонымен қатар жазбаша іскерлік қарым-қатынастың негізгі формасы іскерлік мәтіндердің лингвистикалық сипаттамалары мен стильдік ерекшеліктері қарастырылады. Іскерлік құжат мәтіндерінің басқа коммуникация формаларынан айырмашылықтары беріліп, оның оқыту үрдісіндегі маңыздылығы көрсетіледі.

Резюме: В статье рассматривается один из актуальных вопросов ведения бизнеса на иностранном языке. Кроме того, рассматриваются языковые характеристики и стилистические особенности деловых текстов, основной формы письменного делового общения. Приведены отличия текстов деловых документов от других форм коммуникации, показано их значение в учебном процессе.

The concept of «communicative competence».

The goal of teaching a foreign language within the framework of the basic course is for students to master the basics of foreign language communication, during which education, development and training of the student's personality is carried out. Mastering the basics of communication in a foreign language requires schoolchildren to reach a minimum sufficient level of communicative competence, ability to prepare for communication in a foreign language

«Communicative competence» (communicative competence) is the ability to communicate through language, i.e., the ability to express and exchange thoughts in various situations in the process of interaction with other participants of communication, using the system of language and speech norms correctly, choosing the language and speech norms correctly. Communicative behavior adequate to the real situation of communication. Communicative competence is not a personal quality of one or another person; its formation is reflected in the process of communication.

Thus, from a methodological point of view, communicative competence is a multifactorial, integrative whole that can be considered at different levels. The level approach to considering communicative competence is currently quite widespread in the methodological literature. Some researchers distinguish 10 levels, others 5-6 levels [1].

The implementation of the pan-European system of language proficiency levels does not limit the possibilities of different pedagogical teams to develop and describe

their own system of educational levels and modules. However, the use of standardized categories in the description of their programs contributes to the transparency of courses, and the development of objective criteria for assessing the level of language proficiency ensures recognition of the qualifications obtained by students in examinations. Also, it can be expected that the level system and the definitions of the descriptors will change over time as the countries participating in the project gain experience.

Education of the first three levels of communicative competence can be achieved in adequately organized schools of general type (focusing on the teacher, students). The fourth level can be achieved in schools and linguistic gymnasiums that teach a foreign language in depth. The fifth level is largely related to non-linguistic education, the sixth level is related to education in language universities and training of specialists in the field of foreign languages - teachers, translators.

Within the framework of the basic course, the student passes from initial communicative competence in speaking, reading, listening, writing to elementary communicative competence and, if possible, advanced communicative competence. But due to the different abilities and opportunities of school students and learning situations, it is not possible for everyone to achieve advanced communicative competence in all types of speaking activities. This is very difficult to achieve in terms of speaking (listening, speaking) and writing, because in today's learning environment, the amount of productive vocabulary and productive speaking experience is insufficient. As for learning (with the correct formulation of the case) - it is much more realistic. That is why the temporary state educational standard allows for asymmetry in the level of development of target speaking skills in the main course, etc. student at least speaking, listening,

According to the Federal State Education Standard «English» is included in the field of education «Philology» along with the mother tongue and literature as an academic subject, it lays the foundation of philological education and forms the communicative culture of the student. 3 hours a week are allocated in the plan.

Modern principles of communicative English language teaching require taking into account the appropriate didactic principles of «accessibility», «age and personal characteristics of students», «consistency and regularity in teaching». In my work, I am guided by the rules specific to teaching communicative communication in English: the communicative direction of teaching all types of speech and language tools, stimulating students' speaking and thinking activity, developing the ability to speak and think in English. About teaching, situational organization of the process, novelty and informativeness of the learning process.

English language classes are a fertile basis for the formation of meta-disciplinary universal educational activities. Russian language, literature, history, geography, visual arts, music, biology, physics subjects, their content to a certain extent is reflected in the subjects of the English language program. My work experience included classes integrated with computer science. Therefore, the use of information and computer technologies is required by life itself. There is a lot of geography in the classroom.

The problems of environmental education are further reflected in the study of «Animals», «Our planet» and a number of other topics in English lessons. And in turn, the knowledge gained in the English classes on regional studies and language history is used in geography, history, Russian language, literature, and those biology classes.

English texts and accepted English words are used during exercises in Russian language classes

In recent years, interest in English as a means of international communication has increased significantly. English has become recognized as the lingua franca of professional communication in various fields, and the advent of computers has made the use of English in combination with other languages in a special place, so I am committed to maintaining a constant, constant cognitive interest in English.

Taking into account the psychological features of the development of perception, attention, memory, imagination, and thinking abilities of 5th and 6th grade students, I give a great place to the types of game work that develop their logical thinking, emotions, and activity in the educational process, imagination, assumption.

I am testing the role and place of the emotional factor, the original elements of the pedagogical technology of maintaining interest, which consists of the principle of consciously including feelings in the learning process, in this case, three spheres at the level of learning the material: emotional; cognitive; psychomotor. I train the elements of emotional impact to relieve students' motivation, tension and stiffness, cognitive and associative processes, and finally, speech activity. Humor and irony are encouraged. This type of work creates a lively emotional response and a desire to directly participate in each student [2].

Emotionally rich teaching of the English language, in the integral education of students, English has an active character, which is provided by the interaction of speech and non-speech actions, as well as movements, visual, auditory and kinesthetic manifestations. And in general, it develops students' cognitive interest and creative abilities.

In the cases of the Federal State Education Standard, I teach students to study, fully master all components of educational activities; I encourage them to work independently on mastering communicative competences. I strongly believe that external motivation will be ineffective if the student does not have an internal motivation to learn the language. In daily classroom and extracurricular activities, I set the following tasks in the organization of students' activities, which allow further successful specialized completion of studies, self-learning of English in several directions: maintaining and improving the achieved level. Communicative competence.

I am guided by the principles of implementation and availability in the formation of communicative competence; or provides a parameter to control one of the aspects of the language: grammar, vocabulary, phonetics; then I complicate the task by adding two aspects to the observation, as a result of which the students' observation is directed not only to the linguistic decoration, but also to the content of

the speech act product. Here, it is worth noting the reflection of students when they evaluate each other's skills and activity in the lesson, and, of course, self-reflection when the student evaluates his or her universal learning activity.

The formation of communicative competence considers the acquisition of skills and abilities to adequately use a foreign language in a certain communication situation. A promising form of development of communicative competence in foreign language teaching is the introduction of game and role-playing elements of teaching.

One of the differences between the federal state education standards of the third generation, which ensures the further development of level higher professional education, taking into account the requirements of the labor market, is the nature of clear competence.

A competency-based approach is directly related to the idea of comprehensive training and education of an individual not only as a specialist in his field, but also as an individual and a member of the team and society.

In order to realize productive intercultural communication, a linguistic person should have intercultural competence, taking into account his linguistic and psychological features. This is a special competence. It is not the same as the communicative competence of a native speaker and can only be characteristic of an intercultural communicator - a linguistic person who, through the study of languages, has mastered both the features of different cultures and the features of their (cultures) interaction. Intercultural competence is the ability of a linguistic person to go beyond the boundaries of his own culture and learn the qualities of a mediator of cultures without losing his own cultural identity.

In short, the integrated use of all the above-mentioned technologies in the educational process stimulates personal and intellectual activity, develops cognitive processes, and contributes to the formation of communicative competences that a graduate of a general education school should have.

I believe that all these methods will help to awaken interest in the subject and ease the psychological burden when communicating in a foreign language. The state of progress of each student, the smile on their faces, the desire to participate in the lesson - this, in my opinion, is the most important result of our lesson [3].

The perspective of foreign colleagues is interesting to broaden the understanding of the modern practice of English language teaching. Thus, British methods are based on a combination of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach allows for the development of a person's personality, affects his worldview, value system, self-awareness, thinking ability. Emphasis is placed on individual approach. All British methods focus on the development of four language skills: reading, writing, speaking and listening. At the same time, great importance is attached to the use of audio, video and interactive resources. Due to the variety of teaching methods, in which language technologies take one of the leading places, British courses contribute to the formation of skills necessary for a person in modern business life (making reports, making presentations, correspondence).

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THE ELLEN DEGENERES SHOW» FOR TEACHING THE PHONETICS OF ENGLISH LANGUAGE

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Түйін: Бұл мақала фонетиканы оқыту әдістерін зерттеуге арналған, атап айтқанда, «Shadowing» тәсілі және Элли ДеДженерес шоуы қолданылады, оның көмегімен орта мектеп оқушылары ағылшын тілінде фонетикалық дағдыларын жақсарты алады.

Резюме: Данная статья посвящена изучению методики обучения фонетике, в частности используется метод «Shadowing» и шоу Элли ДеДженерес, с помощью которых учащиеся средних классов могут улучшить свои фонетические навыки английского языка.

At the beginning I would like to dwell on the fact that phonetics is an integral part of our education, since phonetics is the totality of all sound means that make up its material side (sounds, sound combinations, stress, rhythm, melody, intonation, pauses). With the help of phonetics, we develop such skills as the ability to pronounce sounds correctly, to put stress where necessary; pronounce everything correctly, etc.

At the initial stage of training, it is necessary to lay the foundation for good pronunciation, which involves correct intonation, adherence to pauses, knowledge of the peculiarities of the stress of words in a sentence, as well as correct articulation. This is necessary for the normal functioning of the oral speech of students [1].

A well-developed pronunciation side of the students' utterance prepares them for the implementation of speaking as a type of speech activity. Knowledge of phonetic skills will allow students to normatively pronounce all the sounds of English; learn the differential signs of sounds (publicity and consistency). Phonetic skills will help schoolchildren to master the rhythm (alternation of stressed and non-stressed syllables) of an English phrase, logical stress of significant words, and stress of service words. Errors in pronunciation interfere with the implementation of the main goal of the language - communication, i.e. mutual understanding [2].

Pronunciation of phonetically complex lexical units by syllables is very effective, starting with the last word. In addition to the fact that the word pronounced from the end, psychologically ceases to seem complex, the desired intonation effect is achieved: when pronouncing a word or phrase from the end to the beginning, the correct intonation pattern is preserved [3].

Also, for the formation of strong pronunciation skills, it is useful to use the reading of poems using various intonation shades. As experience shows, the pronunciation skill cannot remain unchanged; therefore it is important not only to maintain the formed skills, but also to continue to improve them at the middle and senior stages of training.

Despite the technological progress (using the Internet, various programs, etc.), one of the difficulties of learning a foreign language remains a very limited opportunity to communicate with native speakers and use the skills of speaking. Therefore, the main task of the teacher is to develop phonetic skills in a foreign language lesson using modern methods of work [4].

In this case, the focus is not on assimilation of articulation, but on speech perception and imitation. Speech assimilation is carried out in the flow of speech on the basis of repetition and imitation of speech structures. This method is very good and justifies the need to quickly learn a foreign language, enter the environment and survive in the country of the language taught.

This method is not very suitable for a general education school, as not all children have good phonetic hearing by nature. Simply explaining or demonstrating is enough to correct a mistake made by a child who has made a speech impediment. Therefore, the most effective method of teaching English in schools today is a method based on the methods discussed above or a set of differentiated approaches.

Practice shows that a student remembers what he hears five times better than what he just reads. In order for the process of teaching foreign languages with the help of audio recordings to be effective, it is necessary to systematically and reasonably use audio complexes in the classroom. You should also determine the place of audio recordings in the training system and the frequency of presentation. In foreign methodological literature, it is recommended to use such materials once a week or at least once every two weeks. If the duration of the lesson using audio recording is from 45 minutes to 1 hour. Preference is given to audio recordings of short duration (phonetic charging): from 30 seconds to 5-10 minutes, while it is considered that 4-5 minutes listening to audio recordings can be used at each lesson. Because of this peculiarity, it is advisable to use a short passage for intensive study, rather than a longer one for extensive study [5].

Audio helps to form and improve listening and speaking skills, both during the training fragment, where phonetic exercises are used, and while listening to any other audio recording. While listening to an audio recording, phonetic norms are memorized at a subconscious level, and attention is also concentrated on differences in the pronunciation norms of the English and American languages, regional accents and dialects.

According to V.V. Gurevich, phonetic exercises using audio include:

- demonstration of samples of articulation with their subsequent repetition;
- reproduction of individual words, sentences, dialogue replicas following the speaker using the "pause" button;

- recording the speech of students on a medium, its analysis by the teacher in order to show how the peculiarities of articulation affect pronunciation; comparison of records made at the beginning and at the end of training [6].

In modern theory and practice of teaching foreign languages, the use of video materials has long been recognized as an effective means of teaching foreign language communication. It is known that video materials have significant motivational potential, since they are interesting in themselves as an authentic product, originally intended for native speakers. The reliance on the video sequence improves the perception of information; the topic introduces the peculiarities of the social life of another country.

In addition to the above advantages inherent in many videos, talk shows have great linguodidactic potential for the development and improvement of oral communication skills, provided that the language material is correctly selected and the system of exercises developed. Using authentic talk shows as a teaching tool provides an opportunity to acquaint students with patterns of speech behavior and a variety of ways and means of expressing communicative intent.

Consider as an example the famous American talk show The Ellen DeGeneres Show, which has been broadcast in many countries around the world for fifteen years. Each episode is 60 minutes long. However, from a methodological point of view, the most significant will be the use as an example of oral informal communication of that part of the program in which the presenter talks with the guests of the program about recent events in their personal life or the social and political life of America. The conversation is carried out in the format of sit-down chat and, as a rule, lasts 5-8 minutes. Well-known public figures are most often the guests, but ordinary Americans can also be invited [7].

The interactive side of communication involves the possession of the skills to start, maintain and end speech contact. Since the speech interaction between the presenter and the guest begins, as a rule, immediately with small talk and ends without any ritual and etiquette formulas of farewell, the strategies of maintaining speech contact are of the greatest interest to us. These strategies are implemented through, firstly, the acceptance of the speech initiative on oneself, secondly, the transfer of the speech initiative to the partner and, thirdly, the encouragement of the partner to continue communication.

With the help of special exercises, the teacher must ensure that the articulatory structure of a foreign language becomes familiar over time for students, and they might not even notice the moment of restructuring from one articulatory structure to another. When determining the content of work on the formulation of pronunciation, it is necessary to pay attention to the selection of phonetic material and its organization. The selection and distribution of phonetic material is carried out on the basis of the target language system; the phenomena of the students' native language are viewed through the prism of the foreign system. In phonetic courses, the distribution of material is subject to a certain system and sequence; all its elements are interrelated and interdependent. The selection of phonetic material and the degree

of its development depends on the goals of learning a foreign language and working conditions [8].

There are many ways to help students develop good pronunciation. One of these methods is special exercises. Reading words, phrases, poems with an English "accent" is especially effective during classroom activities, when the teacher can control such moments as the absence of protruding lips when pronouncing the vowels [o] [y] (visual control), as well as the absence of softening of consonants in English (auditory control).

It is known that communication includes three different processes: exchange of opinions, interaction and social perception of a partner, which in real communication are intertwined and interdependent.

As you may have noticed with the help of one interview, we are improving our phonetics. One video gives us several tasks to consolidate our heard material. If you watch one interview every day, you will develop all your skills. First listening, you listen and perceive by ear, then speaking, what you heard you discuss and most importantly if you remember all the rules that I have indicated, then you will be able to speak correctly and after that write, write what you have heard or discussed. In a word, phonetics is the main part in learning a language.

The use of authentic films and videos arouses interest in the subject, contributes to the development of all types of speech activity in the lesson, students express their opinions discuss what they have seen, discuss on a specific topic. In addition, they get acquainted with the peculiarities of the country of the target language; listen to the speech of native speakers.

In general education institutions, not all students speak a foreign language. However, for such an audience, authentic materials can be used as an incentive to learn. The lesson becomes interesting, informative, and cognitive.

Having studied the literature on this topic, we can formulate some conclusions. And the first thing I would like to draw your attention to is the definition of phonetics. Phonetics is a branch of linguistics that studies the sounds of speech and the sound structure of a language. In phonetics, categories such as the classification of sounds, their pronunciation, logical stress and intonation are considered.

Summing up, I would like to note that authentic audiovisual means are not a panacea for learning foreign languages. But today they are an integral part of the learning process and an effective "tool" for the teacher.

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АНАЛИЗ ТЕОРИТИЧЕСКОГО И ДИДАКТИЧЕСКОГО МАТЕРИАЛА К ПРАВИЛУ ОБОСОБЛЕННЫЕ ЧЛЕНЫ ПРЕДЛОЖЕНИЯ

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Түйін. Мектепте тыныс белгілерінің ережелерін оқып-үйрену жалпы сауаттылық пен орыс тілінде сөйлеудің нормативтілігін қалыптастыруға ықпал етеді. Мұндай күрделі ережелерге сөйлемнің оқиша мүшелеріне қойылатын тыныс белгілері жатады.

Summary. The study of punctuation rules at school contributes to the formation of general literacy and normativeness of Russian speech. Such complex rules include the punctuation marks for isolated members of the sentence.

Правила постановки знаков препинания соотносятся с системой синтаксических правил и являются обязательным атрибутом письменной формы русского литературного языка. Изучение правил пунктуации в школе способствует формированию общей грамотности и нормативности русской речи. Пунктуация – раздел языкознания, изучающий знаки препинания и правила их расстановки. В школе формируется относительная пунктуационная грамотность – умение применять изученные в школьном курсе русского языка правила постановки знаков препинания, включенные в школьный учебник. В русском языке существует большое количество сложных правил и исключений из них. К таким сложным правилам относится и постановка знаков препинания при обособленных членах предложения.

Для усвоения этих правил следует прочно усвоить синтаксический строй простых и осложненных русских предложений, и при этом уметь соотносить их структуру с интонационной и грамматической системой нормативного построения предложения. Навык грамотной расстановки знаков препинания при обособленных членах состоит в том, чтобы понимать смысл основного высказывания и уточняющего, вспомогательного, четко видеть его структуру и правильно составить схему предложения, чтобы применить правило и правильно расставить знаки препинания [1].

Перед нами стояла задача: создать систему уроков по теме «Обособленные члены предложения», поэтому нами был проведен анализ теоретического и дидактического материала учебника. В учебнике для 7 класса средней общеобразовательной школы с русским языком обучения автором Сабитовой З.К. предлагаются следующие лексические и грамматические темы (выделим жирным шрифтом интересующие нас синтаксические/пунктуационные темы):

Глава 1. Климат и изменения климата. Причастие. Образование причастий. Суффиксы причастий. **Причастный оборот**. Словесный портрет причастия. Буквы И и Ы после Ц. Паронимы. **Обособленные определения. Знаки препинания при обособленных определениях.**

Глава 11. Обычаи и традиции. Глагол. Спряжение глагола. Разноспрягаемые глаголы. Заметка. Блог. Интервью. Деепричастие. **Деепричастный оборот**. Словесный портрет деепричастия. **Обособленные обстоятельства, знаки препинания при них.** «Ромашка Блума» – вопросы-помощники.

Глава 111. Знания: мир и изучение иностранных языков. Предлог. Словесный портрет предлога. Анафора. Союз. Типы союзов. Сочинительные союзы. Типы сочинительных союзов. Запятая перед союзом в сложном предложении. Подчинительные союзы. Типы подчинительных союзов. Словесный портрет союза. **Приложение. Обособленные приложения, знаки препинания при них.**

Глава 1У. Влияет ли ландшафт и климат на национальный характер?

Термин. Вводные слова, знаки препинания при них. Группы вводных слов по значению. Частица. Раздельное и дефисное написание частиц. Типы частиц. Модальные частицы. Отрицательные частицы [2].

Изучаемая нами тема «Обособленные члены предложения» продолжается в 8 классе школы. В учебнике Сабитовой З.К., Скляренко К.С. «Русский язык» в главе 1 «Семья: права и обязанности» рассматриваются «Знаки препинания при **обособленных обстоятельствах, выраженных существительными с предлогами**», «Знаки препинания при обособленных несогласованных определениях». Далее эта тема раскрывается в главе 11 «Развлечения и спорт»: «Знаки препинания при **обособленных обстоятельствах и обособленных определениях**». Затем интересующая нас тема развивается в главе 1У «Космос»: «Знаки препинания при **уточняющих обстоятельствах и уточняющих дополнениях**». Тема «Знаки препинания при обособленных приложениях» изучается в главе У111 «Музыка в современном обществе». Тема «Знаки препинания при **обособленных определениях и обстоятельствах**» – в главе 1Х «Научные открытия и технологии».

В параграфе учебника для 8 кл. материал изложен доступно, в соответствии с индуктивным принципом. Затем ученики выполняют 4 упражнения. Учащиеся, выполняя эти упражнения, должны держать в памяти правило по определению, приложению, их видам, так как это правило является базисом, на основе которой будет изучаться заявленная тема по обособлению, а также нужно возвратиться к теме «Местоимения» (некоторые школьники забывают, какие местоимения являются личными и т.д.). После этого располагается теоретический материал.

Хотелось нам предложить несколько советов по параграфу. 2-ой и 3-ий пункты правила описаны без примеров с приложением; не предложены примеры с нераспространенным приложением в 4-ом пункте; в пункте 5-ом не выделено описание значение оборота с союзом «как» - «в качестве».

Дополнительных разъяснений по характеристике условий выделения знаками препинания надо было дать по правилу, например: не указаны, что обособляются определения, которые выражены существительным или числительным с зависимыми словами; что особое внимание надо было уделить выделению знаками препинания приложения, которые выражены именами собственными, если перед ними можно поставить, *то есть, а именно*; не указаны особые случаи, когда определение обособляется, даже когда стоит перед определяемым словом. Хотели бы, чтобы учителя могли бы сами ввести обозначения, так как предложенный квадрат для графического обозначения главного слова является громоздким [3].

Думаем недостаточной для усвоения подача информации между темами об условиях употребления обособленных конструкций, тем более, что предваряет ее 11 упражнений. Считаем более целесообразным подачу материала в начале темы, то есть учащиеся уже должны знать, какие функции выполняет обособленный компонент, его функции, то есть его обособление должно быть осмысленным учеником. Затем школьники выполняют 8 упражнений и дается грамматический материал, в котором сначала повторяют одиночное приложение, потом дается дополнительные сведения к основному правилу, которое находится в конце темы и относится к четвертому пункту. Мы выше указали, что в 4-ом пункте, нет примера с нераспространённым приложением; он приведен в данной части правила, но, мы считаем, что в такой последовательности преподнесения материала отсутствует логика.

Общее количество упражнений в данном параграфе учебника тридцать одно - 31 - для этапа закрепления новой темы. Если охарактеризуем упражнения по пунктам правила, то получается 18 упражнений (58%) отрабатывают второй пункт правила, акцентируя на выделение знаками препинания причастного оборота. Для закрепления 1-го пункта посвящено 2 упражнения, третьего пункта - 2, четвертого пункта - 8, пятого - 1 упражнение, после которого рассматривается грамматический материал об обороте с союзом *как* в значении качества. По нашему мнению, надо было распределить упражнения для отработки правила равномерно. Считаем 18 упражнений предлагать на одну тему неэффективно (тема «Обособление причастных оборотов»), учитывая тот факт, что эта тема рассматривалась в 7 кл.

Нами был произведен анализ грамматической и практической частей учебника, в результате которого мы можем отметить, что содержание, формулировки, структура правил являются доступными, последовательными, логичными и легко встраиваются в содержание правил, но думаем, что нужно обогатить дидактический практический материал. Хотелось бы, чтобы трудные случаи пунктуации закреплялись большим количеством упражнений и желательно практически обращаться к ним по возможности на уроках.

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THE INTERACTION OF THE DIRECT AND FIGURATIVE MEANING OF THE WORD

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Түйін: бұл мақалада сөздердің тікелей және астарлы мағынасының өзара әрекеттесуі және оның ағылшын тілінің лексикалық жүйесінің дамуына әсері туралы мәселе қарастырылады.

Резюме: в данной статье рассматривается вопрос взаимодействия прямого и переносного значения слов и его влияние на развитие лексической системы английского языка.

National culture is first of all expressed in the language of the people. The way of life and thinking of a person throughout his life is formed through language.

The ever-expanding world connections require the need to solve the problems of intercultural communication and in that part allow understanding the nuances of people's language perception.

Differences in the understanding of lexical units that is especially similar in meaning. In fact, the same thing at first glance, the shades of the meaning of this or that word for a representative of different nations can be quite different, and their true meaning can be understood only by analyzing the culture of using the word.

In the history of language learning, since ancient times, the phenomenon of ambiguity has been discussed with varying intensity. Aristotle was the first to attempt to describe the relationships of meanings within a polysemantic word.

In the process of evaluating the development of certain ideas about polysemy, including the search for the foundations of semantic transfers in modern linguistics, it is possible to single out general trends that are of particular interest for creating a unified theory of semantic transformations [1].

Words in the English language have multiple meanings and can be used in different ways in different contexts. In order to avoid inaccuracies and misunderstandings in translation, it is necessary to take into account the phenomenon of polysemy.

The relevance of this work is that the study of the multi-meaning of the words of the translated language allows to increase the quality of the translation, because the translation should provide information in all details, up to the meaning of individual words. , and be completely true to the original.

Today, a polysemantic word is described in linguistic dictionaries based on its linguistic and speech features (explanation, a set of grammatical and stylistic signs,

etymological data, etc.), encyclopedia, dictionary. The entry may contain various information provided in textual and pictorial form (in the form of drawings, photographs, maps).

The following examples show that the interpretations of words in linguistic dictionaries and encyclopedias are fundamentally different.

A cockroach is a member of a group of insects with long antennae and flat, soft bodies that are worldwide, but mostly in the tropics. Its head is hidden under a shield (pronotum) and it can be winged or wingless. Eggs are born in large numbers".

"Cockroaches are beetle-like, with long antennae and legs, and some species are pets."

As can be seen from the example, the encyclopedic dictionary does not describe the word cockroach as a linguistic unit, but explains the content and scope of the concept of cockroach [2].

A definition in an encyclopedic dictionary is necessarily more detailed than a definition in a linguistic dictionary and contains a lot of extralinguistic information, and for the user of a linguistic dictionary this information becomes redundant. On the contrary, the definition of a linguistic dictionary emphasizes the background knowledge of the circle of people for whom the dictionary is intended, their knowledge from everyday life ("... some species are pets").

Origin groups of many important English words

In this chapter, we will examine the groups (layers) of the polysemantic vocabulary of the English language.

Scholars traditionally distinguish three groups of ambiguous English words:

In the first group, scientists include vocabulary, the etymology of which goes back to Indo-European roots. Polysemantic English words of Indo-European origin form several distinct semantic groups: terms for naming relatives, names of natural objects, names of human and animal parts of the body, as well as some frequent verbs, numerals, and adjectives denoting some specific qualities and properties as well as other words and phrases.

Here are some examples of polysemantic English words of Indo-European origin.

For example, the polysemantic English father (father) traces its etymology back to the Gothic word *fadar*, which became *Vater* in modern German, *fader* in Swedish, and finds correspondences outside the Germanic group. (Lat. *Pater*, Greek *pater*, Persian, *pedaer*).

It turns out that these languages later became different groups and branches of languages, but the general Indo-European layer of the vocabulary remained unchanged.

These changes in terms of kinship with the Sanskrit root *pitr* with the same meaning of closest relationship in the male line. In Indo-European, continuous phonological changes and sound parallels are observed, confirming the origin of the word [3].

A second group of polysemantic English vocabulary is words that go back to a common Germanic source. This group of words is wider than the first, and although

the words included in it are found in all Germanic languages or almost all Germanic languages, they do not find correspondences outside the Germanic branch of the Indo-European language family.

The third group of polysemantic English vocabulary is distinguished by its greatest originality. It contains words that are purely English combinations of morphemes of various origins. Each of the morphemes in such words has parallels in a number of cognate languages, but their combination is not found outside English.

Examples.

The noun garlic (D.A. gar - leac) has the Old Norse (geirr - spear), German (Ger - dart) first morpheme and Icelandic (laukr - onion), Danish (log), Dutch (black) second morpheme.), German (Lauch). This combination of morphemes does not occur in any of these languages.

The preposition about is the result of morphological simplification. In Old English it had the form on-be-utan, shortened to onbutan. Each of its three morphemes is genetically related to a different Indo-European language; The morpheme on has Greek (ana) and Russian (on) counterparts; The morpheme be is genetically related to German bei and modern English, while the morpheme utan goes back to Sanskrit (ud) and is related to Germanic aus, Gothic ut, and Icelandic ut. The verb to understand is formed from morphemes of common Germanic origin, but in this combination they are not found in any of the Germanic languages. Similar phenomena are found in other parts of speech.

The vast majority of root words are simple in form, often monosyllabic; is active in word formation and is included in fixed phrases

The meanings of a multi-meaning word can be connected in different ways, so the following types of polysemy are distinguished: radial, chain and mixed. By volume, polynomial words are divided into: singular, common, collective. According to the content of signs, polynomial words are divided into: concrete and abstract.

Penetrating the lexicon due to the appearance of new conditions of use of that or another word, the new meaning of the already known common word is specialized and limited depending on terminological connections, includes specific additions.

Multi-meaning English words can be divided into 3 groups: Indo-European, Germanic and various English morphemes.

Polysyllabic English words of Indo-European origin form several fairly marginal semantic groups: terms for names of relatives, names of natural objects, names of human and animal parts of the body, as well as some frequent verbs, numerals, adjectives that denote some specific qualities and properties, as well as other words and expression

Words that go back to the all-German source. This group of words is more extensive than the first one, and the words included in it do not find correspondence outside the Germanic branch of the Indo-European family of languages, although they are found in all or almost all Germanic languages.

General vocabulary, which is polysemantic, can be used in speech and texts in a specific context and have new meanings [4].

Such ambiguity in general literary language is a factor that indicates the richness of language visual means. Lexical ambiguity gives speech flexibility and liveliness and allows expressing the most subtle thoughts.

In the lexicography of the English language, there is a clear tendency to reflect language phenomena in direct connection with elements of culture, thereby describing the influence of culture on the formation of language.

The linguistic-methodological foundation of the study of multi-meaning is laid in the general theory of lexicography of the national English language, where basic categories are defined, as well as punyography and term filling systems, which are part of the formation system of the term form.

There is practically no possibility to provide in one dictionary all comprehensive information about multi-valued units, which would satisfy equally all users in general and their individual groups in particular.

The socio-linguistic basis of English lexicography is a rich theoretical foundation, in which over the centuries the analysis of language variability, reflecting social differentiation, socialization and other abbreviations has taken place.

During its development, the English lexicographical tradition went from simple translation interpretation to the systematization of lexical units according to a number of principles.

Thus, it is possible to state that the evolution of the English lexicographical tradition was developed in a pragmatic way from the very beginning from the moment of its emergence.

The linguistic picture of the world in the dictionaries of the English lexicographical tradition was first formed based on the explanation of the Latin terminology, and then went through a difficult path of systematization, and at the moment, the path of differentiation is already leading to long specialized functions.

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IMPLEMENTATION OF THE LINGUISTIC AND PROFESSIONAL COMPETENCE OF AN ENGLISH TEACHER IN TEXTUAL ACTIVITY IN ECONOMIC SPECIALTIES

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Түйін: Шет тілі мұғалімінің кәсіби құзыреттілігін арттырудың тиімді әдіс-сабақты талдау. Бұл әдіс оқыту сапасын жақсартуға көмектеседі; оқу процесін жетілдіру; мұғалімге теориялық білімдеңгейін, практикада жұмыс жүйесін әдістерін,

әдістерін, оның сыныппен және нақты оқушылармен өз ара әрекеттесу процесінде түсінуге көмектеседі; мұғалімнің күшті және әлсіз жақтарын бағалауға мүмкіндік береді; іске асырыл маған резервтер мен ресурстарды анықтауға, педагогикалық қызметтің жеке стилін анықтауға көмектеседі

Резюме: Эффективным способом повышения профессиональной компетентности учителя иностранного языка является анализ урока. Этот метод помогает повысить качество преподавания; усовершенствовать учебный процесс; помогает учителю осмыслить уровень теоретических знаний, методов, приемов работы на практике, в процессе его взаимодействия с классом и конкретными учащимися; дает возможность оценить сильные и слабые стороны учителя; помогает выявить нереализованные резервы и ресурсы, выделить индивидуальный стиль педагогической деятельности

The analysis of trends in the development of the educational process in accordance with the needs of society and the modernization of education shows that the idea of a competence-based approach to the training of future specialists in various fields of professional activity is becoming increasingly relevant. The competence-based approach involves deep systemic transformations affecting the teaching of an academic discipline, its content, evaluation, and the use of educational technologies. This approach recommends organizing the educational process based on a set of "key competencies", which determines the relevance of creating professional training for students - future specialists in various fields of industrial and social activities [1].

In this regard, the system of professionally oriented teaching of foreign languages, determined by the new educational paradigm, should be considered. The basis of this system is the combination of teaching a foreign language with the study of the main special discipline. As part of the professional linguistic competence, it is possible to distinguish the proper linguistic and communicative competence as components. In other words, the professional competence of a foreign language teacher is a combination, a synthesis of theoretical knowledge in various sections of linguistics and practical skills and abilities realized through cognitive, communicative and linguistic competence proper.

A new quality of the language competence of the teacher himself is also required by the tendency to strengthen the general humanitarian training of graduates of non-philological specialties. Making a significant contribution to the formation of educated individuals, a foreign language is one of the common humanities disciplines studied by students of all specialties. The implementation of the idea of the competence approach determines significant changes in the role and nature of the activities of foreign language teachers.

In a specific refraction, we are talking about the need for an English teacher to possess knowledge of the theoretical aspects of English philology, on the one hand, and a set of sufficient, at least, knowledge of the profile discipline, on the other.

The most obvious role is the linguistic and professional competence of the teacher when working on text material - written texts in the specialty.

We are deeply convinced that texts are the fundamental source of information in the educational process, the purpose and means of teaching English, since they most fully reflect the content of learning. As a learning goal, the text informs about

the rules for constructing other, similar texts. At the same time, as a means of teaching, the text is a source of language material for acquiring knowledge of writing and speaking. Texts act as speech samples that are embedded in the long-term memory of students and, if necessary, are used by them as the basis of professional activity. In this regard, the requirements for the selection of text material are increasing. The text must have the quality of informative content related to the content of written speech activity, be logically constructed and correct, that is, meet the norms of literary English. Well-chosen problem texts provide not only factual information on a wide range of issues, but also serve as a meaningful and verbal support for the development of various kinds of skills and abilities. Therefore, all text material should be selected from the original professionally oriented English literature.

In our opinion, the textbook used at the Department of Foreign Languages of Humanities and Socio-economic specialties for students of the specialty "Taxes and Taxation" meets all these requirements [2].

Experience shows that the effectiveness of teaching depends on the adequacy of the methods of studying the educational material. In this regard, the work on the basic text on economics will be fruitful only if an integrated, multi-aspect approach is taken. Indeed, the text is a complex whole with stable thematic and structural syntactic features. The multi-aspect study of the text is aimed at clarifying the meaning in order to adequately understand and extract the information contained in it, to fully cover the content. It includes several types of educational work, including reading with mandatory correction of repeated pronunciation errors. Reading a text can be considered an independent type of speech activity, when we read not only in order to complete a study task, but also in order to get the necessary information and use it to solve a specific speech task.

Simultaneously with the reading, the penetration into the meaning of the text is based on the analysis of vocabulary and syntactic models of sentences. Within the hours allotted for the discipline, the language material to be studied includes professionally significant terms and terminological phrases; some key concepts that adequately reflect the subject of the text, etc. Therefore, in order to fulfill the tasks and goals of teaching students, the teacher needs to possess not only common literary vocabulary, but also a sufficiently large stock of special, highly professional vocabulary. A necessary condition for competence here is the development of skills to practically use word-formation models with the help of various formal indicators - affixes. In addition, the teacher should teach students to identify correctly translate and use English-specific syntactic forms and constructions as organizing centers of texts. From the above, it can be concluded that teaching effective work on texts in a profile specialty involves the integration of knowledge of various language disciplines – phonetics, vocabulary, grammar, including word formation, with knowledge of the basics of a specific economic specialty.

Thus, teaching English to students of the specialty "Taxes and Taxation" obliges the teacher to show competence in such matters as tax policy in various countries, types of taxes, problems of the tax code, etc.

In this regard, the above-mentioned textbook sets the task: "Formation of the basic foundations of professional culture and basic activity competencies." Along with communication skills, it means the formation of information search and analysis skills. The experience of working with the textbook has shown that all, without exception, the texts are informative and informative. The lexical units carefully selected for active assimilation together make up the terminological dictionary of the tax profile, which contributes to the formation of knowledge in the specialty among undergraduate students of the second year of study. The dictionary includes such key phrases with the semantic center "tax" as

to levy / raise / collect taxes;
tax rate; tax payer; tax regime;
taxation policy; direct / indirect taxes.

Knowledge of the vocabulary presented in the texts of the textbook will help students and graduates in independent work to improve translation skills and for self-education.

The fact that the grammatical material is illustrated with examples based on special tax vocabulary deserves special approval. The professionally-oriented communicative approach, which guided the author in compiling the manual, did not exclude, however, a number of exercises of a purely linguistic nature.

Thus, working with the textbook, the teacher has the opportunity not only to transfer knowledge, skills and abilities to the student, but within certain limits to form future linguo-professional competence among future specialists. In this regard, the role and responsibility of the teacher in the educational process increases significantly.

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PROBLEMS OF UNDERSTANDING AUTHENTIC TEXTS

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Түйін: Бұл мақала шет тілін оқыту үдерісінде аутенттік мәтіндерді пайдалануға қатысты мәселелерге арналған. Автор шет тілі сабағында аутенттік мәтіндерді пайдалану кезінде туындайтын мәселелерді негіздейді. Мақалада аутенттік мәтіннің сипаттамалары, дереккөздері, аутенттік мәтін түрлері, сондай-ақ шет тілін үйрену кезінде туындайтын аутенттикалық мәтіндер ұғымының мәселелері қарастырылады.

Резюме: Данная статья посвящена вопросам, связанным с использованием аутентичных текстов в процессе обучения иностранному языку. Автор обосновывает проблемы, возникающие при использовании аутентичных текстов на уроке иностранного языка. В статье рассматриваются характеристики аутентичного текста, источники, виды аутентичных текстов, а также проблемы понятия аутентичных текстов, возникающие при изучении иностранного языка.

It is a widely held opinion among educators that learning is best accomplished through experiences by doing rather than listening and observation. Research in education and training has proven this fact. However, the hindrance to the implementation of learning by doing is that it has not been easy to adopt this kind of learning especially in the formal educational system. Researchers and educators have tried several ways to turn instruction in the classroom into series of tasks and activities that will serve as learning experiences for learners. One of such ways of making students learn by doing rather than listening is through authentic learning tasks and activities.

Authentic learning is learning by solving real-world problems. The definitions of authentic learning emphasises learning by exposure to real-world experiences. Lombardi defines authentic learning “as a type of learning that focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies and participation in virtual communities of practice [1].

Authentic learning is designed in such a way that students are exposed to real life experiences of what they are being taught. Authentic learning reflects how we go through life experiences by utilizing our knowledge and experiences to decide the steps or actions that we have to take on the spot. In addition, authentic learning has great advantages over learning by listening. It gives students the opportunity to attain all the three goals of learning: acquisition of skill, understanding of concepts and the application of knowledge. Learners are able to do whatever they are supposed to learn better when they are given the opportunity to take part in doing what they are supposed to acquire rather than when they are told how it is done.

Also, authentic learning facilitates understanding; meaning is constructed. We do not understand something by being told what the thing is. In addition, classroom learning is not easily transferred because there is a disconnection between the knowledge acquired and the situations and instances where it is applicable. Authentic learning therefore enables learners to transfer what is learnt to appropriate situations because the acquisition of the knowledge takes place in situations where they are applicable. This enables students to use the skills and knowledge they have acquired in practical situations to solve problems that confront them. It makes the application of skill and knowledge easy.

Authentic reading materials can be found on the Internet today. Exposing students to many real reading materials is necessary, but it cannot be denied that the use of such materials creates problems for students in understanding them. This study attempted to explore the challenges faced by twenty-two EFL students in understanding authentic online reading materials. A qualitative method was used as the design of the study. It is conducted within the framework of the course "Reading Comprehension" for one semester. The study participants were 22 first-year students who majored in the Faculty of English, entered the university in West Sumatra, Indonesia.

When collecting data, the researchers used observation, questionnaires and interviews. The results of the study showed that students faced some difficulties in

understanding authentic online materials, such as too many new words, English phrases and English slang. Moreover, the results also showed that students faced some difficulties when reading the text. Material when the length of the text does not correspond to their level and the topic is too far from their interests.

An example of an authentic educational text can serve as a dialogue taken from a foreign language textbook "English in focus" for 10th grade students

- What`s the matter, Kim?
- I`ve had enough!
- What do you mean?
- It is Julie – my so-called friend – she's cancelled our plans again. She's always doing it and it hurts my feelings.
- But she looks so sweet and caring...
- That's what most people think... But she only cares about herself and she only goes out with me when she has nothing better to do.
- Oh, come on! Aren't you being a bit mean?
- No... She might be nice to you... But she keeps letting me down.
- Oh well... Forget about it... Why don't we rent a DVD?
- Alright... Any ideas?
- There's that comedy... You know... What's it called? ... Forever friends.
- Oh, perfect!

We can notice that the above dialogue of friends belongs to the conversational style of speech. The author of the textbook preserves the authentic orientation of the text, using abbreviations and word-bundles characteristic of communication in the daily life of native speakers: I've had enough!, Oh, come on!, Oh well..., Alright..., What's it called?, Oh, perfect!. The natural lexical and grammatical content of the dialogue contributes to the formation of authentic behavior of students.

From the point of view of the linguodidactic aspect, the authentic text is characterized by the use of lexical units with emotional and expressive coloring, pronouns, interjections, idiomatic expressions, slang, as well as short and non-expanded syntactic constructions. It is also permissible to be fragmentary, to break off an initiated sentence, to be understated [2].

The authentic learning tasks implemented provided the opportunity to introduce interesting and challenging tasks in the EFL class. The reaction of students and the views they expressed clearly indicated how the tasks and activities that they

performed sustained their interest throughout the course.

The authentic learning tasks are challenging and encourage active participation and the eagerness of the students to live up to the demands of the tasks given. The demands of the tasks served as catalyst that propelled the students into action and made them poised to learn. This made the students to be able to learn on their own to find answers to some of the inconsistencies they came across and they were able to resolve the ambiguities embedded in some of the tasks [3]. For example, as students were given the task to write concept papers, they were compelled to read articles and materials relevant to the topic they were writing about and this helped improve students' academic literacy skill by improving on their skill of gathering information from various sources and conducting a critical reading to write a literature review.

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THE LEXICAL ASPECT OF COMMUNICATION

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Түйін: Бұл мақалада функционалдық дискурс грамматикасындағы лексика компонентінің рөлі талқыланады. Ол грамматикалық модельдердің көпшілігінде лексикалық мағынаны қарастыру адекватты емес деп есептейді және лексикалық құзіреттілік түсінігіне негізделген балама талдауды ұсынады, оған сәйкес лексикалық мағына екі түрлі өлшемді қамтиды: сілтемелік және инференциалды лексикалық білім. Одан әрі лексикалық мағынаның декомпозициялық модельдері сөйлеушілердің қорытынды білімін шынымен қамтымайды деп мәлімдейді, өйткені олардың көптеген лексикалық элементтер үшін егжей-тегжейлі және ұқсас анықтамалары бар екендігі күмәнді.

Аннотация: В этой статье обсуждается роль лексического компонента в грамматике функционального дискурса. Он утверждает, что трактовка лексического значения в большинстве грамматических моделей неадекватна, и предлагает альтернативный анализ, основанный на понятии лексической компетентности, согласно которому лексическое значение включает в себя два различных измерения: референтное и дедуктивное лексическое знание. Далее утверждается, что модели декомпозиции лексического значения на самом деле не охватывают выводные знания говорящих, поскольку сомнительно, что они обладают подробными и схожими определениями для большинства лексических единиц.

The rapid growth of international information exchange and inter-continental travel in recent years have increased language contact, language change, and

language conflict and thus contributed to make some languages more influential, while others have declined in importance. Thus, language education does not only embrace the task of enabling people to communicate in private, public and professional domains, it also holds the power to influence the status of languages within societies and the acquisition of several languages in plurilingual contexts.

Content based instruction or content and language integrated learning¹ (CLIL) provides an extensive foundation to realize an approach with a focus on authenticity and real-life. For a long time it seemed that authenticity in foreign language (FL) education had been reduced or even lost by putting a stronger emphasis on knowing about languages than on the ability to make use of them in real world scenarios.

This situation and the growing need to be able to communicate in an increasingly globalized world gave rise to a greater demand for authenticity in FL education. The desire to improve language learning opportunities for all learners thus encouraged the development of bilingual programs and the implementation of CLIL in Europe. In order to support plurilingualism, a paradigm shift from learning to use languages with native-speaker like perfection, to an objective that aims at communicative, social and intercultural competence was suggested. With successful communication being the goal in plurilingual societies, strategies that enable fast, effective and sustainable language acquisition have become interesting for planning instruction, especially at the beginner level. CLIL classrooms emphasize the instruction of vocabulary, which seems to bear positive effects on the learners' communicative competence.

Therefore, research was carried out to investigate whether a wider lexical range through CLIL would also result in better communicative competence and fluency.

Research results from cognitive linguistics suggests planned instruction of larger lexical units in the form of chunks of language such as word partnerships (also called collocations) or fixed and semi-fixed phrases to achieve the goal of communicative competence as quickly and effectively as possible [1].

The focus on collocations and phrases as the guiding framework for syllabus design has been promoted in the Lexical Approach and more recently in a new theory of words and language called Lexical Priming. This work suggests that real communication is essential to fostering motivation in language learning. The desire not only to be able to communicate fact-based, simple information, but also to be able to communicate messages at an intellectual and emotional level, calls for materials and activities to express opinions and attitudes from an early stage in the language learning process.

Hoey maintains that collocation plays an important role in lexical priming, which is a potentially personal and unique process. He explains that in the process of understanding and intake, words are mentally primed for collocation use, which is responsible for naturalness. "Every word is primed for use in discourse as a result of the cumulative effects of an individual's encounter with the word". Primings are neither static nor absolute. Any priming is unique because of the "individual's experience of language, and the primings that arise out of these experiences". Primings may be reinforced, extended or cracked over time [2].

Therefore, Hoey suggests that learners should be surrounded by authentic input that provides ample evidence for lexical primings to come into existence, and to get built up inductively and yet individually. This should be done in a way that collocations and word associations are encouraged, rather than in lists of isolated words disconnected from all their primings. Taking the above into consideration, language education should make use of an individualized, strategic approach to the acquisition of a broad lexical repertoire in order to encourage natural language acquisition in the process of learning so that new language can be used effectively, but without the claim of native speaker like perfection.

Thus, learners of English as a foreign language (EFL) would aim at becoming users of English as a lingua franca (ELF), which measures proficiency in terms of its use as a “communicative resource” and not only “in terms of degrees of conformity to NS norms”. If learners were freed from the need to demonstrate grammatical perfection, especially at the beginning of the language learning process where basic interpersonal communication skills are prevalent, their language awareness and resources from other languages could be consciously exploited and made use of without the “fear” of making connections between the languages that might result in temporarily incorrect use. Being freed from the inhibiting native speaker competence goal, learners of additional languages would be encouraged to appreciate their ability to put the language they are learning into effective communicative use instead of limiting their output to what can be said or written in an absolutely correct way [3].

This would simultaneously encourage risk taking and a richer and more complex, although not necessarily more accurate, output. Seidelhofer suggests that understanding ELF “as a naturally occurring use of language” should thus encourage a redefinition of English as a subject. In the light of this re-definition, a new perspective on CLIL and how to achieve functional plurilingualism should be considered as well. With the focus of EFL instruction on successful communication in the early 1980s and the rejection of the grammar-translation and the audio-lingual method, the importance of vocabulary acquisition increased in linguistic and methodological research [4].

Nevertheless, how learners can be supported in the vocabulary acquisition process, and how a sustainable knowledge base can be achieved “has remained a sporadically addressed, minority concern”, and a widely neglected field in research. Despite the generally acknowledged importance of vocabulary acquisition through collocations, lexical chunks or phrases in connection with functional language, there does not seem to be common consensus about how to incorporate vocabulary acquisition in a meaningful way into teaching and learning. The common assumption that communicative language education alone would be sufficient to acquire a broad lexical repertoire subconsciously and effortlessly has not been supported by research results; and empirically proven methods or concepts of explicit vocabulary instruction do not exist [5].

Future research, more overt and strategic support in methodology courses, and more targeted material development should thus be encouraged to aid plurilingualism and its ultimate goal: successful communication in plurilingual societies.

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Қ.А.ЯСАУИ ШЫҒАРМАСЫНДАҒЫ МӘДЕНИ ЖӘНЕ ТАНЫМДЫҚ ЕРЕКШЕЛІКТЕР

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Резюме: Культура проявляется в словах и словосочетаниях, фразеологизмах, текстах. Каждая культура имеет свои размеры и координаты. То, что обычаи и традиции были источником национальной культуры, было духовной ценностью для всего существования этноса, продолжением поколения.

Summary: Culture manifests itself in words and phrases, phraseological units, texts. Each culture has its own dimensions and coordinates. The fact that customs and traditions were the source of national culture was a spiritual value for the entire existence of an ethnic group, a continuation of a generation.

Мәдениет адамның іс-әрекетінен тыс өмір сүре алмайды. Өмірдің үш формасы бар: табиғат, қоғам, адам. Осыдан мәдениет ұғымы шығады – адам қызметінің әлемі, артефактілер әлемі (латынның «arte» және «faktus» сөздерінен алынған, аудармада «жасалған» мағынасында қолданылады).

XX ғасырдың аяғы және XXI ғасырдың басы-ғылымның даму кезеңімен ерекшеленеді. Осы кезеңде техникалық өркениет, гуманитарлық ғылымдар баяудами бастады. Соңғы кезеңде философиялық, мәдениеттану, лингвистикалық, лингвомәдениеттану ғылымдары қарқындыдами бастады. Бұл ғылымдар адамға ерекше назар аударады және оның табиғатын, ішкі әлемін, менталитетін зерттеуге тырысады.

Адам-белгілі бір ұлттық тілі мен менталитеті бар ірі тұлға. Ғылымадамды сана, ішкіжан, тағдыры бар тұлғаретіндеқарастырабастады. Адам-бұл жерәлемінде өмірсүруге және әлем мен қарым-қатынасқа түсуге қабілетті, барлық қалауымен құрылған, өзініңерік-жігерінеиеадам [1].

Адам мен тіл арасындағы байланыс ғаламдарды ерте кезден бастап қызықтыра бастады. Солардың бірі-В.Гумбольдт. Ол былай дейді: «тілді үйрену түпкілікті мақсатты қамтымайды, бірақ барлық басқа салалармен бірге

адамның өзін және оның барлық көрінетін және жасырын айналасына деген көзқарасын білудің ең жоғары және жалпы мақсатына қызмет етеді».

М. Буберадамныңүшжақтыкөзқарасынашады.

1. әлеммен қарым-қатынас;
2. адамға деген көзқарас;
3. Жаратушыға деген көзқарас.

Әлемге деген көзқарас өнермен шектеледі, адамға деген көзқарас махаббатпен шектеледі, жаратушыға деген көзқарас діни көзқараспен шектеледі. Адам мен адам арасындағы қарым-қатынас диалогта көрінеді. Жаратушыға деген көзқарас біз естімейтін, бірақ сезінетін сезімтал құбылыстарға жауап ретінде нақтыланады. М.Бубер атап өткен адамның жаратушымен қарым-қатынасын зерттеу нысаны болып табылатын Қ.А.Ясауидің «Диуани Хикметте» де байқауға болады. Ясауидің айтуынша, әр адам Аллаға қалағанының бәріне табынуы керек.

60-шы жылдары Э.Бенвенист жазған мақалаларында адамға тіл табиғатының сыйы. Сондықтан оның жасанды пікірі қате. Мұны былай дәлелдейді: «өмірде екінші адаммен тілдік қарым-қатынасқа түсе алатын тілі бар адам ғана өмір сүреді. Тілдің арқасында адам субъект ретінде қалыптасады, тек тіл шындықты көрсете алады».

Тілдік тұлға әр түрлі деңгейдегі (ғылыми, тұрмыстық) қоғамдық санада, тілде көрсетілген мәдениет саласында өмір сүреді. Мәдениет сөздер мен сөз тіркестерінде, фразеологизмдерде, мәтіндерде көрінеді. Әр мәдениеттің өзіндік мөлшері мен координаттары бар. Әдет-ғұрыптар мен дәстүрлердің ұлттық мәдениеттің қайнар көзі болып табылуы этностың бүкіл өмірі үшін рухани азық болды, тұрақты ұрпақтың жалғасы болды. Мәдениет-тілдің таңбалау қасиетімен танылады. Оған ауызша халық шығармашылығының үлгілері, соның ішінде біз зерттеп жатқан хикметтер Х.А. Ясауи кіреді.

XII ғасыр әдебиетінің үлгілеріне М.Қашғари сөздігі, К. А. Ясауи «Диуани Хикмет», К.А.Ясауи хикметінің негізінде жазылған Сүлейман Бақырғанидің еңбектері және т.б. жатады. Себебі түркі әлемінде Ислам-бұл IX ғасырлардағы діни ретінде басынан бастап Ислам діни кеңінен таралып, таныла бастады. Сондықтан араб парсы мәдениетінің түркі әлеміне енуі нәтижесінде қалаларда мешіттер, медреселер, кітапханалар ашылып, діни негізде жазылған шығармалар пайда бола бастады. Осындай сопылық бағыттардың бірі-Қожа Ахмет Ясауи «Диуани Хикметі» мен М.Қашғари сөздігі [2].

Тарихи тұрғыдан алғанда, бұл дәуір туралы ақпарат шектеулі, өте аз. Тарихи құндылықтар ішіндегі дереккөздердің тапшылығы, өте тапшылығы-бұл бөлек нәрсе, ал қолда бар деректерден айырмашылығы, олар жеткіліксіз, оларды әлі зерттеп, толықтыру қажет. Қашқари, Ясауи өмір сүрген дәуірдің тарихи, діни, саяси-әлеуметтік, экономикалық, мәдени-әдеби қабаттары әлі де зерттеуді қажет етеді. Қолда бар деректердің өзі туған өлке, өсу ортасы, мектептер және М.Қашқари, Қ.А.Ясауи рухани-мәдени әлемі туралы ақпарат бере алмайды. Сондықтан, қызықты мәселелер, әсіресе Ясауи өмір сүрген әлемдегі исламның жағдайы сопылық дүниетаным мен тарикаттардың саны мен

сапасы, ғылым, ілім мен білім арасындағы қатынастың маңыздылығы зерттелмеген немесе анықталмаған. Әл-Фараби, ибн Синь, М.Қашқари, Қ.А.Ясауи, С.Бақырғани туралы жазылған тарихи, мәдени, әдеби маңызы бар дереккөздердің көпшілігі аңыздар мен әнгімелерден тұрады деп айтуға болады. Сонымен қатар, олар туралы деректер ұрпақтан-ұрпаққа ауыздан-ауызға берілді. Содан кейін олар хатқа кіріп, жүйеленді. Бұл жетістікке жеткен соңғы уақыттың жемісі.

Жалпы, түркі дәуірінің ислам әдебиеті, мәдениеті мен философиясы халық арасында хикмет деген атпен танымал және дүниетанымдық, психологиялық ойлау жүйесін білдіреді, онда Ясауи, Бақырғани хикметтері өздері өмір сүрген дәуірдің философиясын толық көрсетеді.

Мифтік танымнан туындаған осы негіздегі оқиғалар мен бейнелер адамзаттың этикалық және эстетикалық мұраттарына қызмет ететіндігінің даусыз мысалы ежелгі, орта, қазіргі дәуірлердің фольклорлық мұрасы, ауызша әдебиет үлгілері, қазіргі көркем әдебиет туындылары болуы мүмкін. Қазақ әдебиетіндегі, сондай-ақ әлем әдебиетіндегі классикалық дәуірден бастап, XIX-XX ғасырлардағы қазіргі әдебиетке дейін жалғасқан халықтың мифтік дүниетанымды бейнеліліктің, көркемдік формалар мен мүмкіндіктердің алуан түрлілігін көрсетеді [3].

Біздің ұлттық әдебиетімізде осындай жаңа сипатқа ие болған баға жетпес поэтикалық, прозалық шығармалардың барлығы дерлік осы мифопоэтикалық формаларда бейнеленген және көркем образды болып келеді. Мифтік таным-бұл халықтың дүниетанымындағы маңызды құбылыс, ол қасиетті, қасиетті дәстүрлер мен қасиеттілік туралы саналы ойлар мен пікірлерді жан-жақты қорытындылайды. Оның өзі күрделі көркемдік тәсіл болып саналады. Мысалы, халықтың мифтік мағынасында күн мен түн арасындағы шекара өлеңде «қақпа» түрінде көрсетілген. Қақпадағы «түн-Көк төбе» метафорасы келесі үзіндіде күрделене түседі. Түнгі суреттердің бірін «Көк төбе» әрекетімен жеткізе отырып, келесі жолдарда қара түн қара суға ұқсайды деп көрсетеді.

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PEDAGOGICAL TRAINING AS A FORM OF INTERACTION OF SUBJECTS OF THE EDUCATIONAL PROCESS

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Тўйин: Оқитуга басқарушылық пен еркін шығармашылық көзқарастың арақатынасы әр мұғалім үшін әр түрлі және оның оқыту тәсіліне гана емес, сонымен қатар белгілі бір оқу орнында болып жатқан жалпы тенденцияларға да байланысты

Резюме: Соотношение управляемости и более свободного творческого подхода к обучению у каждого преподавателя разное и зависит не только от его манеры преподавания, но и от общих тенденций, происходящих в конкретном учебном заведении

The educational process, starting from the second half of the XVIII century, becomes the object of theoretical, not only pedagogical, but also psychological comprehension. Naturally, this process was interpreted until the second stage of the development of pedagogical psychology in the context of the dominant psychological theories in this period, the provisions of which correlated with the learning process. The learning process was interpreted in the categories and concepts of these theories. Recall that until the end of the last century, associative theory prevailed, at the beginning of the XX century. Two theories at once - behaviorism and gestalt psychology - formulated the main provisions of teaching. And only at the third stage of the development of pedagogical psychology, in the second half of the XX century, independent theories or, more precisely, areas of study emerged. Let us first consider those general psychological provisions of the associative, behavioral and Gestalt psychological theories of learning and development that have had a significant impact on the general theory of learning.

The idea of association as a possible mechanism for the formation of psychic phenomena was first expressed by J. Locke (1632-1704), although the very concept of association, its types, features was introduced by Aristotle. The merit of a clear statement of the basic principle of the future school, according to which everything is explained by primary sensations and the association of ideas or ideas caused by them, belongs to D. Hartley (1747). D. Garth Lee proceeded from the materialistic idea that an external influence causes a response of the nervous tissue, in which large and small vibrations occur. By D. Hartley, "once formed, small vibrations persist and accumulate, forming an "organ" that mediates subsequent reactions to new external influences. Thanks to this, the body. It becomes a learning system with a corresponding history. The basis of learning ability is memory. It is for Hartley a common fundamental property of the nervous organization." Note the great role of memory, according to D. Hartley, in learning.

The reasons for the formation of associations of representations or ideas were further considered by J. S. Mill, who argued "our ideas (representations) originate and exist in the order in which there were sensations from which they are a copy. The main law is the association of ideas, and there seem to be two reasons for association: the vividness of the associated sensations and the frequent repetition of the

association." An analysis of the basic laws of association formation (associations by similarity, associations by contiguity (coincidence by place or time), causal associations, etc.) and secondary laws of their formation, which include "the duration of initial impressions, their liveliness, frequency, delay in time", led researchers to the conclusion that these the laws are nothing more than a "list of conditions for better memorization" [1]. Accordingly, memorization was determined by the action of the laws of association.

It should be noted that associative psychology also considered thinking as a kind of reproductive function of memory. According to the researchers of the problem of thinking, "the question of the reproduction of ideas was one of the central issues of the associative theory of thinking, since the movement of thought depended on which ideas and in what order would be reproduced from memory reserves" [2]. Just as when considering memory, one of the basic laws of reproductive thinking remained the law of strengthening the strength of associations depending on the frequency of their repetition (although the scope of its application changed somewhat). Undoubtedly, the assertion by associative psychology of the importance of repetition frequency for the formation and consolidation of associations was a kind of theoretical justification for the requirement put forward by teachers at that time to memorize material by repeated, mechanical repetition.

Experimental data simultaneously characterized a person's ability to both memorize and memorize material, which subsequently allowed researchers to closely bring together two concepts - "memory" and "learning" (as the acquisition and preservation of a skill or skill system). In the future, in the works of behaviorists, there is a complete fusion of these concepts. At the end of the XIX century, E. Thorndike, a prominent representative of experimental comparative psychology, put forward one of the fundamental theories of learning at that time - the theory of trial and error. Its essence lies in the fact that the animal (e. Thorndyke conducted experiments on cats) as a result of repeated trial and error, he accidentally finds one of the reactions available to him that corresponds to the stimulus - stimulus. Such a coincidence is satisfying, which reinforces this reaction and connects it with the stimulus. If a similar stimulus is repeated, then the reaction will be repeated. This is the first and fundamental law of E. Thorndike - the law of effect. The second law - the law of exercise - is that the response to a stimulus is determined by the number of repetitions, the strength and duration of the stimulus effect.

According to the third law of learning - the law of readiness, the reaction of an animal depends on its readiness for this action. As E. Thorndyke argued, "only a hungry cat will look for food." Developing his theory, E. Thorndike subsequently identified several more learning factors, of which the factor of "identical elements" plays a special role. In the subsequent development of the theory of learning, this factor correlates with the principle of skill transfer. Thus, E. Thorndyke believed that such a transfer is carried out only if there are identical elements in different situations. Further research by E. Thorndike led to some change in the second law, especially in relation to the description of human learning. E. Thorndike introduced the concept of knowledge of results as another pattern of learning, because, according

to him, "practice without knowledge of results, no matter how long it is, is useless." At the same time, knowledge of the results is considered by E. Thorndike as a concomitant moment of the law of effect, which strengthens the strength of the formed connection between the stimulus and the reaction. Works by E. Thorndike, associative in essence and behavioristic in method and approach, had a significant impact on the theoretical understanding of the educational process.

A critical analysis of the theory of trial and error was given by one of the representatives of gestalt psychology K. Koffka, who worked in the field of education and mental development of the child at the beginning of the last century. Unlike associative psychology, for Gestalt psychology, the initial is the whole, the structure, the gestalt, and not the elements. Gestalt psychology, as the researchers of this theory note, was based on the postulate that "the emergence of a structure is an organization, and spontaneous," instantaneous organization, or, more precisely, self-organization of the material. It arises in the process of perception or recollection in accordance with the principles of proximity, similarity, "closeness", "good continuation", "good form" of the object of perception, recollection acting independently of the subject. Accordingly, the primary and primary task in teaching is to teach understanding, coverage of the whole, configuration, general correlation of all parts of the whole, their relationship. Gestalt psychologists emphasize that such an understanding comes as a result of the sudden emergence of a decision or insight.

Arguing with E. Thorndike about the validity of the theory of trial and error, K. Koffka correctly notes that repeated senseless repetition can only bring harm, that it is necessary to first understand the path of action, its structure, or gestalt, and then repeat this action. "The statement that an animal learns completely meaninglessly should be rejected. With even greater reason, such a way of learning in the purposeful training of a person should be rejected. Analyzing the learning process, K. Koffka assigns a rather large role in it to imitation. He considers two possibilities of its application: either there is blind imitation without understanding, and then - comprehension, or "understanding of the pattern precedes the imitative action. Based on the available factual material, it can be concluded that imitation learning is carried out mainly in the second form.

K. Koffka believes that learning by imitation in comparison with spontaneous learning turns out to be easier, not to mention the fact that skills such as speech and writing can generally be learned only through imitation. Koffka pays great attention to the problem of a role model and emphasizes that the learning situation "improves with the existence of a model by the very fact that the starting point of the solution is marked" [3].

Behaviorism, which arose almost simultaneously with Gestalt psychology, to a certain extent inherited the philosophical position of American functionalism by W. James - J. Dewey, which manifests itself in a pragmatic approach to the consideration of the psyche. According to James, consciousness, expressed in skills, knowledge, perception, is always correlated with the environment, it is defined as a functioning state of adaptation. Accordingly, within the framework of this approach, only those reactions of the body that help it adapt to the environment are useful.

The main premise of behaviorism, which allows its representatives to transfer the conclusions obtained by E. Thorndike in animal experiments to human behavior, is the statement of J. Thorndike. According to Watson, "man is an animal that differs from other animals only by the type of behavior that he exhibits. Speech is an action, i.e. behavior. Language - skills that, with closed lips, are thinking. What psychologists call a thought is nothing but thinking about yourself." In other words, according to early behaviorism, all mental activity of a person, as well as an animal, can be described in terms of "learning" and "skill". These two concepts - "learning" as the acquisition of individual experience and "skill" as a strengthened stimulus-reaction connection are identical for J. Watson. Ignoring the "consciousness", "thinking" of J. Since the beginning of the century, certain directions and theories of learning have been formed on the basis of these psychological theories. According to one of them, the main task of "formal" education is to develop the child's abilities necessary to acquire knowledge. According to another, the main purpose of training is only to master a certain amount of knowledge. Based on the postulate that "a child does not develop and is brought up, but develops by being brought up and learning" E. O. Smirnova emphasized the artificiality of such an opposition of the two directions of learning. He believed that in the real course of learning (which the child goes through while developing) and development (which takes place during the learning process), both occur: the development of a certain system of knowledge, and at the same time the development of the child's abilities.

At the same time, the learning is based on the mechanism of associations (understood by the author as a synonym for "time connection" in I.P. Pavlov's conditioned reflex theory), which includes complex analytical and synthetic activities. Accordingly, all the above-mentioned features of the formation and consolidation of associations, and above all their repetition, should be taken into account by the teacher when organizing training [4]. Taking into account the peculiarities of analytical and synthetic activity of students, strengthening associative ties are still significant learning requirements.

Since the middle of the century, the directions of education have been polarizing around two of its characteristics: controllability and the formation of students' ability to "extract" knowledge independently. At the same time, of course, none of the directions is currently presented in its pure form, one includes elements of the other. However, a necessary requirement for each of them is the educative, developing nature of learning and the activity of the subject of learning. Thus, the ratio of manageability and a more free creative approach to learning is different for each teacher and depends not only on his manner of teaching, but also on the general trends taking place in a particular educational institution. In any case, the student has long ceased to be a passive object, absorbing the information coming from the teacher. The student is a full-fledged active subject of the pedagogical process.

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TYPES OF LEXICAL MEANINGS OF THE WORD

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Түйін: Тілдің сөздік құрамының даму заңдылықтарын зерттеу сөздердің мағынасындағы тарихи өзгерістердің болмысына терең енбестен мүмкін емес

Резюме: Изучение закономерностей развития словарного состава языка также невозможно без глубокого проникновения в существо исторических изменений значений слов

The problem of the meaning of a word, the problem of the semantic side of words and expressions is essential for linguistics. Understanding of the scope, subject and tasks of semantics or semasiology in the general system of language science largely depends on the correct solution of this problem. The study of the laws of the development of the vocabulary of the language is also impossible without a deep insight into the essence of historical changes in the meanings of words. The study of whole groups, systems, series, categories of words and the laws of their semantic changes is increasingly beginning to enter into the practice of historical and comparative-historical lexicology. Consequently, the clarification of the essence of the meaning of a word, the analysis of qualitative changes in the structure of words - in their historical movement - is one of the main tasks of lexicology. The definition or interpretation of the meanings of words is the main purpose of compiling dictionaries, a direct object of lexicography.

The study of the laws of the development of the semantic side of words and expressions of a particular language in connection with the development of this language, in connection with the history of the corresponding people should be an organic part of the general history of this language. In this little-researched field of linguistics, Soviet linguists face many urgent problems and tasks. The most important of them are the creation of historical dictionaries of languages with long-standing writing and the construction of descriptive, historical and comparative historical lexicologies of different languages. The beginning of the movement in this direction is the compilation of accurate, adequate linguistic reality explanatory dictionaries of modern languages.

Academician L.V. Shcherba in his "Experience of the General Theory of Lexicography", speaking about the widespread lack of good historical dictionaries, noted: "Historical in the full sense of the term would be a dictionary that would give the history of all words for a certain period of time, starting from a certain date or epoch, and would indicate not only the emergence of new words and new meanings, but also their extinction, as well as their modification... The question is further complicated by the fact that the words of each language form a system... and changes in their values are quite understandable only within such a system; therefore, the

historical dictionary should reflect the successive changes of the system as a whole. How to do this, however, is unknown, since the question itself has not yet been raised in full growth" [1].

With this statement of a modern linguist, it is interesting to compare the words of the writer of the beginning of the XIX century, I.M. Muravyev, the Apostle, who talked about dictionaries - explanatory and historical: "All these explanatory dictionaries seem to me like arsenals in which there are a lot of ancient and new weapons hung on the walls in a systematic order. Enter them, and at first glance you will see an immense treasure. But when it comes to arming, you still don't know what to do and how to get started, because the weapon is familiar to you only by one inscription that hangs over it, and not by manual use."

One of the ways to approach the solution of complex issues related to the study of the word and its meaning, with the study of the laws of changes in the meanings of words, is to find out different types or types of lexical meanings of the word and the ways or forms of their connection in the semantic structure of the word.

It is well known that a word is not only the name of an object or objects, but also an expression of meaning, and sometimes of a whole system of meanings. In the same meaning, the public understanding of various objects or phenomena, actions, qualities is generalized and combined [cf., for example: food, nutrition; product - products (in different meanings); jewel - jewels; sample, image; lead, go, fly, repay, etc.]. On the other hand, different words that differ from one another in their meanings or their shades can be applied to the same object as its names (for example: food, food, food, table).

Denoting a phenomenon, an object, a word at the same time conveys its connections and relationships in a dynamic whole, in historical reality. It reflects the understanding of a "piece of reality" and its relationship to other elements of the same reality, as they were realized or are realized by society, people in a certain era and at the same time with a wide possibility of later rethinking of the original meanings and shades. So, the verb to annoy, in addition to the direct concrete meaning "to prepare with pickling, put a lot of salt in something", also has a figurative meaning in modern language "to damage, cause trouble". Most likely, this figurative meaning of the verb to annoy arose on the basis of once existing ideas about witchcraft. According to the superstitious beliefs of the past, the disease and damage could be caused by the scattering of various objects with slander. Persons passing over or touching enchanted objects were subjected to "spoilage"; for the purpose of harming, the spoken salt was often used [2].

There are various interactions and correlations between the series of objects, actions, qualities denoted by words. The object named by the word may turn out to be a link of different functional series, different sides of reality included in the overall broad picture of life. The word helps to comprehend and generalize these relationships. All this is reflected in the development of the meanings of the word in the language of a particular historical period.

Thus, the word ending is associated with the professional terminology of press workers. In the printing business, it still means a drawing, a graphic decoration at the

end of a manuscript, book, or at the end of a chapter, section. The word ending is formed from the adjective ending or ending with the help of the suffix -ka (cf. colloquial canteen, cherry, postcard, etc.). This type of word formation has been gaining special productivity in the Russian literary language since the 60s of the XIX century.

The word ending in Russian (cf. Polish. *koncowka* and chesh. *koncovka*) arose not earlier than the last quarter of the XIX century [3]. At the beginning of the XX century . this word has expanded its meanings: it was transferred to the field of literary and musical terminology (the ending of a poem, the ending of a romance). The word ending began to be called the final part of some work. For example, in the book of the liberal critic A. A. Izmailov "The Obscuration of Gods and new Idols" (Moscow, 1910): "Turgenev and Goncharov, Tolstoy and Dostoevsky brought the realistic Gogol and Pushkin stories to the utmost perfection. Behind them is a line, a point, a final ending."

Thus, the formation and creation of a new concept or a new understanding of the subject is carried out on the basis of the available language material. This understanding, embodied in the meaning of the word, becomes an element of the semantic structure of the language as a whole. Whenever a new meaning is included in the lexical system of a language, it comes into connection and relationship with other elements of the complex and branched structure of the language. Only against the background of the lexico-semantic system of the language, only in connection with it, the boundaries of the word are defined as a complex and at the same time integral linguistic unit combining a number of forms, meanings and uses.

When referring to a word only as a name, it is impossible to establish a fundamental difference between different meanings of the same word and between different homonyms. So, in *Iskra* (St. Petersburg, 1859, No. 42), a dialogue was printed under a topical caricature of the editor of one magazine: "I have been shooting in my head all day today. "It's your own fault why you brought so much game into it." Without understanding the semantic relations of the corresponding words in the lexical system of the Russian language, it is impossible to linguistically comprehend what is the point of this sharpness, this pun; "shooting in the head" and "shooting game on the hunt" are different actions, but do the designations of these actions form different words, or are they part of the system of meanings of the same word? How does the word game - the designation of nonsense, nonsense, nonsense - relate to game - the designation of wild birds, shooting objects?

Proceeding from the objects of reality, from the nature of things, we would have to recognize the meaning of the word ridge: 1) "back, spine" (spine, to blow off with your spine) and 2) "a chain of mountains stretching in some direction" - in different words, homonyms. Meanwhile, in Russian, these are different meanings of the same word ridge. They correspond to different words in other languages, for example in French: 1) *colonna vertebrale*, *epine dorsale*, *rachis*; 2) *dos*, *echine* and 3) *crete*, *chaune de montagnes*.

Without penetrating deeply into the semantic foundations of this particular language system, it is impossible to establish the signs and norms of constructive

unification of meanings within the same word, ways of forming new words and meanings, it is impossible to distinguish homonyms from different meanings of the same word. The semantic boundaries of a word can be very wide, and sometimes not completely defined. The semantic domain of words (even many scientific terms) has border zones and numerous transitional shades.

There is a direct and close connection between the dictionary of science and the dictionary of everyday life. Every science begins with the results obtained by the thinking and speech of the people, and in its further development does not break away from the national language. After all, even the so-called exact sciences still retain in their dictionaries terms taken from the national language (weight, work, strength, heat, sound, sound, body, reflection, etc.). Even more important is folk thinking and the terminology created by it for social and political sciences [4].

The meaning of a word is determined not only by its correspondence to the concept that is expressed using this word (for example: movement, development, language, society, law, etc.); it depends on the properties of that part of speech, the grammatical category to which the word belongs, on the socially conscious and well-established contexts of its use, on its specific lexical connections with other words, due to the laws of combination of verbal meanings inherent in this language, on the semantic relationship of the word with synonyms and in general with words similar in meaning and shades, from the expressive and stylistic coloring of the word.

In the language system, the semantic essence of a word is not exhausted by its inherent meanings. The word for the most part contains indications of adjacent rows of words and meanings. It is saturated with reflections of other parts of the language system, expressing the relation to other words, correlative or related to its meanings. The richness of such echoes is the value of a successful name or artistic expression. These features of the semantics of the word - since the literary and artistic activity of A.S. Pushkin - have been realized by our philologists and writers. For example, P.A. Pletnev wrote Ya.K. Grote (September 29, 1845) about his lecture at the university: "I explained that there are no words in the language that are absolutely equivalent, because with a lexical meaning, the idea of a century, a people, a locality, a life comes to mind with every word. I managed to find out all this with a simple example - beard and brada. The first one draws Russia to the reader in the form of her peasant, merchant or priest. The second takes each of us back to the time of the patriarchs (Jewish), to the life of the Eastern peoples, and so on, just because this word has been etched into the memory from church books. On this I founded an important teaching about the skill of giving paintings accurate colors in literary works".

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ABBREVIATION AS A CHARACTERISTIC FEATURE OF THE LANGUAGE OF VIRTUAL COMMUNICATION

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Түйін: Жұмыста Интернет-форумдардағы сөйлеуде қолданылатын аббревиатуралар мен басқа да аббревиатуралардың түрлері сипатталған, олардың функциялары мен пайдалану ерекшеліктері қарастырылған. Автор бір немесе басқа түрдегі аббревиатуралардың белсенді қолданылуы мен олардың Интернеттегі сөйлеудегі функциялары арасындағы байланысты ашады.

Аннотация: В работе описываются разновидности аббревиатур и других аббревиатур, используемых в речи интернет-форумов, рассматриваются их функции и особенности употребления. Автор выявляет связь между активным использованием аббревиатур того или иного вида и их функциями в интернет-речи.

Since the beginning of the spread of the World Wide Web, the language of the Internet has attracted the attention of researchers. There is no doubt that the Internet is a special sphere of communication, which is characterized by both unique rules of speech behavior and specific features of speech itself, which combines the written and oral principles, spontaneity and preparedness, absenteeism (including anonymity) - and trust, etc. [1].

Network communication of the early 90s marked an unprecedented emancipation of speech behavior. The process of democratization common to the language of that era, the desire for vivid expressiveness in public speech, including expression created with the help of slang, colloquial means, and obscene vocabulary, manifested themselves especially clearly in Internet communication. Informality and informality, diverse and open to every visitor linguistic creativity, free and manifested violation of speech norms (especially in the language of discussion groups) began to be perceived as a constitutive feature of Internet speech and raised the question of its status for researchers. What place does it occupy in the system of the Russian language? Can Internet communication be considered a special functional variety? What exactly is the impact of Internet speech on general literary and colloquial language?

Abbreviation is “a way of word formation that unites all types of compound and abbreviated formations” - in fact, is not a unique feature of Internet speech. This method is used quite actively in Russian. E. A. Zemskaya notes the relatively high frequency of abbreviations in the 80s. XX century; this trend continues into the early 21st century [2].

At the same time, E. A. Zemskaya points out that the abbreviations are more characteristic of written speech: “As for the living RL, in it, as a way of word formation, letter and sound abbreviation is almost inactive. This way of creating

words does not allow the instantaneous appearance of a word that is immediately understandable to the listener, as happens when words are generated by the method of suffixation, prefixation, etc. Any abbreviation, being born, requires decoding, and this, of course, prevents its spontaneous occurrence. To generate an abbreviation in the PR, in order to immediately explain it, is possible only when set to a joke, a comic effect. Colloquial abbreviations are usually deliberately playful...”

Nevertheless, it is known that abbreviations are typical for Internet communication within the framework of such informal, debatable, most clearly and vividly combining written and spoken genres, such as a forum, chat, blog, electronic diary, i.e. genres that are characterized by spontaneity of speech [3].

What causes the use of such signs that require decoding by interlocutors who are often unfamiliar and enter into communication for the first time? N.B. Mechkovskaya believes that, in particular, the use of English-language abbreviations widely known in the Russian-language network “is by no means caused by the desire for economy or rationalization; this is a purely playful moment in network communication” [4].

At the same time, there is no doubt that the abbreviations used in such genres are different both in form and in function: the game function is not inherent in all types and, it seems, is not the only purpose of even English-language abbreviations. Some approximation to the answer is provided by M. B. Bergelson’s reflections on “balancing” the opposing aspirations of a participant in Internet communication, who, on the one hand, is guided by speech economy, and on the other, is forced to fight for the attention of an interlocutor who is often unfamiliar to him and use various means, including graphic ones [5].

In general, the use of abbreviations in online genres is traditionally associated with the influence of the English-speaking Internet. It is known that abbreviations are widespread in the English-speaking virtual space, as they are common in written and spoken English (in oral, insofar as we are talking about playful uses and colloquial abbreviations - lab, cap, inter (interested)).

1) abbreviations that are typical for the language of the Internet and belong mainly to computer jargon:

Examples:

PM - Private messages, personal mailbox of a forum member

inet - internet

reg (for example: "links to reg") - registration

stats - statistics

moderator(s) - moderator(s)

infa – information

2) abbreviations characteristic of the language of the Internet and representing evaluative remarks and discursive words. Most of them can be attributed to communicatives [7], the function of which is to respond to the words of interlocutors and express subjective-evaluative meanings:

Examples:

ИМНО (In My Humble Opinion) — «по моему скромному мнению» (ИМХО) AFAIK — as far as I know IOW — in other words ROFL — rolling on the floor laughing.

3) abbreviations characteristic of other areas of speech:

A) Colloquial and colloquial abbreviations:

Examples:

дисер — диссертация

магаз — магазин

инет-магаз — интернет-магазин

B) predominantly written forms used in various areas of speech

норм — нормально соотв — соответственно

4) abbreviations characteristic of special speech Here we can distinguish school and student speech, fan speech, medical and political speech, anime or hiking lovers speech, communication about creating avatars (images representing a forum member, chat, owner of an electronic diary), etc.

Thus, we can argue that abbreviations in the speech of Internet forums form a diffuse sphere, characterized by a set of different functions and, accordingly, a variety of types of abbreviations, including a range of forms, from stable and generally accepted in the Internet language of communicative, Internet jargon, etc. (or abbreviations accepted in the general literary language) to new formations of a potential nature or colloquial phenomena (or phenomena characteristic of a narrow sphere of functioning - for example, documents) that acquire public written use in the Internet language. In this area, linguistic creativity, so inherent in the Internet, is actively manifested, both through active word formation and through playful, evaluative, phatic use of stable or new abbreviations [6].

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FASHION ABBREVIATION IN ENGLISH

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Түйіндеме: Сөздер мен сөйлемдердің мағынасын жеткізудің бұл әдісі, сөзсіз, өте ыңғайлы және ғылыми әдебиеттер тілінде және басқа да арнайы ішкі тілдерде әмбебаптылықты талап ете алады. Барлық «пайдалылығын» ескере отырып, ең алдымен оларды ағылшын тілінен орыс тіліне аударуға немесе терминнің мағынасын түсіндіруге байланысты көптеген қиындықтар бар.

Резюме: Это способ передачи значения слов и предложений, несомненно очень, удобен и может претендовать на универсальность в языке научной литературы и других специальных подъязыках. Принимая во внимание всю "полезность", существует многочисленные трудности, связанные в первую очередь с переводом с английского на русский или интерпретацией значения того иного термина.

In writing, we often encounter various types of abbreviations, in Russian we do not think about them, because they are well understood: etc., etc., mon, for example, and others. We find such abbreviations in books, printed publications, and advertisements. It is also popular today to communicate via the Internet, social networks, ICQ, Skype, Twitter, Viber, Instagram, WhatsApp, etc. Those who constantly communicate in this way "speak" a special "language". Of course, the language of the Internet has many abbreviations and abbreviations [1,2].

As you know, English tends to be concise, respectively, there are also many (in fact, much more than in Russian) different abbreviations in it. They are discussed in the article.

The object of research: abbreviations and abbreviations in English.

The subject of the study is whether people often encounter abbreviations, abbreviations and whether they are understood correctly.

Purpose of the work: determining the importance of English abbreviations and abbreviations in a person's life.

To achieve this goal, it was necessary to solve several tasks:

- Conduct a survey on the use of English abbreviations and abbreviations;
- Identify the age, reason for use;
- Process and summarize the data obtained, come to a certain conclusion.

Hypothesis: Sometimes ignorance and incorrect use of a particular abbreviation can lead to a rather awkward situation or not understanding what the interlocutor wants to express with a particular phrase. If society gets involved in understanding its phrases, their translation and understanding, then interest in learning English will increase [3].

The work was carried out in stages:

- At the preparatory stage, the main information work was compiled;
- At the second stage, the collected information was analyzed;
- At the third stage, conclusions were formulated, the results of the work were formalized.

Two methods were used in the study: search and analytical.

This work will be useful and interesting because it will allow people to pay attention to modern

1.2 Types of abbreviations.

Geographical abbreviation:

St – Street —

WA Street – Washington — Washington

Lexical abbreviation (abbreviation):

AV.I.P. — averyimportantperson — very important person

UNO – United Nation Organization – UN

Merge:

Amerasian — American + Asian – a person of American-Asian origin

botel – boat + hotel — hotel on the ship

Digital language:

Thx – on 44 (thanks),

Cm or PCM – on 5366 (I want to talk).

143- (I love you).

Abbreviations in letters:

Ms — Miss — appeal to the girl

P.S. — afterword

In scientific books, dictionaries:

n. — noun

v. — verb

Truncation name:

Alf — Alfred

Ed – Edward

Sam – Samuel

Bess – Elizabeth

And many, many others, it is impossible to list them all. Moreover, new abbreviations and abbreviations appear almost every day.

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NON-STANDARD FORMS OF A FOREIGN LANGUAGE LESSON ARE ONE OF THE WAYS TO INCREASE INTEREST IN SUBJECT

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Түйін: Бұл мақалада шет тілін оқытуда танымдық қызығушылықты ынталандырудың әдістері мен әдістері қарастырылады. Бұл мәселенің өзектілігі қазіргі білім берудің міндеттеріне байланысты. Бүгінгі таңда қоғамның әрбір мүшесі ашық ақпараттық кеңістікке кіру, қарым-қатынасты қамтамасыз ету, әлеуметтенуді жеңілдету үшін шет тілін меңгеруі қажет.

Резюме: В статье исследуются приемы и методы стимулирования познавательного интереса при обучении иностранному языку. Актуальность данной проблемы обусловлена задачами современного образования. На сегодняшний день каждому члену общества необходимо владеть иностранным языком для вхождения в открытое информационное пространство, обеспечения общения, облегчения социализации.

The problem of maintaining interest in learning a foreign language at all stages of learning worries many teachers. Interest in learning is of great importance for the successful implementation of the tasks of education, upbringing and development of students. Practical activity convinces that a variety of non-standard forms of the lesson arouse the interest of schoolchildren, contribute to the formation of their speech-thinking abilities, cognitive activity, and the ability to work independently.

The constant practice of conducting non-standard lessons at school makes us talk about genre diversity, structural components, and the relevance of conducting such lessons in general. How to make each foreign language lesson interesting, fascinating and ensure that it develops cognitive interest, creative, mental activity of students. Many foreign language teachers are working on this issue. After all, it is well known that most students with a great desire begin to learn a foreign language, but at the middle, and even more so at the senior stage, the speech activity of students decreases sharply.

The organization of active speech activity in the classroom is a very difficult task. Its successful solution is greatly facilitated by perfect teaching methods and organizational forms of a foreign language lesson. One of the ways to identify organizational forms and teaching methods that students like was a questionnaire that was conducted with students. The students were asked the following questions:

1. What form of lesson do you like the most ?
2. In what lessons (conducted in what form) do you understand the material best
3. What lessons do you like? Why?
4. If you were a teacher, what lessons would you teach?

Here are the characteristic answers of schoolchildren: "I really like it when a teacher talks to us, listens to our opinion", "If I were a teacher, I would conduct lessons in the form of a dispute, competition, holiday", "Most of all I like role-playing games, excursions. At such lessons, we have the opportunity to show our abilities, get to know each other better", "I do not assimilate the lesson material well

when the teacher talks for a long time himself", "I do not like boring, uninteresting lessons" [1]. The answers of the students confirmed the correctness of the direction of the search for reserves in increasing the speech activity of students.

One of the ways leading to an increase in the speech activity of students is a variety of means and methods of work in the classroom, the use of non-traditional forms of learning. But the successful mastery of the language by students depends not only on the choice of the form of the lesson, but also on how professionally the teacher was able to use these forms to achieve the main objectives of the lesson.

There is a wide variety of means and methods of work aimed at increasing the speech activity of students. I would like to focus on one of the main active forms of learning – these are non-standard forms of the lesson. Many teachers widely use non-standard (or non-traditional) forms of the lesson in the educational process.

Non-standard lessons are usually called final final lessons on the topic, held in the form of a game, a review competition, a knowledge festival, a concert, a conference, a debate, excursions, etc. It is advisable to resort to non-standard forms of the lesson when completing or repeating a topic, when students have the necessary vocabulary, when they have received the necessary information on this topic and they have developed listening, speaking and reading skills based on the vocabulary they have passed, fixed grammatical structures.

The advantage of these lessons is that the children see the results of their work on the topic, they can show their skills and abilities in all types of speech activity, and these skills are often evaluated not by one, but by several assessments. Students like non-standard forms of lessons and, as a rule, they work actively and with great interest. They are attracted by an interesting unexpected form of the lesson and the atmosphere of communication [2]. At such lessons, children, as a rule, are not afraid to speak a foreign language and feel relaxed.

Such lessons have a strong emotional impact on children, increase the motivation of learning and activate the work of all students, even the weakest. The advantages of such lessons include the fact that such lessons allow for deeper control of students' knowledge. As a rule, if the guys know in advance about the final non-standard lesson on the topic, they prepare more seriously for everyday lessons. The effectiveness of this form depends on a differentiated approach to students, taking into account their language training. When choosing the forms of a non-standard lesson, the teacher should take into account the age characteristics and interests of students.

At the initial stage of training, when the level of language training of students is low, I usually stop at such forms of non-standard lesson as a game lesson, a holiday lesson, a concert lesson, a review competition.

At the middle stage of training, I choose such forms as lesson, a knowledge review lesson, a teleconference lesson, a quiz lesson, a literary drawing room lesson.

At the senior stage, when students have formed the skill of unprepared speech, preference is given to such forms as a lesson-conference, a lesson-debate, a lesson-seminar, a lesson-test, since in these lessons children should not just retell someone's thoughts, but, above all, express their opinion on the problem under discussion.

At the conclusion of some conversational topics ("In the library", "In the museum"), teachers conduct an excursion lesson as a final lesson. The advantage of this form of lesson is that children during such an excursion have the opportunity to apply their knowledge of English in practice. During such a game-excursion, students not only speak, but also play the roles of "guides", "museum worker", "librarian" and guests from the countries of the language being studied. Lessons-excursions are usually held at the middle stage. Children are especially willing to act as "guides" [3].

The lesson is a conversation at a "round table". The form of the lesson "round table" is now widely used. The content of the lessons is a conversation on a topic or problem that is close and interesting to students. The teacher and the students sit down at a common "round table" made up of desks. Thus, teachers are trying to simulate real communication in a foreign language. Round-table discussions are usually held at the final stage of work on the topic, while those subtopics are selected, during the discussion of which it is possible to organize an exchange of personal opinions and impressions. The task of such a lesson is the practice of schoolchildren in dialogical and monological speech, in listening; the tasks of educational and developmental training are determined by the specifics and content of a specific topic.

Conversation lessons broaden the horizons of schoolchildren, develop their interests, mental activity and sociability, and strengthen the sense of cooperation between the teacher and the pupils. In the course of the conversation, I believe, only those mistakes can be corrected that grossly disrupt communication, because misunderstanding of speech, but this should be done carefully. At the same time, at the beginning of the next lesson, the guys and I collectively analyze the mistakes made; I draw the students' attention to the pronunciation of a number of words, to the ways of expressing a particular thought, to a certain grammatical form.

The success of the round table lessons depends on many factors: on the level of speech training of schoolchildren, on the degree of mastering the topic, on the quality of the lesson plan-scenario and also on how the teacher plays the role of a speech partner: whether he knows how to direct a conversation, improvise, listen attentively and with interest, respond adequately and expressively to statements students—to rejoice, to be surprised, to agree, to disagree [4]. The guys like such lessons, as they are attracted by the unusual form of conducting, as well as the fact that they see the results of work on the topic. They enjoy the very fact of communicating in English.

A friendly conversation allows you to see a real means of communication in a foreign language, which has a beneficial effect on the attitude of students to lessons and to learning a foreign language in general.

The lesson is a competition. This type of non-traditional lesson is conducted at the initial and secondary stages of training. Children of this age are characterized by sociability, emotionality and freshness of perception. The guys perceive what causes immediate emotional interest. It is necessary to maintain the attention of children in the classroom and use entertaining stories, game situations, and interesting contests. The competition lesson can be held in the form of popular TV games, for example,

"The Finest Hour" or "The Call of the Jungle". The classroom is designed in accordance with the topic of the lesson and the form of the competition game.

Reference lexical and grammatical tables are placed on the board. If there are two groups of English learners in the class, then preparation for the event is facilitated. The lesson-competition includes a variety of contests, during which the skills of using the studied vocabulary in oral speech, the skills of oral (monological and dialogical) speech are monitored. One of the contests (usually at the end of the lesson) has a mobile game character. The game competition serves as a psychological release for children and serves as a good end to the lesson. At the end of the lesson, the teacher evaluates the students' work and summarizes the lesson. The lesson is a relay race of knowledge. Usually I conduct this type of non-standard lesson at all stages of training. This lesson is competitive in nature; the results of each student are evaluated at the lesson. The intensity of the lesson is facilitated by a variety of tasks for all types of speech activity [5]. Moreover, each student receives grades in all speech skills.

Several teachers or capable high school students are usually invited to such a lesson as a jury. When drawing up a relay lesson plan, it is planned to train oral speech skills, reading skills with a general coverage of the content, listening, working out grammatical phenomena and writing, as well as training the ability to ask questions about the content of the text. The advantage of this form of lesson is that in a short time (usually two paired lessons) it is possible to control all the students of the group. The teacher has the opportunity to objectively assess the skills and abilities of students in all types of speech activity.

The lesson is a holiday. In addition to all the above-listed non-traditional forms of teaching a foreign language, our school has become traditional holiday lessons that we hold for English and American holidays. Especially popular are lessons dedicated to holidays such as Valentine's Day and Christmas. We start preparing for such lessons long before the holiday. Together with the children, we prepare the decoration of the holiday, write a script, distribute roles, prepare costumes. 10 days before the holiday, we write an announcement in which we invite everyone to visit our holiday. We invite teachers and parents to the holiday. We design the assembly hall beautifully. We write scenarios of such holidays every year. Lessons-holidays are interesting and are remembered by children for a long time. So, in this article, only some of the forms of non-standard foreign language lessons have been described, but observing the learning process using non-standard forms of the lesson or individual non-standard stages of the lesson shows that their use makes it possible to instill in students an interest in the language, creates a positive attitude to its study, stimulates the speech activity of students, promotes their speech activity, makes it possible to more purposefully implement an individual approach to learning.

In order for any child to get satisfaction from such a lesson, learn one or the other, remember it, in no case should one treat the lesson formally, often spend the same thing, stamping novelty or, trying once, forget. Conducting from one to several lessons a year in a particular language group of students while observing genre diversity, clear structural thoughtfulness, inspiring children to a particular idea, joint

preparation of a wonderful holiday – all this will undoubtedly guarantee your success in the methodology and practice of conducting non-standard lessons.

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METHODS OF WORKING WITH PROVERBS AND SAYINGS IN THE ENGLISH LESSON

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Түйін: Бұл мақала орта мектепте шет тілін оқыту процесінде мақал-мәтелдерді қолданудың практикалық құндылығын зерттеуге арналған.

Резюме: Данная статья посвящена исследованию практической ценности употребления пословиц и поговорок в процессе обучения иностранному языку в средней школе.

For a very long time, the use of proverbs and sayings began to be used in the process of teaching a foreign language. In medieval Europe, Latin was taught with their help, and now their use helps students learn not only aspects of the language vocabulary, pronunciation, grammar, but also a significant type of speech activity, speaking [1].

The foreign language is rich in idioms, sayings and proverbs, catch phrases that are constantly found in literature, in films, on radio and television, in newspapers, as well as in daily communication. English idiomatics is diverse and occupies the first place among which there are proverbs and sayings, as they are an integral feature of folk folklore, the culture of this people, show a reflection of the life of the nation to which they belong, and also express the way of thinking and the temper of the people. The proverbs and sayings reflect the rich philosophical, social, moral and ethical, religious, aesthetic views of the people, the historical experience of the people associated with labor, culture and life of people. And thanks to such colorful ways as precise rhyme, simple form, brevity, proverbs and sayings have become persistent, memorable and necessary in speech [2]. In the article, we examined the manifestation of mentality in English proverbs. During the analysis of the works of V.Ovchinikov and S.Madariaga, we discovered the following properties of the English national mentality and reflected its manifestation through the prism of proverbs.

It is proverbs and sayings that will help create a simple atmosphere in the classroom. In the course of such work, a logical transition to the main stage of the lesson is provided with a transfer to the topic, to the personality of the student, and also helps the teacher to introduce elements of the game in the process of mastering individual consonants and vowels. And at the middle and senior levels of education, proverbs and sayings can be used for speech charging. It is necessary to focus on the following points of work on proverbs and sayings:

- The first stage is the presentation. The teacher pronounces a proverb or a saying quickly, then slowly.

- The second stage is working on the content. If necessary, we remove problems in pronunciation. The meaning of the texts opens with the support of explanation, translation, synonyms. Then the students are invited to find out what the proverbs and sayings are about. If students find it difficult, we ask them to select the correct answer from a number of suggested varieties. It is possible to present a picture and compare whether the answer selected by the students corresponds to it or not [3].

- The third stage is pronunciation. Complex sounds are pronounced separately, then, respectively, a word with a given sound, a phrase, a sentence. At the beginning there will be choral work, then personal. Any new proverb is introduced after repeating the ones already learned. Thus, the stock of learned proverbs and sayings increases from lesson to lesson. It is possible to apply the following tasks in order to maintain interest in this type of work in the future:

1. Students guess a proverb or saying by the first named word.

2. The teacher closes the words, shows the picture, the children say the appropriate proverb.

3. The teacher begins to pronounce the proverb, and the students finish in chorus.

4. The teacher randomly gives words from popular proverbs, and the children connect the words in the correct order and pronounce them. It is performed in pairs or in groups.

5. A saying or proverb along the chain. A picture is offered, then students should name the words of the proverb one by one in order. It is possible to start with both the first word and the last.

6. Students call one proverb or saying in a circle.

7. The contest "Who is more likely to say the same proverb".

8. Who will say more proverbs.

9. Children listen to a proverb or sayings, then call the number of a suitable picture.

10. The beginning of one proverb is combined with the end of another. Children name proverbs, if possible, write down the Russian equivalent.

11. Competitions in teams. They are referred to alternately by one proverb. The team that is the last to name the proverb wins.

Consequently, proverbs can be used both at the initial stage of learning English, when students develop pronunciation skills, and at the middle stage of learning. when the use of proverbs and sayings helps not only to improve the

pronunciation abilities of students, but also makes them think about their speech activity [4].

At the senior stage of study, work with proverbs continues, the life skill of children of this age is growing, but since any proverb has a personal subtext, working on it requires the ability to express your attitude to it. Tasks for the guys at this stage become more difficult. They can be like this:

1. Express agreement or disagreement with the proposed proverb.
2. Listen to the story, and find a proverb or saying that will be a suitable ending to the story.
3. Write a story that would confirm the proposed proverb.
4. Listen to the situation and name a suitable proverb or saying.
5. Describe the drawing to the proverb.

Group work is also possible: students are divided into groups of 4 people and receive tasks. For example:

Group 1: Write a story using proverbs and sayings.

Group 2: According to a certain situation, compose a dialogue using proverbs and sayings.

Group 3: Make a picture situation that confirms this proverb or saying.

Group 4: Draw a picture for this proverb and explain it.

Pictures are the main part of didactic development, as they help to consolidate new vocabulary, contribute to communication, and support the student's interest in the language. They influence the emotional aspects of students' perception, evoke positive emotions that increase motivation, and create a favorable climate in the classroom [5].

The use of a contextual method of study, which involves working in pairs and in groups, gives the probability of self- and mutual learning of schoolchildren; students are likely to identify such qualities as mutual assistance, friendly help, patience, goodwill, respect to listen to the opinions of friends, activity and a creative approach to tasks.

Thus, proverbs and sayings are a characteristic part of the culture of a certain people, have always remained and will remain the object of attention and research.

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TEACHING THEMATIC VOCABULARY OF THE ENGLISH LANGUAGE

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Түйін: the article substantiates the relevance of the development Learning a foreign language, since it deals with a great amount of factors needed to have success when teaching and learning. . In the article, the method of reading is widely understood as a unit of speed, speed and expressiveness associated with the process of understanding. Systematic implementation of the described methods, tasks and complex of exercises ensures the enrichment of students ' vocabulary, improvement of their cultural competence and various types of speech activity.

Аннотация: мақалада шет тілін дамыта оқытудың өзектілігі негізделеді, өйткені ол оқыту мен оқуда табысқа жету үшін қажетті көптеген факторларды қарастырады. . Мақалада оқу әдісі түсіну процесіне байланысты жылдамдық, жылдамдық және экспрессивтілік бірлігі ретінде кеңінен түсініледі. Сипатталған әдістерді, тапсырмаларды және жаттығулар жиынтығын жүйелі түрде орындау оқушылардың сөздік қорын байытуды, олардың мәдени құзыреттілігін және сөйлеу әрекетінің әртүрлі түрлерін арттыруды қамтамасыз етеді .

A thematic vocabulary-based syllabus was introduced to promote language learning in different grade . The syllabus was thematically organized which helped to achieve the aim. The scope and sequence is expressed in terms of topics to be developed and activities to be performed to improve language learning and promote vocabulary learning and not in terms of linguistic aspects to be mastered in the target language but in terms of oral production and motivation. The scope and the sequence strives to suggest age-appropriate topics and activities, but they are not compulsory. It is recommended that the teacher select topics and activities according to students' needs, interests, cultural background and language knowledge.

Every syllabus has its own organization depending on the population. teaching of a foreign language has to follow the general principles of language didactics, while being subject to the principles of primary level pedagogy. Since children and young adults entering primary and secondary school are characterised by greater diversity of capabilities to grasp meaning, every teacher has to choose alternatives regarding the aims of syllabi and methods.

Learning the vocabulary of a foreign language is a process of vocabulary expansion, which includes three stages:

- * familiarization with new material (introduction and explanation of words, phrases
- * training in the use of lexical units
- * the use of lexical units (the inclusion of words in speech activity

To learn new words and phrases, it is necessary to participate in all types of memory visual it trains as a result of reading and writing words auditory develops when listening to oral foreign language speech); motor its work is associated with the activation of speech organs and the written use of words and, finally, logical with its help there is a full comprehension and awareness of the received material.

Thus, it is necessary not only to get acquainted with the new lexical unit (LE), but also to illustrate its meaning in various examples and situations, so that later, if necessary, this word could easily be used [1].

The question of learning the vocabulary of the English language is extremely relevant, since one good way has not yet been found, suitable and guaranteeing an absolute result, of memorizing new words. As a rule, there are enough ways to memorize new words. And you can choose the right one for a particular student based on his individual characteristics.

Konstantin Dmitrievich Ushinsky wrote that in order to memorize information, it is important "that as many sense organs as possible – eye, ear, voice, sense of muscular movements and even, if possible, sense of smell and taste take part in the act of memorization. With such friendly assistance from all organs in the act of assimilation, Ushinsky pointed out, you will defeat the laziest memory.

Speaking about the types of memory, it should be noted that the memorization of words and phrases is directly influenced by the type of personality, abilities and motivation, that is, the mood for memorization. Accordingly, the peculiarities of the perception of information in students need to be taken into account

Vocabulary is one of the most important components in the system of teaching a foreign language. Without it, it is impossible to perform speech activity: listening, speaking, reading and writing. This suggests that learning new languages should take place at every foreign language lesson and the teacher should pay due attention to the learning process of this section of the language. Schoolchildren need to master the lexical minimum set by the school curriculum and firmly fix it in memory so that students can easily use it as an active vocabulary in any situation.

The most commonly practiced methods in school in the process of teaching a foreign language should be considered: demonstration, explanation and exercises. Nowadays, such a direction as the technique of technical means in teaching foreign languages is also developing. Interactive methods and forms can be considered universal, interesting, fascinating. They help to make the lesson dynamic, more intense, create a positive emotion [2].

Using the dictionary. Learning new words begins with a dictionary. Electronic dictionaries are now widely distributed. Their positive side is not only the superiority of books in terms of volume, but also the ability to quickly search for a word or phrase (literally in a few seconds), a greater number of neologisms, on the grounds that language is a reflection of people's real life, their culture. In "paper" dictionaries, all new vocabulary cannot be adequately reflected for the simple reason that they take too long to develop and quickly become obsolete. They do not specify the modern meanings of old words, and many new words are missing. Electronic dictionaries are characterized by frequent changes of versions and the presence of constant feedback from thousands of users, which is an indisputable advantage. The most common dictionaries are ABBY Lingvo, Multitran, Multiplex and Cambridge Dictionaries Online.

Lexical games. Such games are situational exercises in which it is possible to repeatedly repeat the speech model in conditions close to live communication with

the corresponding signs – emotionality, spontaneity and purposefulness of influence. Lexical games focus students' attention on lexical material in order to help them illustrate and practice the use of words in speech communication situations and expand their vocabulary. Lexically directed exercises in the form of a game help to create a favorable psychological climate in the classroom, contribute to the development of students' attention, their cognitive interest.

Some examples of lexical games that can be used in the lesson Memory game Games for the development of visual memory and vocabulary knowledge. Words or phrases that need to be fixed are placed on the board. The teacher asks the students to turn away or close their eyes and erases one of the lines. Students should guess which word or phrase is missing and how to write it correctly on the blackboard

Song material and poems as a method of learning a foreign language Poems, songs, rhymes are a type of work with which you can switch the child's attention, relieve tension and cause a positive emotional state. Learning rhymes and poems corresponds to the age and psychological characteristics of students. They are easily memorized, have rhythmicity, sound repeatability. With the help of rhyme, lexical and grammatical structures in oral speech are easily activated. An important point of this method is the use of an authentic speech sample. Songs and poems have many advantages over prosaic material: they are easily introduced, remembered, and can be sung in chorus, thereby removing the psychological pressure from insecure students. In authentic song material, whole phrases and separate lexical units are often found, which are characteristic of colloquial speech [3].

The main task of this type of games is the ability to understand the meaning of what you have heard and highlight the main information in the speech stream. Listening games can be conducted in different ways. For example, a recording is turned on or the teacher reads the text at a normal pace, the students listen. After listening to the text, children should write down the words and phrases that each of them has memorized. After that, the participants restore the text from memory using their notes.

The winner is the one who most accurately conveys the content of the text. Vocabulary is the central part of the language, which is naming, forming and transmitting knowledge about any objects, phenomena. The study of vocabulary is an integral component of teaching a foreign language, without which it is impossible to study it. In this regard, the correct presentation of lexical material leads to the successful acquisition of knowledge, and a variety of teaching methods allows you to make the educational process more exciting.

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THE SPECIFICITY OF THE STYLISTIC ASPECTS OF A NEWSPAPER ARTICLE, IN CONTRAST TO A LITERARY TEXT

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Түйін: Бұл мақалада қазіргі лингвистикадағы негізгі функционалды стильдер қарастырылады, көркем және газет мәтінінің стилистикалық аспектілеріне көшейік. Оқу процесі көлемді, белгілі бір тәсілмен оқу процесінің әртүрлі түрлері бар. Осыған қарамастан оқытудың жалпы дидактикалық принциптерін және шет тілі сабақтарында шет тілінің коммуникативті құзыреттілігін қалыптастырудың нақты принциптерін бөліп көрсетуге болады

Аннотация: В данной статье рассматриваются основные функциональные стили в современной лингвистике, перейдем к стилистическим аспектам художественного и газетного текста. Процесс обучения объемн, существуют различные виды процесса обучения с определенным подходом. Тем не менее можно выделить общие дидактические принципы обучения и специфические принципы формирования иноязычной коммуникативной компетенции на уроках иностранного языка

Styles, as you know, differ from each other in specific style features, which include leading, mandatory and optional features. As for stylistic means and devices, it is known that among them it is necessary to distinguish between those that belong only to a certain style, and those that characterize several styles at the same time. Styles are more easily compared by their leading style features and by their functions. If the language styles are compared according to their functions, then the following becomes clear: the aesthetic function is the artistic style, the accessory of the business style is the prescription function. As for the rest of the functions, their comparison establishes the following connections with styles: the influence function characterizes, first of all, the conversational style, but the artistic style also has it; the function of the message characterizes primarily the conversational style, but it is present in artistic, business and newspaper styles [1].

The leading stylistic feature of the journalistic style has the function of persuasion, but it is also obligatory for the scientific style. For conversational style, it is very important to have a communication function, and for other styles it is optional. Because they all serve different purposes of communication in different forms. Thus, it turns out that the artistic style is the point of intersection of almost all functions. Its leading function is aesthetic, mandatory - influence, optional - all the rest, with the exception of the functions of persuasion and prescription. This fact is called "convergence of functions".

If the styles are compared according to the "style features" parameter - figurativeness, expressiveness, logic, and then the picture will be inherent in artistic and colloquial styles as a leading feature, and scientific and journalistic as an optional feature, expressive - in addition to analogy with imagery - as a mandatory features of drawing and business style. It turns out that logic is inherent in scientific, business and journalistic styles and is not inherent in artistic and colloquial. In this regard, the

artistic style also turns out to be the point of intersection of a number of style features, and if we take stylistic means and techniques, then there will be even more points of intersection of other styles in the artistic style [2].

This fact can be given the name "convergence of different style features in the artistic style".

The term "convergence" in relation to stylistics is understood initially as a stringing of stylistic means and techniques, their convergence into a bundle in one place of the text in order to form the effect of greater artistic power. Convergences highlight the most important from the author's point of view in the text, and they are especially expressive when they are focused on a short segment of the text.

Maugham used the following convergences in this passage:

Lexical - an expression of D. Townsend's violent emotions through her use of motives: dear, dreadfully, great, bear. hate, awfully, frightful, cad, wonderful, cheap, second-rate, terrible, heroic, oh.

Syntactic - reinforced structures: how much., very much.

Stylistic - repetitions of emotional amplifiers: how, so; parallel constructions: I felt., you've been; metaphors: the jams of death etc.

Having considered the stylistic aspects of a literary text, we were able to reveal that the emotionality of a literary text is significantly different from the emotionality of a newspaper style [3]. The aesthetic function is performed by the emotionality of a literary text and involves a preliminary selection of linguistic means, a distinctive feature of a literary text can be called the use of special figures of speech, the so-called artistic tropes, which give color to the narrative, the power of depicting reality.

The newspaper-journalistic style is used when it is necessary not only to convey information, but also to make a certain impact on the addressee. The main functions of this style - informative and influencing - determine its specific features: the alternation of "expression" and "standards".

As one of the journalists wrote, "Academicians and ordinary workers, old and young, teachers and engineers, doctors read the newspaper... The people read the newspaper... Therefore, the newspaper word must be a simple word, which, however, has the ability to be very clear and very precise. express the most complex concepts.

The newspaper teaches the reader to think about what he does not know and to know what he does not understand.

Honesty is to a newspaper what virtue is to a woman. (Joseph Pulitzer, American publisher, journalist).

Functional styles are language subsystems, each of which has its own specific features in vocabulary and phraseology, in syntactic constructions, and sometimes in phonetics. The emergence and existence of functional styles is due to the specifics of the conditions of communication in different spheres of human activity. Each style is a system of closely related lexical, grammatical and phonetic means.

In this section, we examined functional styles in accordance with the classification of I.R. Galperin

- style of scientific prose or scientific style;
- style of official documents or official style;

- newspaper style;
- journalistic style.

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COROLIZED TEXTS A MEANS OF DEVELOPING THE UNPREPARED SPEECH OF HIGH SCHOOL STUDENTS IN FOREIGN LANGUAGE LESSONS

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Түйін: Шет тілін оқыту және шет тілінің коммуникативтік құзыреттілігін қалыптастыруға бағытталған. Шет тілдерін оқыту әдістемесінде лингводидактикалық әлеуеті зор процестің өнімділігін арттыратын жаңа жұмыс түрлерін іздестіру жұмыстары жүргізілген.

Аннотация: Эта статья направлена на обучение иностранному языку и формирование коммуникативной компетенции иностранного языка. В методике обучения иностранным языкам осуществляется поиск новых видов работы, повышающих продуктивность процесса с большим лингводидактическим потенциалом.

The analysis of the Exemplary Foreign Language Programs for Secondary Schools showed that it is necessary to develop exercises that help to develop as many speech skills as possible in a short time, thus increasing the productivity of the process of teaching a foreign language.

One of the innovative scientific concepts of the theory and methodology of teaching, which has become widespread in connection with the development of semiotics and information technology, is the “creolized text”.

Creolized text is not just a convenient form of information transfer, but a fundamentally new way and approach to its assimilation.

Researchers turned to creolized texts not so long ago. The world of creolized texts is extremely diverse: scientific and technical, newspaper and journalistic, illustrated literary texts, instruction texts, comics, postcards, etc. It is revealed that the features of the creolized text are far from being fully studied, and scientists often return to this problem.

Creolized text is a text that consists of two heterogeneous parts: verbal (linguistic / speech) and non-verbal (belonging to other sign systems than natural language).

The types of creolized texts include posters, comics, posters, advertising texts[1]. The reasons for strengthening the research emphasis on the study of language from all sides, in all its variety of semiotic connections, including non-verbal ones, are the active growth of visual information in modern communication

and the transition to a new paradigm, which includes a set of scientific achievements. Audio-pictorial series, visual information, paralinguistic written means, illustration are now becoming an element of text formation more and more. This statement is also valid for teaching a foreign language. The creation, development and use of educational materials based on creolized texts is therefore particularly significant in the study of a foreign language during the teaching of intercultural foreign language communication.

"Creolized texts are texts whose texture consists of two inhomogeneous parts: verbal (linguistic / speech) and non-verbal (belonging to other sign systems than natural language)." E. E. Anisimova defines such texts as "a special linguo-visual phenomenon, a text in which the verbal and non-verbal components form one visual, semantic, structural, and functioning whole, ensuring its complex impact on the addressee."

As the main and most appropriate definition for the purposes of our study, we chose the definition of Sorokin Yu.A.

One classification defines creolized texts as:

- texts with full creolization
- texts with partial creolization[2]

The image and the verbal (verbal) part in the text with partial creolization have equal rights. The image can be removed without compromising the understanding of the general meaning of such text. The main binding and independent in relation to the non-verbal component is the text. Text with partial creolization is most often found in newspaper, fiction and popular science texts. The fusion of verbal and non-verbal components is a text with full creolization. The text depends on the image acting as a necessary element of the text. This type of creolized text can be used in posters, advertisements, scientific and scientific and technical texts in which it is impossible to understand the information that the author wanted to convey to us, that is, one cannot do without an image.

Artistic inserts in creolized texts are fundamental in the meaning of text perception. The meaningful perception of the text depends on the presence or absence of such inserts. As an example, we can cite the case when the same text is typed in Gothic and Latin, they will be interpreted and perceived differently.

The world of creolized texts is extremely diverse. It contains scientific and technical texts, newspaper and journalistic texts, instruction texts, illustrated artistic texts, advertising texts, posters, posters, leaflets, comics and other texts. In almost all spheres of life, creolized texts can be found, being both a means of communication and a bearer of a social group or culture of a particular people [3].

The study of creolized texts in the aggregate is a sociocultural aspect of learning a foreign language and contributes to the development of sociocultural competence, as they reflect the worldview, values and aesthetic ideals. The starting point in psycholinguistic research is the position that information is "integrated and processed by a person in a single universal-subject code of thinking", that is, perceived through different channels - a verbal text and an image. In works with

specific content, for this reason, experts believe that illustration is not only appropriate, but also desirable.

The comic is an example of the use of creolized text when learning a foreign language. A. G. Sonin gives the following definition of comics: “A comic is a special way of narration, the text of which is a sequence of frames containing, in addition to a drawing, a verbal work that conveys mainly the dialogue of characters and is enclosed in a special frame. At the same time, the drawing and the verbal text enclosed in it form an organic semantic unity” [4].

When studying comics in a foreign language, the following advantages can be noted:

Spoken language, concise dialogues and emotionally colored information presented in comics contribute to more effective assimilation of knowledge.

The vocabulary that is found in comics refers to different areas of life and human activity, which allows using comics in almost any lesson, and only the right choice of topic depends on the teacher.

Comics reflect the national character of native speakers, which increases their role in the development of sociocultural competence.

They also contain linguistic and cultural information, which contributes to the formation of students' ideas about the norms of behavior, customs and traditions of the country of the language being studied.

Creative activity and the desire of students for self-education is stimulated by comics, acting as a means of motivation for learning a foreign language. Comics as a teaching material is used in a foreign language lesson and helps to increase students' interest in the culture of the country of a foreign language and in the language itself.

Let's look at the functions of the creolized text in order to better understand their significance in various areas of human life, and especially in teaching foreign languages, which realizes the purpose of our study.

The following functions of creolized texts as teaching aids in a foreign language are distinguished:

- Information function. Data about the language and culture, denoting any information about the incident or phenomenon, is offered in verbal or pictorial form from the creolized text. This function helps in a simpler way to convey information to the reader with the help of captions to illustrations, advertised products, glories in the characters' monologues. This function simplifies the perception of information for the reader, in the case of working with an unfamiliar topic, such as the traditions of the country of the language being studied, its history and way of life, the problems of different countries, namely social, economic, political and other important aspects in various life sectors. The use of creolized text in foreign language lessons helps to simplify all these issues.

- The function is communicative. Its essence lies in the fact that with the help of the creolized text there is a dialogue with the reader: the reader looks at the illustration, analyzes it, understands what the author wanted to convey. Creolized texts are both a factor and a result of hasty communication, including educational communication as well.

- Educational function. This feature helps you learn new information through creolized text. Thus, it is possible to learn about the purpose of new products and new models of consumer behavior through advertising. Also, the creolized text can act as a means of creating a semantic support in the generation and understanding of foreign speech, and the study of the English language is greatly facilitated. It helps to unload RAM from holding a logical sequence. This function is implemented, for example, in tasks of the type: "Describe a series of cartoons or advertising images", in such tasks, attention is just directed to the selection of linguistic means in the language. It's always easier to talk about something that we can see. But the very logical sequence of presentation is given by images of perception from the outside.

- The educational function provides for the formation of certain norms and beliefs, political orientation, positive feelings and moral values (in particular, with the help of social advertising and cartoons) with the help of a creolized text.

- The function is aesthetic. With the help of advertising, students can immerse themselves in a certain aesthetic context of something. Rich colors, beautiful actors, pleasant music, product and interior design, landscapes and animals are significant even for people who are not particularly close to the aesthetic world. This factor contributes to the formation of aesthetic preferences and good taste.

- Controlling function. This function of the creolized text can be carried out when testing the knowledge and skills of students, for example, when conducting dictations for the possession of new words and phrases or when conducting control tests for the possession of stable expressions.

Moreover, the creolized text can be a learning tool and can also perform an activating function of the learners' cognitive activity. The fact established by psychologists that positive emotions intensify and tone up the work of the cerebral cortex, while negative ones inhibit its work, is important. Emotion has the following advantage: it is able to capture the whole person, while logical thinking captures only some part of the human psyche. As a result, it is possible that the use of creolized text in the learning process can help to simultaneously involve both the emotional and logical sides of the human psyche. Thus, the caricature appeals to the sense of humor of the students and causes an emotional attitude to the material being studied, which significantly improves the work in the lesson, the students are more active and their motivation to perceive the material and study increases. First of all, it is well assimilated and especially firmly remembered that which causes a certain attitude, whatever it may be, positive or negative, according to one of the psychological principles of human conscious activity. Since the caricature is built on the principle of "deceived" expectations, since in the caricature there is always some inconsistency, exaggeration or a hint of something behind the scenes, the perception and understanding of the caricature always involves a search, creative activity. A caricature is a kind of rebus, for which you need to work hard to solve. Having solved this puzzle, in other words, having overcome the so-called homonymy inherent in the caricature, its irony becomes clear. Since the student, in order to understand the meaning of the caricature, should make a sufficient amount of effort, that is, it is necessary to activate knowledge about the culture of the country of the language

being studied. In addition, a representative of the Russian linguistic and cultural community needs to penetrate into the world of the English national consciousness in order to understand the cause of irony.

It follows that comics, cartoons and other types of creolized texts for an experienced teacher become a means of activating the cognitive activity of students, increasing motivation for learning, as well as a means of creating a favorable psychological microclimate in the group. Classes are more measured, calm, but at the same time active, exciting and interesting.

It is known that some questions in the process of studying cause difficulties, but are of interest, are remembered involuntarily and better, since the mobilization of the psychological activity of students occurs through the desire to understand the meaning of encrypted information. In the learning process, the use of creolized texts, including comics, advertisements and cartoons, is due to their positive impact on motivation and the thinking process.

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MENTAL MAPS AS A VISUAL TEACHING METHOD

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Түйін: Мақалада психикалық карта сияқты педагогикалық технологияны қолданудың осы әдісі ашылады. Оны оқу процесінің тиімділігін арттыру әдісі ретінде қолдану мүмкіндігі зерттелуде. Авторлар бұл педагогикалық технологияны қолдану қазіргі жағдайда білім берудің ажырамас бөлігі болып табылатынын атап көрсетеді. Оқытудың белсенді әдістерінде өзіндік ерекшелігі мен тиімділігімен ерекшеленетін психикалық картаның технологиялық мәні ашылады. Оқу іс-әрекетінде, атап айтқанда "География" пәнінің мысалында ақыл-ой картасын қолданудың жан-жақты мүмкіндіктері қарастырылды.

Резюме: The article reveals such a way of using pedagogical technology as a mental map. The possibility of using it as a way to increase the effectiveness of the learning process is being investigated. The authors emphasize that the use of this pedagogical technology is an integral part of education in modern conditions. The technological essence of the mental map, characterized by originality and effectiveness in active teaching methods, is revealed. The comprehensive possibilities of using the mental map in educational activities are considered, in particular on the example of the discipline "Geography".

Many modern educational technologies are based on the task of developing students' creative abilities. In modern times, the application of various approaches and techniques to the implementation of cognitive and other activities becomes a priority in the educational process.

Many problems, the sources of which are cognitive difficulties of students, can be solved by making the thinking processes of student's observable [1]. Long-term work experience has revealed that in the first year of study there are:

- difficulties in mastering a large amount of incoming information,
- stiffness in the classroom,
- the difficulty of adapting to the new conditions of educational activity,
- lack of experience in time management,
- lack of knowledge,
- lack of independence,
- poor search engine skills,
- a problem in communication, etc.

This problem can be solved by using the method of constructing mental maps as a visual graphical representation of the complex of associations of the studied material.

In the practice of teaching is the use of a mental map. This method, as a good tool, can be used in almost any studied disciplines, including geography classes.

In the conditions of the establishment of the activity campaign in the state educational standard of the third generation, this method of pedagogical practice is relevant and in demand.

This article, the object of which is a mental map, aims to reveal it as a form of structuring the studied material, presenting new knowledge in education.

The technique of creating a mental map (from the English Mind map) is reduced to a graphical representation of the process of radiant thinking (associative from the "center to the periphery"), starting from the representation of any process or object, thought or idea. The presented complex, systematized, visual form is reflected in semantic, causal, associative relationships among the concepts and parts of the analyzed object or phenomenon [2].

The described method was proposed by the British psychologist Tony Buzen (a well-known writer, lecturer and consultant in the intellectual field, the psychology of learning and the problems of thinking) and is applicable in various spheres of human life.

A mental map is an effective way to learn something new, discuss an urgent topic with participants in the educational process, and find a solution to the task.

It should be noted that the mental map is presented as a tool for presenting information visually and recording such information, the technologies of which cover mechanisms that take into account such features as memory, temperament, specifics of interests and intelligence, needs and abilities of each student.

The built-up associations of the central object generate the following associations, etc., the memorization of one object is associated with other objects.

It is noteworthy that students act in the so-called role of the "builder" of the educational process. There is a development of imaginative, systematic and logical thinking. Such pedagogical technology allows the student to become active from a passive participant in the educational process.

The mental map contributes to the development and improvement of the processes of learning, concentration, memorization, thinking, motivation. So, imagination, creative and critical thinking, and all types of memory are involved in the creation of mental maps: visual, auditory, and mechanical.

The advantages are as follows:

- combining learning and assessment functions,
- building maps in the program is easy and accessible;
- combination of the applied methodology with other pedagogical technologies;
- transformation of the mental map into any kind of files,
- and others [3].

This method can be used as one of the project teaching methods, allowing students to realize the ability to think creatively, self-realization of personal qualities, conditions for self-education are created. The mental map allows you to use different forms: individual, pair, and group.

Mental maps have distinctive properties:

- visibility (numerous aspects of new knowledge can be seen grouped);
- attractiveness (the intelligence card has aesthetics, it can be viewed with interest);
- memorability (such a map is easy to remember, since both hemispheres of the brain are involved in the work, thanks to the use of images and colors);
- timeliness (allows you to detect information deficiencies and identify missing information);
- creativity (creativity is stimulated, unusual, creative ways of solving a problematic issue or task are found);
- the possibility of revision (with frequent access to maps, the whole picture is assimilated, you can see new ideas);
- group work of students;
- an advantage over the lecture material (extra information is not recorded).

Note that the first property is the most important, visibility (visual).

The method of intelligence maps is used for different types and forms of classes:

- mastering the material;
- fixing the material;
- generalization of the material;
- writing a report, an abstract, a research paper;
- preparation of the project, presentation;
- annotation;
- taking notes;
- control and evaluation tool.

The use of software increases the productivity of participants in the educational process [4]. For the teacher, the use of the card allows you to save time in class (the

presentation of lecture material is excluded or minimized), respectively, time is freed up for discussion of the topic, discussion and other forms; educational results are achieved; serves as an element of professional development, etc. Students, in addition to the above aspects, have an increased geographical culture.

Initially, maps can be built on paper, and then in electronic form, which will allow you to consolidate the studied material. The techniques of performing maps can be different, thus, as a result of such activities, students demonstrate individuality.

It is important not only to build a map, but also to use it further both in the educational process, for example, during brainstorming, discussion, etc., and research activities, for example, when developing multi-level projects [5].

Moving away from standard thinking and stereotypical actions, the mental map is also a means of increasing motivation to study the discipline and in general to learn. The mental map, as visual information, displays semantic, causal and associative connections between concepts, phenomena and processes.

This method develops independence, the ability to analyze and layout the material.

We believe that the use of this method increases the productivity of classes, and revealing the individuality of the student, has a positive effect in education.

This technology can be used as:

- a tool for testing knowledge,
- a form of mutual control of students, where you can simultaneously check the knowledge of 2-3 students if key objects or branches of levels are missed,
- admission to the test or exam,
- making a presentation on a specific topic;
- rating assessment, portfolio, etc. We summarize that by applying such technologies of innovation in the classroom as dialog, personality-oriented, advanced lecture, etc., the technology of drawing up mental maps occupies a worthy place in the educational space.

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РАЗРАБОТКА СИСТЕМЫ УРОКОВ ПО ТЕМЕ «ОБОСОБЛЕННЫЕ ЧЛЕНЫ ПРЕДЛОЖЕНИЯ»

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Түйін. Біз дидактикалық материалды тыныс белгілерінің қиын жағдайларын көптеген жаттығулармен бекіту және мүмкіндігінше сабақ барысында іс жүзінде қарастыру үшін ұсынамыз.

Summary. We offer didactic material in order to fix difficult cases of punctuation with a large number of exercises and, if possible, practically address them in the lessons.

Раздел «Синтаксис и пунктуация», подраздел «Простое осложнённое предложение», а именно Предложения с обособленными членами, включает в себя 4 темы: Обособление второстепенных членов предложения, Обособленные определения и приложения, Обособленные обстоятельства, Уточняющие члены предложения – и изучается по программе в III четверти. Тема «Обособление второстепенных членов предложения». Урок по данной теме является введением, подготовкой к усвоению нового материала.

В 7 классе учащиеся изучали причастные и деепричастные обороты, и эта тема даёт возможность вспомнить и повторить, что называется причастием, деепричастием, понятия причастного и деепричастного оборотов, условия их обособления. Также на уроке вводится термин обособление, группы обособленных членов, рассматриваются признаки обособленных второстепенных членов со значением добавочного действия (смысловые, грамматические, интонационные, пунктуационные). Эта тема является основой для следующих глав, на которые отводится 1 час [1].

Учебный план школы предусматривает 5 часов занятий по теме «Обособленные определения и приложения». Исходя из того, что после рассмотрения грамматического и дидактического разделов учебника у нас были предложены рекомендации, мы решили попробовать самостоятельно разработать правило с наглядными иллюстрациями (с помощью различных справочников по русскому языку), произвести подбор различных дидактических материалов с учетом многих факторов (классная активность, уровень подготовленности учащихся, доступность ИКТ и т.д.) [2].

Исходя из взглядов В.В. Бабайцевой, мы решили разработать дополнительный дидактический материал для 2 правил: «Обособленные определения» и «Обособленные приложения», что способствует уменьшению путаницы у школьников и помогает успешно усвоить теоретический материал. 2 часа приходится на каждую тему, на последнем 5-ом занятии проводится повторение пройденной темы (15 минут) и контрольная работа (тесты. 30 минут); для разработки уроков были взяты материалы из разных источников.

Во время занятий старались обеспечить условия для продуктивной работы мышления за счет смены различных видов деятельности, что является

одним из условий здоровьесберегающих технологий: норма 4-7 видов. Мы использовали письмо, чтение, устное словесное рисование, беседу, работу с текстом, работу с репродукцией картины, самостоятельную работу, физкультминутка, контрольный тест. Были предложены задания аналитического характера, например: проанализируйте примеры из задания 1 и ответьте, когда и для чего обособляются члены предложения, т.е. укажите цель, причины и условия обособления; определите: двойное обозначение избыточно или нет, то есть оправданно ли оно функционально; задание: составьте предложения, в которых второе обозначение используется для раскрытия сущности явления, разъяснения, более точного обозначения; определите стиль речи составленных вами предложений; задание: составьте предложения

а) со значением конкретизации, используя для этого союзы: а именно, как то, будь то;

б) с отношением включения, выраженным с помощью слов: в том числе, особенно, в частности; задание: решите, будете или нет вы обособлять второстепенные члены предложения в следующих примерах; задание: исправьте неправильно составленные предложения из задания 13 или составьте предложения с обособленными и уточняющими членами по атласу к учебнику истории; задание: спишите текст, вставьте вместо пропусков подходящие по смыслу обособленные и уточняющие члены предложения, расставьте знаки препинания, и др [3].

Предлагались задания синтетического типа: прочитайте примеры, найдите обособленные члены предложения, определите причину и условия обособления; задание: составьте по данной схеме лингвистический текст и приведите в качестве примеров стихотворные строки; задание: выберите подходящее по смыслу продолжение. придумайте предложения по данному началу; задание: задания на сравнение и уточнение; задание: придумайте рассказ, включив в него предложения со следующими уточняющими членами предложения: вариант

а) Горе-рыболовы, вариант

б) Кладоискатели, и др.

Во время уроков идет чередование словесных и наглядных методов, решение проблемных задач, отводится время на развитие следующих компетенций: умение монологически высказываться, умение вести учебный диалог, умение отвечать на вопросы, создавать собственный текст, умение действовать по алгоритму [4].

Таким образом, реализуется триединая дидактическая задача урока через его структуру, содержание, выбор организационных форм. Данные уроки с применением инновационных технологий мультимедиа создают обучающую среду с ярким и наглядным представлением информации, что особенно привлекательно для школьников, а также предлагается для использования большого практического материала по данной теме школьным учителям.

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MODERN DESCRIPTION OF THE TERMINOLOGICAL SYSTEM OF LINGUODIDACTIC VOCABULARY (BASED ON THE MATERIAL OF ENGLISH AND RUSSIAN)

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Түйін: Мақалада лингводидактикалық лексиканың терминологиялық жүйесінің заманауи сипаттамасы (ағылшын және орыс тілдерінің материалы негізінде) зерттеледі.

Резюме: В статье рассматривается современное описание терминосистемы лингводидактической лексики (на материале английского и русского языков)

One of the most important properties of the term, actively discussed in modern linguistics, is consistency. As you know, a wide study of systemic relations in language began after the publication of F. Saussure's book "Course of General Linguistics", where the thesis was put forward that "language is a system, all elements of which form a whole, and the significance of one element stems only from the simultaneous presence of others" [1].

As A.V. Superanskaya terminology is a general set of words and phrases that express special professional concepts and are used in various fields of science and areas of functioning of the Russian language [2]. A terminological system is such a system of signs, the content and connections of which are closed within the boundaries of one branch of knowledge. They form one terminological field. According to the general pattern of sign systems operating in natural languages, as the linguist V.P. Danilenko, "within the same semantic field, the sign is not repeated, otherwise it loses one of its main functions - the primary function of distinction" [3]. Each terminological system has both general linguistic and extralinguistic characteristics, as well as specific ones; therefore the terminology of a linguistic sign as a particular linguistic phenomenon may have some distinctive properties in different types of terminological systems.

Terminology is characterized by a number of features that represent their linguistic essence:

- 1) The main substantive function of terminology is the function of communicative service for the professional and labor needs of native speakers; 2)

Terminology consists of a set of simple (one-word) and compound (terminological phrases) terms, as well as relations connecting these elements;3) Genetically simple terms can be either commonly used words, or borrowings, or original units formed from morphemes according to known word-building models; 4) Simple (or one-word) terms differ from commonly used words in their semantic organization; 5) Word formation of terms obeys, in general, the same patterns and is regulated by the same models as word formation in general. The morphological properties of terms are subject to the same rules of grammatical structure for the entire language;6) The semantic relations connecting the terms are of a logical nature (genus - species, part - whole, association), but they are individual in the sense that the relations are always connected by specific terms of a specific terminology. The above features of terminologies allow us to talk about consistency, that is, to consider terminologies as systems of linguistic units, namely term systems. Summarizing the views of modern terminologists on the nature and essence of term systems, it should be recognized that a terminological system (term system) is a sign model of a certain theory of a special field of knowledge or activity, the elements of which are lexical units (words and phrases) of a certain language used for 7 special purposes, and the structure as a whole is adequate to the structure of the system of concepts of this theory [4].

In the specialized literature on terminology, it is noted that for the study of the systematic nature of terminology, it seems very promising to correlate the conceptual structure of terminology with the language structure, since the systematic nature of terminology is the degree of clarity and consistency of the correlation of its semantic and linguistic structures. "Terminology has the qualities of a terminological system to the extent that its conceptual structure is clear and consistent, and to the extent that the linguistic structure corresponding to this conceptual structure is clear and consistent".

Also, at the moment, several main features characteristic of terminological systems can be distinguished: integrity, relative stability, structuredness, coherence. Let's examine each of these points separately. The main criterion for the integrity of the term system is that the elements of the term system cover all (or all necessary and sufficient) elements of a special area, as well as the correspondence of the sum of parts to the whole.

The relative stability of the terminological system lies in the fact that the terminological system reflects a system of views in a certain area, established at a certain stage, or a system of basic criteria that reflect the most important objects, methods, etc., appearing in this area. One of the important features of a terminological system is structuredness, that is, the presence of a certain structure in it. From this it follows that the term is an integral element of the system, if the system is understood as a set of elements of the whole, between which there is a mandatory and integral connection. In order to describe the classification of additional sources of vocabulary in the terminological system, let us turn to the classification system. In accordance with the classification, the following sources can be distinguished: terminology, interdisciplinary borrowings in the language, terminology derivation and borrowing of terms.

A characteristic feature of linguistic processes in the XX-XXI centuries is the accelerated "intellectualization of vocabulary", which manifests itself in the use of terms in everyday speech and inclusion in the general literary language. To designate a superword unit, in which, on the basis of terminological meaning, phraseological meaning develops, E.A. Nikulina introduces the term "terminology": a critical mass (fans, chain reaction, etc.). At the same time, the opposite process is also observed: terminological meanings appear in words of common vocabulary, and such designations become part of the terminology: for example, packaging is the packaging of molecules (in chemistry).

According to E.A. Nikulina terminological units are "full members of various term systems". Consequently, the process of "intellectualization of vocabulary" is bidirectional and, as a result, leads to a significant expansion of the scope of terms and terminologies. As you know, the terminology is based on the national language. Consequently, lexical resources and word-building elements and models of the Russian language are used in the formation of Russian-language terminology and any sphere. The first method of creating a term based on linguistic material is to expand the scope of the existing word, as a result of which the commonly used word acquires a new meaning, which is realized only in a certain context: the nose is the bow of the ship. In the literature, this process of "semantic development of a commonly used word" is called "terminologization".

The second technique is intralinguistic interdisciplinary borrowing, when a word from one terminology passes into another, changing the semantics: reference points –

- 1) points on which the measurement scale is based (exact sciences);
- 2) important points, milestones (social sciences).

The third technique is an abbreviation, which involves the creation of new terms through the formation of abbreviations and acronyms: Rosstandart, MRI, CT, etc.

The fourth method of replenishing terminology at the expense of the resources of the national language is term derivation, when new terms are formed by word formation according to the models of the national language. At the same time, it is necessary to distinguish between term derivation using standard term elements (most often of Greek-Latin origin) and term derivation using affixation according to existing word-formation models, which is especially productive in the formation of "secondary nominations": for example, the formation of adjectives and verbs of borrowed substantives using standard affix models.

In addition, terminology replenishment is also facilitated by such processes as terminological borrowing, specialization of the meaning of a foreign word in comparison with the language analogue, terminological differentiation of the meanings of words, due to the complication of professional activity: remake - remix - cover version - tribute. It is also necessary to consider terminological tracing, which can be considered as a separate terminological technique.

When tracing, new terms are formed on the basis of the vocabulary of the native language "when borrowing an idea, clothed in the material of a foreign language, and forming one's own word or phrase on its basis" [5].

Within the framework of this idea, tracing is considered as the intersection and interaction of three main techniques: terminology, term formation and term borrowing. As mentioned above, international term elements are often used in term creation. According to many scientists, this method of term formation is one of the most preferable. More about intersystem borrowings as sources of replenishment of vocabulary in the term system will be discussed in the next paragraph of this study. That is why it is necessary to carry out work on the harmonization of terminologies, taking into account the peculiarities of the meaning and use of terms within the framework of the national terminological system.

Decisions on the interlingual ordering of terms and the establishment of terminological correspondences should be recorded in multilingual terminological databases that allow the accumulation and storage of information about the linguistic features of terms and their use. Internationality is the most important characteristic of special vocabulary, since in all areas where interethnic relations are carried out (politics, science, technology, economics), the issue of mutual understanding of people comes to the fore. In the context of global integration, the unambiguity and internationality of terminology are the main conditions that ensure mutual understanding of specialists in various fields of knowledge at the international level.

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IMPROVING THE STUDENTS LANGUAGE SKILLS THROUGH INNOVATIVE TECHNOLOGIES

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Түйін: Мақалада университеттегі инновациялық технологиялардың рөлі сипатталған. Өздеріңіз білетіндей, Қазақстанда шет тілін жетілдіру идеясын еліміздің Тұңғыш Президенті Н.Ә. Назарбаев маңызды әлеуметтік басымдықтардың бірі болып табылады, оның мәні әрбір қазақстандық үш тілді меңгеру идеясымен сусындап, білім беру

жүйесі нақты жағдай жасайды. Яғни, инновациялық технологиялардың көмегімен тілді меңгеру тиімді әрі нәтижелі болады.

Аннотация: В статье описывается роль инновационных технологий в вузе. Как известно, в Казахстане идея совершенствования иностранного языка провозглашается Первым Президентом страны Н.А. Назарбаевым одним из важнейших социальных приоритетов, суть которого заключается в том, чтобы каждый казахстанец проникся идеей овладения тремя языками, а система образования создала реальные условия. То есть с помощью инновационных технологий овладение языком будет более эффективным и продуктивным.

The use of modern technologies in teaching languages is a completely new direction of general didactics and private methodology, since the ongoing changes affect all aspects of the educational process: the choice of methods and work style, changes in the requirements for the academic level of students, etc.

In understanding the essence of innovative processes in education, there are two main problems of pedagogy - the problem of studying, generalizing and disseminating advanced pedagogical experience and the problem of introducing the achievements of psychological and pedagogical science into practice. Therefore, the subject of innovation, the content and mechanisms of innovation processes should lie in the plane of combining two interrelated processes that have so far been considered in isolation, that is, the result of innovation processes should be the use of innovations, both theoretical and practical, as well as those that are formed at the junction theory and practice. All this emphasizes the importance of managerial activity in the creation, development and use of pedagogical innovations.

Solving the problems of studying, developing and implementing innovative technologies in the system of higher education is the subject of pedagogical innovation as a new interdisciplinary scientific direction that studies actual significant and systematically organizing innovative processes that become promising for the evolution of education and positively affect its development, as well as the development of more wide multicultural space [1].

At the beginning of the third millennium, the specifics of education make special demands on the use of various technologies. In this regard, along with the technologization of educational activities, the process of its humanization is just as inevitable, which is now becoming more widespread within the framework of the personal-activity approach. The deep processes taking place in the education system in our country and abroad are leading to the formation of a new ideology and methodology of education. Innovative learning technologies should be considered as a tool with which a new educational paradigm can be put into practice [2].

The purpose of innovative activity is a qualitative change in the personality of the student in comparison with the traditional system. This becomes possible due to the introduction into professional activities of both didactic and educational programs unknown to practice, involving the removal of the pedagogical crisis, and psychological support for employees and students of an educational institution [3].

The development of the ability to motivate actions, independently navigate the information received, form creative thinking, develop students through the maximum disclosure of their natural abilities, using the latest achievements of science and

practice, are the main goals of innovation. Innovative activity in the field of education as a socially significant practice aimed at the moral self-improvement of a person is important because it can ensure the transformation of all existing types of practice in society.

The transition to interactive teaching methods and modern technologies requires significant telecommunications resources that can provide the necessary interconnection of the participants in the educational process, support for multiservice technologies, and high performance of telecommunications equipment and bandwidth of data networks.

Innovations or innovations are characteristic of any professional human activity and, therefore, naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves; they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

With all the variety of learning technologies: self-development, computer, problematic, modular and others, the implementation of the leading pedagogical functions remains with the teacher. With the introduction of modern technologies into the educational process, the teacher is increasingly mastering the functions of a consultant, adviser, and educator. This requires special psychological and pedagogical training from him, since in the professional activity of a teacher not only special, subject knowledge is realized, but also modern knowledge in the field of pedagogy and psychology, technology of training and education. On this basis, the readiness for the perception, evaluation and implementation of pedagogical innovations is formed [4].

The need for an innovative orientation of pedagogical activity in the modern conditions of the development of society, culture and education is determined by a number of circumstances.

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FEATURES OF DISTANCE LEARNING A FOREIGN LANGUAGE

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Түйін: Оқыту курстарында шет тілдерін оқыту үдерісіне жаңа әдістерді, технологиялар мен тәсілдерді енгізу қажеттілігі қарастырылады. Қазіргі қоғам талаптарына сәйкес шет тілдерін оқытудың қашықтан түрін қолдану қажеттілігі дәлелденді.

Резюме: Рассматривается необходимость внедрения в процесс преподавания иностранных языков на обучающих курсах новых методов, технологий и подходов. Обосновывается необходимость использования дистанционной формы обучения иностранным языкам в соответствии с требованиями современного общества.

A modern educational project places high demands on the most effective educational activities, creating conditions for learning, education and self-development that will help the child to maximize their potential.

Distance education is a new high-quality, progressive form of education that has emerged as a result of new technological opportunities. This type of training is based on the student's independent work with specially developed methodological materials.

“Distance Education is a set of educational programs designed to facilitate learning strategies that do not rely on daily contact with teachers, but are based on making the most of student self-learning [1].

Thus, distance education is training in which priority is given to independent learning using modern technical means of information transfer.

The central person of distance learning is the student. With distance learning, systematic and effective communication is maintained not only between instructors and students, regardless of the form in which the main content of the training takes place.

Such relationships are based on electronic communication, but all elements of the educational system (teacher, textbooks, teaching aids, teaching methods and institutions) are preserved. The mechanisms that ensure the full use of all networks in distance education are modern information and telecommunication technologies.

Thus, the Internet allows students to interact with a wide variety of information, including foreign ones. For example, a student can visit several domestic and foreign universities in a short period of time, while acquiring important information and, possibly, establishing personal contacts.

E-mail allows the student to write to the teacher, ask questions and receive answers, discuss current problems and issues of the organization. The role of the teacher also changes greatly in this education system. They are given the task of creating intellectual projects, advising students on the preparation of individual curricula, monitoring their curricula, etc. This helps students make successful decisions. The role of the learner changes in the process of moving from the acquisition of knowledge to the exploration of information.

Teleconferencing allows multiple students to "get together" at specific times in a virtual classroom and work much like a real classroom, while simultaneously completing teacher assignments and asking questions. In addition, questions are asked to the instructor and the answers are instantly available to anyone who attends the virtual classroom [2].

Chat allows learners and those just exploring online learning options to communicate face-to-face in real time, share experiences and ask relevant questions.

Apart from the many positives, the authors also describe some of the limitations of computer visual learning. Therefore, distance learning, even for intensive programs, takes longer than regular education, and in some cases is ineffective. Firstly, this may be due to the initial alertness and lack of self-discipline of the student, which, of course, will not contribute to the independent assimilation of new information.

Secondly, this may be due to the individual characteristics of the student, for example, in the maximum media channel for understanding information, when a person can interact with new information only in verbal form.

Traditional face-to-face education also has much in common with distance education. It is an alternative to traditional computers and telecommunications; modular systems and structured timetables for the study of disciplines, an increase in the volume of independent study and research work of students, as well as other initiatives to transform this type of education.

Analysis and generalization of the experience of distance education, conducted by Dmitrieva E.I. A.V. Rybalko, N.G. Sirotenko, makes it possible to highlight a number of properties that reveal its essence

First, flexibility. Distance education students tend not to attend systematic classes such as lectures and seminars, but work at convenient times, in convenient places, which has great advantages for those who cannot or do not want to break their usual work schedule.

Secondly, modularity Distance learning programs are built on a modular basis. Each course develops a holistic view of a particular subject area.

The effectiveness of distance learning depends on four factors:

- effective interaction between the teacher and the student, despite the fact that they are separated by distance;
- used pedagogical technologies;
- the effectiveness of the developed methodological materials and methods of their delivery;
- effectiveness of feedback [3].

And also the effectiveness of distance learning depends on the organization and methodological quality of the materials used, as well as the skill of the teachers involved in this process.

In addition, there are several characteristics that any form of distance learning must have in order to be considered successful:

-distance learning involves a more systematic and detailed organization of educational activities; clarity of goals and objectives of training; provision of educational materials;

The central theme of distance learning educational programs is interactivity.

Distance learning courses should have the greatest amount of student-teacher interaction, feedback between students and learning materials, and the possibility of group learning

Adequate feedback is necessary for the trainees to believe in the correctness of their actions. Feedback should be workable, actionable, and limited to external feedback;

-the most important element of any course is motivation; to do this, you have to use different methods and tools;

-the structure of distance learning should be modular so that the student can track his progress from module to module, choosing any module at his discretion or at the discretion of the supervising teacher and depending on the level of knowledge

At the same time, it should be noted that large modules significantly reduce the motivation of students;

Sound accompaniment is an important component of foreign language teaching, which can be implemented using network technologies or using CDs.

Today, modern information technologies offer unlimited possibilities for solving the problem of distance learning, since information can be stored, processed and delivered at any distance, in any volume and content.

Thus, distance education is training in which priority is given to independent learning using modern technical means of information transfer.

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Distance learning has greatly expanded the range of available educational tools; increases the ability of students to work independently; reduces the cost of training due to the wide availability of modern equipment; raised the level of educational programs by providing alternative programs for the general public; the possibility of creating unique educational programs by combining courses offered by educational institutions from abroad, including.

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COMBINATION OF METHODS OF TEACHING ENGLISH

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Түйін: Бұл материалда ағылшын тілін оқыту әдістемесі, сонымен қатар оқу құралдары мен олардың құрылымдық құрылымы берілген.

Аннотация: В данном материале представлены методы обучения английскому языку, а также средства обучения и их структуризация.

Each teaching method organically includes the teaching work of the teacher (presentation, explanation of new material) and the organization of active educational and cognitive activity of students. That is, the teacher, on the one hand, explains the material himself, and on the other hand, seeks to stimulate the educational and cognitive activity of students (encourages them to think, formulate conclusions on their own, etc.).

Teaching aids are objects created by man, as well as objects of natural nature, used in the educational process as carriers of educational information and a tool for the activity of the teacher and students.

The teaching aids, along with the living word of the teacher, are an important component of the educational process and an element of the educational and material base of any educational institution.

The concept of teaching method is very complex. However, despite the different definitions that are given to this concept by individual didactics, one can also note something in common that brings their points of view closer. Most authors tend to consider the teaching method as a way of organizing the educational and cognitive activity of students. Taking this position as a starting point, we will try to consider this concept in more detail and approach its scientific interpretation [1].

The word "method" in Greek means "research, method, way to achieve the goal." The etymology of this word also affects its interpretation as a scientific category. "A method is a way to achieve a goal, an activity ordered in a certain way," says the English-Russian Dictionary of Pedagogy. Obviously, in the learning process, the method also acts as an ordered way of interconnected activities of the teacher and students to achieve certain educational goals.

I.P. Podlasy wrote that teaching methods (didactic methods) are understood as a set of ways, ways of solving the problems of education.

Since learning is a joint activity, it is appropriate to talk about teaching methods in relation to the teacher. And in relation to the student - teaching methods. If we are talking about the joint work of the teacher and students, then here, undoubtedly, teaching methods are manifested.

Teaching methods serve many functions. The main ones are: teaching, motivational, developing, educational, organizational. This means that with the help of methods, teachers not only teach, but also solve issues of motivation, carry out educational influences, and influence the organization of the educational process.

Thus, the method of teaching is the way to achieve the goal. Teaching methods consist of techniques - separate one-time actions. The method clearly shows the objective and subjective parts. Where the teacher makes specific changes to the method, his creativity is manifested.

There are many ways to achieve the learning goal, the teacher can choose any of them, but he will always strive to choose the best one. To alleviate the problem of choice, methods should be compared in terms of their effectiveness. And in order to compare, you need to imagine how many of them there are, to combine them into groups. This is facilitated by classification, the main purpose of which is to streamline teaching methods.

Consider the essence and features of the most reasonable classifications of teaching methods:

1. Classification of teaching methods according to sources of knowledge (N. M. Verzilin, E. Ya. Golant, E. I. Petrovsky, etc.), which serve as a common feature of the methods identified in it. Three main sources have long been known: practice, visualization, and the word. In the course of cultural progress, they were joined by another - the book, and in recent decades, a powerful paperless source of information - video, combined with the latest computer systems, has increasingly asserted itself.

Classification of methods according to their purpose, or according to the main didactic goal for which they serve (M.D. Danilov, B.P. Esipov, Komkov I.F.). The general features of the classification are the successive stages through which the learning process goes through in the lesson, and the goals that are achieved at each of them. Methods are distinguished: a) knowledge acquisition; b) formation of skills and abilities; c) application of knowledge; d) creative activity; e) fastening; f) testing knowledge, skills, abilities [2].

Classification of methods according to the type (nature) of cognitive activity (I. Ya. Lerner, M. N. Skatkin).

From this point of view, they distinguished the following methods:

a) explanatory-illustrative, or informational-receptive: story, lecture, explanation, work with a textbook, demonstration of paintings, films and filmstrips, etc.;

b) reproductive: reproduction of actions for the application of knowledge in practice, activities according to the algorithm, programming;

c) problematic presentation of the studied material;

d) partial search, or heuristic method.

Yu.K. Babansky divided the whole variety of teaching methods into three main groups:

a) methods of organization and implementation of educational and cognitive activities;

b) methods of stimulation and motivation of educational and cognitive activity;

c) methods of control and self-control over the effectiveness of educational and cognitive activity.

Cognitive (didactic) games are specially created situations that simulate reality, from which students are invited to find a way out. The main purpose of this method is to stimulate the cognitive process. The child receives such stimuli in the game, where he acts as an active transformer of reality [3].

The use of games in teaching makes the teacher's authoritarian position inappropriate. In order to interest children in the game, to introduce elements of surprise, free choice, to emotionally liberate children, he himself must become a participant in it. Didactic games are in perfect harmony with the ideas of free development of the child, individual and personality-oriented learning.

In all classifications there are methods of oral presentation of knowledge. These include story, explanation, clarification, conversation, briefing [4].

Verbal methods are used at all stages of learning: during preparation for the assimilation of new material, in the process of its explanation, assimilation, generalization and application.

A story is a figurative, colorful, vivid monologue presentation of educational material by a teacher. This method is most often used in lower grades. The teacher turns to the story when children need to be informed of bright, new facts for them, events, something that children cannot observe directly. The story is a powerful source of influence on the mental activity, imagination, emotions of younger students, expanding their horizons.

If the story has more signs of a passive method, then the explanation is an active method of a consistent, logical, clear presentation of complex issues accessible to children. The explanation is necessarily accompanied by the participation of children, their own observations, demonstration of experiments and patterns of actions, combined with illustration.

The explanation is supplemented by instructions on how to perform operations, actions, tasks: how to learn a poem, do an exercise, organize a workplace, etc. Instructions for children should be clear, unambiguous, short, contain no more than 4-5 tasks.

In pedagogy today there is no unambiguous definition of the concept of "learning tool". Some authors use it in a narrow sense, referring to the means-tools that serve to achieve the general educational and educational goals of learning. Others, in addition to material means-tools, include intellectual means of carrying out mental activity, which enable a person to conduct indirect and generalized knowledge of objective reality. Still others subdivide teaching aids into teaching aids that the student uses to master the material and the actual teaching aids, i.e. means that the teacher uses to create learning conditions for the student.

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THE USE OF GRAMMATICAL TRANSFORMATIONS IN SCIENTIFIC AND TECHNICAL LITERATURE

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Түйін: Бұл мақалада ғылыми-техникалық әдебиеттерде грамматикалық түрлендірулердің қолданылуы сипатталған. Ғылыми-техникалық аударма саласындағы әртүрлі зерттеулер аударманың адекваттылығына қол жеткізуге бағытталған және әртүрлі елдердің мамандары мен ғалымдары арасында ғылым мен техниканың соңғы жетістіктері саласындағы ақпарат алмасуды жеделдетуге көмектесетін өзекті міндет болып табылады

Аннотация: В данной статье описывается использование грамматических трансформаций в научно-технической литературе. Различные исследования в области научно-технического перевода являются актуальной задачей, которая направлена на достижение адекватности перевода и способствует ускорению обмена информацией в области новейших достижений науки и техники между специалистами и учеными разных стран.

Various researches in the field of scientific and technical translation is an urgent task that is aimed at achieving adequacy in translation and helping to accelerate the exchange of information in the field of the latest achievements of science and technology among specialists and scientists from different countries. The completeness of scientific and technical texts is represented by some lexical and grammatical features. At the lexical level, completeness is achieved by choosing terms and presenting their adequate equivalents, which ensure clarity and unambiguity of the statement.

The grammatical features of scientific and technical texts of the English language, for example, are reflected in the presence of two possibilities for passive verbal transformation due to the absence of a case change in the noun, which makes the forms of the direct and indirect object the same and allows passive verbal transformations, both with direct and indirect objects. . In Russian, the direct object is expressed by a noun or a pronoun in the accusative case. The transformation of a verb in the active form into the passive form is possible only with the transformation into the subject of a direct object [1].

In English, in the sentences of scientific and technical texts, the pronouns they and one are used without indicating the performer of the action. In Russian, there is no pronoun; the action is conveyed by the verb in the third person plural, making the sentence indefinitely personal. For the Russian language, from the forms of the face, the form of the 3rd person is characterized by a greater degree of abstraction, for example: The experiment shows ... The scientific and technical style of the Russian language, as you know, uses almost exclusively this form of the face. The form of the 1st person, in those few cases when it is used, is used in the scientific and technical text in the plural - also in the generalized meaning of some indefinite set of persons, which includes the speaker's face. The scientific and technical speech of the Russian

language is characterized by the so-called "nominative system" - an increase in the share of names and a decrease in the share of verbs: the first place is occupied by nouns, the second - by adjectives, and the third - by verbs [2]. The specificity of nouns with a real value in the scientific and technical style lies in the possibility of using them in the plural to designate species, varieties, substances, tools (oils, fats, sands, dividers, jointers) [3].

The sentences of the scientific and technical text are built in a strict logical sequence. A scientific presentation is, as a rule, a monologue speech. Interrogative sentences are used to pose a problem, which is solved after the question is posed. Exclamatory sentences reflecting high emotionality are not typical for scientific and technical speech and are possible in the genre of oral discussion. In the scientific and technical style, long complex sentences are possible, which contribute to high information content: a sufficiently complete and detailed transmission of information. Sentences often consist of several predicative structures. Often, sentences are complicated by participial phrases, introductory structures, etc., which increase their capacity. Connective elements play an important role in this. In connection with the consistency and evidence of scientific presentation, causal conjunctions and logical connectives since, therefore, it follows (so, so) and others are widely used [4].

The peculiarities of the use of the passive voice in English are associated with the presence of two possibilities of passive transformation due to the absence of a case change in a noun in English. In scientific and technical texts, both in Russian and in English, impersonal sentences are quite widespread, since the results of scientific observations are presented in a generalized form, but in each language these sentences will have their own characteristics. So, in the scientific and technical style of the Russian language, impersonal sentences are used with modal words and the infinitive, with predicative adverbs in -o, with impersonal verbs or with personal in the sense of impersonal; for example: It is curious to know that ... It is interesting to note that ... Indefinitely personal sentences are also characteristic of the Russian language. As for the English language, in it impersonal and indefinitely personal sentences are always two-part, have special marked forms of the subject. For example, the indefinite personal pronoun one in the subject functions.

Expressive means of the language, in particular, emotionally expressive vocabulary, figurative means, are not characteristic of the scientific and technical style. The emotional coloring of speech does not contribute to the achievement of accuracy, consistency, objectivity and abstractness of presentation. However, it should be noted that studies of the syntax of the scientific and technical style note significant expressive possibilities that are inherent in the use of diverse variants of word order in a sentence [5]. At the same time, it is noted that basically the same lexical and grammatical means of creating imagery, conveying emotions and evaluating are used in the scientific and technical style as in other styles.

Among the linguistic characteristics that distinguish scientific and technical texts from other types of text, most authors name the following: the complexity of syntactic constructions, lexical, syntactic and compositional stereotyping. the subordination of aesthetic properties to the pragmatic attitudes and intentions of the

author, the regulated nature of the use of emotional possibilities, the predominance of objectivity in the presentation, the combination of a non-subjective (non-personal) method of presentation with the expression of the subjective opinion of the scientist (author), the widespread use of formula symbols, tables, etc. [6]. All these features are observed in Russian and English scientific texts. As A.L. Pumpyansky, the most typical features of the English-language scientific and technical text, which have received fairly detailed coverage in the linguistic literature and recorded in the analysis of the research material, are as follows:

1) complex syntactic constructions are presented in scientific and technical texts mainly by complex sentences;

2) the complication of the syntactic structure of the sentence can occur through the use of gerundial, participial and infinitive constructions;

3) among the grammatical constructions in the English text, the passive prevails;

4) the use of syntactic and lexical clichés, special set expressions that create the logic of the narrative, ensure the coherence of the text (on the one hand, on the other hand, for example, as we have seen, etc.) is noted.

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BASIC PRINCIPLES OF FOREIGN LANGUAGE EDUCATION

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Түйін. Бұл мақалада шет тілін оқыту принциптері, олардың анықтамаларымен түрлері қарастырылады. Оқу процесі көлемді, белгілі бір тәсіл мен оқу процесінің әр түрлі түрлері бар. Дегенмен, оқытудың жалпы дидактикалық принциптерін және шет тілі сабақтарында шет тілінің коммуникативтік ұзырметтілігін қалыптастырудың нақты принциптері нажыратуға болады.

Аннотация. В данной статье рассматриваются принципы обучения иностранному языку, их определения и виды. Процесс обучения объемный, существуют различные виды процесса обучения с определенным подходом. Тем не менее можно выделить общедидактические принципы обучения и специфические принципы формирования иноязычной коммуникативной компетенции на уроках иностранного языка.

In the methodology of teaching foreign languages, there are different approaches to determining the principles of teaching. It's hard to imagine that all the principles can be meaningful for the whole process. The principles of learning are considered to be the main provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and approaches corresponding to this direction. Clearly formulated principles of training will help to solve the question of how and what kind of training content to select, what materials and techniques to use.

Foreign methodologists, such as Larsen Freeman, note the importance of linguistic, psychological and didactic factors in teaching a foreign language and highlight the following principles:

- cognitive principles: the principle of automation of speech units; the principle of using personal motivation; the principle of using the student's personal contribution - his time, strength, individual abilities.

- emotional and psychological principles: the principle of the "linguistic Self", which means that when a person learns a foreign language, a "second self" is formed that affects his feelings, emotions, behavior, etc.; the principle of interrelated mastery of the language and culture of the country of the language being studied. It is also necessary to take into account such qualities as self-confidence, the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language.

- linguistic principles: taking into account the influence of the native language on foreign language acquisition; taking into account the peculiarities of mastering the studied language as an intermediate language system; the principle of communicative competence in the process of teaching a foreign language [1].

There is no consensus on the classification of teaching principles in both domestic and foreign methods. In the Russian methodology, many of the concepts described above are considered within the framework of linguistic or psychological foundations of learning and are not considered principles, since the term "principle" is most often applicable to didactic and methodological foundations of learning. General didactic principles reflect the provisions that are used in teaching any subject. The main ones are: the principle of consciousness, activity, systematicity, clarity, durability, accessibility and others.

The principle of consciousness.

Consciousness consists in the conscious comparison of native and foreign languages for a deeper insight into their structure; this is the comprehension of theory and the ability to apply it in practice. Understanding speech, understanding why it is necessary to study.

The principle of activity.

In teaching foreign languages, the principle of activity acquires an important role, because if the student is an active participant in the process, then this is success. Activity occurs under certain conditions, and according to the theory of installation, the student should feel the need to study this subject and have the necessary prerequisites to meet this need. In the study of a non-native

language, it is necessary to distinguish between intellectual, emotional, and speech activity, which together can provide favorable conditions for language acquisition. The intellectual activity of the child is achieved by posing problematic issues that put students in front of the need to think, analyze, compare, generalize, and connect the thinking of children. Emotional activity has a special role to play, which manifests itself in the fact that children are not indifferent to the activities they perform, and if positive emotional experiences provide internal, external activity, and therefore success, then negative emotional experiences slow down activity and have a bad effect on success [2].

The principle of developing learning.

One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive personal development. It is known that training creates a zone of proximal development, i.e. arouses in the child an interest in life, awakens and leads set in motion a number of internal developmental processes. In this way, properly organized education of the child contributes to the child's mental development, brings to life such developmental processes, which would have been impossible without training at all. It should be emphasized, however, that the development processes follow the learning processes that create zones of immediate development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be covered by a single, given a priori speculative formula in advance."There are no principles in nature; there are only patterns in nature. Learning the laws of nature and striving for their effective use, a person puts forward their basic principles ..." - said Passov.

The principle of clarity follows from the essence of the process of perception, comprehension and generalization of the material by the student. Visibility is understood as a specially organized display of language material and its use in speech, in order to help students understand this material. When interpreting this principle, a curious mistake occurred for the methodology: a literal interpretation of the term "visibility" or "looking" at something. Hence the requirement to use paintings, images of objects, the objects themselves. But when didactics say that the principle of visibility implies the perception of the phenomenon being studied, then when the implementation of this principle by a foreign language teacher should not be just about demonstrating the objects themselves and their images.

E.I. Passov believes that language visibility should be implemented in the following ways:

- 1) constant speech activity of students in a foreign language;
- 2) the teacher's speech in the lesson, if it is not limited to phrases: "Get up", "Read", "Sit down", etc.;
- 3) newspapers and magazines;
- 4) radio and TV shows, videos, movies and

- animated films;
- 5) mugs;
- 6) audio recordings for independent work;
- 7) library for additional reading by interests;
- 8) evenings and other events in foreign languages [3].

Together, all these tools will create just the kind of foreign-language environment that will provide language visibility. Such visibility, of course, does not exclude illustrative visibility. But we are talking about the fact that language visibility should be in the foreground. Plot paintings and their series, objects and actions with them, layouts, and filmstrips can be used as auxiliary tools.

Principles of accessibility and feasibility. The application of these principles requires that education is carried out at the level of children's capabilities, so that they do not experience insurmountable difficulties. Accessibility is provided both by the material itself, its organization, and the methodology of working with it in the lesson. This principle finds its concrete expression in the strict selection of language and speech material and its presentation in structures, speech units correlated with communication situations that are close and understandable to children, the construction of the language learning process based on real possibilities, which finds expression in the volume of the intended material and the level of assimilation. The feasibility is manifested in the pace of progress of the study of the material.

The principle of strength is expressed in the fact that the words and structures entered into the memory of students should be preserved in it so that students can extract the necessary units from it whenever the need arises. The strength of assimilation is ensured by: bright presentation of the material when students get acquainted with it, when they have vivid images, associations; training in reproducing the material, immediately after familiarization and in subsequent lessons, with the inclusion of various analyzers; independent creative application, in which this material is used to convey the necessary material, when the student's attention is focused on the content, and not on its form; systematic control of the assimilation of what has been passed, which creates favorable conditions for retaining the material in memory [4].

In conclusion, it should be said that all the principles considered are interrelated, mutually dependent and complement each other, representing a system of provisions that determine the learning strategy. The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists of various profiles and the quality of their language training largely depends on the successful solution of issues of professional growth and the expansion of contacts with foreign partners.

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STUDY OF THE INFLUENCE OF GAME TEACHING METHODS ON THE DEVELOPMENT OF STUDENT 'COMMUNICATION

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Түйін: Мақалада ойын арқылы оқыту әдістерін қолдану процесінде ақпараттық-коммуникативтік тәсіл негізінде мектеп оқушыларының коммуникативті дағдыларын қалыптастырудың педагогикалық технологиясының әдістері қарастырылған.

Резюме: В статье излагаются методы педагогической технологии формирования коммуникативных умений у учащихся школ на основе информационно-коммуникативного подхода в процессе использования игровых методов обучения.

In the pedagogical process, the teacher now needs to know the means by which the intended outcomes of the curriculum are to be achieved. The task of the teacher is to create conditions for the accurate learning of the language by each student, choosing teaching methods that can form the activity and creativity of each student. The task of the teacher is to activate the cognitive activity of students in the study of foreign languages. The choice of educational technology to achieve the goals and objectives set out in the topic "Foreign Language" is due to the need to develop general cultural competencies necessary for interpersonal relations and the use of cooperation in the contexts of interpersonal communication and cooperation. Intercultural communication and as always to ensure the quality of the necessary education. The proposed technology provides the function of the educational process, which determines the structure and content of the educational and cognitive activity of students.

Today, teachers are exploring the arsenal of influencing the minds, wills, and emotions of students to expose them to the rich world of culture and traditions of the country in which they study. Methods and means of designing all kinds of language activities: reading, speaking, translation, writing. The intensity of the educational process and the stimulation of informational activity, along with traditional activities and game techniques, contribute to the initiation of the educational process. Today's children have problems with motivation to study. Their attention is increasingly riveted to computer games, social networks, television, etc., to everything that provides information that does not require analysis or mental work. It is difficult for a teacher to create an educational atmosphere and “compete” with such phenomena. Therefore, the educational game will be a good helper in this matter. At the initial stage, he separates the students and introduces them to the learning process. It removes the language barrier and makes the study of the material more effective, since it is emotionally significant for students [1].

The game is an activity in a situational situation aimed at the formation and improvement of self-government by the behavior of schoolchildren (Kolkunova A. V), reconfiguration and assimilation of social experience. This is due to the fact that educators consider the game an important method of teaching children of primary school age. Prominent modern teachers conducted a number of special studies of the play activity of schoolchildren. These are non-traditional types of lessons that keep students interested in learning foreign languages and increase their motivation for learning. This work is based on theoretical and methodological studies of domestic and foreign scientists. Like Polat E.S. and Kolker such classes take place in an unusual and unconventional setting, so this change in the usual environment is appropriate. Creates a festive atmosphere at the completion of the work done. This is especially true for elementary school students. In direct communication, communicative competence is formed, which ensures the formation of the ability to interact between cultures.

The game is a form of activity that forms the necessary communication skills, creates a confident and friendly atmosphere in the classroom, teaches independent work and forms the right self-esteem. In any activity in the lesson, you can introduce an element of the game, and then the most interesting lesson will take on an interesting form. One of the features of the games is that all students work at the same time. Participation in games develops the ability to cooperate and compete without showing aggression. Learning through playing techniques develops the memory, imagination and attention of the child. Then the knowledge, speech, language skills and skills acquired in grammar games are transferred to other activities. The game sets serious changes and the formation of new qualities; During the game, children like the rules of behavior, and the game teaches parenting methods. The educational and business game is a practical lesson simulating various aspects of students' professional activities. This creates the prerequisites for the widespread use of knowledge on the topic of students' professional activities, and also contributes to the complete mastery of a foreign language. n. Torunova, "The introduction of business games into the educational process of the university contributes to the formation of professional development of the personality of a specialist". Issues of foreign language teaching methodology with the use of gaming activities at the initial stages G.V. Rogovoi and other methodologists and psychologists. The question of regulating the level of secondary and higher education AD reflected in his work. Salanovich and other authors [2].

In our opinion, communication at a higher level of learning a foreign language can be organized through role-playing and business games. as N. Gez "If the role-playing communicative situation is associated with the solution of certain problems and communicative tasks, it stimulates the development of automatic language. The purpose of the role-playing game is to direct participants to the communicative use of language units" .

The game can be used in working with text, consolidating vocabulary, teaching unprepared speaking.

Game technology allows you to create several ways to solve problems, activating the mental abilities of students and revealing the individual potential of each person. The game is used especially in youth classes. In middle school age, the leadership gradually changes, moving from one game to another. The game still retains its leading role. Based on this feature, the game should become the basis for the development of students' learning skills. The game generates interest in further learning a foreign language, as well as confidence in successful learning, but I would like to emphasize that the game has not only a motivating function. Participation in the learning of game moments contributes to the revival of the cognitive and creative work of students, the development of the ability to think, remember and take the initiative to overcome difficulties in learning foreign languages. Games develop the mind and attention, enrich speech, enrich the vocabulary of students, emphasize the colors of their meanings. The game can remind the student of his achievements and increase his knowledge.

Use of game techniques:

1. Justifies the unreasonable demand for a foreign language with the teacher and his colleagues.
2. Based on simple grammatical models, it allows students to find ways to create sentences with communicative meaning.
3. Psychologically grounded and creates an emotionally appealing repetition of standard language and dialogue patterns.
4. Develops the ability to analyze, compare and generalize.
5. Students are allowed to activate backup functions.
6. Knowledge is put into practice.
7. It affects the learning process in different ways.
8. Development of student work.
9. Teaches you how to organize individual activities [3].

According to M. F. Stron, this is a special structured activity that requires the tension of emotional and spiritual forces. The game always requires a decision - what to do, what to say? The desire to solve these issues makes the players think more. What if the child speaks a foreign language? Is there not enough opportunity for learning here? However, children do not think about it. First of all, the game for them is entertainment. The teachers care. Everything is the same in the game. Even the weakest students can use it. A sense of equality, an atmosphere of interest and joy, a sense of accomplishment of tasks - all this allows the boys to overcome anxiety with foreign words and achieve results that affect the performance of the exercise.

It is very difficult to acquire communication skills in English. Therefore, an important task of the teacher is to create real and imaginary situations of communication when teaching a foreign language with different perceptions of work. It is equally important to acquaint students with the cultural values of the people and their native language. For this purpose, TV shows are very important. Its use helps to satisfy an important need for a way of communication, presenting the process of linguistic satisfaction as the preservation of a living foreign culture; Individualization

of education, development and stimulation of the language activity of students. Another evaluation of television programs is their emotional impact on students.

The use of TV programs contributes to the development of various aspects of the student's mental activity, especially attention and memory. During the game, organized in television programs, an atmosphere of joint cognitive work is formed in the lesson. In this case, even a negligent student will be recognized. So, involuntary attention enters voluntarily, and its intensity affects the process of memory. The interest in television programs increases the interest of boys in the English language, which confirms their desire to be active participants in typical pedagogical conditional situations in order to perform various grammatical exercises in a communicative direction for speaking the language of students. He studied English phenomenology for the job. Thus, the psychological characteristics of the impact of television programs on students contribute to the activation of the learning process and the creation of favorable conditions for the development of students' communicative competencies. Role-playing games based on series help to attract even a weak student to the course, as they demonstrate not only knowledge, but also ingenuity and common sense. Moreover: a student with a weak language can play first: beauty and intelligence are sometimes more important than knowledge of a thing.

The effectiveness of training depends, first of all, on a burst of motivation that increases interest in the subject. The game enhances the desire of boys to communicate with each other and with teachers, creates equal conditions for language partnership, and removes traditional barriers between teacher and student. Thanks to the game, pronunciation is well absorbed, vocabulary and grammatical material is activated, working skills are developed, and oral speech develops. During the game, the creative and imaginative abilities of the child develop[4].

There you have to decide how you will do it, what is your promise, how will you win. Educational games help to make the process of learning a foreign language exciting and interesting. A sense of equality and an atmosphere of care allow boys to overcome shyness, irritability, language barriers and fatigue. In any activity in the lesson, you can introduce an element of the game, and then the most interesting lesson will take on an interesting form. This game is one of the motivations for learning a foreign language. In foreign language lessons, you can use games familiar to all teachers - many of them are interesting for younger students at the initial stages of education.

The game is a real educational tool that strengthens the mental activity of students, makes the learning process attractive and interesting, causing the activity of the student.

At all stages of education, students actively participate in the educational process, show enthusiasm and engage in creativity. Thus, learning based on didactic games becomes indispensable in the modern system of school education, which contributes to the successful achievement of educational goals set by educational standards.

In examining the results of the use of game technology, I came to the conclusion that the use of systems enriches not only the learner, but also the teacher, expanding his or her range of tools in, stimulates exploration, action, makes the teacher as a person more interested, more about art. Students also experience the joy of learning in such courses, their horizons are broadened, the independence of judgments is deepened, and the personality of the student is enlightened and versatile.

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