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ВЕСТНИК
BULLETIN

«Көптілді білім беру және шетел тілдері филологиясы» сериясы

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TEACHING SPEAKING FOR NON-LINGUISTIC UNIVERSITY STUDENTS WITH DIFFERENT BASIC TRAINING LEVELS
(BASED ON THE TEXTBOOK «NEW ENGLISH FILE» FOR BACHELORS)

Abstract

Actual problems of modernizing the system of foreign language education, insufficient development of practical tasks of teaching speaking in foreign languages determined the need to identify ways to overcome difficulties in teaching speaking in English to the students of non-linguistic universities in a group with different basic training levels. The main objects facing the teacher of English language of the non-linguistic university are to plan, select and use useful methods of teaching speaking, which make it possible to improve the basic knowledge of the English language among students for successful communication. This article touches upon some aspects of the formation of speech competence associated with the practice of communication in English. In particular, the emphasis is on teaching speaking and understanding English in non-linguistic universities. The article is also based on the experience of teaching English language and educational-methodological support of this process on the example of using the textbook «New English File».

ТІЛДІК ЕМЕС ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ДАЙЫНДЫҚ ДЕҢГЕЙІ ӘРТҮРЛІ СТУДЕНТТЕРДІ СӨЙЛЕУГЕ ҮЙРЕТУ (БАКАЛАВР СТУДЕНТТЕРІНЕ АРНАЛҒАН «NEW ENGLISH FILE» ОҚУЛЫҒЫНА НЕГІЗДЕЛГЕН)

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Аңдатпа

Шет тілінде білім беру жүйесінің жаңаруы барысында болып жатқан өзекті мәселелердің жеткіліксіз талқылануы және шетел тіліне үйретуде сөйлеу әрекетін дамыту бойынша толыққанды тәжірибелік жұмыстардың болмауы, дайындық деңгейі әртүрлі тілдік емес жоғары оқу орындарында оқитын студенттерді шетел тілінде сөйлеуге үйретуде кездесетін қиындықтардың шешімін табуға деген қажеттілік бар екендігі анықталды. Бұл мақалада осы қажеттілікті шешу барысында шетел тілін үйрететін оқытушының алдына студенттерді сөйлеу әрекетіне дұрыс үйретуге қажетті міндеттер қойылады. Ол міндеттерге дайындық деңгейі әртүрлі студенттерді сөйлеу әрекетіне үйрету әдістемесін жоспарлау, ең маңыздысын таңдап алу және оны дұрыс қолдана білу жатады. Мақалада, сонымен қатар шетел тілінде нәтижелі қарым-қатынас жасаумен байланысты тілдік компетенцияны қалыптастырудың кейбір аспектілері де қарастырылады. Мақала ағылшын тілін үйрену тәжірибесі мен дайындық деңгейі әртүрлі студенттерді сөйлеу әрекетіне үйрету барысында қолданылатын «New English File» Pre-intermediate оқулығына негізделген.

Кілт сөздер: сөйлеу әрекетіне үйрету, қарым-қатынас жасау, әртүрлі дайындық деңгейі, сөйлеуге үйретудің негізгі аспектілері, оқу-әдістемелік құралдары, тілдік компетенция.

ОБУЧЕНИЕ ГОВОРЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ С РАЗНЫМ УРОВНЕМ ПОДГОТОВКИ (НА БАЗЕ УЧЕБНИКА ДЛЯ БАКАЛАВРОВ «NEW ENGLISH FILE»)

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Аннотация

Актуальные проблемы модернизации системы современного иноязычного образования, недостаточная разработанность практических вопросов обучения иностранным языкам определили необходимость выявить способы преодоления трудностей в обучении говорению на английском языке студентов неязыковых вузов в группе с разным базовым уровнем подготовки. Задача, стоящая перед преподавателем английского языка вуза – планировать, подобрать и использовать методики обучения говорению, дающие возможность совершенствовать базовые знания английского языка у студентов для успешной коммуникации. Статья затрагивает некоторые аспекты формирования речевой компетенции связанной с практикой общения на английском языке. Акцент в частности, сделан на обучение говорению и пониманию на английском языке в неязыковых вузах. Статья основывается на опыте обучения английскому языку и учебно-методическом обеспечении этого процесса на примере использования учебника «New English File».

Ключевые слова: обучение говорению, коммуникация, разный уровень подготовки, основные аспекты обучения говорению, учебно-методическое обеспечение, речевая компетенция.

Introduction: Nowadays interest in learning foreign languages is growing steadily. Thanks to the good knowledge of languages, the future specialist becomes freer in social and economic terms. International economic and political integration leads to the involvement of a large number of specialists from different scientific fields in the direct implementation of international scientific and technical relations. Students who are fluent in foreign languages are required for effective interaction with carriers of another culture in household and professional levels of interaction. The need of society for high-quality language education is supported by the state, which is expressed in the manifestation of new concepts of education, characterized by a personality-oriented approach and the usage of the communicative method of teaching a foreign language. Despite the variety of methods and means of teaching speaking, there are no universal techniques. Their application should be carried out within the framework of the general pedagogical system, taking into consideration different basic language levels of students, goals and content of training. The use of any of the methods must have an appropriate methodological base. In foreign language learning process students have different level of training, which creates certain difficulties in mastering speaking skills. In this case, the teacher of the non-linguistic university faces a difficult task – to improve the basic knowledge of a foreign language among the students, both with a high and low level of language proficiency. Motivational component when teaching to speak a foreign language is the basis for a successful educational process in the course «Foreign language» to the students of the 1st course. Thus, the theme of this article «Teaching speaking for non-linguistic university students with different basic training levels» remains relevant.

Methodology. Speaking is a productive type of speech activity, with the help of which (together with listening) verbal communication is carried out, and its content is the expression of thoughts orally. According to O.G. Starodubtseva's opinion, the basis of speaking is

pronunciation, lexical and grammatical skills, which are the most essential areas of teaching speaking [1., 23] Thus, the acquisition of communicative competence is the main goal of teaching foreign language.

In the process of teaching speaking, it is also necessary the use of speech, language and content supports, contributing to the retention of logical chain of facts and clarification of the communicational situation [2., 68].

Results. In our experiment fourteen students of the 104 - group (Faculty of Law, specialty "Jurisprudence") were participated. In the first stage of the experiment students answered the questionnaire "what types of exercise you like the most and most useful to you", and 86.5% of students chose dialogue, and the remaining 36.5% - listening. Thus, the survey revealed the need for developing speaking skills of students. Mostly, the participants in the experiment (86.5%) chose the dialogue or monologue speech and work in pairs. The next stage of the experiment involved the development and conducting a series of lessons using techniques to overcome difficulties in learning to speak.

According to Novgorodova E.E., mastering a monologue speech is a simultaneous creation of a semantic and speech communication program [3., 37]. The purpose of the monologue is determined by the speech situation, which must be created in the lesson.
Also, in the experimental task students were encouraged to continue a phrase taken from the textbook "New English File" Pre-intermediate (Unit 5A. p.54) such as*: "What makes me feel good is …"* based on the questions like:
- Is it a useful and interesting thing?
- Is it safe for my life?
- Do I really like to do it?

The experiment was carried out during the first term of the academic year, and at the end of the first term, all groups of non-linguistic specialties passed the final testing in English language. Experimental students got 20% more points in comparison with the students who did not participated in the experiment.

Discussion. Speaking is a main language skill. It is the primary way in which students communicate information. When we ask students how well they can function in a second language, we ask the question "How well do you speak…?", so it is the ability to speak well which best represents their proficiency in another language. Being a 'good speaker' requires a range of skills beyond grammar, vocabulary and pronunciation, though these are the main building blocks that enable a message to be understandable.

The skills involved in how language learners interact with others in different ways are called communicative competencies [4., 45]. Speaking as a language skill also involves these competencies much more than it requires accuracy of language, so when we talk about 'teaching speaking', we are talking about something different from grammar or vocabulary practice.

While it is a bit of an exaggeration, language learners clearly feel that language classroom based on speaking practice does not prepare them for the real world. Why do students often highlight listening and speaking as their biggest problems? Partly because of the demands of listening and speaking and partly because of the way speaking is often taught. It usually consists of language practice activities (question-answer tasks, discussions, information-gap activities, role-plays and etc.) or is used to practice a specific grammar point. Neither teaches patterns of real interaction [5., 67].

So what can teachers of English do in the language classroom to prepare students for real interaction? First of all, we should analyze the following questions:
- What do students need?
- Practical suggestions.
- What language should I teach?
- How do I get students to use new language?
- Further reading

In order to prepare our students for real interaction we analyzed the question "What do students need?", and we found out that mostly students need the followings:
- An awareness of formal and informal language and practice at choosing appropriate language for different situations;
- The awareness that informal spoken language is less complex than written language;
- The ability to understand different listening situations;
- To be taught patterns of real interaction.
- To have intelligible pronunciation and be able to cope with streams of speech.

In our experiment in order to answer and satisfy the need of the students, we used the main textbook «New English File» for our 1st course students in the language classroom. This textbook is well-organized for each level. There are useful exercises, speaking tasks and role-plays for teaching speaking skills. In the dialogue, skills and abilities of unprepared speech are developed, in a monologue students train prepared speech.

Students of non-linguistic specialties of the university, as usually do not have a high level of proficiency in foreign language, and different levels of training and ability of language acquisition is difficult as for the teacher and for the students. Presentation of the main research material with substantiation of the obtained scientific results. The most effective way to overcome this situation is open discussion, when students themselves will be able to offer their own solutions. Initially at this stage, it is necessary to analyze each of the student. This can be done by suggesting fill out questionnaires with questions: what types of work and what language skills do you like the most to improve in the classroom, would you like to develop how you prefer to work: in individually or in a group?

After the survey, the teacher should conduct an analysis of answers and discuss them with students. When working in pairs, the distribution of students depends on the type of activity. When working according to a plan or scheme, the pair "weak - strong" is more effective. The main purpose of this scheme is to help a student with good basic knowledge but has a low level of language proficiency. Along the way working with a group, it is important to track the effects.

In group work with the involvement of all students in the classroom, it is proposed to work with different speaking tasks. The weaker ones are offered to do the task in a simple form, with simple grammatical constructions and lexical units, but not to the extent that students with a high level of language proficiency carry out. The most productive way to work in a group is mixed activities in the language learning process. Moreover, each student has the opportunity to communicate with the rest of the other members of the group in a short time to complete the given task. This approach will help weak students and open up new opportunities for the strong. We took one of the type of mixed activities in the textbook "New English File" Pre-intermediate which is called "Find somebody who …? Unit 1A. p.4
- has a very long name

- has a very short name
- a name that's difficult to spell
- an unusual name

The potential for this kind of mixed exercise is endless. Such types of the mixed exercises give the opportunity to work out a certain language structure, provide supervised teaching practice, and develop opportunity for further free discussion.

The next necessary aspect in working with a group of students with a heterogeneous level of training is a creation of different tasks for each level. For example, the number of questions for understanding the text can be different, for the students who have a higher level of English, texts should be more complex and voluminous in terms of content. The proposed version of the work assumes that weak students could answer many questions during the lesson and this type of tasks help them to improve their speaking skills and language level.

Before asking questions, it is necessary to determine which of the students will be able to answer them, but if the preparation of a weak student allows to give an answer, then it is necessary to ask him. It is also necessary to take into account the fact that when setting the closed questions, answers will be given immediately by stronger students, and the weak students do not have enough time to think them over. That's why the teacher of English should take into consideration this point.

When correcting mistakes, it is necessary to take into account the language level of the students. When evaluating a strong student's answers, it is necessary to be tactful, identifying shortcomings and pointing out mistakes, and also selectively correct mistakes of a weaker student. In both cases, the teacher needs to encourage language learners, and maintain interest in their further training of speaking skills.

The proposed homework should be different on the complexity of execution. Exercises in written form demonstrate individual skills, and their analysis can identify the strengths and weaknesses of each student who may not have been identified during the English lesson. The purpose of all of the above techniques is to create favorable working atmosphere in the group, selection of speaking activities suitable for students of different level and ensure successful learning in a foreign language.

Conclusion. The results obtained from the experiment allow us to conclude that the success of teaching speaking skills largely depends on using suitable approach and creating the most favorable psychological conditions for each student. The results collected from the experiment will be very useful for conducting further investigation in development of speaking skills of the students who have different language levels in the classroom.

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«СОДЕРЖАНИЕ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ И ЕГО КОМПОНЕНТНЫЙ СОСТАВ»

Аннотация
В последнее десятилетие в свете идеи гуманизации образования утверждается личностно-ориентированный и эмоционально-ценностный подходы к выявлению сущности и структуры содержания иноязычного образования. В рамках данных подходов главной ценностью являются не отчужденные от личности знания, а сам человек – целостная личность с гармонично развитыми интеллектуальной и эмоционально-ценностной сферами.
В статье рассматривается проблема содержания иноязычного образования. Уточняются понятия «содержание образования» и «содержание иноязычного образования». Сделана попытка сопоставить общепедагогическую трактовку категории «содержание образования» и подходы ведущих методистов в области иноязычного образования. Проанализированы результаты сопоставительного анализа обозначенных подходов.
Ключевые слова: содержание образования, содержание иноязычного образования, социокультурная теория содержания образования, компонентный состав содержания общего и иноязычного образования, сопоставление подходов к определению компонентного состава содержания образования.

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«ШЕТЕЛ ТІЛІ БІЛІМІНІҢ МАЗМҰНЫ ЖӘНЕ ОНЫҢ ҚҰРЫЛЫМДЫҚ ҚҰРАМЫ»

Аңдатпа
Мақалада шет тілін оқыту мазмұнының проблемасы қарастырылған. «Білім мазмұны» және «шет тілдік білім беру мазмұны» ұғымдары нақтыланған. «Білім беру