suggestio (иландыру), eikon (сурет), allusio (емеурін), бұлардың мәтіндегі дискурстық қызметтері эмблематикалық, символикалық, иманигативтік, релеванттық сипаттар арқылы жүзеге асады. Оған қоса қабылдаушы сананың репродуктивті ресурсына да көп нәрсе байланысты. Автор – мәтін – аддресат арасында келісім болу - болмауын да дискурс зерттейді. Рецептивтік құзіреттер қарсы тұру, мойындау, үндемей қалу, бейтарап болу, ішкі ойын жасырып қалу түрінде көрінеді. Сонымен қатар жауапкершілік этносына көп нәрсе байланысты.

Көркем мәтінді дискурстық тұрғыдан талдау дәстүрлі амалдармен қатар жаңа ғылыми көзқарастарға сүйенеді. Әдеби шығарманы коммуникативтік оқиға түрінде қабылдау, тану, бағалау, мәтін поэтикасын неориториканың қағидаттарымен байланыстыра қарау арқылы жүзеге асырылады. Көркем мәтінді айтылымның ерекше түрі деп қарау да оның дискурстық қыр-сырын анықтауға оңтайлы жағдайлар тудырады. Осыған байланысты шығармашылық тұлғаның адресаттың, мәтіннің, референттік құзыреттері нақтыланып, олардың арасындағы күрделі қарым-қатынастың жаңа деңгейлері айқындалады.

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Р.Н. Жаримбетова

ПРЕИМУЩЕСТВАЭКСТЕНСИВНОГО (ОБШИРНОЕ) И ИНТЕНСИВНОГО ЧТЕНИЯ ДЛЯ РАЗВИТИЯ ЯЗЫКА

Чтение литературы является отличным способом для студентов, чтобы добиться прогресса в процессе обучения языку. Одним из важнейших принципов чтения является интегрировать другие навыки студентов, такие как говорение и прослушивание, когда они обсуждают текстыв малых группах, и письменность, когда они выполняют задания до или после чтения.Экстенсивное обширное)чтениедает студентамвозможностьчитатьболее длинныечаститекста, которые они выбирают и могут читатьв собственном темпеина в своем уровнеспособностей.

Интенсивноечтениевключает в себяучащихсяс конкретнымицелями и задачами в обучении. Этоможно сравнить сэкстенсивным чтением, в котором учащиесячитаюттексты дляудовольствияидля разработки общихнавыков чтения. Таким образом, читатель выбирает интересующий его способ чтения экстенсивный или интенсивный чтобы развивать свои навыки.

The benefits of extensive and intensive reading for language development

Reading literature is an excellent way for students to make progress in English language learning; it exposes them to exciting plots, interesting characters, and authentic dialogues as they learn the language in context. Reading assignments also make it practical to integrate the other skills: students speak and listen when they discuss the texts in small groups, and write when they perform pre-, during-, and post-reading activities. In spite of these benefits, the wrong approach to reading literature can make it a boring and frustrating endeavor. If the texts are too difficult, if students do not know the objectives, and if instructors have no guidelines for assignments or assessment, reading is drudgery for students and teachers alike. During a presentation by Waring and Cramer (2007) I learned about the great potential of extensive reading for English as a Foreign Language (EFL) learners, and this method became a springboard for changes in my approach to teaching reading. Extensive reading motivates learners to read a large number of texts on a wide range of topics because the students themselves select the reading material based upon its relevance to their interests, knowledge, and experience. Students read texts that match their language level, and they choose the time and place to read. Extensive reading "is generally associated with reading large amounts with the aim of getting an overall understanding of the material" (Bamford and Day 1997). In other words, the purpose is to get the main idea of the text rather than a complete, detailed understanding of every grammatical, thematic, and discourse element, as would be done with intensive reading tasks. Extensive reading allows students to find pleasure in reading as they gain a general understanding of literary ideas, learn reading strategies, acquire new vocabulary, and increase their English proficiency. Since students read a large amount of material both inside and outside of the classroom, it is important for the teacher to make the objectives clear

and properly monitor the students' progress. This includes knowing how to make reading interesting for students and also what assignments and assessment procedures contribute to a successful reading project.

Benefits of extensive reading.

Extensive Reading gives students chances to read longer pieces of reading, which they choose, which they can read at their own speed and at their own ability level. This can be done with Graded readers. Intensive Reading and Extensive Reading are complementary and teachers should use both. A balanced reading program uses Intensive Reading to introduce new language, and complements this with Extensive Reading which consolidates and raises awareness of this language leading to reading fluency.

Effective reading skills are especially vital in the EFL context because exposure to spoken English is scanty, and reading is very often the only source of comprehensible and meaningful linguistic input that helps unconscious acquisition of the language (Krashen 1981). In addition to decoding sounds, words, and sentences, reading requires upper-level thinking skills and social awareness (Burns 2003). As they confront new ideas, readers use their background knowledge and experiences to construct meaning and form opinions about problems that derive from the text. For those who want to be creators and independent thinkers literacy goes well beyond simply knowing how to read and write. In both the native and foreign language critical literacy requires more than passively absorbing what is on the printed page; "it requires attaining a deep understanding of what is read, remembering important information, linking newly learned information to existing schemata, knowing when and where to use that information, using it appropriately in varied contexts in and out of school, and communicating effectively with others" (Graves, Juel, and Graves 2000 24). Over the years, numerous studies have reported that extensive reading benefits language learners in a variety of ways, including in the area of critical literacy. These studies claim that prolific readers noticeably improve their reading proficiency, reading habits, reading fluency, and vocabulary retention, as well as writing and spelling (Nation 1997).

There are many reasons why Extensive Reading is good for language development.

Extensive Reading builds vocabulary. When learners read a lot, they meet thousands of words and lexical (word) patterns that are not taught in textbooks. Extensive Reading allows the learner to develop an awareness of collocations (common word partnerships) and thousands of lexical phrases.

Extensive Reading helps learners understand grammar. In textbooks learners meet hundreds of grammar patterns. However, textbooks do not provide enough meetings with grammar for real acquisition to occur. Extensive Reading provides opportunities to see grammar in context so learners can deepen their understanding of how grammar is really used.

Extensive Reading helps learners to build reading speed and reading fluency. In particular developing reading speed is important because it helps learners to understand language faster and better.

One objective of Extensive Reading is reading for pleasure. This builds confidence and motivation which makes the learner a more effective user of language.

Benefits of Intensive reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

Example:
The learners read a short text and put events from it into chronological order.

Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

Intensive reading occurs when the learner is focused on the language rather than the text. For example, the learner may be answering comprehension question, learning new vocabulary, studying the grammar and expressions in the text, translating the passage (sometimes called "careful reading"), or other tasks that involve the student in looking intensively (inside) the text. Most often all the students read the same short text that the teacher decided.

The intensive Reading Technique is reading for a high degree of comprehension and retention over a long period of time.

Intensive Reading is basically a "study" technique for organizing readings which will have to be understood and remembered. One may have good comprehension while reading line-by-line, but remembering is what counts!

Intensive Reading is not a careful, single reading, but is a method based on a variety of techniques scanning, the surveying techniques of planning your purpose, and others.

Intensive reading has two key advantages. For low level readers, intensive reading is possibly the ...test way to build vocabulary. Some foreign language students are able to successful add 10 or more ...mprehension words per day. Additionally, reading difficult material forces a learner to develop strategies ... dealing with texts that are too hard to read comfortably.

Students use reading logs to maintain a written record of their personal reactions to the text on ....eral levels. The logs are an opportunity for students to express their attitudes towards a text, reflect on ...ir discoveries, and make connections between what they know and what they are learning. A reading log ... a place to take risks, speculate, ask questions, express opinions, and build knowledge, giving students the ...lity to grow as strategic readers and independent learners. Writing helps students integrate different ...rces of information and organize their thoughts; as a result, their thinking is more fluid, flexible, and ...ngible, "thus promoting conscious awareness and deeper comprehension" (Dorn and Soffos 2005, 47).

Extensive reading entails reading widely for pleasure, without the interruption of exercises such as ...ly oral reports or difficult reading comprehension questions. Therefore, a reading log should not disrupt ...e goal of extensive reading, but rather should become a part of the overall project. Although they are ...fferent skills, reading and writing supplement each other in the learning process because of what they have ... common, including awareness of the composition process, discourse conventions, and rhetorical elements ...at make up literary texts. Therefore, a reading log is an ideal method to ease access to literary texts. The ...rious sections of a reading log activate background knowledge and introduce strategies to help students ...cognize the difficult features of setting, narration, plot, characters and theme.

Timetable for extensive reading
Week 1
- Think of, read about, and discuss the goals and benefits of extensive reading.
- Talk about how people read in their first and second languages, and discuss any similarities and ...fferences.
- Talk about what the students are excited to read and write about.
- Review various lists of worldwide bestsellers and consider ways to obtain the books.
- Students review books that are at home and at school to get an idea of the books' subject matter ...d level by leafing through them and reading bits at random.
- Discuss why some of the books are appealing and others are not.
- Students compare samples of a few texts to see which of them is most comfortable for their ...nguage level

Week 2
- Students begin selecting books.
- Consider various ways of organizing reading logs, and meet with students who have already ...ompleted reading logs and are willing to give a few tips

Week 3
- Students select books and begin reading. Make sure that students have selected a book to read and enjoy.
- Brainstorm on entries that students might choose for their reading log or discuss the ones they are working on

Week 4
- Students report to class about the book they have chosen, the number of pages they have read, the complexity of the vocabulary, and plot development.
- Students continue working with their reading logs
Week 5
- Students report on how they are getting on with reading, problems they have encountered, and emotions and feelings they experience as they read and write

Week 6
- Students recount their experiences in both reading and writing. Since they

have finished the book by now, it is time for them to give an overview of the
book and to recommend or not recommend the book to their classmates

Week 7
• Students submit their final reading logs

Although it is not always the case, reading can be a favorite activity in the EFL classroom. The key
is to follow the principles of extensive reading: students select books that interest them, they read at their
own level and pace, and they do not let unfamiliar vocabulary or expressions derail the pleasure of reading
Extensive reading of literature is a fruitful way to learn English, and when it is combined with writing tasks
in the form of reading logs, students will arrive at a deeper understanding of reading strategies, literary
elements, and the English language. The success they experience with extensive reading will be revealed in
their reading logs by an understanding of the motives of characters, a description of an unfolding plot, and
reflections on how the story relates to their own experiences. Through the connection with literature, students
become inspired to offer their opinions and tell their own stories; as a result, they gain confidence as readers,
writers, and independent learners. With clear guidelines and objectives, extensive reading offers students the
opportunity to not only recognizes how they learn, but also to actively participate in that learning.

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К.Х. Жубанова, З. Набижанкызы, Ш.Б. Омарова

ИСПОЛЬЗОВАНИЯ ВИДЕОПРОГРАММ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫК

Овладеть коммуникативной компетенцией на английском языке, не находясь в стране
изучаемого языка, - дело весьма трудное. Важной задачей преподавателя английского языка является
создание реальных и воображаемых ситуаций общения на уроке иностранного языка, используя для
этого различные методы и приемы работы (ролевые игры, дискуссии, творческие проекты и др.
Большое значение имеет использование аутентичных материалов (рисунков, текстов, звукозаписей и
т.п.). Знакомство с жизнью англоязычных стран происходит в основном через текст и иллюстрации к
нему. Особенно важно дать учащимся наглядное представление о жизни, традициях, языковых
реалиях англо-говорящих стран. Этой цели могут служить учебные видеопрограммы, использование
которых способствует реализации важнейшего требования коммуникативной методики. Более того.
использование видеозаписей на уроках способствует индивидуализации обучения и развитию
мотивированности речевой деятельности обучаемых. Следует отметить, что применение на уроке
видео - это использование еще одного источника информации.

Средства обучения - это объекты, созданные человеком, а также предметы естественной
природы, используемые в образовательном процессе в качестве носителей учебной информации и
инструмента деятельности педагога и обучающихся для достижения поставленных целей обучения.
воспитания и развития [24]. Технические средства обучения (ТСО) - средства обучения, состоящие из
экранно-звуковых носителей учебной информации и аппаратуры, с помощью которой проявляется
эта информация. Особую группу средств обучения составляют лингафонные устройства (языковые
лаборатории), а также обучающие машины и компьютеры. Специфика всех ЭЗС заключается в
способности сообщить такую учебную информацию, которую нельзя познать без специальной
аппаратуры. Главное средство передачи учебной информации – зрительный и звуковой. Важная
особенность ЭЗС - их документальная основа, фиксация фактов, событий, научных опытов и т.д.
Новые перспективы использования ТСО, например их сочетание с компьютерами и