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**«ТІЛ-ҚҰРАЛ – ҚҰАТТЫ КҮШ»
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5. *Күшті бірдей етіп үйлестіру үшін топтарды бөлген кезде әрбір оқушының мүмкіндіктерін ескеру қажет.*

Қорыта айтқанда, ғалымдардың тұжырымдауы бойынша «ойындар аз көлеміндегі жадығатты ұсынады, бірақ оның берік түрде игерілуін және терминдердің де, игерілетін білімнің жүйелілігінің де оң қабылдануын қамтамасыз етеді. Сапалы ұйымдастырылған іскерлік ойынды кез келген оқытушы өз сабағында ұтымды қолдана алады».

1. *Искакова Ж.Т.* Ойынның шығу тарихы. Жалпы білім беру мектебі. – Павлодар.

2. *Абдинова Ү.Д.* Тіл үйретуде ойынның маңызы. – Екібастұз.

3. *Жарылқапова А.Б.* Оқушылардың сөйлеу дағдысын дамытуда рөлдік ойындарды қолданудың маңыздылығы. – Қызылорда.

4. *Тәбиева Ә.Т.* Ағылшын тілі сабағында студенттердің сөйлеу дағдысын дамыту. – Алматы.

TEACHING GRAMMAR THROUGH TRANSLATION

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The given article discusses the translation as one of the efficient methods of English grammar teaching. The author discusses the function of the translation from Russian into English. The translation exercises which stimulate language activity connected with the rational learning of grammar were shown. The main aim of these exercises is to show students how grammar works in oral and written speech. The exercises were tested in the process of teaching general grammar and ELSP.

Key words: translation, grammar, exercises, speech, text.

В данной статье рассматривается перевод, как один из эффективных методов обучения грамматике английского языка. Автор статьи рассматривает функцию перевода с русского на английский язык. Показаны упражнения на перевод, которые стимулируют языковую деятельность, связанную с рациональным изучением грамматики английского языка. Основная цель упражнений продемонстрировать механизм функционирования грамматики в устной и письменной речи. Упражнения были апробированы при обучении общей грамматике, а также в процессе преподавания английского языка для профессиональных целей.

Ключевые слова: перевод, грамматика, упражнение, речь, текст.

Мақалада ағылшын тіл грамматикаға оқыту үшін аударма ерекше әдіс ретінде ұсынған. Бұл жұмыста орыс тілден ағылшын тілге аудармасының функциясы қарастырылады. Ағылшын тіл грамматикаға сәйкес әр – түрлі аударма жаттығулар ұсынған. Сол себептен тиімді тілдің қызметі грамматика бойынша мәлепел өсе бастайды. Тек солай, іс жүзінде жаттығулардың көпшілігі жалпы грамматикаға оқыту үшін, және де арнаулы мамандық білім беру үшін өте жиі қолдана отырып апробацияланған.

Тірек сөздер: аударма, грамматика, жаттығу, тіл, мәтін.

When a learner starts studying a foreign language he or she usually set two goals: to learn as many new words as possible and to master the grammar of the foreign language. The first goal can be fulfilled by reading books, watching films with subtitles, communicating with a native speaker online, using bilingual and picture dictionaries. As for the second goal it requires the deep understanding of the grammatical patterns of a foreign language and contextual situations of their usage in the speech. As the teaching practice shows the learning of grammar is always accompanied by difficulties for students. For example in English grammar the most difficult for students is tenses. They don't know how to use tenses in practical speech in a right way. They are aware of the grammatical form of these tenses but they can't build sentences in English. As Jeanette Corbett says: "Grammar acts as a tool to create meaning" [1, 1]. We use grammatical patterns to connect all words forming a sentence. Grammar is a set of rules used by a speaker to explain one's thoughts in a written or an oral way. This branch of linguistics allows defining if the speech of a person is right or wrong and whether it corresponds to the norms of the given language. For example in English we can't say every day read I newspapers. We should say: Every day I read newspapers. We also can't say: Yesterday I see the film. We must say: I saw the film yesterday. This set of rules makes our speech more understandable for the speakers of the language studied by us. The knowledge of a

language is developed in the minds of its speakers so grammar in the widest sense was thus at once a set of rules to be internalized by members of a speech community [2, 163]. This statement confirms the idea that grammar governs our speech making it coherent, logical and meaningful. Grammar is a linguistic phenomenon which is widely used in language teaching and linguistics. However each of these branches uses a different approach to its study. Language teaching considers it from pedagogical viewpoint while in linguistics it is any systematic account of the structure of a language [2, 163]. Our paper focuses not on the linguistic nature of grammar but on its teaching, namely the best methods for its teaching.

There are many grammar-teaching techniques: multiple choice exercises, grammar quizzes, matching exercises, true or false exercises, gap-fill exercises. However not all of them can be called efficient. The present paper discusses one of these methods which can be called more efficient to my mind in teaching process. This method is translation from a native language into a foreign one. This method was considered by me on the examples of two languages: Russian and English. The choice of this method is conditioned by the fact that the translation from Russian into English allows a learner to easily understand the practical usage of grammatical structures in a real speech. For instance, many Russian learners who study English not always see the difference between the use of Past Simple and Present Perfect. They know the grammatical form of these tenses. They know the adverbs which indicate the speech situations for their practical use but they can't grasp the difference between them when these adverbs are absent. This difficulty is explained by the absence of Present Perfect in Russian and this tense is translated into Russian by ordinary Past Simple. So when Russian speakers build sentences in English they often make mistakes using Past Simple instead of Present Perfect. They always feel themselves uncertain about what tense will be the more suitable for the given speech situation. For instance, let's consider the translation of this Russian sentence into English made by the student:

Вы слышали эту новость?

English variant:

Did you hear this news?

In Russian language when a speaker wants to know about the result of the action he or she use Past Simple whereas an English speaker in such situations will use Present Perfect. Russian grammar doesn't have such a tense as Present Perfect. The tense system of Russian is much simpler than that of English. In the example given above the student made the rude mistake when translating the Russian sentence into English he used the wrong tense. Instead of Present Perfect he used Past Simple. Such kind of mistake is often met in the speech of the students whose native language is Russian. The reason for making this mistake is that a Russian speaker always tries to use the tense system similar to Russian one. The situation given above is partially connected with the present though the question in Russian is expressed by the Past Simple. When translating the sentence into English the student didn't take into account one very important moment. He didn't grasp the communicative intention of the message. The speaker wanted to know if the person who he addressed to heard about the news. He wanted to know about the result. The presence of the results always indicates Present Perfect in English while Past Simple is used in English when a certain period of time is specified. So the right variant should sound this way: Have you heard this news?

This type of mistakes and many others grammar mistakes as I have mentioned before are often made by the speakers of other languages, especially Russian ones because they got used to perceive grammar through tests. But these tests don't teach a student to use it correctly in his/her speech. Having conducted a number of studies in the students' groups of different levels I have come to the conclusion that only translation can develop students' grammar skills especially the skills to correctly use English tenses. As an example I want to give the following exercise that is often used by me in the classroom:

Я сейчас читаю книгу.

Я прочитал книгу вчера.

Я прочитал книгу.

Я читаю книгу каждый день.

All these four sentences are used in different tenses. However they contain one and the same lexical units. This exercise can be used in the groups of Pre-Intermediate level. The advantage of this translation exercise is that it gives a student an opportunity to feel the difference in the practical usage of tenses. This exercise promotes the best consolidation of English tenses.

There is another of the exercise which is often used by me in the classroom. This exercise is presented in the form of a text. As an example I can give following text used by me in the classroom as a revision task.

The example of the revision task: “Меня зовут Анна. Мне шестнадцать лет. Я живу в городе Алматы. Это чудесный и красивый город. Я студентка первого курса механико-математического факультета. Каждый день у меня шесть пар. Мои занятия начинаются в 8.30 и заканчиваются в 13.25. После занятий я обычно иду в библиотеку. В библиотеке я выполняю домашнее задание. Вчера в библиотеке я выполняла задание по информатике. С 14.00 до 15.00 часов я просматривала необходимую литературу. После того, как я просмотрела всю литературу, я составила для себя список необходимых книг. Когда я составила список, я подошла к библиотекарю и взяла бланк для заказа. Я взяла бланк и заполнила его. После этого, я отдала бланк библиотекарю.”

This simple text in Russian is a good drill for students to revise tenses. As a distinct of the first exercise where are given a few Russian sentences describing certain tense situations this exercise includes the whole texts which contain various tenses. This exercise can be a good step for the preparation for essay writing. The second exercise develops a student’s skill of creating texts in English while the first one teaches him/her to build only sentences in English. Two exercises given above can be used for the students of Pre-intermediate and Intermediate levels. As they develop primary grammar skills necessary for everyday’s communication. These exercises teach students to build simple sentences and simple texts using grammatical phenomena of general grammar. However the translation exercises including texts are recommended to use only at the end of learning when a student gains a profound understanding of the most grammatical phenomena. The second exercise can be used as a revision exercise. These types of exercises were used in the students’ groups of natural science specialties. The choice of the method of teaching grammar through translation is also conditioned by the duration of learning. As the students of language specialties have more hours of English than the students of other specialties. So, to make the learning process of grammar more efficient I decided to use translation exercises using simple sentences and texts. This teaching procedure was used in the groups of Pre-Intermediate level. Due to this teaching technique the students learnt to form sentences in English and create short and simple texts on everyday’s topics. They learnt to put all sentences members in a right way. Besides they were able to recognize what tense would be used for the given speech situation. The same exercises can be used at higher levels. For instance, the similar type can be compiled for master students who learn English for specific purposes. For instance:

1. Было доказано, что это вещество влияло на общий выход.
2. Полагали, что данное соединение не реагирует с оксидом ртути.
3. Было установлено, что эта реакция протекает при низкой температуре.
4. Пришли к выводу, что по своему поведению эти реакции похожи.
5. Установили, что конфигурация не меняла свой формы.

The given translation exercise is aimed at consolidating passive impersonal constructions. The sentences given above are taken from the Russian chemical scientific articles. All these sentences contain one element which is placed in the beginning. This element is a Russian analogue of the English version of impersonal passive construction. In Russian the sentences with impersonal passive constructions are composed of two clauses: the main one and the subordinate one whereas in English this structure has more simple form. It is expressed by one sentence. For instance:

Russian: Считается, что этот метод используется при получении новых веществ.

English: This method is considered to be used when obtaining new substances.

As we can see the English variant is much simpler than the Russian one. However many Russian speakers translate such kind of sentences still using word-for-word translation, for instance: It is considered that this method is used when new substances are obtained. This translation made by the Russian speaker is grammatically correct but too long and difficult for understanding. The English variant mentioned earlier is a laconic one. Today modern English gives the preference to laconic and compressed phrases and structures. Sometimes not all students understand how the grammatical structure given above is formed because it is a grammatical structure of a higher level. This problem is connected with a difference between two language systems: Russian and English. English language has two variants of expressing this structure while Russian language has only one. Besides the first structure in English is similar to the Russian one whereas the second is completely different. That's why the better assistant in this situation is the translation which allows a student to see the difference in expressing one and the same structure in two languages. The translation from Russian into English helps students to understand how this structure is formed and when it can be used.

Moreover this structure is often met in TOEFL tests. So for its better understanding students should learn how they function in their native language because through the prism of their native language they will be able to grasp the understanding of the mechanism of using impersonal passive constructions in English.

To bring the paper to a close I can draw the following conclusion. Through translation students can acquire a profound understanding of general grammar and learn to use it in their written and oral speech. The translation technique from native language into English can also facilitate the process of the comprehension of the grammatical structures used in the authentic texts the knowledge of which is checked at the international exams of English. The translation exercises can be a good preparation for a student to these exams as through them students learn to express their thoughts and opinions in oral and written way. When they translate from their native language into English they create a new sentence or a text in English. They actively use all available grammar tools choosing the right one for building a sentence. Besides it the translation is the best way for profound memorization and consolidation of all studied grammatical structures. Through translation the structures of other language are deeply imprinted in students' minds. As a distinct of other grammar-teaching techniques translation technique forms a clear picture of English grammar in students' minds

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ҚАЗАҚ ТІЛІНІҢ АУДИОВИЗУАЛДЫ КУРСЫН ОҚЫТУ

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Мақалада қазақ тілін шет тіл ретінде оқытудағы аспектілік пән ретінде жүргізілетін аудиовизуалды курстың ерекшелігі және аталған курстың тіл үйренушілердің тілдік дағдыларын дамытудағы ықпалы туралы айтылады. Сондай-ақ мақалада авторлар шетел дәрісханасында қолданылатын аудиовизуалды құралдар мазмұнын сипаттап, ол құралдарға қойылатын талаптарды анықтап көрсетеді.

Тірек сөздер: аудиовизуалды курс, аутентикалық материал, кейіпкер, түсініп тыңдау, аудиовизуалды материалдар.

В данной статье рассматриваются особенности преподавания аудиовизуального курса как аспекта в преподавании КазКИ. Автор статьи считает, что аудиовизуальный курс помогает развить языковые навыки обучающихся. А также в статье описывается использование аудиовизуальных средств на занятии и способы работы с ними.

Ключевые слова: аудиовизуалды курс, аутентические материалы, аудирование, аудиовизуальные материалы.