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аударылып тұр. Бірінші сөйлемдегі заттанған есімшелі тіркес қазақ тіліне анықтауыш + зат есім. тіркесті сөйлем түрінде аударылып тұр. Ал екінші сөйлемде пысықтауыш бағыныңқылы сөйлем ретінде аударылып тұр.

9. . Зат есім. + етістік, “with” шылауы, зат есім + заттанған есімше .

They took all the measurements during the actual operation of the machine, this being the usual practice in those days. (Олар техниканың нақты жұмыс кезіндегі барлық өлшемдерін алды, ал бұл сол кездердегі әдеттегі практика болатын.)

Жалпы етістіктердің тиянақсыз (заттанған) формасының ерекшелігіне сәйкес заттанған есімше немесе герундий сөйлемде баяндауыш қызметін атқармайды. Бірақ осы келтірілген мысалда “ing” жұрнақты етістік алдыңғы сөйлемнің құрылымына кірмей, екінші бір әрекетті, яғни алдыңғы сөйлемнің бастауышына қатыссыз, екінші бір бастауышқа қатысты (бұл сөйлемде бастауыш қызметін *атқарып тұрған this* сілтеу есімдігіне қатысты) әрекетті білдіріп тұр. Атап айтқанда, сөйлемде герундийлі тіркес етістіктің тиянақты формасы атқаратын қызметінде, яғни, сөйлемнің дербес баяндауышы ретінде аударылып тұр. Дегенмен, бұл мағыналық жағынан ғана дербестік, ал құрылымы жағынан алдыңғы сөйлеммен байланысты. Мұндай заттанған етістікті тіркестер келетін сөйлем мағынасы жағынан алдыңғы басыңқы сөйлемге қатысты мезгіл, себеп салдар немесе шартты бағыныңқылы сөйлем ретіндегі байланыста болады. Мұндай тіркестер көбінесе ғылыми стильдегі мәтіндерде жиі кездеседі.

Осы келтірілген мысалдардағы сөйлемдердің құрылымын, жұмсалымын, қазақ тіліне аударылу тәсілдерін талдай келе, етістіктің “ing” жұрнақты формасы саналуан сөздермен күрделі тіркестер түзіп, сөйлемде әртүрлі синтаксистік байланысқа түсетінін байқаймыз сөйлемнің әртүрлі мүшесінің қызметін атқарып, олардың қазақ тіліне аудармасы да әртүрлі тәсілдермен берілетіндігіне көз жеткіземіз. Сондықтан етістіктің “ing” жұрнақты етістіктің формасын қазақ тіліне аударғанда олардың сөйлем ішіндегі орнына және олар тіркесетін сөздерге, сөйлемнің мағынасына аса зер сала отырып аударма жасауды талап етеді.

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## GROUP WORK AND PAIR WORK IN TEACHING ENGLISH

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**Abstract.** In the article the use of group work and pair work in teaching English is considered. The use of group work and pair work is very effective and important strategy for teaching, promotes the development of research skills, creativity and independence, increases the motivation to learn English and improves English proficiency. Benefits and problems of group work and pair work are given.

**Key words:** group work, pair work, collaborative learning, informal learning groups, formal learning groups, study team.

Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Groups or pairs – small groups or pairs of students working together is a highly effective and important strategy for teaching. The opportunity to use groups in your class should never be passed up and almost any activity can be adapted so that it can be carried out by small groups or pairs rather than the class as a whole.

Group work came into the standard EFL teaching repertoire with communicative methodologies in the 1970s. At that time, studies of contemporary foreign language classes revealed that as much as 80% of lesson time consisted of the teacher talking to the students. In a class of, say, 30 students, it is evident that the learner

hardly got a chance to practice the language. Teacher Talking Time became taboo and ways were devised to stamp it out and train the students to actually perform in the language they were learning.

Group work was thus introduced into the EFL repertoire to come to grips with a particular problem. Group work made it possible for the teacher to devote more time to the students' oral production, which perhaps before had not been a priority of the foreign language classroom. Thanks to group work, less confident students get the chance to put their knowledge of the new language into practice in a non-threatening environment, away from the critical eye and ear of the teacher. Instead of being dependent on the teacher, students get used to helping and learning from each other. Meanwhile, the teacher is left free to discreetly monitor progress and give help, advice and encouragement where and when it is needed.

Various names have been given to this form of work, and there are some distinctions among these: cooperative learning, collaborative learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study group and work groups. But all in all, there are three general types of group work: informal learning groups, formal learning groups, study team.

Informal learning groups are temporary groups of students within a single lesson. Informal learning groups can be initiated, for example, by asking students to turn to a neighbor and spend two minutes discussing a question you have posed. The teacher can organize informal groups at any time in a class of any size to check on students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

Formal learning groups are teams established to complete a specific task, such as perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single lesson or over several weeks. Typically, students work together until the task is finished, and their project is graded.

Study teams are long-term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement, and assistance in completing course, requirements and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

Group and pair work at the lessons with different level of speaking a foreign language is one of the methods which allow fluent communication in English and give the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their mates exchanging opinions, practicing new structures more than listening to their teacher talking.

While using this method the teacher should follow the following rules:

1. It is very important to encourage those students who often speak English during the whole lesson.
2. Do not correct student's mistakes (e.g. grammar mistakes) while he/she is speaking or doing some kind of task.

These first two points are very important. But the teachers often ignore these demands and try to correct the students immediately. This leads to the fact that the students are afraid to make a new mistake in pronunciation or grammar. Mistake correction should be carried out later.

3. The task must be interesting. Many students like when the task is referred to the life devoted themes. That is why the text and its choice are very important.

4. It is important to show the students how they must do the referred work in English.

5. The teacher should explain why he/she wants the other students speak only English. Many students can be surprised by this point but everything is simple. By explaining this, you will show them one more time that this is the only way of mastering English.

6. In the middle of preparation give the class opportunity to listen to one of the groups or pairs of what they have already done (feedback). If you do that constantly, knowing this, the students will prepare carefully because they wouldn't like to look stupid in front of their group mates. It is important not to tell them beforehand who you are going to ask.

The first and foremost benefit of both group work and pair work is that they increase the amount of student practice. Imagine a 50-minute lesson with 15 students in the class. After registration and admin, explanations and so on perhaps there are 30-40 minutes where the students can speak English. With 15 students in the class this mean each student – under perfect conditions – will spend perhaps just over 2 minutes speaking. If, however, the class is divided into 5 groups then this means each student – again under perfect conditions – can spend well over 10 minutes speaking. If the teacher has the class in pairs then this goes up to 20 minutes.

Working in pairs or groups students can learn from one another a lot. In a class there are always weak and strong students. Arranging the class into groups the teacher should remember that there can be a mixture of different ability levels in one group. With this in mind the teacher can predict which roles would be the most adequate for which students and what they could teach their classmates, and then give them the tasks. Moreover, they provide an enormous number of new items and expressions for their classmates. The point is

simply that the students need to work together as often as it is possible to learn how to cooperate with other people and get used to different ways of speaking in a foreign language. In addition, they improve their listening, speaking and understanding skills.

Group work and pair work also develop students' fluency. As it has already been mentioned, students really do not have too much possibility to practice the language in a traditional classroom. The teacher presents new grammatical structures and then makes the students do exercises or drills connected with the new material. In fact, the students do it automatically, without thinking - if the drill is not meaningful - and can forget it easily in a week or a month. Needless to say that they do not develop their speaking skills, let alone fluency in a foreign language. On the contrary, group work and pair work really affect these abilities. The students can use the language freely and express their opinions and thoughts without any restrictions. It is difficult not to get the impression that fluency can be improved only during constant speaking practice in the atmosphere of independence and in the state of relaxation. There is another magnificent advantage of group work and pair work. It is the variety of available activities. It must be said here that a huge variety of activities influences the course of a lesson and its success. The more different the activities the teacher uses during his/her lessons, the bigger their motivation towards learning the language. It is true that in group work and pair work students' motivation increases because they are active and open during these activities. In accordance with this, the teacher is going to experience success in his/her work because motivated students are usually good language learners and they always make progress. Group work and pair work may be a good way of checking students' progress in learning. The teacher can do it by monitoring students' activity. Walking round the class and listening to the speakers, the teacher can not only make notes of the most common mistakes to discuss them later, but also discover whether they are able to communicate with each other in the foreign language or not. Such discovery helps the teacher to decide which parts of material need to be repeated or explained later.

One of the problems of pair work and group work is connected with noise and indiscipline, but it usually is more troublesome for the teacher than it is for the learners. Participants in a group-work or pair-work activity are normally unaware of the noise and of what other pairs or groups are doing. The only possible problem here could be if the classroom had particularly thin walls. If the activity is organized well and the learners are all actively speaking, then a teacher should let them make noise, because it is productive noise.

Group work and pair work will certainly increase the chances that our students have to practice English. Also group work and pair work increase students' abilities to communicate, cooperate with each other and contribute to the group outcome.

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## THE IMPORTANCE OF TEACHING FREE COMMUNICATION

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*Abstract.* In the article the importance of free communication at the lesson of studying a foreign language is considered. The methods of free communication activities, how teacher makes his or her students to speak freely, to be able to express their thoughts in easy way with the help of simple words and phrases in the classroom are described.

*Keywords:* a foreign language teaching, a free communication, teacher-cued activities, a communication drill, vocabulary structures

*Аннотация.* В статье рассматривается большое значение обучения свободному общению на уроке иностранного языка. Описываются методы свободно коммуникационной деятельности, как преподаватель умеет обучать своих студентов свободно говорить и легко выразить свои мысли с помощью простых слов и фраз в аудитории.