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**«ФИЛОЛОГИЯ, ЛИНГВОДИДАКТИКА
И ПЕРЕВОДОВЕДЕНИЕ: АКТУАЛЬНЫЕ ВОПРОСЫ
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AND DEVELOPMENT TRENDS»**

knowledge as part of organic psychology, with the understanding of the absorption of L2. To consider approaches to the concept of the inner form of the word from the standpoint of linguistics and psycholinguistics and to propose a psycholinguistic interpretation of the inner form of the word as the manifestation of 'living knowledge' of the word.

In the study of issues related to the bilingual lexicon, and in distinguishing it from the monolingual lexicon, the following has been found. The vocabulary of the individual, as well as dictionary of the living language, doesn't not have an exact count, because words as units of language have characteristics that do not allow to count them as discrete units. Pure quantification of vocabulary is difficult, however, the testing volume of the lexicon in combination with a test of its structural organisation allows us to determine the overall level of language proficiency. Normally there are no individuals who know many words which are not connected. The lexicon as a self-organising system is rebuilt with the inclusion of new units so the more units it has, the more numerous and diverse connections between these words are detected when organizing the pupil's independent work organization teachers should make:

Observations on the behaviour of individuals in a foreign language learning environment.

Observations on the use of foreign language words by native speakers belonging to different professional and social spheres.

Observations on the speech development of the children in the assimilation of the native language and English as a foreign language.

In reviewing the history of FLT development there has been a gradual transfer from focus on grammar to communicative functions, word and phrase that is due to two main reasons: to reflect the real needs of the individual in L2 acquisition with the purpose of communication and frustration in the transformational grammar of N. Chomsky that doesn't reflect the real processes taking place during speech activity the object of teaching is gradually becoming a language itself which requires a revision of theoretical ideas about the pupil's independent work organization in the teaching a foreign language.

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METHODS OF IMPROVING THE PHONETIC SKILLS IN FOREIGN LANGUAGE LESSONS

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In psychology, experience is called a similar process, in which single actions began automated as a result of procedures. Other authors believe that experience is partly an automated process.

In pedagogy, experience is regarded equally as an integral component of mastery, as well as an automated process delivered up to a significant level of impeccability [1, p. 71].

In the British style, articulation is considered to be «calling card» of your own family allowing you to establish the occurrence of the creation, and thus the status of the communicator.

When teaching the syllabic abilities of young people in the tasks of the British style in the usual stage, the ability to read the news in a foreign style does not matter at all [2, p. 164].

Under the phonetics in the teaching of a foreign language is considered the ability to build correct and dialogical statements, to master at the same time the pace, manner and pauses of a foreign language, regardless of their meaning-distinguishing functions.

The main goal of teaching phonetics at school is the development of auditory-pronunciation and rhythmic-tonal abilities [3, p. 44].

Phonetic skills are understood as following:

1) Speech auditory and pronunciation skills (SAPS) are understood as the skills of phoneme-accurate pronunciation of absolutely all the studied sounds in the stream of speech, understanding of these sounds in the speech of others.

2) Under the rhythmic-tonal skills (RTS) are understood the skills of the tonal and rhythmically correct design of the performance and, in accordance with this, the presentation of the performance of others [4, p. 46].

The initial period is considered the most difficult and responsible. Here development takes place not only of the auditory-pronunciation basis, but of absolutely all other abilities and skills directly associated with it. The formation of auditory and pronunciation abilities includes: acquaintance with sounds, training students in their pronunciation with the aim of developing skills, using the acquired abilities in a delivered speech and the presence of loud-sounding reading.

Sound production, preparation of vocabulary and grammar here take place at the same time. Acquaintance with the syllabic phenomenon is accomplished through an explicit, series of exaggerated presentation of its characteristic features in the sounding text. The order of presentation of the syllabic material used is ordered by its deeds for the purpose of communication. For this reason, from the first act, it is required in some cases to introduce sounds that are considered heavier, in no way possessing a kind in a native style [5]. For example, earlier in the 3rd and 4th assignments of the British style, children come across with this kind of tirade, as well as «This is a ...», and its questioning configuration «Is this a ...?». First, the teacher speaks a speech form or motive, specialized for the purpose of mastering.

The teacher's speech at this stage, as well as the principle, is a little exaggerated and demonstrative. The presence of clarification and training applies the analytical-imitative method. Articulatory principles bear a replaced (approximate to the correct pronunciation) form. This principles-guidelines, which give a hint to students who speak devices (lips, style) receive assistance in pronouncing sound. For example, in order to say the British sound [w], you need to round the lips and put a number in the future, saying the Russian «u».

When getting acquainted with phonetic phenomena, the explanation must necessarily occur with the demonstration of the standards that students hear from the teacher or in audio recordings in order to create conditions under which students are immersed in sounds at the moment when they are explained the correct articulation [6, p. 78]. Then follows the frequent training of students in pronunciation, taking place on the basis of standards. Training has two types of exercises: active listening to the sample and deliberate imitation, exercises for active listening and recognizing sounds, their length and shortness, and exercises for imitation. Active listening («listening») is guaranteed by prior tasks that help to draw attention to the desired sound quality, intonation; it stimulates the selection of a specific sound from the stream of words that is to be memorized.

At the middle and senior stages of training, it is important not only to maintain the formed skills in working condition, but also to continue to improve them. In the absence of a foreign language environment, language skills are suppressed by native speakers, and they are easily dulled. The pronunciation «get distorted», de-automation of phonetic skills occurs [7, p. 9].

Thus, the main task of the middle and senior stages is the preservation and improvement of phonetic skills. Therefore, it is important to integrate the work on pronunciation in the general work on a foreign language. Points of application of efforts of teachers and students to consolidate the phonetic skills at an advanced stage: the work of phonetic exercise; refinement of the phonetic side of the new lexicogrammatical material; work on pronunciation by reading aloud. It is important to pay attention to modern rhythmic-intonation models, listening to not only educational audio recordings with academic, slightly exaggerated speech, but also lively authentic speech, various accents, dialects.

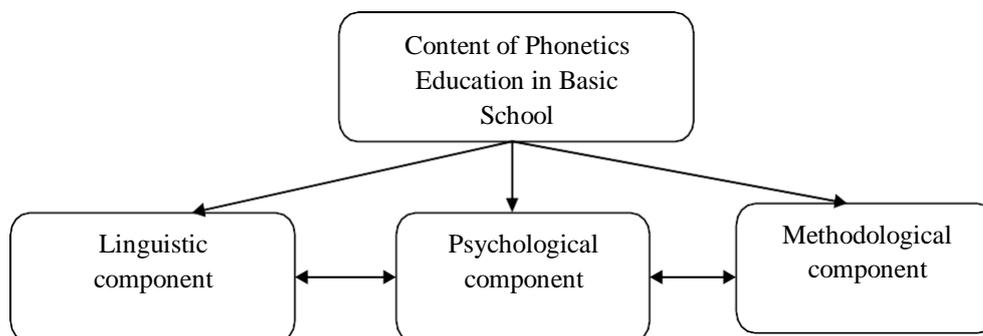
At advanced stages, phonetic knowledge is improved and normative pronunciation skills are fixed. Work on the pronunciation side of speech is closely related to work on other aspects of the language – vocabulary, grammar and is integrated into the communicative activity of schoolchildren [8, p. 34].

In the methodological side of teaching English, not only the boundaries in the formation of phonetic skills differ, but also the table of contents for studying phonetics in high school.

The content of pronunciation training is understood to mean everything on the basis of which students

are taught auditory-pronunciation and rhythmic-intonational skills. The content on teaching phonetics includes the following components, presented in Figure 1 [9, p. 116].

Figure 1 – The content of the study of phonetics



The structure of the linguistic element of teaching phonetics consists of:

- 1) phonetic minimum;
- 2) the main characteristics of vowels and consonants of a foreign language in comparison with the native language;
- 3) phonetic rules.

The phonetic minimum of education at the initial stage includes:

- phonemes (sounds);
- intonation models of the most basic types of simple and complex syntactic constructions.

The phonetic minimum is determined in accordance with two principles: the principle of compliance with the needs of communication and the stylistic principle.

The first principle includes the following minimum: sounds and intonemes that have a meaningful function. The number of intones in the minimum is due to the structural types of sentences and their syntactic (logical) meaning.

The second principle of training includes the full style of high-quality literary pronunciation. Dialectal deviations, as well as an incomplete (conversational) pronunciation style are not the school program.

The logic of studying the selected phonetic material is solved by the tasks of the formation of oral speech and reading. In different textbooks, even for the same class, depending on the sequence of study of speech samples, another sequence of study of phonetic material can be considered [10, p. 216].

The content of the psychological element of the content of the phonetic side of speech is built on the basis of:

- 1) interests and the formation of educational motivation for mastering the phonetic side of speech (phonetic competitions);
- 2) the development of special abilities (phonetic and intonation hearing), i.e. the ability of the human mind to analyze and synthesize speech sounds based on various phonemes of the language and distinguish between different types;
- 3) phonetic skills of several types;
- 4) the nature of the interaction of phonetic skills with others, for example, lexical and grammatical.

Phonetic skills go through the following stages in their development:

- tentatively – preparatory;
- situational;
- variably – situational [11, p. 22].

Each stage differs in its content and purpose of training. Having passed these stages in their development, phonetic skills gain certain qualities that are inherent only in speech skills. It is the «automation and consciousness», «strength and flexibility.»

The methodological element of teaching phonetics includes the skills of independent work on the phonetic side of speech, for example, in a laboratory; skills in working with phonetic reference books; the use of various schemes (for example, an articulation apparatus), other possible supports and samples of foreign speech [12, p. 136].

The organization of teaching pronunciation of sounds of foreign languages is built on the basis of the following provisions:

1. Communicative orientation in teaching pronunciation.
2. Situational – thematic conditioning of phonetic material.

3. The logical combination of consciousness with imitation when working on the sound side of speech.
4. Providing visibility in the presentation of sounds and intones.
5. Huge reliance on the activity and focus of student actions.
6. A personal approach to the formation of the pronunciation side of students' speech in a collective learning environment.
7. Correction of phonetic errors occurs in reliance on the correct pronunciation (teacher's speech, speaker's speech).

Work on the sound side of speech goes in several stages:

- Stage 1 – the development of the basis of pronunciation;
- Stage 2 – improving and maintaining the phonetic and rhythmic-intonational foundations.

Work on phonetics is based on typical phrases in the following sequence:

- 1) the perception of the phrase by ear;
- 2) its comprehension;
- 3) the phonetic training of word directed by the teacher;
- 4) pronunciation of a word by students;
- 5) the isolation of the phoneme by the teacher in the word;
- 6) an explanation of the articulation;
- 7) repeated reproduction of sound by students;
- 8) words and phrases in general [13, p. 30].

When working on the sound side of speech within a typical phrase, two ways are possible:

- 1st path – imitation (1st group of phonemes);
- 2nd path – analytical-imitation (2nd and 3rd group of phonemes) [14, p.208].

When explaining the phonetic material, the teacher can use the following methods:

- a) imitation of sound in a stream of speech;
- b) comparison of sound with a similar phenomenon in the native language;
- c) comparison of the phonetic phenomenon within a foreign language;
- d) analysis of the phonetic phenomenon;
- e) explanation of the phonetic phenomenon (comment);
- f) visual representation of the phonetic phenomenon [15, p.29].

The development of auditory-pronunciation and rhythmic-intonation skills is a long and complex process. For these purposes, the following types of phonetic preparatory exercises should be recommended [16, p. 45].

1. Exercises for the perception of sound by ear:

- in the flow of speech;
- in a separate word, in combination with the explanation of the teacher;
- followed by repeated repetition: first in a separate word, and then in a speech sample.

2. Exercises for reproducing a phonetic phenomenon (linguistic phonetically directed exercise):

- reproduction of the phonetic phenomenon by individual students;
- choral reproduction together with the teacher;
- choral reproduction without a teacher;
- individual reproduction for control purposes.

3. Exercises for the automation of pronunciation of speech skills in conditionally-speech phonetic exercises:

- work on counters;
- work on rhymes;
- work on songs;
- work on a poem;
- reading and speaking speech patterns of dialogic and monological nature;
- reading aloud excerpts from educational and foreign texts.

A good exercise to maintain and correct phonetic skills can be phonetic exercise. In it, the teacher includes the most difficult phonetically material from the next lesson.

When teaching the phonetic side of speech, it is considered advisable to use technical means. In this case students can be provided with a model for exemplary pronunciation. Pupils imitate such a pattern of speech and strive for it [17, p. 337].

Auditory and pronunciation skills are controlled by performing phonetic exercises in the classroom,

speaking or reading aloud. Only in this case can we objectively judge the degree of practical possession of the phonetic side of foreign speech.

Thus, the formation of phonetic skills is a complex and multifaceted process, consisting of four stages: initial, intermediate, senior and advanced, having its own methods and techniques.

At the middle stage, phonetic exercises play an important role for the development and consolidation of phonetic skills [18, p. 35]:

- exercises for the perception of sound by ear;
- exercises to reproduce the phonetic phenomenon;
- exercises for the automation of pronunciation of speech skills in conditionally phonetically directed exercises;
- phonetic exercise.

For the best memorization of phonetic skills in the lesson, it is advisable to use technical means so that students imitate the speech of the standard.

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DER LEHRER ALS EINE WICHTIGE FIGUR IM BILDUNGSSYSTEM

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Die Stichwörter: das System der Bildung, gegenwärtig, der Lehrer, die Universität, die Schule.

Alle Lehrer müssen im heutigen Deutschland eine wissenschaftliche, didaktisch-methodische und fachpraktische Ausbildung an einer Wissenschaftlichen Hochschule absolvieren. Bis in die 1960er Jahre war die Volksschullehrerausbildung sogenannten «Pädagogischen Fachinstituten» zugeordnet und eher praxisorientiert. Die aus ihnen erwachsenen wurden zunehmend wissenschaftlich orientiert und 1972 zu, die durch Zuerkennung des uneingeschränkten Promotions- und Habilitationsrechts den Universitäten heute statusmäßig gleichgestellt sind. Sie wurden entweder in die ortsnahen Universitäten eingegliedert oder (wie in

A.D. Tazhibayeva TRANSLATION OF ETHNOGRAPHS BASED ON JACK LONDON'S NOVEL «ADVENTURE».....	155
Р.А. Төреханова, Б.Т. Қалмаханбетова, Ж.О.Бекбулатова КӨРКЕМ АУДАРМА ЖӘНЕ ОНЫҢ ЕРЕКШЕЛІКТЕРІ.....	157
А.С. Тараков, Ли Яньян ТРУДНОСТИ ПЕРЕВОДА АФОРИЗМОВ КОНФУЦИЯ.....	160
С. Тәшімбаев ТҮЛҒАЛАНУЫ МЕН МАҒЫНАЛЫҚ ЖАҒЫНАН АЙЫРМАШЫЛЫҒЫ БАР КӨП МАҒЫНАЛЫ СӨЗДЕР.....	163
А.М. Uzakbayeva MENTAL CONCEPTUAL REFLECTION OF THE WORLDVIEW	166

БОЛАШАҚ МҰҒАЛІМДЕР МЕН АУДАРМАШЫЛАРДЫ КӘСІБИ ДАЯРЛАУДЫҢ ТЕОРИЯСЫ МЕН ӘДІСТЕМЕСІ

A.Zh. Aksholakova, K.K. Kenzekanova THE EFFECTS OF GLOBALIZATION ON EDUCATION IN KAZAKHSTAN	168
Н. Ә. Әміреев, З.Уралова, Р.Каримбаева ТІЛ – ҰЛТТЫҢ РУХАНИ ҚАЗЫНАСЫ	171
G.B. Burabayeva, M.S. Ongarbayeva METHODOLOGICAL PECULIARITIES OF THE PUPIL'S INDEPENDENT WORK ORGANIZATION IN THE TEACHING A FOREIGN LANGUAGE	176
K.K. Kenzhekanova, A.Zh. Aksholakova METHODS OF IMPROVING THE PHONETIC SKILLS IN FOREIGN LANGUAGE LESSONS	178
O. Kuratowa, S. Nowikowa DER LEHRER ALS EINE WICHTIGE FIGUR IM BILDUNGSSYSTEM	182
А.Ж. Құрманбаева «СҮЛУЛЫҚ» КОНЦЕПТИСІНІҢ МАҒЫНАЛАР ЖҮЙЕСІ.....	185
Н.М. Исатаев ХАРАКТЕРНЫЕ ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ ИДИОМ В ПОЛИТИЧЕСКОМ ДИСКУРСЕ РАЗНОСИСТЕМНЫХ ЯЗЫКОВ.....	189
Ш.М. Макабаева КОММУНИКАТИВНЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ	192
А.Т. Мухамедияр, Д.Ю. Алтайбаева АҒЫЛШЫН ТІЛІНДЕ ОҚЫЛЫМДЫ ЖАТТЫҚТЫРА ОТЫРЫП, ЛИНГВОМӘДЕНИ ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ	195
А.Н. Садуахас, Г.Қ. Бекқожанова ЛИНГВИСТИКА ТҮРҒЫСЫНАН ЖАРНАМА МӘТІНІН ЗЕРТТЕУ	199
А.Е. Rakhimbayeva HOW TO AVOID BECOMING A VICTIM OF YOUR FEARS, THINKING AND BELIEF	201

ОРТА МЕКТЕП ПЕН ЖОО-ДА ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ЗАМАНАУИ ТЕХНОЛОГИЯЛАРЫ

N. Amanbekova, A. Moldassanova, D. Kurmangaliyeva CURRENT TRENDS OF DIGITAL LEARNING IN TECHNICAL UNIVERSITIES	205
Г.З. Бейсембаева, М.Р. Айтқазы ЖОҒАРҒЫ ОҚУ ОРЫНДАРЫНДАҒЫ ДЕНСАУЛЫҚТЫ САҚТАУ ТЕХНОЛОГИЯЛАРЫ	207
G. Gabdkarimova THE PECULIARITIES OF NEURO-LINGUISTIC PROGRAMMING.....	210
G.A. Karybayeva ONLINE FOREIGN LANGUAGE TEACHING.....	213
Y.A. Morugova, Zh.N. Nurkhanov IMPLEMENTATION OF MODERN TECHNOLOGIES INTO LANGUAGE RELATED EDUCATIONAL PROGRAMS.....	215
С.В. Новикова, О.А. Куратова ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ КАК СРЕДСТВА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ	221
R.I. Abilkayirov, R.K. Sadykova FORMATION OF LANGUAGE COMPETENCE OF FUTURE ENGLISH LANGUAGE SPECIALISTS USING MODERN TECHNOLOGIES.....	224
А.С. Қарыбаева РАЗВИТИЕ ЛИНГВОКУЛЬТУРОЛОГИИ С ПОЗИЦИИ АНТРОПОЦЕНТРИЧЕСКОЙ ПАРАДИГМЫ И ЕЕ ВЗАИМОСВЯЗЬ С ПЕРЕВОДОВЕДЕНИЕМ	226