«ТӘУЕЛСІЗ ҚАЗАҚСТАН ӘЛЕМДІК ҒЫЛЫМИ-ЗЕРТТЕУЛЕР КЕҢІСТІГІНДЕ» ХАЛЫҚАРАЛЫҚ КОНФЕРЕНЦИЯ МАТЕРИАЛДАРЫ

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МЕЖДУНАРОДНОЙ КОНФЕРЕНЦИИ
«НЕЗАВИСИМЫЙ КАЗАХСТАН В МИРОВОМ ПРОСТРАНСТВЕ НАУЧНЫХ
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"INDEPENDENT KAZAKHSTAN IN THE WORLD SPACE OF SCIENTIFIC RESEARCH"
is dedicated to the 30th anniversary
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Халықаралық конференция материалдарының жинағы тәуелсіз қазақстан әлемдік ғылыми зерттеулер кеңістігіне арналған. Конференцияның мақсаты – Тәуелсіз Қазақстанның гуманитарлық бағыттағы ғылыми-теориялық зерттеулері мен тұжырымдарын талқылау, даму қарқыны мен келешек бағдарын айқындау бойынша ғалымдардың және жаңадан зерттеушілердің ғылыми зерттеулерінің нәтижелерін әртүрлі тілдердің өзекті материалдары бойынша ұсынатын мақалалардан тұрады. Барлық мақалалар түпнұсқада берілген.

Сборник материалов Международной конференции посвящен независимый Казахстан в мировом пространстве научных исследований. Цель конференции ⎯ обсуждение научно-теоретических исследований и выводов по гуманитарному направлению независимого Казахстана, определение темпов и перспектив развития и включает статьи, в которых представлены результаты научных исследований ученых и начинающих исследователей по различным вопросам лингвистики на фактическом материале различных языков. Все статьи даны в авторской редакции.

The collection of materials of the International Conference is dedicated to independent Kazakhstan in the world space of scientific research. The purpose of the conference is to discuss scientific and theoretical research and conclusions on the humanitarian direction of independent Kazakhstan, determine the pace, prospects of development, and include articles that present the results of scientific research by scientists and novice researchers on various issues of linguistics on the factual material of different languages. All articles are given in the author's edition.

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IMPROVING STUDENTS' COMMUNICATIVE COMPETENCE BASED ON GROUP WORK

Аңдатпа

Мақалада коммуникативтік құзыреттілікті дамытудағы топтық жұмыстың маңыздылығы айкындалады. Студенттердің коммуникативтік құзыреттілігін арттыру әрбір шет тілін оқыту сабақтарының маңызды бөлігі болып табылады. Өткізілген эксперимент коммуникативті құзыреттілігін дамыту және сабақта коммуникативті орта құру үшін топтық жұмысты ұйымдастырудың маңыздылығын анықтайды.

Кілт сөздер: шет тілі, коммуникативті құзыреттілік, тіл білімі, топтық жұмыс

Аннотация

В статье раскрывается значение групповой работы для развития коммуникативной компетенции. Повышение коммуникативной компетентности учащихся является неотъемлемой частью каждого урока иностранного языка. Проведенный эксперимент определяет важность организации групповой работы для развития коммуникативной компетенции и создания коммуникативной среды в классе.

Ключевые слова: иностранный язык, коммуникативная компетенция, обучение языка, групповая работа

Abstract

The article reveals the significance of group work for the development of communicative competence. Improving students' communicative competence is an essential part of every foreign language teaching lessons. The experiment was carried out and it determines that organization of group work is important in developing communicative competence and in the creation of communicative environment in the classroom.

Keywords: foreign language, communicative competence, language education, group work

Introduction

Language knowledge takes important place in educational sphere. In modern society there is no country where all citizens speak only one language. Knowledge of language opens the door for us to education, the flow of information that expands opportunities in study and work. First President of Kazakhstan Republic Nursultan Abishevich Nazarbayev has always noted the importance of education for the development of the country. He believed that all learners should learn Kazakh, Russian and English. Trilingual education in Kazakhstan is associated with the expansion of knowledge and skills, as well as the development of mutual understanding between people, which cannot be achieved without knowledge of languages.

In the modern world, many people learn languages for different purposes. But, the ability to successfully interact with foreigners is not given to everyone. Learning a language is not about understanding grammar, memorizing words, reading a book, listening to a podcast as well as the ability to correctly use linguistic units in communication with other people in different spheres of human life. Therefore, improving communicative competence should take its place in every lesson. The whole essence of communicative competence is the student's knowledge of when to use the

studied materials by the situation, participant, relations, culture, and so on. There are various ways, methods, and strategies for improving the communicative competence of students.

Theoretical framework

Communicative competence

The term "communicative competence" was first used by the scientist Dell Hymes. According to Dell Hymes, communicative competence is using of language knowledge to communicate successfully [1, p. 123]. From his point of view, communicative competence is the ability to apply the acquired knowledge in accordance with the context.

The main purpose of communicative competence is to achieve mutual understanding with the speakers of a foreign language.

In the methodology of teaching the native language " communicative competence is the ability and real readiness to communicate adequately to the goals, spheres and situations of communication, readiness for verbal interaction and mutual understanding " [2, p.27].

M. B. Uspensky [3, p.73] concretizes the knowledge included in the communicative competence: about distinguishing them for their correct use in speech. This is the knowledge that is given in the form of rules, techniques for distinguishing and using language units, various instructions and recommendations for the functioning of the language in speech communication". According to M.B. Uspensky communicative competence consists of knowledge and application of knowledge.

M. Canal and M. Swain contributed to the development of the concept of communicative competence [4]. In their opinion, communicative competence refers to both knowledge and skill in real communication. From this we understand that during foreign language lesson students should learn rule of organization sentence and how use this sentence in communication in different situations.

Communicative competence is the ability to communicate [5, p.32]. This means that communicative competence is the ability to be ready to participate in a conversation, taking into account the topic, purpose, verbal and non-verbal means. The formation of communicative competence in teaching a foreign language contributes to the improvement of students' creative and linguistic skills.

Communicative competence is knowledge of the language and the ability to use language means in real situations of professional communication [6, p.14]. The organization of the communicative environment, where language means can be used in a real conversation, will help to form communicative competence. Communicative competence characterizes the ability to correctly navigate in interpersonal communication and relatively freely participate in it, achieved with the help of linguistic knowledge, as well as knowledge of traditions, customs, and mores of society.

"Competence" includes knowledge, skills, abilities, as well as ways of performing communicative actions [7, p.1]. During the communication, we use our language knowledge, listening and speaking skills, the ability to express our opinions and ideas and understand the opinions of other people.

We can find the definition of the term communicative competence in many scientific studies. I.A. Zimnyaya describes that communicative competence is the ability of a person to enter into social communication and to achieve the pursued communicative goals in interpersonal relationships [8, p.23]. Nevertheless, all researchers give diverse definition to the notion communicative competence, but the meaning is the same.

Communicative competence improving by group work

Organization of a communicative environment in foreign language classroom is an integral part of developing communicative competence. Lessons can be organized in different and teacher can use a lot of tools during the lesson. One of the effective ways to create of a communicative environment is the organization of group work.

Group work in a foreign language lesson as a form of organizing educational and cognitive activities, involving the temporary involvement of two or more students to complete an educational assignment based on the principles of cooperation and stimulating the use of a foreign language on their own initiative [9, 10, 11]. Group work in foreign classes, students work to achieve a common goal and also learn to communicate in real conversation, learn to express their opinion and understand the ideas of other students.

In the English lesson class can be divided into a group:

1) depending on the task;

2) depending on the students' desire

3) randomly

Division of the class in accordance with the task has its advantage, for example, some students are looking for a positive effect of coffee on health, and who agree with this statement go to this group, and the second part of students, on the contrary, are looking for a negative effect of coffee on health and go to the second group. Dividing into groups in this way brings together students who have the same interests. Depending on the desire of students gives students the opportunity to work with those students with whom they want, so the task is simplified for them.

The main goal of group work is the development of students' thinking and the formation of socially significant qualities. It forms the skills of communication, cooperation, mutual assistance and allows you to develop mutual control [12]. From this we understand that group work of students is a means of forming and developing their ability to organize speech interaction, understand the interlocutor, participate in the discussion of a common problem for the group, help to each other, work together on the same topic, etc.

Second language teacher can use these activities in group work to improve students' communicative competence:

- ✓ Discussion
- ✓ Project work
- ✓ Buzz session activity
- ✓ Snowballing
- ✓ Role play game
- ✓ Debate

All of these activities help to teacher to create communicational environment, which main source of developing communicative competence.

Experimental verification

The students of private "Sound English school" were taken into the experiment work. Two groups were chosen, the first control group consisted of 10 students, the experimental group consisted of 9 students. In the control class lessons of English were conducted in traditional way, in the experimental class English lessons were conducted in a group work.

The three stages of experiment:

1. The preparatory stage

2. The experimental stage

3. The final stage

In the first stage, the students were tested. The figure 1 shows the result of the test of students in the experimental and control groups:
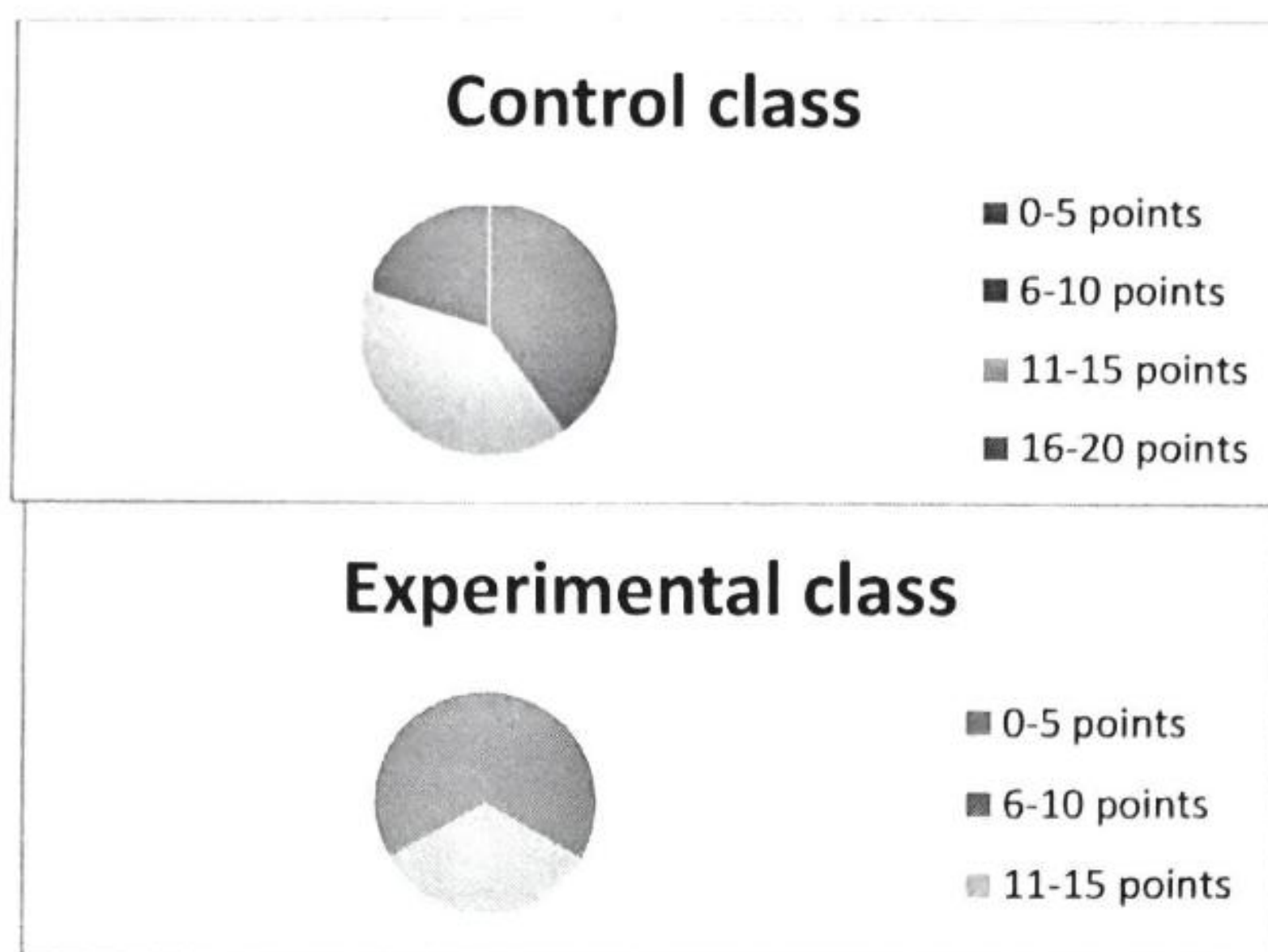
Figure 1. – The preparatory stage

As the data show, the level of English of students in both groups is generally the same result. In the experimental class, the number of the students who scored between 6 and 10 points are 3; between 11 and 15 points are 3; between 16 and 20 points are 3 students. In the control class, the number of the students who scored between 6 and 10 points are 4; between 11 and 15 points are 4; between 16 and 20 points are 2 students.

In the experimental stage, the book "English File (pre-intermediate)" was used. The students of the control class work separately during whole week, the lesson was conducted traditional way. The students of experimental class were divided into groups to perform various assignments. For example, the experimental class divided into 3 group to the theme " Fashion and shopping". Each group created their own fashion and presented. During the lesson, every students:

- ❖ shared ideas
- ❖ listened to another student's idea
- ❖ had discussions
- ❖ jointly decided
- ❖ performing to another group

Also, at this stage there were discussions on the topic "Parents and Teenagers". Each team of experimental class made a poster about relationship between parents and teenagers. They used many words accordance to theme and presentation. They were motivated to communicate by discussion, it helps to develop their communicative competence. By working in a group students' activity was increased.

In the final stage, the analysis of the results of the experiment was carried out using the test. Compared to the results at the preparatory stage of the experiment with that of the control one we can see the significant difference between the experimental and control classes (Figure 2).

Control class

- 0-5 points
- 6-10 points
- 11-15 points
- 16-20 points

Experimental class

- 0-5 points
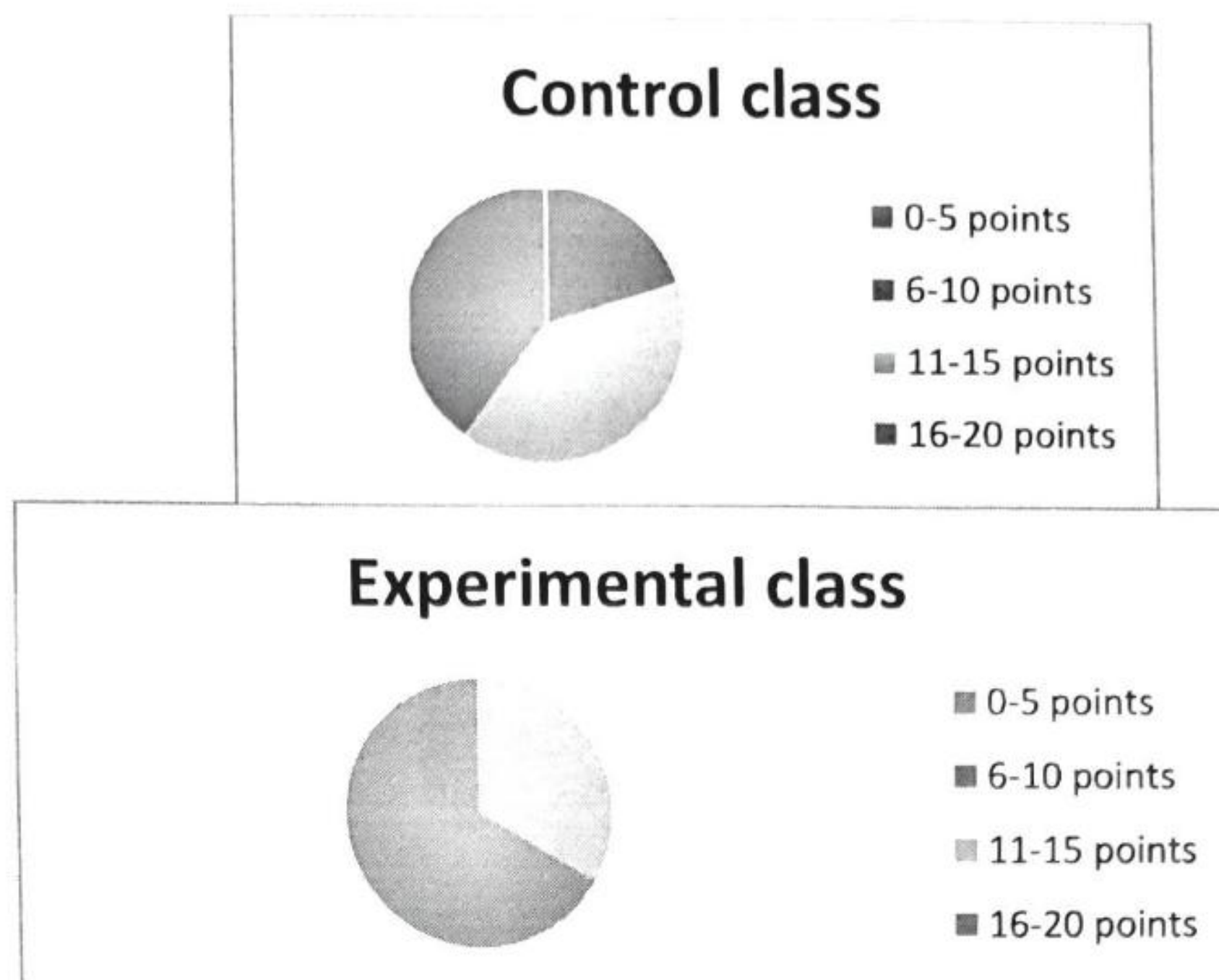- 6-10 points
- 11-15 points
- 16-20 points

Figure 2 – difference between the experimental and control classes.

In the experimental group the increasing of English level is much higher. The number of the students who scored between 11 and 15 points are 3; between 16 and 20 points are 6 students. The students of control class changes a little bit. The number of students who scored between 6 and 10 points are 4 students; between 11 and 15 points are 4;16 and 20 points are 2 students.

The experiment has been successful, and group work is the effective way to improve their communicative skill.

Conclusion

In English or other foreign language lessons, the teachers do not teach students only the language in terms of phonetics, grammar, vocabulary, they also take into account to shape the ways of using the language knowledge and form the creative and communicative competence. Communicative competence is the willingness of students to communicate in a foreign language appropriate to the context, situation, participants, and relationships The lesson should reasonably alternate various forms of activity, and each lesson should be unique, not like the others. Creative and communicative competence is the ability to freely use one's linguistic knowledge in communication.

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TEACHING SCHOOL-CHILDREN ENGLISH THROUGH SONGS

ABSTRACT:

The close attention of many scientists, methodologists and teachers is attracted by the search for effective ways and techniques of teaching a foreign language. And among the modern methods of teaching foreign language, specific methods stand out as audio-video materials. This article analyzes and provides information on the use and implementation of songs in the process of teaching foreign languages as one of the modern methods.

РЕЗЮМЕ:

Пристальное внимание многих ученых, методистов и учителей привлекает поиск эффективных способов и приемов обучения иностранному языку. И среди современных методов обучения иностранного языка выделяются специфические методы как аудио-видео материалы. Данная статья анализирует и дает информацию об использовании и внедрении песен в процессе преподавания иностранных языков как одного из современных методов.

РЕЗЮМЕ:

Шетел тілін оқытудың тиімді жолдары мен әдістерін іздестіру көптеген ғалымдардың, әдіскерлердің, мұғалімдердің назарын аударады. Ал шет тілін оқытудың заманауи әдістерінің ішінде аудио-бейне материалдар ретінде нақты әдістер ерекшеленеді. Бұл мақалада қазіргі заманғы әдістердің бірі ретінде шет тілдерін оқыту процесінде әндердің қолданылуы мен жүзеге асырылуы талданады және ақпарат беріледі.

Key words: English lessons, foreign language, authentic materials, songs, listening, vocabulary, grammar

INTRODUCTION

Currently, great importance is attached to the study of the English language. Today, English has acquired the status of a language of global communication. A person reaching the level of international and interethnic communication must fully possess the skills and abilities of expressing their thoughts in English. Communication goes to one of the most important places in the world. But, communication, in turn, needs motivation. It is clear that you cannot force a person to communicate fluently in English in a formal way. It is important to create such conditions so that communication becomes necessary, so that students want to speak, not for a good assessment, but simply because communication has become a need for him. At the same time, it is necessary to take into account the student's natural fear of speaking in English. Overcoming the existing psychological barriers well