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СОДЕРЖАНИЕ

сияқты басты белгі ерекше көзге түседі. Осы екі қабілеттің бірлесіп жүзеге асуы арқасынд
коммуникативтік құзырет қалыптасады.

Коммуникативтік құзырет ұғымының мазмұнын көлем тұрғысынан қарастыратын болса
сөйлеу әрекетінің негізгі түрлеріне сәйкес төрт түрлі құрамдас бөліктерін атаған жөн. Бұл – айтылым
жазылым, тыңдалым және оқылым үдерістеріндегі құзыреттер.

Коммуникативтік құзыреттін тағы да бір аса маңызды құрамдас бөлігі оның мазмұнынын
құрылымы болып табылады. Ғылыми әдебиеттерде коммуникативтік құзыреттің сөйлеу, тілдік, кәсіба
лингвистикалық, пәндік, лингвоелтану және басқа да түрлері сипатталады. Біздінше, олардың е
негізгісі – тілдік құзырет.

Тілдік құзырет үйреніп жатқан тіл бірліктерінің фонетикалық, сөзжасамдық, лексикалы
морфологиялық және синтаксистік сияқты барлық деңгейлерін білуді міндеттейді. Сондай-ақ күрде
тілдік бірліктерді, тіпті коммуникативтік синтаксистік бірліктерді құру үдерісінде осы тілд
бірліктерді қолдана білу шеберлігі аса қажет. Мұндай шеберлік әсіресе «Сөз мәдениеті және тілд
қарым-қатынас» пәнін меңгертуде өте маңызды. Тілдік құзырет лингвистикалық құзыретпен өте ұқса
келеді.

Сонымен, оқу үдерісінде әрбір оқытушы коммуникативтік сөйлеу жағдаятының түрлері ме
ерекшеліктерін мейлінше сезінуі керек. Өйткені сол жағдаятқа сәйкес студенттерден талап етілет
нақты сөйлеу әрекетінің қандай болатындығын анық білу оқытушы үшін өте маңызды. Неге десен
сөйлеу әрекетін жүзеге асыруға жағдай жасайтын да сол оқытушының дәл өзі

Қорыта келе, коммуникативтіліктің әдістемелік қағидатын жүзеге асырудың негізі жек
тұлғаның, яғни студенттің сөйлеу дағдысы мен сөйлеу шеберліктерінің қосындысында, сөйле
әрекетінің шығармашылық сипатында және оның барлық психологиялық мүмкіндіктері
пайдалануында десек болады.

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ON THE USE OF MODERN METHODS FOR ENHANCING
SPEAKING SKILLS IN TEACHING ENGLISH

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Keywords: Project method, presentation, case study, critical thinking, problem-solving method.

The modern approach to teaching foreign languages is entirely different from former times. Th
process is not limited to mastering new information by a student and passing the knowledge by a teacher.
the first place the task of developing skills and competences contribute to the effective application of t
knowledge gained.

Methods of teaching foreign languages based on communicative approach, is an area of science, whi
use new educational models along with traditional methods. Since the teacher works with the most active p
of society - young people, for whom innovations are of current interest, it is appropriate to use mod
technologies in the teaching process. It includes such types of work as project method, presentation, ca
study, conference, round table, debates, etc.

All these kinds of work refer to cooperative learning of a foreign language and allow to create prop
conditions for practicing oral skills and development of cognitive ability. In linguistic literature this method
called 'student team learning', where special attention is paid to team goals and team success.

Among the most effective ways of practicing speech activity of students is using a project work meth
The true value of this method consists in the fact that students independently plan, develop and defend th
project works. Actually the success of this type of work largely depends on the creative attitude of studen
Historically this method was introduced into linguistic literature as 'a problem solving method ', which w
developed in the US in the 20s of the last century by J. Dewy and V.H. Kilpatrick [1]. The aim of the proj

method is to enhance motivation to learning a foreign language, the active use of the competences acquired and what is most important -- development of speaking skills.

As a rule, project work is included in the syllabus. Students are given the task at the beginning of the semester and by the end of the semester they are required to submit it in a form of presentation. The themes of the project work may be various. For example, presentation of their own company, working in small business, the product it manufactures or the service it provides. For master students it may be a presentation of a developing business or one of sectors of the economy of Kazakhstan. Each presentation is evaluated by students themselves. For this purpose the teacher distributes assessment sheets with such questions: Does it meet the aim? Is it interesting and designed properly? Was there conclusion and suggestions? Was the speech clear and loud? Was language fluent and accurate? Was there enough eye contact? etc. Having listened to a presentation and having filled the assessment sheet, students should express their opinions on each performance. These types of project work help not only promote their team work skills, but also to develop critical thinking skills and abilities to analyze and evaluate the works of their group mates.

The next effective method of enhancing knowledge and skills is holding conferences. Over the years the teacher staff of the department for foreign languages has been holding conferences under the title "Advancing skills for professional excellence". The participants of the conference and the presenters are both graduate and undergraduate students. The conference creates an excellent opportunity for students and master course students to develop a big variety of skills: public speaking skills, presentation skills, sharing of views, critical thinking skills, etc. As a rule, the presenters give a talk about their research works. For example, this year master course students gave very interesting presentations on the environmental issues as «Perspectives of Green Economy in the Republic of Kazakhstan», «Protection of the Environment in Kazakhstan: Current Situation and Perspectives». There were also presentations devoted to prospects for green economy, innovations in education, science and technology, economic and legal formation of Kazakhstan during the years of Independence. Holding a conference requires plenty of work both on the part of teachers and students. Since all the presentations are made in English they should be carefully prepared from the point of view of grammar, pronunciation and intonation.

The most interesting reports raise many questions and cause heated debates. It is obvious that preparation of reports and presentations and performance of graduates and students at the conference is, first of all, a good experience of public speaking, searching the material, reading the scientific literature in English and stimulating interest in research.

Another effective way of organizing the process of creative learning is a case study method based on the so-called task based approach. As noted in the literature, "case-study method is the most widely used in teaching economics and business sciences abroad. It was first applied in the teaching process in the School of Law at Harvard University in 1870 by Dr. Copeland, J.A. Erskine, M.R. Leenders, L. A. Mauffette-Leenders, R. Merry. Today the case-study method has won a leading position in training, is widely used in international practice of business education and is considered one of the most effective ways of teaching students the skills of solving common problems "[2].

The purpose of this method is the joint discussion, analysis and development of practical solutions to the proposed problems in the learning environment. This method is aimed at enhancing the cognitive and creative abilities of students, as well as the opportunity to develop team spirit, teamwork skills, which are regarded in today's world as one of the most important requirements for success.

When learning a foreign language, this method is one of the most effective ways of developing communicative skills and mastering speech and writing. This approach is very popular in modern methods of teaching foreign languages in the world. The 'task' in this case means a long speech activity, the primary purpose of which is to achieve a particular result. Tasks usually include discussions, debates, interviews, discourse, narration, conversation and decision-making problems. The essence of this approach is as follows:

- Case study is regarded as the final part of the work to improve language skills, not the opportunity to practice specific language material. It must be really motivated and fit the realities of life.

- The focus of the study topic is the implementation of these tasks, rather than episodic speech activity. For this purpose much of the language material studied in a particular unit, is related to these tasks. Students gradually, step by step, are preparing to perform these tasks, mastering the necessary vocabulary, grammar, language skills through a series of exercises to avoid experiencing difficulties when discussing situations. This work enables the students to use effectively the language skills they have acquired in the previous units and to develop further communicative, pragmatic, intercultural and social competences.

For example, in "Market Leader" used for learning business English, each unit contains case study, which completes the study of the topic section. Since this course is designed to teach English for specific purposes, namely, business English, all units are based on realistic business problems or situations. The main

objective of case study is to involve as many students in the process of solving problems and encourage them to practice their speaking skills in realistic situations. As each case study ends with a writing task it allows the students to practice their writing skills.

For example, in "New Market Leader" Upper-Intermediate the topic "Team building" considers the situation related to appointment of the new commercial director, whose mission is to increase sales. However the company staff does not perform the job effectively because of an atmosphere of mutual rejection. Student choose the role cards and discuss in groups of 4 all possible solutions to the problem of creating a friendly efficient team. Then they should develop possible recommendations how to improve the situation and take measures for increasing sales [3].

Thus, all the students are involved in the joint work and make a contribution to the joint project. Each team member is actively involved in the discussion and development of plans and presentations. In the process of interacting the linguistic aspect is secondary. Forgetting that they can make mistakes in the speech, the students overcome the psychological barrier and speak fluently. These tasks help students to feel relaxed and to think first about what they say. At the same time, students learn to express their opinions and views, to think critically and find creative and imaginative solutions to the problems expressed.

When using this method it is important to take into account the students' individual peculiarities; requires an individual approach to everyone. This is due to the fact that during the discussion some students are actively involved in the work, express their opinions not waiting to be asked. Other students prefer to first think and formulate their ideas before expressing them. This does not mean that they are less aware of the material or are afraid to speak. Here the role of the psychological characteristics of their nature is very important.

The successful implementation of creative tasks requires the following conditions:
- To involve all the students at every stage of the class;
- Take into account the individual characteristics of students, applying a differentiated approach;
- Use the knowledge of students in the field of their specialty and other areas, as well as their life experience;
- Instructions before beginning the discussion should be clear;
- Goals and objectives must be clear to every student;
- The students should actively use the language and communication skills they have acquired in the unit;
- Analysis of language errors can be made at the end of the lesson, having made a record of important mistakes. Errors should be corrected in a constructive manner;
- It is necessary to give students the opportunity to reach their own conclusions and recommendations;
- To encourage creativity in solving problems.

These kinds of works are carried out on a regular basis in groups of the 1st year students. Practicing speech when studying English for professional purposes requires knowledge of the world and experience in the field of specialty. Therefore, such kind of work is most successfully carried out with senior students who have some knowledge and experience of life to actively participate in the discussion of problems.

Our experience shows that the use of modern technologies attracts students, awakening their interest in the foreign languages, helps them to overcome psychological barriers and improves their speaking skills.

In addition, students learn to work in a team, when decisions must be made collectively, and everyone is responsible for the result. As modern scholars state the success is achieved by those who know how to work in a team, and the competition should not be with each other, but between the teams. In a joint discussion of practical situations where it is necessary to provide an informed decision, every student expresses his opinion and tries to prove his statements with facts. It promotes the development of such skills as critical thinking, the ability to listen to other opinions and take into account alternative points of view, as well as the development of speech in a foreign language and the achievement of communicative competence.

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