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II. The teacher writes several irregular verbs in the infinitive form on the blackboard, for example *to see, to do, to send* and offers students working in pairs to make microdialogues on the model:

St1: I'd like to see a new film.

St2: I have already seen it.

St1: I am going to do my physics lesson.

St2: I have already done it.

St1: I want to send a message to my friend.

St 2: I have already sent a message to my friend

III. The teacher writes the structure *to be going to do smth.* on the blackboard and offers students to make microdialogues on the model:

St1: I have seen a new film.

St 2: I am (not) going to see it.

St 1: I have read this book.

St 2: I am (not) going to read it.

St1: I have been to the exhibition.

St2: My friend and I are going to visit it tomorrow.

IV. The teacher says the sentences with verbs in *Past Simple Active*, students confirm what the teacher said using the verbs in the *Passive Voice*:

T:L. Tolstoy wrote the novel "War and Peace".

St1: The novel was written by L. Tolstoy.

T:O.Wilde wrote the novel "Martin Eden".

St 2: The novel was written by O. Wilde.

V. Students confirm or refute the teacher's statements using the verbs in the *Passive Voice*:

T: Al-Farabi Kazakh National University was founded in 1937

St1: That's wrong. It was founded in 1934.

T: The University of Glasgow was founded in 1450.

St 2: That's right. It was founded in 1450.

VI. Students work on the model changing the tense of the verb in the *Passive Voice*.

T: Houses are built by workers.

St1:Houseswere built by workers.

T: Books are written by writers.

St2: Books were written by writers.

T: Dresses are made by dressmakers.

St3: Dresses were made by dressmakers.

T: The flowers are grown by gardeners.

St4: The flowers were grown by gardeners.

These and other similar exercises allow students to memorize well not only all forms of irregular verbs but also to acquire their functions in the system of English tenses. Systematic and purposeful work with irregular verbs is a reliable prevention of mistakes in reading, writing and speaking.

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CLASSROOM ACTIVITIES FOR DEVELOPING SPEAKING SKILLS

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Abstract. The article reviews some activities for developing speaking skills in class at university. A series of various activities providing the development of speaking skills and forming communicative competence in students are considered. Teaching speaking is a very important part of second language learning. The

variety of business situations are practiced : presentation, establishment of business contacts, phone calls, etc. The ability to communicate in a second language clearly and efficiently contributes to the success of the student and success later in every phase of life.

Key words: speech **situation, speaking skills, motivation, discussion, role play**

Speaking is an important skill of second language learning and teaching. In order to develop students' communication skills it is required today to focus on teaching speaking because, "only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance." [1]

Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." [2] Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get demotivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

If the goal is truly to enable students to communicate in English, then speaking skills should be taught and practiced in the language classroom. Learning a specific language structure requires intensive practice. The most basic type of oral practice is simple repetition:

e.g. Teacher: He lives in Vietnam.
Students: He lives in Vietnam.

This kind of oral practice is useful to beginners and is not boring if it's done with attention to detail. It can be used to help learners improve their pronunciation as well as to correct common faults (like the tendency to omit the *-s* in the third person verb form). Vary the repetition by using choral and individual practice (divide the class in half, groups, or pairs). Like the conductor of an orchestra, you need to be demanding and insist on the correctness of students' responses.

Echo questions

Make statements that have to be transformed into questions by a change in intonation. This practice is useful because learners may often hear statements that they don't understand. The echo question is a way of getting clarification and/or confirmation:

e.g. Student A: She went home two days ago.
Student B: Two days ago?
Student A: Yes, two days ago.

Combining sentences

This exercise is useful in using relative pronouns (*who, whose, etc.*) Note that the exercise can only be done successfully *after* the students have learned how to use relative pronouns in sentences:

e.g. Cue: An actor won an Oscar. He's Scottish.
Response: The actor who won the Oscar is Scottish.
Cue: An athlete won a million dollars. She's Australian.
Response: The athlete who won a million dollars is Australian.

Combining sentences involves using language artificially, so it's important to make drills as meaningful as possible by using *context*, however brief, and by eliciting true statements of known facts or statements taken from the text:

e.g. Cue: Peter Sampars plays football.
Response: No, he doesn't. He plays tennis.

Note: In combining sentences, exceptions and irregularities should be avoided. These need to be presented and taught separately.

Chaining

This technique can be used when a phrase or sentence causes difficulty because of its pronunciation or length.

e.g. (model) If I'd known you were here, I wouldn't have gone away.
Teacher: If I'd known
Students: If I'd known
Teacher: you were here
Students: you were here
Teacher: I wouldn't have gone away.
Students: I wouldn't have gone away.
Teacher: If I'd known you were here, I wouldn't have gone away.
Students: If I'd known you were here, I wouldn't have gone away.

Another kind of chaining is more like a game, which adds a fun twist to it. The teacher chooses a sentence

another student, “She’s a teacher, but she’d rather be a model”, and adds a statement like “I’m a student, but I’d rather be a singer.” The second student has to remember and repeat the first and second statement and add his or her own statement following the same structure. This enjoyable way of practicing a particular structure gives students the freedom to make up their own variations.

Guessing games

Tell the students you have a picture, but do not show it to them. They must find out exactly what the picture looks like by asking questions. You can only answer “yes” or “no” – but you can help them by giving hints. When they have a clearer idea of the picture, they should try to describe/draw it. Finally show the picture.

Teachers need to be clear about the goals and techniques that promote *fluency* in speaking practice and oral activities. It can be challenging to find real-life communicative contexts. When teaching English, the classroom has to be a place in which language is not only taught but also used meaningfully. “If language is being used “meaningfully” in the classroom, it is not taught only in isolated chunks or by breaking the language into its grammatical or semantic components. Instead, language is being used within a context that either mirrors real world discourse or possibly uses subject matter content, such as science, math, business, law, etc., developing on age of the learners and their purpose for studying English.”[2] Language is being used within a context which can provide more opportunities for communicating in English. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.[3]

If English lesson is connected to familiar, interesting, and relevant topics for students, it can provide opportunities to engage in real communication that can move beyond teaching language merely in its grammatical and semantic parts. In addition, such English lesson can be a dynamic way to integrate all four language skills communicatively and promote learner autonomy through project-based instruction and experiential learning. And the classroom can become more than just a place to learn a foreign language; it becomes a place of meaningful communication using English and an independent process in which learners can think critically and make choices in realistic situations. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below.

Many textbooks have a chapter or section on food and drink or ordering food in a restaurant. It is a common topic for language instruction that has real-life application particularly because international travel is a main purpose for learning English. The language function for ordering food at a restaurant and asking for the check or bill are found in the textbook.

The theme should:

- be motivating, interesting, and relevant to the learners.
- connect to real-life situations.
- provide a context for meaningful, authentic discourse and interaction.
- facilitate the development of appropriate, useful and real-world language functions and communication modes.

The most important aspects of choosing an appropriate theme are that it be interesting and meaningful to students and that have potential for real-life application. Because of the lack of opportunity to speak English, teachers need to maximize fluency practice, getting the students to use the language as much as possible in class and reducing emphasis on accuracy.

We use *Market Leader* which is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use by students preparing for a career in business who want to improve their English communication skills.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strongly task based approach. Role-plays and case studies are regular features of each unit. Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically, students are involved in discussing business problems and recommending solutions through active group work.

There is an example for case study from the textbook *Market Leader*: “You work for a computer software company in Almaty. You and your colleagues want to entertain three very important customers at a good restaurant. Each customer prefers a different type of food. Work in groups of three. Each colleague knows one of the customers well.”[4]

Students should find and study the information about the restaurants in Almaty, discuss their ideas and decide which restaurant is the best for the customers

There is an example for role play « At the conference».

Situation : You are at an international conference in Hawaii. Your company has a new office in a foreign company. You want a manager for the office. Find out information about the people at the conference.

Tasks:

1. Complete the card with information about yourself. Invent the information if you wish.
2. Introduce yourself to the other people at the conference. Use the words to make questions
3. Make notes about the people you meet.
4. Talk in pairs about the people you met at the conference.
5. Choose two interesting people from the conference and write a short e-mail about them to your boss.

It should be said that the students enjoy role-playing games, and they believe that these rehearsals, conducted in the classroom, help them to communicate in a foreign language and eliminate stiffness and uncertainty. Thus, speaking training is a very important part of the language training of future specialists. Ability to communicate in a foreign language clearly and effectively contributes to the success of the student's success in his future career. Communicative exercises described above, contribute to the development of basic interactive skills necessary for life.

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HIGHER EDUCATION (SOCIAL WORKERS) USED TO PREPARE THE EXAMPLE OF THE PRONOUNCEMENTS AND PEDAGOGICAL BASES

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Social pedagogy and self-recognition of the specialty
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Abstract. The article States the features of the application in the training of professionals (for example social workers) in higher educational institutions, the work analysis from the point of view of the theory and definition of the pedagogical foundations for the content of normative documents used in the work. The article aims are training of specialists (social pedagogy) determination of effectiveness of normative documents, educational condition, and to consider compliance with international standards. Pedagogical foundations of applied new regulations in the preparation of social pedagogues at the Kazakh National University named after al-Farabi is an indicator of the importance of teaching the educational process. Proposed methods: pedagogical, social, theoretical analysis, content analysis, research, formulation.
Key words: social pedagogue, regulations, personal curriculum, elective courses, plan academic work, standardized training program.

Аннотация. В статье открыто показаны содержание нормативных документов и использование в работе, определение педагогических основ с теоретическим анализом, особенности их применения при подготовке специалистов (на примере социальных педагогов) в высших учебных заведениях. Цель статьи: определение эффективности используемых нормативных документов при подготовке специалистов (социальные педагоги), определение педагогических условий и рассмотрение соответствий с международным стандартом. В Казахском национальном университете им Аль-Фараби педагогические основы, применяемые в новых нормативных документах, при подготовке социальных педагогов является показателем важности преподавания образовательного процесса. Предлагаемые методы: педагогико-социальный, теоретический анализ, анализ содержания, исследование, формулировка.