

## NEW TRENDS IN ELT RECOMMENDED FOR MASTERING PRACTICAL SKILLS

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**Annotation.** Article goes on to say about some new methods, that serve and help in mastering teaching techniques for improving students’ communicative skills.

**Key words:** speaking, technique, method, cognitive interest.

In recent years, the use of new information technologies in schools has become increasingly challenging. These are new technological tools, new forms and methods of teaching and new approaches to the educational process. **The main goals of foreign language teaching** are the formation and development of a communicative culture among students and the teaching of practical knowledge of foreign languages.

Nowadays, **the main goal of updating the educational content in the Republic of Kazakhstan** is the updating of educational programs and the introduction of a standardized assessment system, as well as improving the pedagogical skills of teachers.[1]

Based on the concept of the updated program, **the main pedagogical task** was to establish a partnership with new students and help them overcome all their small failures and big victories. **Another main goal of English classes** is the development of speaking skills.

As you know, English is one of the most difficult subjects at school. Therefore, **one of our main tasks** is to arouse and motivate students' interest in English, awaken their creativity and intellectual capacity.

In the modern world, knowledge of English is a window to the world[2;52]. Students who master this international language of communication will be able to achieve their goals thanks to new opportunities.

**The teacher's task** is to create conditions for each student to acquire the language in a practical way, to choose teaching methods that allow each student to be active and creative, and to stimulate students' cognitive activity in the process of acquiring a foreign language[3;84].

**The acquisition of new skills initiates** new pedagogical thinking on the part of the teacher. This is the emergence of clarity, coherence, methodological language clarity and rational norms in methodology[4;121].

**We had a teaching internship at schools №64 and №55 in Aktobe City.** Our internship lasted for three months, so we had a good experience of teaching at the senior stages of school. Children of this age are very emotional, and not everyone is interested in subject, but we did our best for activating and motivating them. We used some of these methods for involving students to the study. It is obvious that communication is very actual for them, by means of some new techniques students unconsciously improved speaking skills.

**Now we can surely say,** that by incorporating new educational technologies into our lessons, we can look at the English learning process from a new perspective, master the psychological mechanisms of personality development and achieve better results.

**To increase the educational effectiveness of our English lessons, we use teaching techniques** that take into account the age characteristics of children, such as games, project methods, pictograms, crafts, group work, interactive formats and multisensory writing.

**To inspire our students, we have tried** to make every English lesson interesting and varied by using a variety of techniques. We believe that every lesson should be effective, targeted and productive. Therefore, **we use a variety of word games in our lessons**, such as 'memory games', 'champion games' and 'role and play', as well as 'mousetrap', 'word chains', 'what went', 'what came up' and 'gifts'. Children love playing with dice and balls as well as doing different tasks with educational cards. Word games are situational exercises that provide opportunities for repetition of speech patterns in situations that are very similar in

nature to real speech communication, which is characterized by emotional, spontaneous and purposeful impact.

**Vocabulary games** are designed to focus students' attention on vocabulary, help them acquire and expand their vocabulary, and demonstrate and practice the use of language in communicative situations[5;25].

Vocabulary teaching practices in the form of games contribute to the development of students' attention and cognitive interest and help to create a positive psychological environment in the classroom.

**Rhyming games** not only develop vocabulary, but also provide pronunciation practice. Rhyming games not only increase vocabulary, but also provide pronunciation practice.

**Games with songs and movements** are the easiest and most fun way to practice pronunciation and increase vocabulary.

The method, which allows you to use personally oriented training as part of the development of creativity, positive activity and self-efficacy, is the method of the project. **The project work** is a multi-level study of the language, which includes reading, auditing, reading and grammar. The method of the project stimulates the active non-permanent employment of students and focuses on joint research work. The project method develops the communicative competence of students, their culture in the community, the ability to quickly and easily change their ideas, the openness of the population, the ability to receive information from different countries and improve it with modern computer technologies. **The creation of the English language environment**, a special need for the public[6;59]. The format of the project is one of the practical methods, with which students receive received knowledge. Students expand their horizons, expand their linguistic interests, experience their practical experience, study foreign language and study and study other people in protecting their projects.

**The "Pictogram" technique** is a study of features of mediated memorization and its productivity, as well as the nature of thinking activity, the level of formation of conceptual thinking. The technique can be applied to research of

children and adults in group and individual examination. This technique works well in memorizing texts, including poetry, by highlighting key words in the text and drawing a pictogram to each highlighted word or phrase. You can say that this is a visual association. It is not necessary that the picture is too detailed, it does not have to be a work of art that requires artistic skills and it is desirable that it does not contain letters or numbers. For example, for the word "holiday," you could draw a flag, a salute. The pictogram should instantly remind of the word or expression it represents.

**Multisensory writing** - a technique for memorizing the spelling of letters. We use this technique in the lessons after learning a letter, first the guys write the letter in the air, then in their notebooks. We also divide the students into two teams, the students stand in a row with their backs to each other and write the letter on their backs while the last student writes the letter on the board.

**Crafting** is a very popular and popular method among students because students make everything with their own hands. For example, before listening to the story of the queen bee students cut and glue a bee with their hands, after the work is done they can listen to the story, then work in pairs telling each other about their bees.

**Brainstorming method.** In brainstorming, students list everything they know or think about a particular topic or problem. All ideas are accepted, regardless of whether they are right or wrong. The teacher's role is to guide the students' ideas and encourage them to listen carefully and think.

**Cinquain** is a poem that requires students to synthesize information and material in short language that allows for explanation and reflection. A cinquain is a five-line poem. Each student is given 5-7 minutes to write a cinquain,

The rules for writing synchronic poetry are as follows.

Line 1 names the theme with one word (usually a noun).

Line 2 describes the theme in two words (two adjectives).

Line 3 describes an action in the theme in three words.

The fourth line is a four-line sentence about the theme.

The fifth line is a one-word synonym that repeats the essence of the theme.

**Innovative methods** provide students with a differentiated approach and involve each student in the work, taking into account their interests, abilities and level of language learning. The interactive method enriches students with new experiences, stimulates vocabulary, encourages development and relieves fatigue.

Thus, at observance of all requirements to carrying out a lesson with the use of interactive methods, the teacher has an opportunity purposefully and effectively to form and improve students' speaking skills due to the fact that interactive methods increase motivation of cognitive activity in learning a foreign language, help to achieve interaction between students, develop critical thinking, based on the analysis of situations, independent search of information and lead to construction of the argumentative statement[7;41].

**To summarize, we can say** that the use of new information technology in the teaching of English is an integral part in the methods of teaching at the present time in the modernization of education, as with the application of modern technology learning process becomes more effective and personality-centered.

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## **DEVELOPMENT OF COMMUNICATIVE SKILLS IS THE BASIC MECHANISM FOR FOREIGN LANGUAGE COMMUNICATION**

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**Annotation;**teaching communicative competence, is one of the most popular themes in the period of the dialogue of cultures. New tasks in teaching English presuppose changes in the requirements for the level of language proficiency, content and organization of the material, the use of adequate forms of teaching, in different variants of its study. In this work the teacher relies on an integrated approach to teaching English, especially in the development of speech culture, development of such competences as communicative-strategic, discursive, socio-cultural.

**Key words:** communicative competence, non-traditional methods, communicative-oriented learning

Under the concept of modernization of education, communicative teaching in English language education has taken on a special importance. This is because communicative competence serves as an integrative competence that focuses on