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MODERN APPROACHES IN TEACHING ENGLISH LANGUAGE

Abstract. The main goal of teaching foreign languages is to train students to freely navigate a foreign language environment and to respond appropriately in various situations, that is, to communicate. Every language reflects the culture of the people who speak it. The task of the modern teacher is to create conditions for each student to improve their command of the language, to select teaching methods that allow each student to express their enthusiasm and creativity, and to stimulate cognitive activity during the foreign language acquisition process. Therefore, one of the main objectives is to cultivate an interest in this subject and strive to awaken the students' creative and intellectual abilities.

The aim of this article is to examine modern approaches, particularly those with a communicative focus, to designing English language lessons and to discuss their practical application.

The theoretical significance of the research lies in the comprehensive review of modern methods of foreign language teaching and in the theoretical substantiation of pedagogical conditions for applying modern technologies in the teaching process.

The practical significance of the research is that the theoretical principles can be actively used in the process of teaching foreign languages in general education schools. Additionally, this research explores conditions for effective use of modern pedagogical methods and developmental techniques. The introduction of modern technologies creates prerequisites for intensifying the educational process. They facilitate the shift from mechanical knowledge acquisition to mastering the skill of independently acquiring new knowledge. Modern

technologies contribute to the development, preservation, and enhancement of students' personal qualities.

Key words. Communication technologies, pedagogical technology, activity approach, video clip, language model.

Introduction. The modernization of educational content in the Republic of Kazakhstan at this current stage of societal development is closely tied to innovative processes in the organization of foreign language learning. The relevance of this research is justified by the fact that contemporary realities place special demands on preparing students for life not only by equipping them with knowledge but by providing them with methods for acquiring it. In other words, the shift in educational values necessitates teaching students how to learn independently. The purpose of this paper is to examine modern technologies, particularly communicative technologies, in English language lessons for their broad application in the educational process. This established purpose, in turn, requires setting the following tasks:

- to study and analyze methodological literature on the research topic;
- to examine the use of innovative methods in English lessons;
- to demonstrate the effectiveness of using advanced technologies in the process of learning a foreign language.

Currently, the focus is on the student, their personality, and their unique inner world. Therefore, the primary task of the modern teacher is to choose methods and forms of organizing students' educational work that align with the established goal of developing personality.

In recent years, the question of applying new information technologies in schools has received increased attention. These are not only new technical tools but also new forms and methods of teaching and a new approach to the learning process. The primary goal of teaching foreign languages is to develop and enhance students' communicative culture, training them in the practical use of a foreign language.

It is common knowledge that English represents one of the most challenging subjects in the school curriculum in Kazakhstan. Therefore, one of the main objectives of an English teacher is to foster interest in this subject, to inspire students' creative and intellectual strengths. English can serve as a hobby, a tool for work, or a subject of study in school or university. But it always remains one of the most beautiful and fascinating languages in the world. Studying English means expanding one's horizons, training memory, and gaining new opportunities in life.

The task of the modern teacher is to create conditions for practical language acquisition for each student, to select teaching methods that allow each student to express their activity and creativity, and to stimulate the student's cognitive activity in the foreign language learning process.

The theoretical significance of the research lies in the comprehensive review of modern methods of foreign language teaching and the theoretical substantiation of pedagogical conditions for applying modern technologies in the teaching process.

The practical significance of the research is that the theoretical principles can be actively used in the process of teaching foreign languages in general education schools. It also involves the implementation of conditions for the effective use of modern pedagogical methods and developmental techniques.

Materials and Methods of Research. The processes of renewal in the field of foreign language teaching in a national school create a situation in which teachers are given the right and opportunity to independently choose models for building foreign language courses, textbooks, and new technologies. It is the teacher in the new conditions who must choose from

the many methodological systems, the one that is more consistent with modern pedagogical realities and specific conditions for teaching foreign languages. The teacher's understanding of the processes underlying the functioning and development of the modern system of teaching foreign languages contributes to the choice of the most effective way to achieve the desired learning outcomes [1, p. 81].

The concept of a system-activity approach was first introduced in 1985 as a special kind of concept. What does "activity" mean? Firstly, an activity is always a purposeful system that is focused on results. Secondly, the result can be achieved only if there is feedback (correction, reverse orientation). It is important to see that all actions are not disrupted. Thirdly, it is necessary to take into account the psychological, age and individual characteristics of the student's personality development and the forms of activity inherent in these characteristics. Thus, any activity carried out by its subject includes the goal, the means, the transformation process itself and its result. The task of the school at the present stage is not to give a content of knowledge, but to teach how to learn.

The basic principle of the activity approach is that knowledge is not handed on a platter, students receive information by participating independently in research activities. The task of the teacher when introducing or working out the material is not to explain and tell everything in an accessible way. The teacher should organize the students' research work so that they find solutions to the problem independently and internalize grammatical and lexical structures. To activate the cognitive and practical activities of students in foreign language lessons, a variety of techniques, forms and methods of organizing the educational process can be used. The use of an activity-based approach forms the motivation of students to learn a foreign language and creates a positive emotional background of the lesson. The methods of work can be multiple: game forms of activity in the introduction and consolidation of new vocabulary, the use of toys, activation of speech activity with the help of a variety of didactic and handout materials, the creation of computer animation and presentations voiced in a foreign language [2, p. 90]. In English lessons, using a personality-oriented approach, students develop not only memory, but also independent thinking. When developing a system of educational tasks in the lesson, not only the complexity of the content of these tasks is taken into account, but also various methods of their implementation, which are set directly (in the form of rules, algorithms of actions) or by organizing an independent search (for example, when studying a particular topic "At school", "English street", "Would you like a cup of tea?" and others).

Of course, using this principle to guide the delivery of English lessons requires the teacher to constantly analyze their own activities. He must figure out how to most rationally come to the solution of any educational task, what actions need to be performed, what knowledge to use. By offering students their own ways as more professionally productive, the teacher can become the source of their formation, illustrate their students, thereby creating favorable conditions for mastering them [3, p. 11].

The use of a role-playing game involves independent linguistic behavior, the choice of vocabulary, intonation and style of behavior in a given situation. Students choose roles by playing out life situations. A business game (a model of human interaction in the process of achieving a certain goal) and a discussion (dispute, discussion, orderly exchange of opinions) are applicable.

The advantage of group work is that all students work at the same time; the time spent speaking a foreign language increases; mutual learning helps students deepen their knowledge; students learn to work together, according to rules and within the allotted time, to objectively evaluate themselves and others; the student's status in the team increases; working in a group, students show independence; they can help their classmates by successfully correcting statements. As part of the activity approach, it is advisable to use paired work in foreign

language lessons. The following examples illustrate paired work techniques developed by Rivin A.G. and D'iachenko V.K. [4, pp. 46-48]. For instance, the teacher divides the students into pairs and partitions a text into segments; each pair of students receives their own segment; their task is to read and translate their assigned segment and then create comprehension questions for it. The translation and the questions should be written down in a notebook. After completing their work with the text, students discuss it as a class. Another example mentioned by Rivin A.G. and D'iachenko V.K. is the reverse technique that can be used when the students are divided into pairs, and each pair receives an outline prepared by the teacher that they subsequently develop into a short text [5, pp. 171-173] also offer helpful descriptions of paired work techniques. In this article we would like to consider three examples from their work. The first example concerns the methodology of mutual transfer of topics which is designed to organize the study of theoretical educational material based on the work of students in pairs. Student One receives one rule, Student Two receives the second rule. Next, Student One explains, reminds, teaches the second, checks the level of his understanding. Then the students switch roles. The second example concerns the method of inter-examination which is designed to organize the processes of repetition, consolidation, and training. The teacher creates paired cards for students; one card contains exercises (five or six per card), the other contains answers to these exercises. The students are divided into pairs; one student receives the card with the exercises that they need to complete, whereas their partner receives the card with the answers and uses this card to check their partner's work. The third example concerns the methodology of mutual verification of individual tasks. Each student receives a set of cards that include all types of questions pertaining to the topic that has been covered in class; some cards contain only questions whereas others contain questions and their respective answers. Students work in pairs to take turns answering these questions and check each other's answers with the help of the answer key [5, pp. 171-173].

The role of the teacher in such foreign language lessons is crucial: the teacher must build the lesson in such a way as to transfer part of his functions to students, find the causes of failures, use problematic forms of learning, show students the criteria for assessment and self-assessment, track the real growth of each student's knowledge, accept the student's opinion, teaching the correct forms of expression, create an atmosphere of cooperation and good the psychological climate.

A real teacher shows his student an unfinished task, on which thousands of years of work have been put, but leads him to develop a building material, raising a building with him, teaches him construction [6, p. 26]. These words reflect the functional essence of the teacher's activity when using a systemically active campaign. The role of the teacher in such foreign language lessons is huge: the teacher must build the lesson in such a way as to transfer part of his functions to students, find the causes of failures, use problematic forms of learning, show students the criteria for assessment and self-assessment, track the real growth of each student's knowledge, accept the student's opinion, teaching the right forms of expression, create an atmosphere of cooperation and good the psychological climate.

The main task of teaching a foreign language at the present stage is the formation of a foreign language communicative competence, considered as a certain level of development of linguistic, speech, socio-cultural, compensatory and educational-cognitive competencies that allow the student to expediently vary speech behavior depending on the functional factor of foreign language communication. The communicative system-activity approach is the leading means of achieving this goal. It provides a complete and balanced coverage of all sides, aspects and operations of mastering a foreign language in the complex of all its functions.

The purpose of teaching foreign languages is to teach free orientation in a foreign language environment and the ability to respond adequately in various situations, that is,

communication. The communicative approach is motivated as well as possible: its task is to interest students in learning a foreign language by means of accumulating and expanding their knowledge and experience. Students should be ready to use the language for real communication outside of classes, for example, during a visit to the country of the language being studied, during the reception of foreign guests at home, during correspondence. At the same time, the term communication is not limited only to the establishment of social contacts through speech, it is the introduction of a person to the spiritual values of other cultures. A person speaks in order to influence the behavior, thoughts and feelings of other people through speech activity. This means that communication can be taught only by involving students in various activities, by modeling real-life communication situations based on the systematization of language material, which gives us a system-activity approach [7, p. 23]. The learning process within the framework of the communicative-activity approach is based on the communication model. According to this model, learning is as close as possible to real communication. Since the problems discussed do not, as a rule, have an unambiguous solution, the participants discussing them – the teacher and the students – are equal as speech partners. Therefore, the main feature of this approach is communication, which includes a number of characteristics that allow for the transition from the first social contacts to situations. Communication provides for a speech orientation of learning, stimulating speech-thinking activity, ensuring individualization, taking into account the functionality of speech, creating situational learning, observing the principle of novelty and unconventionality of the educational process.

The parameters of communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subjects of discussion, the situation of communication, the use of speech means: situations can be real, conditional, imaginary, fabulous. The main thing is that all of them should correspond to the age and psychological characteristics of the students.

With the communicative system-activity approach, the introduction of grammatical forms and work on them is carried out in context so that students can see how they are used to convey meaning. The instructions for the tasks contain a speech task. It is also important that there are no mechanical reproducing exercises: their place is taken by game situations, working with a partner, tasks for finding errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. The whole range of techniques helps to create a foreign language environment in which students should “function”: read, communicate, participate in role-playing games, express their thoughts, draw conclusions.

The communicative technique contributes to the rapid acquisition of conversational skills by students. This is achieved through the assimilation of various types of monologue speech, typical dialogues and forms of language modeling. Here, a specific language model is in the foreground. The basic unit of the lesson and the entire learning strategy of this technique is the act of speaking.

When teaching speaking skills, it is very important to take into account the ratio of its most important forms: monologue and dialogue (of an etiquette nature, dialogue-questioning, dialogue-prompting, dialogue-exchange of opinions, information) and polylogue. In teaching monologue speech, two ways are adopted in the methodology: “The way from above” – the initial unit of learning is the finished text; “The way from below” – at the heart of learning is a sentence reflecting an elementary utterance. The “way from above” is carried out through various retellings of the source text, creative processing of the material, when the source text is completely redrawn, speech becomes motivated, personally colored. Work on the text is usually preceded by classes in pairs, answers to questions, and filling out tables. As for the “path from below”, it involves the deployment of an utterance from an elementary unit-a sentence to a complete monologue. These are statements in connection with a topic or situation, a description

of a picture, an expression of one's attitude. Much attention is paid to the supports, the more carefully they are worked out, the better the unprepared monologue will be. The supports are individual in nature, trained students use minimal supports, weaker ones use deployed ones.

The unit of dialogue is a dialogical unity, a pair of replicas belonging to different interlocutors. Only together they represent a complete statement. The most appropriate method of teaching speaking is various forms of dramatization, including improvisations and role-playing games. Another form of group communication, close to genuine communication, is a discussion game, during which topical and interesting issues for students are discussed. Each student chooses a role that is convenient for himself and speaks on behalf of the character he has chosen. Thus, the psychological barrier of fear of language error is removed, and the opportunity to express your opinion is provided.

At the initial stage of training, the teacher usually assumes the role of an organizer of communication, supports the discussion with clarifying remarks, leading questions, draws attention to the original opinions of participants, controversial issues, and relieves tension. Over time, the role of the leader is transferred to one of the students in each group. The content of such discussions is usually any real-life problem. For example, career choices, future plans, relationships with parents, environmental protection, the role of women in society, and others. Discussion as a form of work is considered difficult and requires the manifestation of many qualities of communicants, who are required to possess a sufficient level of speech competence, i.e. readiness to engage in real communication. With the help of special exercises, the teacher teaches students to request information, clarify the information received, enter into a conversation, involve other participants in it, respond adequately emotionally to the remarks of communication partners, agree or disagree with the opinions of others.

The teacher instructs the children to implement these communicative actions with the help of statements of agreement/disagreement ('Right, I think the same'; 'I'm afraid you are wrong'; 'I think...'; 'Exactly!'; 'Absolutely!'; 'Personally, ...'; 'On the contrary...'; 'I don't think so'), phrases and clarifying questions ('What makes you think so?'; 'Where have you got this information?'; 'Do you mean...?'; 'What do you mean?'; 'What's your idea about this?'; 'I believe...'; 'Well, I suppose...'), emotional reactions ('Unbelievable!'; 'That sounds strange'; 'Incredible!'; 'How nice!'; 'Great!'; 'I can't believe it'), generalizing judgments ('On the whole'; 'In general'; 'Summing up all you've just said'; 'Let's come to a conclusion'; 'The result is...').

The ability to replicate is formed in students during the completion of various types of exercises: question-and-answer, replica and conditional conversation exercises. For example: 'Let's have a little chat. On hearing a statement each of you should say something. Follow the model of typical responses (exclamation, question, statement, request, suggestion, etc).'

Model: 'Our headmaster has invited a group of American high school students to our school.'

Exclamation: 'Fine! How nice!'

Question: 'When will they come?'

Suggestion: 'Let's take them to our disco.'

Request: 'Will you help us to talk to them?'

Exercises of this type stimulate conditionally communicative, unprepared and partially initiative speech of students in a foreign language. It is necessary to pay attention to the fact that these exercises alone cannot form students' ability to conduct a discussion. To achieve the desired results, it is necessary to teach students to combine these replicas in natural speech, naturally deploying communication. Therefore, you should try to use conversation at various stages of learning a foreign language.

Within the framework of the new educational paradigm, motivation to learn occupies an important place. The purpose of motivation is the formation of students' sustained interest in the subject, the development of communicative and creative abilities. Thus, the main task of a teacher is to choose techniques and methods to stimulate the active cognitive activity of students, the realization of the creative potential of each participant in the educational process. The selected techniques and methods of teaching a foreign language are designed to solve the following tasks such as to provide philological education for children, to introduce them from an early age to universal cultural values and national culture, create conditions for the formation of moral concepts and beliefs, create conditions for the development of creative and thinking abilities, to reveal the possibilities of using interdisciplinary knowledge for intellectual development.

The purpose of our work is to identify the possibilities of modern pedagogical interactive technologies as a tool to increase motivation for learning and learning effectiveness, and to develop students' creative abilities in English lessons. In accordance with this goal, the following tasks are defined:

- the study of innovative forms of education in domestic and foreign methodological literature;
- the use of IPT in English lessons as a means of improving learning effectiveness and developing creativity;
- creating conditions for creative activity in English lessons through various modern pedagogical technologies: project methods, game technologies, interactive technologies, dramatizations, the use of ICT, methods of working in pairs and small groups;
- generalization of the experience of using innovative forms of teaching in English lessons.

Thus, modern pedagogical technologies are not only the use of technical means of teaching or computers, it is the identification of principles and the development of methods for optimizing the educational process that increase educational efficiency. To use new computer technologies in life, new thinking is required, which should be brought up in a child from elementary school. For the current student, who will live in the information society of the future, the computer should become an integral part of his life. Therefore, the use of information and communication technologies (ICT) in the educational process is an urgent problem of modern school education. Teachers of the new generation should be able to competently choose and apply exactly those technologies that fully correspond to the content and goals of studying a particular discipline, contribute to achieving the goals of harmonious development of students, taking into account their individual characteristics [8, p. 53].

At the present stage of English language teaching, several groups of educational technologies are used:

- technologies of explanatory and illustrative education, which are based on informing, educating students and organizing their reproductive actions in order to develop their general educational skills;
- personality-oriented learning technologies that create conditions for ensuring students' own educational activities, taking into account and developing the individual characteristics of schoolchildren;
- technologies of developmental learning, the focus of which is a method of learning that promotes the inclusion of internal mechanisms of personal development of students, their intellectual abilities [9, p. 58].

The use of video technologies is very effective in shaping the communicative culture of students. Video materials provide great opportunities for learning a language, as they combine

several components, for example, listening and visual perception, which provides context. The use of video materials makes it possible to immerse students in the situation of familiarization with the traditions of relationships and cultures of the countries of the studied language, with the language of gestures and facial expressions. And most importantly, on the basis of video materials, students hear and study the live speech of native speakers. In addition to listening, with the help of video materials, the teacher has the opportunity to offer students various tasks, for example, to decipher facial expressions and gestures, to stimulate conversation and communication. The use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for teachers and students in terms of mastering foreign language culture, especially in terms of forming socio-cultural competence as one of the components of communicative competence in general.

The video text has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video text contains visual information about the place of the event, the appearance and non-verbal behavior of the participants in communication in a specific situation, often due to the specifics of age, gender and psychological characteristics of the personalities of the speakers. The visual series allows you to better understand and consolidate both factual information and purely linguistic features of speech in a specific context. Video materials provide opportunities for analysis based on the comparison and juxtaposition of cultural realities and characteristics of human behavior in various situations of intercultural communication. Watching videos can have a strong emotional impact on students, serve as an incentive and a condition for creating additional motivation in further educational, search and creative activities.

To use the video effectively in the lesson, you need to make sure that the content of the video materials used corresponds to the real level of general and linguistic development of students and corresponds to the content of a series of lessons on the topic, the duration of the video fragment used does not exceed the actual capabilities of the lesson /lesson stage, video clip situations provide interesting opportunities for the development of language, speech, and socio-cultural competence of students, the context has a certain degree of novelty/surprise, the text of the video is accompanied by clear instructions aimed at solving a specific and realistic learning task that is understandable to students and justified by all the logic of the lesson, the video equipment is configured and checked in advance, it is familiar to use for the teacher.

The global Internet offers foreign language teachers many useful resources. These are special programs for teaching foreign languages, as well as authentic material, which the teacher can select independently and adapt it to specific educational tasks. Today, we can say that the Internet, with all its wealth of resources, really contributes to achieving the main goal of learning a foreign language at school, namely, the formation of communicative competence. For the user, the implementation of a communicative approach on the Internet is not particularly difficult. The virtual environment of the Internet allows you to go beyond the time and spatial framework, providing an opportunity for authentic communication with real interlocutors on topical topics. Communicating in a true language environment, students learn to spontaneously and adequately respond to various meaningful, realistic, interesting and achievable tasks, which stimulates the creation of original statements, rather than the template manipulation of language formulas. However, we must not forget that the Internet is only an auxiliary technical means of learning. Thus, by competently integrating Internet information resources into the educational process, it is possible to form and improve speech skills using modern authentic materials, replenish the vocabulary with the vocabulary of the modern English language, to get acquainted with the peculiarities of speech behavior, culture and traditions of various peoples in terms of communication, to form a stable motivation for students' foreign language speech activity based on the systematic use of "live" materials and discussion of topical issues.

One of the most urgent and difficult problems of modern methodology is teaching oral communication. Teaching students to communicate in a foreign language in the context of the educational process is a rather difficult task. After all, natural speech is stimulated not by necessity, but by the need for real communication. Nowadays, in natural communicative situations, a person is much more likely to encounter dialogical and polylogical forms of communication. Therefore, it is necessary to allocate a significant place in the educational process to work in pairs and groups. With such forms of work, students achieve their goals by cooperating with each other. All students work in such lessons. They learn to listen and hear. Working in small groups, everyone gets the opportunity to identify their strengths and receive help in overcoming their weaknesses. By cooperating, students learn to work without supervision from the teacher, together with their friends, striving for the set goal. Teaching group interaction in the classroom has become not only a method of teaching oral speech, but a natural component of the educational process [10, p. 25].

Computer telecommunications are increasingly penetrating into various spheres of modern society, including science and education. The use of computer technology is a time requirement. The use of computer presentations in the educational process makes it possible to intensify the assimilation of educational material by students and conduct classes at a qualitatively new level, using instead of a blackboard projecting slide films from a computer screen onto a large wall screen.

The effectiveness of the impact of educational material on students largely depends on the degree and level of illustrativeness of the material. The visual richness of the educational material makes it vivid, convincing and helps to intensify the process of its assimilation. With such an opportunity as interactivity, computer presentations make it possible to effectively adapt educational material to the characteristics of students. Increased interactivity leads to more intensive participation in the learning process of the student himself, which helps to increase the effectiveness of perception and memorization of educational material. You can use a presentation in the educational process at various stages of the lesson, while its essence as a visual aid remains unchanged, only its forms change, depending on the purpose of its use. The use of a computer presentation will significantly improve the effectiveness of the lesson. [11, p. 97].

The presentation building tools available on the software market make it possible to create and, if necessary, modify computer presentations in a short time without programming. One of the most effective programs for creating presentations is Microsoft PowerPoint. It allows the teacher to create their own presentations in a short time. Using a computer presentation in the lesson allows you to increase the motivation of students, to use a large amount of illustrative material, intensify the lesson by eliminating time for writing material on the blackboard, to involve students in an independent learning process, which is especially important for the development of their general academic skills. In this case, the computer serves as a means to search for the necessary information, as well as an incentive for the formation of speech utterances.

Colorfully designed presentations arouse great interest at the initial stage of teaching. Presentations solve the problem of using visual material. For example, if you used to have to cut and paste pictures on a board, now you can use the Internet to find pictures and drawings and immediately paste them on a slide. If there are a lot of pictures, then arrange several slides. Creating presentations requires a creative approach on the part of the teacher and just a good knowledge of the computer, a lot of preliminary work: creating slides, each of which should logically fit into the structure of the lesson, selecting the necessary handouts and didactic material. It is a creative incentive for the teacher. Presentations help to satisfy the creative ambitions of teachers and replenish the base of methodological developments of lessons.

Working with presentations forces you to concretize voluminous material, formulate your thoughts very briefly and concisely, systematize the information received, presenting it in the form of a brief summary.

With traditional teaching methods, the teacher is the main information carrier for the student, he requires the student to concentrate attention, concentration, and memory tension. Not every student is able to work in this mode. Psychological characteristics of the character, the type of perception of the child become the cause of failure. At the same time, modern requirements for the level of education do not allow reducing the amount of information necessary for the student to learn in the lesson.

When organizing a lesson using NIT, information is provided to the student in a colorfully designed form, using animation effects, in the form of text, diagrams, graphics, and drawings. All this makes it possible to explain the educational material more clearly and easily than verbally. Today, new techniques using Microsoft PowerPoint presentations are being contrasted with traditional foreign language teaching. Forms of work using Microsoft PowerPoint presentations in foreign language lessons include: conducting pronunciation exercise, learning vocabulary, learning to read, teaching dialogue and monologue speech, working out grammatical phenomena.

Let's analyze some of them, for example, the study of vocabulary.

When introducing and working out thematic vocabulary, the stages of working with computer programs are as follows: demonstration, consolidation, control.

Presentation of the "Seasons".

Stages:

At the first stage – the introduction of vocabulary on the topic. Using a demo computer, the teacher selects a slide show: the first slide appears on the screen, the second slide shows phrases.

Students are watching and listening. The working time is about 1 minute.

At the Second stage, work is underway to refine pronunciation and consolidate vocabulary. Students work individually or in pairs, returning to slide 1 or 2, memorizing expressions and words. The working time is about 5-10 minutes, it depends on the number of words of the topic being studied.

At the Third stage, the control of the studied vocabulary is carried out. The teacher presents the next slide to the students.

Specify the correct translation option.

Which of the written words is superfluous in meaning.

Teaching dialogic speech.

A slide scene of this dialog appears on the screen.

Stage I – introduction to the dialogue.

Stage II – learning the dialogue.

Stage III – staging of the dialogue.

Students reproduce the dialogue first based on the slide, then stage it on their own.

The next stage is the control of dialogic speech. Students choose a task card (the teacher prepares the cards with a description of the situation himself) and compose their dialogue using the vocabulary of this program and showing their imagination.

The forms of lessons provide for the development of certain grammatical structures. Each lesson works out its own grammatical phenomena: affirmative, negative and interrogative sentences, degrees of comparison of adjectives, participle, passive voice, pronouns, any, structures there is / there are, prepositions, etc. All types of work in one lesson are aimed at working out a certain grammatical phenomenon. Animation effects, highlighting a grammatical phenomenon in bright color, and inserting a picture to facilitate understanding are

used to explain. Using a computer presentation in the classroom allows you to increase student motivation, use a large amount of illustrative material, intensify the lesson by eliminating time for writing material on the board, and involve students in an independent learning process, which is especially important for the development of their general educational skills.

Results and discussion. It is common knowledge that everything that people learn, they do in order to use their experience in future endeavors. Study of the history of foreign language teaching system development shows that the teaching methodology was carried out by forming a goal, concretizing the teaching content, clarifying methodological principles and techniques, determining the specific features of foreign language, solving the issue of the relationship between language and speech. Only an efficient teaching method can provide favorable conditions for all students, provide difficulties and prevent those qualities that will lead to failure, gaps in the acquisition of knowledge, in the formation of skills and abilities. Only the system of classes, regularity, discipline, use in everyday situations and the number of hours that you spend on it helps to acquire language to a certain level.

Conclusion. Summarizing the use of modern technologies in foreign language lessons, we can say that communication technologies speed up the learning process, contribute to a sharp increase in students' interest in the subject, improve the quality of learning the material, allow individualization of the learning process, and make it possible to avoid subjective assessment.

Thus, the introduction of modern technologies creates prerequisites for the intensification of the educational process. They make it possible to use psychological and pedagogical developments in practice, ensuring the transition from mechanical assimilation of knowledge to mastering the ability to independently acquire new knowledge. Modern technologies contribute to the disclosure, preservation and development of personal qualities of students. The use of modern pedagogical technologies allows you to switch from learning as a function of memorization to learning as a process of mental development, from a static model of knowledge to a dynamic system of mental actions, from focusing on the average student to differentiated and individual training programs and from the external motivation of learning to the internal moral and volitional regulation.

The purpose of teaching a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. The tasks of the teacher are to activate the activity of each student in the learning process, to create situations for their creative activity. There are, of course, many non-standard forms of teacher work that activate the attention, and therefore the interest of students in a foreign language. The use of modern tools such as computer programs and Internet technologies, as well as training in collaboration and project methods allow us to solve these problems. The main purpose of teaching a foreign language to secondary school students is to educate a person who is willing and able to communicate, people who are willing and able to receive self-education. Participation in various international programs, the opportunity to study abroad presupposes not only a high level of foreign language proficiency, but also certain personality characteristics: sociability, lack of a language barrier, knowledge of international etiquette, a broad outlook, the ability to 'present' oneself. As a rule, when performing various tests for admission to a higher educational institution or participating in competitions or Olympiads, a strict time limit is set for each task, which also requires a special type of training.

It is modern technologies that can make the educational process personally significant for a student, in which he will be able to fully unleash his creative potential, show his research abilities, imagination, creativity, activity, independence. The entire success of pedagogical work depends on the self-improvement of the teacher. Only a creatively working teacher can educate a creatively working student. It is important to understand each child, teach them to learn, and educate them with each lesson. To arouse and develop students' interest in the

subject' English' is a responsible and difficult task, it requires enthusiasm, will and pedagogical skills from the teacher.

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СОВРЕМЕННЫЕ ПОДХОДЫ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Основная задача изучения иностранных языков заключается в формировании навыков свободного ориентирования в иноязычной среде и способности адекватно реагировать в различных ситуациях, что подразумевает эффективное общение. Каждый язык является отражением культуры народа, использующего его. Современный учитель должен стремиться создать условия для практического освоения языка каждым учащимся, а также подбирать такие методы обучения, которые способствовали бы активному проявлению индивидуальности и творческого потенциала каждого ученика. Важно также стимулировать познавательную активность учащихся в ходе изучения иностранного языка. Одной из ключевых задач является формирование интереса к предмету, а также пробуждение творческих и интеллектуальных способностей учеников. Основная цель данной работы заключается в тщательном изучении современных технологий, в частности коммуникативных, в контексте уроков английского языка с намерением их широкого применения в образовательном процессе.

Теоретическая значимость исследования состоит в том, что полностью рассмотрены современные методы обучения иностранному языку, теоретически обоснованы педагогические условия применения современных технологий в процессе обучения.

Практическая значимость исследования заключается в том, что теоретические положения могут быть активно использованы в процессе обучения иностранному языку в общеобразовательной школе. А также, реализация условий эффективного

использования современных педагогических методов и развивающих приемов. Внедрение современных технологий способствует активизации образовательного процесса. Они предоставляют возможность практически применять психолого-педагогические разработки, что обеспечивает переход от механического запоминания знаний к умению самостоятельно осваивать новую информацию. Современные технологии помогают раскрывать, сохранять и развивать личностные качества учащихся.

Ключевые слова. Коммуникативные технологии, педагогическая технология, деятельностный подход, видеофрагмент, языковая модель.

АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ЗАМАНАУИ ТӘСІЛДЕР

Аңдатпа. Шет тілдерін оқытудың негізгі мақсаты – шет тілді ортада байланысқа түсуге және әр түрлі жағдайларда, яғни қарым-қатынаста еркін әрекет ету қабілетіне үйрету. Әр тіл сөйлейтін халықтың мәдениетін айқындайды. Қазіргі заман мұғалімнің міндеті – әр оқушы үшін тілді практикалық меңгеруге жағдай жасау, әр оқушыға өзінің белсенділігін, шығармашылығын көрсетуге мүмкіндік беретін оқыту әдістерін таңдау, сондай-ақ шет тілдерін оқыту процесінде оқушының танымдық белсенділігін арттыру. Берілген жұмыстың мақсаты – оқу процесінде, ағылшын тілі сабақтарында заманауи технологияларды, атап айтқанда коммуникативті технологияларды егжей-тегжейлі анықтау.

Зерттеудің теориялық маңыздылығы: шет тілін оқытудың заманауи әдістері толығымен қарастырылған, оқыту процесінде заманауи технологияларды қолданудың педагогикалық шарттары теориялық тұрғыдан негізделген.

Зерттеудің практикалық маңыздылығы теориялық ережелерді жалпы білім беретін мектепке шет тілін оқыту процесінде белсенді қолдануға болатындығында. Сондай-ақ, заманауи педагогикалық әдістер мен дамыту әдістерін тиімді пайдалану шарттарын іске асыруы. Заманауи технологияларды енгізу білім беру процесін қарқындатуға алғышарттар жасайды. Олар білімді механикалық игеруден жаңа білімді өз бетінше игеру қабілетіне көшуді қамтамасыз ететін психологиялық-педагогикалық әзірлемелерді іс жүзінде қолдануға мүмкіндік береді. Заманауи технологиялар білім алушылардың жеке қасиеттерін ашуға, сақтауға және дамытуға ықпал етеді.

Кілт сөздер. Коммуникативтік технологиялар, педагогикалық технология, белсенділік тәсілі, бейнефрагмент, тілдік модель.