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«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»

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XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ

XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS

of the XII International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2017»



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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

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SKYPE AS AN EFFECTIVE TOOL OF ENHANCING STUDENTS' SPEAKING SKILLS

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Skype is the free voice over internet protocol (VOIP) service that gives users an opportunity to communicate via internet connection by combining voice, video, and instant messaging. Skype is considered to be the most popular VOIP service in the world and is used by millions of people every day.

Skype enables both a real-time discourse and the relay of information with a time lag. Obviously, learning from synchronous communication is enhanced. The reason is that there is an opportunity in real-time conversations for learners to explore, through writing or talking, the class concepts. The act of verbalizing helps them build bridges between different ideas and concepts, thus helping them retain information more effectively. Skype allows users to have person-to-person or person-to-group online chats or conferences, which enables communication without time and space restrictions. It is the feature which makes Skype a potential tool for language teaching and learning. According to Elia, Skype facilitates language tandem exchange in which "two people of different mother tongues collaborate in the learning of each other's language" [1]. It allows students to kick off language exchanges wherever they have an access to the Internet. Furthermore, Skype contribute to share files or screen shots as needed.

Turning to the asynchronous communication, it is clear that it allows learners to answer the question or do tasks in detail and accurately as soon as they *have plenty of time to formulate thoughts. This time lag in communication helps students internalize information by giving them time to scrutinize certain ideas or merely extra time for deliberation.*

The growth of the Internet has changed how people communicate and exchange information with one another. *Skype*, a software application for online communication, has been used in classes at various levels, providing many possibilities for teaching and learning. It was investigated by using the ACTIONS model to assess their pedagogical value in language teaching and learning process.

The ACTIONS model, proposed by Bates, is a practical guide for teachers and policymakers to select and evaluate the use of technologies for teaching and learning[2].

It involves the following criteria:

Access: How accessible is a particular technology for learners?

Costs: What is the cost structure of a particular technology?

Teaching and learning: How does a particular technology support teaching and learning?

Interactivity and user-friendliness: How does a particular technology facilitate interaction among learners? How easy is a particular technology to use?

Organizational issues: Are any class organizational changes needed?

Novelty: How new is this particular technology?

Speed: How quickly can courses be taught and learned via this particular technology?

With these criteria in mind, this review aims to provide those involved in language education—be they teachers or students—with a reference tool to help them consider whether using *Skype* might be useful and appropriate for their learning situation.

The use of Skype supports teaching and learning in many ways. Primarily, the given mode of social network promote collaborative learning, no matter if the cooperation happens in group-to-group, group-to-person, or person-to-person. Via Skype, language learner can practice speaking

skills by participating in a Skype lesson led by teacher. Also, there is a chance to organize a discussion lesson or a lecture with a native speaker or a foreigner with advanced level of English in order to motivate students. Such opportunities support collaborative teaching and learning. Secondly, Skype promote authentic learning. According to Lombardi, authentic learning emphasizes “real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in a virtual community of practice” [3] . As soon as learners are given real-world relevant tasks, they are required to distinguish information, to participate in the conversation, to adapt themselves to unfamiliar contexts, and to work with people from different cultures. These could be exemplified as the ways of improving speaking skills by participating in a context of authentic learning

Finally, many functions built into Skype can be used to facilitate teaching and learning. Functions on Skype such as group calls, sending files and messages, and sharing screen shots make a computer a virtual white board that language teachers and learners can draw on during lessons.

Undeniably, there is a wide range of methods to explore Skype in teaching-learning process. here are some ideas and experiences:

Skype offers incredible functions in the area of the audio and the video and, especially, introduces constant innovations that can be used by better performance from the didactic point of view. It helps:

- To practise the oral language, improve oral communicative competences.
- To investigate, develop and validate pedagogic innovative models for a social learning that helps the students to obtain their aims of a self-guided way and to establish social nets.
- To create a group of discussion with other pupils which allow them to learn on other cultures, traditions, countries and so on.
- To create real educational situations, one learns when one practise in real situations.
- To work in collaboration with other schools, other teachers, parents, etc.

Furthermore, Skype enables students:

- To share files with their partners.
- To create groups of discussion with their friends.
- To learn about other cultures, traditions, countries.
- To meet other people and practise other languages.
- To request advise to their teachers, family or friends.
- To share thematic chats.
- To improve their basic competences, above all communicative competences and digital competences.[4]

Moreover, plenty of extra tools could be found in Skype, for instance PAMELA, which is useful in assessing students. It allows learners to record their Skype conversations and, then, to create a podcast and upload it into their blog. Thus, educators can listen to it in order to evaluate the level of speaking skills of language learners. Additionally, Pamela has features like as simplicity and availability. Another extra tool of Skype is Call Recorder to record your Skype conversations too. However, there are many other tools in Skype which we can use in the educative world.

All modes of speaking should be considered in teaching language so that students will be able to lead a monologue and be involved in dialogue and multilogue. In terms of monologue speaking, language learners could be given activities which include tasks such as describing something, telling the story and retelling the story. This is considered a chance to give students an opportunity to make a small presentation. Turning to dialogue speaking, students are required to lead a discussion with the teacher and to use conversation skills that they have learned throughout the course. Moving to multilogue speaking that is also called the discussion and debating. Here, the discussions are student-generated, and students are put into groups where as a group, they decide on a topic they feel would be of interest for the rest of the classroom.

To conclude, Skype is a unique tool which can be used in enhancing students’ English level, especially the oral skills. There is a broad range of activities to perform with Skype, that educators have an opportunity to choose relevant and appropriate activities according to one’s syllabus, lesson

plan and topics which are most of the students' interest. The methodology that is used in teaching-learning process is one of the most essential issues, so the activities must be very well-designed in order to reach one's targets. It is clear that structuring lessons and meaningful tasks into the Skype framework is a challenge for the foreign language teaching community. Skype can be a perfect tool to help students to improve their communicative and digital competences.

Literature:

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ACTIVITIES TO FACILITATE SPEAKING IN A SECOND LANGUAGE

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Throughout the years English was taught just as a foreign language at schools. Teachers taught with grammar Translation Method, which used translation, grammar study, recitation, and dictation to practice English. These methods helped students translate texts. Teachers didn't need to teach pupils to speak English well. But nowadays, not only students or pupils but all people recognize the value of English. As we see today's learners are absolutely different than the past. Because, knowing English help people becoming smart in all fields of society. They want to use English for different purposes: such as communicating with people from the other part of the world, listening to news broadcasts and analyzing what's going in the world, and watching films or just being a professional interpreter or guide-translator. In a nutshell, people began to live with worldwide. Translating written texts don't satisfy students any longer because students straight for to communicate, not just translate. That is why teachers need to teach pupils how to speak and listen, as well as read and write. Unfortunately, the Grammar Translation Method will not help your students speak English well where traditional exercises such as recitation and dictation do not prepare pupils to communicate with other English speakers. Therefore, teachers must use new methods in order to promote their speaking skills. If we want our students to speak English well, they must practice by speaking English in the classroom. Communicative methods make pupils do things in English. These methods help teachers and students communicate using English. The teacher in the classroom acts as an organizer of communication, sets leading questions, draws attention to the opinions of the original students, acts as an arbitrator in the discussion of controversial issues. Another good thing about Communicative method is that most of the time in the classroom the teacher talks less and listens more, only directing the activities to the students. The teacher gives the exercise, and then, when students are speaking with each other, he recedes into the background and acts as an observer [1, p. 46].

It is important to note that speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A