

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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Студенттер мен жас ғалымдардың
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XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
of the XI International Scientific Conference
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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только на разных языках, но и на одном быть не может. Переводчику важно стремиться к максимальной степени содержательной и формальной близости перевода к оригиналу, потому что оригинал оценивается читателями по тексту перевода и воспринимается так, как будто он и есть оригинал. Несомненно, что отличия в подходе переводчиков по воссозданию романа «Der Funke Leben» заслуживают пристального изучения, что и является целью нашего дальнейшего исследования.

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A CREATIVE APPROACH TO TEACHING GRAMMAR

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Annotation: This article is devoted to the importance of grammar teaching and implementation of creative approaches to teach children. These approaches provide pupils with abilities to learn grammar as soon as possible and to obtain a high quality education.

Key words: creative approach, learning foreign languages, teaching grammar.

To judge by the way some people speak, there is no place for grammar in the language course nowadays; yet it is, in reality, as important as it ever was exercise of correct grammar, if he is to attain any skill of effective use of the language, but he need not know consciously formulated rules to account to him for that he does unconsciously correctly. In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary. No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes: “Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you rules of English grammar. In a sense, you are an English grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore

by applying your rule you can easily tell whether a sentence that you hear is a grammatical English sentence or not.” A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to speak, read, and write in the target language. [1,252-269]

The main difficulty of the reproductive (active) grammar skills is to correspond the purposes of the statement, communicative approach (a question, answer and so on), words, meanings, expressed by the grammatical patterns. In that case we use basic sentences, in order to answer the definite situation. The main factor of the forming of the reproductive grammar skill is that pupils need to learn the lexis of the language. They need to learn the meanings of the words and how they are used. We must be sure that our pupils are aware of the vocabulary they need at their level and they can use the words in order to form their own sentence. Each sentence contains a grammar structure. The mastering the grammar skill lets pupils save time and strength, energy, which can give opportunity to create. Learning a number of sentences containing the same grammatical structure and a lot of words containing the same grammatical form isn't rational. But the generalization of the grammar item can relieve the work of the mental activity and let the teacher speed up the work and the children realize creative activities. [5,2-6]

The process of creation is connected with the mastering of some speech stereotypes the grammatical substrata is hidden in basic sentences. Grammar is presented as itself. Such a presentation of grammar has its advantage: the grammar patterns of the basic sentences are connected with each other. But this approach gives pupils the opportunity to realize the grammar item better. The teaching must be based on grammar explanations and grammar rules. Grammar rules are to be understood as a special way of expressing communicative activity. The reproductive grammar skills supposed to master the grammar actions which are necessary for expressing thoughts in oral and written forms. The automatic perception of the text supposes the reader to identify the grammar form according to the formal features of words, word combinations, sentences which must be combined with the definite meaning. One must learn the rules in order to identify different grammatical forms. Pupils should get to know their features, the ways of expressing them in the language. We teach children to read and utter by means of grammar. It reveals the relation between words in the sentence. Grammar is of great important when one teaches reading and auditing. The forming of the perceptive grammar and reproductive skills is quite different. The steps of the work is mastering the reproductive skills differ from the steps in mastering the perceptive skills. To master the reproductive grammar skills one should study the basic sentences or models. To master the perceptive grammar skills one should identify and analyze the grammar item. Though training is of great importance to realize the grammar item. [2:15]

There is no 'right' way to teach English grammar. However, if you vary your approach to teaching grammar, you will help more students to understand and use it, both in exams and in real-life situations. Using examples and having students guess grammar rules can help them learn and use the rules successfully. Seeing how the language works in context can have more impact than just memorizing a grammar rule. Here are three different ways to teach a grammar point. The examples here are about reported speech, which is commonly taught in secondary English textbooks, but you could use any grammar point: This approach focuses mostly on the grammar rule. MrsAparajeeta writes the grammar point on the board ('Reported Speech') and gives them the following rule. 'If the verb in the original sentence is in the present tense in direct speech, it shifts to past tense in reported speech.' After that, she tells students to do the exercises on reported speech in the textbook individually. She then asks them to memorize the rule for homework. This approach is more interactive, as the teachers ask students to come up with examples. MrKapur writes the grammar point on the board ('Reported Speech') and explains the rule (as above). As he explains, he writes some examples of changing direct speech to indirect speech on the board, as shown in Table 1.

Table 1 Examples of direct and reported speech

	<i>Introduction</i>	<i>Directspeech</i>	<i>Reportedspeech</i>
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Example	Kemal <u>said</u> :	'I want a samosa.'	Kemal <u>said</u> that he wanted a samosa.
Tense	Simplepast	Simplepresent	Simplepast

Then he organizes students into groups and asks them to write some sentences in direct speech. He asks groups to exchange their sentences and change them from direct speech to indirect speech. In this approach, the teacher gets the students to try to guess what the rule is from examples. Mrs Agarwal writes a sentence using reported speech on the board: 'Sachin Tendulkar said he had never tried to compare himself to anyone else. She writes Sachin's original sentence on the board: 'I have never tried to compare myself to anyone else.' She then asks students to tell her the differences between the sentences. She does this with a few more examples, and asks students if they can say what the rules of reported speech are. Once the students say their ideas, the teacher explains the rules, and asks her students to practice with some other sentences. Over the next few lessons, try each of these approaches with your classes. After each lesson, think about what your students learnt with each approach: which students have learnt the grammar point and which students need more help to become confident with the grammar point? How will you help these students? Can they help each other? Then compare your experiences with Resource 1, which gives the benefits and challenges of each approach listed above. [4, 20]

Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

Three reasons why people are motivated to be creative:

- 1) need for novel, varied, and complex stimulation
- 2) need to communicate ideas and values
- 3) need to solve problems

In order to be creative, you need to be able to view things in new ways or from a different perspective. Among other things, you need to be able to generate new possibilities or new alternatives. Tests of creativity measure not only the number of alternatives that people can generate but the uniqueness of those alternatives. the ability to generate alternatives or to see things uniquely does not occur by chance; it is linked to other, more fundamental qualities of thinking, such as flexibility, tolerance of ambiguity or unpredictability, and the enjoyment of things heretofore unknown. [4]

We have such a conclusion that the forming of grammar skills depends on training. Training is of great importance to realize the grammar item. We must use a lot of creative training exercises for the assimilation of grammar. We should provide the motivation of learn English, encourage children to communicate and remember that the correction of errors in the early stages of a language course may foster the following negative aspects:

- children lose confidence when they have fear of making grammar mistakes
- children become reluctant to take risks: they only say the information they know they can say.

We should realize the importance of training exercises and the role of the creative approach to teaching the children. Besides, the teacher must have a clear idea of the grammar of the language, its structure and usage; everything he teaches must be based on it; he should always be conscious of introducing or practicing some point of grammar.

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LISTENING SKILLS ENHANCEMENT AS A CRUCIAL POINT IN THE ENGLISH LANGUAGE TEACHING

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Perception and understanding of oral speech is an arduous psychological process. Comprehending depends on short term and long term memory, perception, logic, consciousness, comparison and summarizing. In the process of listening phonetic and intonation abilities should be formed by students' consciousness. Being a complex process, special problems are needed to be mentioned. [1, 15p] They are:

- The lexical and grammatical material can be unfamiliar, it becomes quite challenging for a student of secondary school to comprehend the speech. This problem can be solved by extending passive and potential vocabulary of students.

- It is trivial that everyone has got their own peculiarities in pronunciation and intonation. Students are usually get used to their teachers' speech and might be unable to understand speech of others. This problem can be solved by utilizing technical devices on a daily basis.

- In order to be understood teachers speak at a slow pace at classes. They usually get accustomed to this kind of speech and it is difficult for them to understand natural speech. Usage of audio and video materials is one of the solutions.

- At lessons teachers repeat utterances several times in order to be comprehended by students. Students study this kind of repetition. At senior classes teacher should be able to teach students to know the meaning of words without repeating the utterance, because in real communication people do not repeat what they have said. In some cases listening to the material for the second time might be applied, regarding the fact that a teacher will provide extra material in the repeated listening. For example: In the repeated listening please pay attention to the main characters, time and place of the action;

- The following problem is: if the listener faces body language, it is easy for him to understand the speech. However, this can not happen all the time (talking to the phone, listening to the radio etc). Prerequisite of overcoming difficulties mentioned above is to utilize wide range of technical equipment and the proper organization of exercise for improving listening skills.[2,108p]

To enhance listening abilities four type of exercises can be offered.

1. Overcome the linguistic and physiological hardness before listening to the text.
2. Do listening exercises. By listening to the text students need to identify the title and idea of the text, fill in the gaps and answer different type of questions.
3. Complete comprehension of the material. Developing such abilities as: analysis of the listened material, depicting sound differentiation of characters.
4. Make conclusion.

Requirements for listening materials:

1. The content of the material should contain educational peculiarities and fit the age of the students.