

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



Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016»** атты  
XI Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

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

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PROCEEDINGS  
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**«SCIENCE AND EDUCATION - 2016»**

2016 жыл 14 сәуір  
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Films turn out to be an effective teaching device not only develop the learners' listening skills but also stimulate their imagination simultaneously.

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### **METHODS AND DIFFICULTIES OF TEACHING SPEAKING IN ENGLISH LANGUAGE**

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It has been a long time since the learning of foreign language was typically based on passive rote learning of new words and collocations. Even though there was a huge number of methods and approaches, regarding to our country, the revolution in education occurred only in the 20<sup>th</sup> century. To be more particular, aims and approaches altered significantly. Nowadays the majority of people all over the world learn foreign languages. The number of methods increased to the number of people subsequently. However, each method has got its pros and cons. “The old school “principle is exposed to acute criticism in spite of the effectiveness of “classic” style of teaching. As a rule, it was inevitable to pore over books, waste time to reading and translating a text, then retell it and complete a list of exercises. Final exams usually were led in the form of dictation or essay.

One of the oldest techniques is considered to be classical or fundamental method. The aim is not only the study, but also the understanding of delicacy and details of foreign language. The main objective of such technique is the formation of foreign language grammatical base. The audience that is encompassed is the people who are going to learn the language from the very beginning. Actually, such method is well-known in primary schools. It should be noticed that fundamental method is mostly preferred in many linguistic institutions in Kazakhstan as well as abroad. Generally, the simplified algorithm of it is grammar learning, its basic rules utilization of which is depicted on examples and later fastened with the set of tasks. The most popular representative of traditional language learning is N. A. Bonk. Undoubtedly, her English textbook in a co-authorship with other adherents of this method is a template that has held out the competition with modern methods. The only drawback seems to be the lack of speaking experience that could be filled by integration with communicative method of language learning.

Linguistic socio-cultural method as a branch of communicative one reduces the role of lexical and grammar rules and rises communicative means. Moreover, it gives an opportunity not only to speaking, but self-expression. Thus, following the principles of linguistic socio-cultural method, it is inferable to claim that foreign language is a so-called “mirror” reflecting customs and traditions, lifestyle, culture and history of learning language.

During the last 20 years communicative approach remains on the top of most usable teaching methods. Shortly speaking, it is leaned on integration of two major directions in language teaching: traditional and modern ones. Evidently, that the main point of it is speaking, or to be more accurate, overcoming of fear to speak. In addition, writing, reading and listening on a par with speech should be improved. It should be taken into consideration that in this case grammar material would be recognized in the process of oral interaction. For instance, students learn some collocations, phrases and then scrutinize them in order to point out grammar constructions. In other words, oral study is working in advance.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

In essence, the utilization of communicative approach alters the structure of the lesson completely as a result of adding team work, role play and tasks to analyze, to compare or to find mistakes. As a rule, such lessons make the memory and logic work actively, develop critical thinking and motivate to express personal opinion what is meant to be the purpose of communicative approach.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. Such type of dialogue is structured and quite predictable, and often there is only one correct, predetermined answer.

In contrast, the purpose of real communication is to accomplish a task, such obtaining information or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Speaking activities, such as role plays and discussions, need to resemble real life situations, when students must work together to develop a plan, solve the problem, complete the task. Effective learning has connotations of using minimal responses, recognizing scripts and utilizing language to talk about language. As tutors develop control of diverse clarification strategies, learners will gain confidence in their ability to manage the situation encountered outside the class.

Today's IT-industry allows getting a free access to unlimited interactive resources. So it becomes crucial to adjust all this stuff to the studying process. If insertion succeeds, learner's interest to history, culture, customs and other indispensable elements of language will be stimulated. Consequently, prominent skills will be shaped essential in learning.

Both motor-receptive skills and interaction adeptness are usually required in conversation. Many times this pairing calls upon effective understanding of the two in order to implement oral exercises in an effective manner. Motor skills involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. Interaction skills involve making decisions about communication, such as what to say and how to say it. Keeping in mind the difference, the

class level should play a large part in determining which of the two skills are predominately used during the course.

Generally the situation or setting makes a difference in the way the speaker uses the language, for instance, time limitations. In other words, it depends on the time given to “process” his thoughts before speaking them out loud. Other conditions like interaction with one person or the whole group can also affect the use of language as there are diverse situations do have distinct aspects and thus can influence the way in which the speaker uses language.

Learning is an active collaboration of two sides, namely teacher and student, that’s why it cannot be completed by one-sided work. Feedback is the method of examining comprehension as the interaction unfolds. From the speaker’s position, this may include asking the other person’s opinion, defining one’s meaning or intent with a summarization. From the listener’s point of view there is a comparable point of reactions which complement the speaker’s opinion, such as indicating understanding by gesture or facial as well as indicating uncertainty by interrupting the speaker where necessary to express one’s reservation with the exchange in dialogue.

Turn-taking is the knowledge which comes with negotiating the control of a conversation. A speaker has to be efficient at getting a turn and to be proficient at letting another speaker have a turn. Practical turn-taking requires 5 abilities: knowing how to signal that one wants to speak, recognizing the right moment to get a turn, how to use this structure in order to get one’s turn properly and not lose it, the ability to recognize other people’s signals or desire to speak, the ability to acknowledge other people’s signals and let them take a turn.

Communication strategies are approaches designed to deal with conversation difficulties: achievement and the reduction strategies. Both are aimed to compensate the problem of expression. If the learner uses an achievement strategy, he will attempt to compensate for language disparity by improvising a substitute through guess-work or intuition. In using achievement strategies, speakers do not lose or alter any of their message. On the other hand, when using the reduction approach, the learners may reduce their message in order to bring it within the scope of their knowledge or else to abandon their central idea and attempt something more manageable.

In regard to the structure of the lesson, so-called “mixed” approach should be worked out to achieve strong effect.

Speaking is an oral activity that owns specific features such as:

1. Motivation. A human usually starts talking if he has a motivation. In the basis of communication are two primary demands: communication as a natural need and interaction as a definite speech act with a specific goal. The first type can be defined as a general communicative motivation while the second is the situational one. To clarify, the second type dwells upon the creation of speech situations, usage of materials, etc.

2. Activeness. Speaking is always an active process which illustrates an attitude of speaker to the surrounding, both while talking and listening. Precisely, activeness provides initiative talk of interlocutor what is so crucial to the goal achievement of interaction.

3. Purposefulness. Any utterance has got its unique targets such as collocutor’s persuasion, maintenance, recognition and so on. Such aims can be classified as communicative objectives and each of them is required to influence interlocutor to change his behavior (verbal/non-verbal).

4. The connection with activity. Speaking mostly depends on the person’s lifestyle. First of all, substantial aspect of speaking is entirely caused by the domains of human activity. Secondly, the need to convince somebody appears only if the situation is the result of events referred to the speaker.

5. The connection with communicative function. Intellectual activity is aimed at committing an act of speech and submitted to it.

6. The connection with individuality. Speaking is stipulated by individual components. It is evident that each individual is unique and can be revealed in conversation. Speaking development should pass in maximally convenient conditions, with encompassing all areas of consciousness.

7. Situation. This pattern is manifested in the correlation of speech units with the major components of the communication process. Thus, any uttered speech unit can affect further course of communication development, if it is semantically fits the context of interlocutor activities. This speech unit can change the flow of communicative tasks and affect motivation. If it does not perform such functions, it is invalid.

8. Heuristic. Speaking activity cannot be fully learnt and predicted. Communicative situations differentiate constantly, so the speaker should be flexible and be able to talk on diverse issues.

9. Independency

10. Pace

Overall, the underlying difficulties in teaching speaking are connected with the motivation of communicative function and can be distinguished like:

- The fear of talking in English, making mistakes, undergoing criticism;
- Misunderstanding of communicative objectives;
- Deficit of language skills;
- Non-participation in discussions.

Also of importance are interaction activities which can be used in a speaking class. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding itineraries, deciding a price range to spend on gifts, developing a story from random picture cues. Problems may arise from the restricted cooperation because of the students' limited vocabulary. However, as students move towards a monologue, as learners they may begin by not speaking smoothly. The teacher must focus on having students use language in order to complete a task rather than practicing language for its own sake.

Another example of an interaction activity may be the development and usage of role playing. Learners first take part in a preliminary activity which introduces the topic and the situation as well as some background information. Such activities may include brainstorming or ranking exercises. An example might be a role play where the students prepare to rent an apartment. Students first interview one another about the available accommodations and their desired living arrangements.

Yet, problems can arise when using interaction activities in the classroom, such as a students' inexperience in focusing on a particular topic or a limited vocabulary for developing the necessary explanation. Different cultural backgrounds at times may also interfere with the uniform picture of the situation.

Accuracy in a speaking class includes the control of grammar and pronunciation as a part of learning language fluency. For speech to be free of errors the speaker must process and produce comprehensible information. This requires the speaker to generate speech that is acceptable in both content and form. The role of accuracy in a speaking class is created by the teacher's providing opportunities for learners to engage in natural interaction in conversation through the use of communicative tasks. Teachers should generally sit back and let learners engage in the natural interaction process whenever possible.

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## EMOTIONAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

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Education is one of the largest factors in the development of any country, especially for such a young country as Kazakhstan. Joining the western system of education has brought about many changes in teaching characteristics and style. The modern system encourages expects teachers to be more mobile, which requires competencies such as emotional intelligence and communication. There is an increasing emphasis on the more effective aspects of education, on personal and social development, on understanding what makes children and young people become effective learners and on personalizing their learning experiences.

In a time of budget cuts, intense societal pressures on youth, and national testing standards, the strain on educational funds to fulfill the diverse needs of our children is becoming increasingly apparent. This calls for innovative approaches to addressing the academic, social, psychological, and physical health needs of developing students. Because of its wide ranging impact, emotional intelligence prevention and intervention programming may be the key investment that secures a positive future for our children.[1]

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.[2]

Most people first heard the term “emotional intelligence” around 1995 with the publication of Daniel Goleman’s best-selling book “Emotional Intelligence”. In that work, Goleman laid out a powerful case that such factors as self-awareness, self-discipline, and empathy determine personal and professional success. He drew on the work of numerous leading scientists and authors who were working to define and measure the skills of emotional intelligence.[3]

Currently, there are three models of emotional intelligence:

- Ability model (Mayer, 1990).
- Mixed model (Goleman, 1998).
- Trait model (Bar-On, 1997).

The well-known British expert in the field of education development, Alan Mortiboys (2011), argued that teaching activity consists of two main elements: subject knowledge and teaching methods. He explained that the process of teaching activity has a third critical component without which the process loses its integrity and effectiveness. This component is called "emotional intelligence" (EI). In Mortiboys’ view, emotional intelligence is that very important ingredient which makes the process of teaching highly effective. Numerous studies demonstrate that the application of emotional intelligence in the educational and teaching processes allows the teacher to effectively develop their skills, abilities, competencies, and promote the application of the most appropriate strategy.