

quizzes as homework. The teacher can track the work of each student and get a full picture of how the class is doing, as well as exporting the data into an Excel spreadsheet. All students receive the same assignments, but each student will see a random sequence of questions on their mobile device and work through the test at their own pace. This service has the function of sending the test results to parents. Thus, parents can track their children's performance.

Students are highly interested in learning with these applications, and their motivation and cognitive activity are markedly increased by the variety of forms of work and the inclusion of a playful moment.

The use of modern educational technologies, and in particular blended learning technologies, allows the teacher to make the lesson modern, interactive, and interesting. Moreover, it affects the professional development of the teacher, which contributes significantly to the quality of education, leading to the solution of the main objective of educational policy.

Conclusion

To sum up, the flipped learning, also known as flipped classroom, is a form of blended learning. In the past, the flipped model was described as using lecture videos outside of the classroom. Using appropriate technologies, which provides an opportunity for teachers to spend more class time on engaging activities that enhance the quality of the lesson and include learning experiences outside of the classroom's physical constraints. As the result of investigation, personalization, constructive participation, commitment is identified as an advantage of the flipped classroom. Teachers should follow the following six steps to effectively adopt the flipped model: schedule, log, exchange, alter, group, and regroup.

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RETELLING STORIES AS A PERFECT WAY OF IMPROVING YOUR SPOKEN ENGLISH

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In connection with the development of teaching methods, information technologies, the approach to the organization of the process of teaching English in higher education has changed significantly. One of the most effective, but not recognized today, is the retelling of stories.

I think everyone knows the feeling when speaking in a foreign language, you do not have enough vocabulary and practice speaking in a foreign language. There are many ways to improve your spoken English in class with a teacher and with fellow students. But, little is known about the ways of developing speaking outside of classes. In this article, we will look at one of the important ways to improve your foreign language – a retelling of stories.

The advantages of this method are not only that you will be a much better reader over time, but you will also improve your passive spoken foreign language. Also, a very important advantage of this method is the fact that this method is suitable for learning a foreign language outside of classes. To develop your spoken foreign language, you need to use your active vocabulary. And of course, to do this, you need to talk as much as you can.

Performing a visual-illustrative, speech function, the retelling of stories can be successfully used by the teacher at almost all stages of training: the introduction and consolidation of lexical and grammatical material, analysis of spoken language, phonetics, control of the studied material. In addition, creating a retelling of life situations in the form of stories is an integral part of the student's independent work. Retellings can be used as a support for listening, retelling texts, drawing up dialogues. Such a wide range of applications is explained by the fact that storytelling “brings variety, enlivens the learning process, increases the emotional impact on students, creates a comfortable learning environment, and helps to form a communication model”.

As already mentioned, the main goal of teaching storytelling in English lessons is to develop colloquial speech, and, importantly, speech should be at the same time coherent and logically consistent [1]. Teaching paraphrase in any classroom is challenging. Therefore, it requires an enormous investment of time and effort on the part of both the teacher and the student.

According to Fauziati E., retelling is a greater or lesser part of dialogical speech, which always presupposes the presence of an interlocutor [2; p. 15]. In contrast to dialogical speech, it is characterized by development, coherence, consistency, validity, semantic completeness, the presence of common constructions, history, situation, grammatical formatting. The functions of teaching paraphrase based on teaching spoken English include:

- informational – the transfer of information in the form of knowledge about objects, phenomena of the surrounding reality, a description of the events, actions, etc.;
- influencing – convincing listeners of the correctness of their point of view, motivation to action, etc.;
- emotional and evaluative.

The result of the speaker's speech activity is a monologue statement. You can also note such features of this type of speech as continuity, consistency, relative semantic completeness, communicative orientation of the statement. Monologue speech can be classified according to the communicative type of speech (story, description or message), according to the degree of independence (memorized text, retelling or independent statement) and according to the degree of preparedness (prepared, partially prepared or unprepared speech). Methodists point to the fact that the ability to retell a story is formed in stages. Therefore, it is customary to highlight the level of the sentence, the level of the monologue and the level of the text or monologue. Learning occurs incrementally, that is, from a simple statement to a full-fledged, detailed and logically structured text. Middle school students who are learning paraphrase should be able to:

- talk about yourself, your family, hobbies, the city in which they live, etc.;
- compose messages about various events and phenomena (using the passed lexical and grammatical topics), convey the main idea of the text, describe the characters;
- express your point of view on the problem of the text and prove it, etc.

Domestic methodologists identify 2 ways in teaching storytelling:

- deductive (“way from above”);

- inductive (“path from below”) [3, p. 78].

The deductive method is based on learning by text, and the inductive method is based on learning by suggestion and is used mainly at the initial stage of learning. When teaching in English lessons, it is important to take into account the fact that English in schools is mainly taught as a foreign language, that is, it is allocated fewer hours compared to the main language, for example, kazakh. This means that the teacher needs to build the learning process in such a way that the learning takes place as efficiently as possible. The first way to teach retelling involves the following steps and can be used outside the classroom:

1. The first stage is pre-text. The purpose of the stage is to make students think about the content of the text, explain the communicative task. At this stage, you can use exercises in which students will be able to predict the content of the future text by the title, illustrations, based on previous experience and knowledge. When reading with an understanding of the main content, the student must learn to highlight the main idea of the text, get a general idea of the content of the text, and determine his attitude to the text. When reading with a full understanding of the content, he must learn to highlight new information for himself, remember it and use it in further learning. When reading with selective comprehension, the student simply highlights for himself what he finds new or interesting. For example: The text is called “Morning”. Students recall all words on a given topic. At this stage, the teacher needs to familiarize students with unfamiliar vocabulary.

2. The second stage is text. The goal of the stage is to read the text with an understanding of the content and essence. For example, the teacher asks the students to read the text given to them and then asks what the speech is about, for example: “What was the story about?”

3. Information processing of the text, awareness of history for its assimilation. The purpose of the stage is to return to the text again in order to process it and learn the various linguistic means used to generate a monologue statement. The teacher can suggest the following exercises: drafting a text plan, answering questions about the text, choosing an appropriate heading, etc.

4. Monologue statements. At this stage, awareness of the communicative task is ensured and a monologue is created. As an exercise, you can consider expressing your opinion on the text, defining the main idea, retelling the text, coming up with an ending, retelling the text from different persons, etc. The advantages of the deductive method include the fact that authentic texts are good speech and linguistic support, and are carefully selected the texts, in turn, are informative [4].

Since teaching retelling based on the effective improvement of spoken English is based on a thematic principle, one of the important pillars for teaching retelling is the topic. Support is a form of an affirmation program with a variable use of the means of its presentation based on the awareness of actions to generate an utterance. The supports have one task – direct or indirect assistance to students with the generation of a speech utterance, using life and speech experience. Supports are verbal and pictorial, meaningful and semantic. For meaningful supports, information is expanded, for semantic supports, it is compressed. The meaningful supports include various images, drawings, diagrams, photographs, tables, etc. And the semantic ones include sayings and proverbs, the problem of the text, the statements of famous people, etc. Also, when teaching monologue speech, control is important. Knowledge and skills can be tested both orally and in writing.

The practice of using paraphrase in the process of teaching spoken English has revealed some typical mistakes made by students:

- the retelling is not structured, there is no logical connection between the blocks of the story.
- too much text in the description of a specific situation.
- the style of the narration is poorly chosen
- two different stories are told in parallel.

The use of thematic retellings is considered quite justified in the learning process, both general and professional English. So, for example, the topics “Famous English and American lawyers”, “Legal

professions in the UK and USA” are relevant for law students. These topics include voluminous material, moreover, when studying them, it is possible to do without illustrative material. The use of genre retelling with performance in teaching English outside the classroom is a two-way process that contributes to the development of students’ communicative competence. On the one hand, the student speaker improves his speaking skills (monologue speech). On the other hand, the audience learns to perceive a foreign language speech by ear (listening skills), as well as to conduct a dialogue with the speaker on the topic of the story, thereby improving the skills of dialogical speech.

The quality of the retelling is assessed by the teacher according to the following criteria:

- correspondence of the content of the retelling to the originally declared topic;
- structuredness of the text of the story;
- a visual description of the story;
- literacy of presentation;
- performance and emotionality [5, p. 46].

So, the analysis allows us to conclude that it is advisable to use thematic retellings in English lessons, with the help of which it becomes possible to realize the communicative function of the language. The ability to speak in front of an audience in a foreign language will further allow students to become professionally demanded specialists.

Oral verification can be individual, group and frontal. The check takes into account the variety of vocabulary, grammatical structures, the completeness of the message and its volume. It is important to note such a feature when teaching monologue speech that simply memorizing ready-made texts by heart is irrational and is not suitable as a basis for developing the skills and abilities of monologue speech. Often, such a monologue is devoid of elements of creativity. The most difficult thing in teaching English, namely in teaching the conversational basis, is to get such a result where the student uses active language material and expresses his point of view and thoughts correctly and easily. For effective learning, the student must be motivated to do so. Therefore, exercises and tasks should be varied, interesting and exciting.

Thus, for the formation of speech skills in a foreign language, it is necessary to create conditions in which students correctly build sentences and statements. Therefore, it requires a lot of effort and knowledge of speech-thinking activity. As mentioned above, when retelling stories, it turns into a speech skill. Monologue speech activity is transformed into a dialogue through questions, denials, and doubts. Although you may be retelling yourself outside of class, you will develop your active vocabulary so that in a real conversation you can use these skills that you have acquired at home, outside of class, by reading and retelling stories.

Literature

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