

standard teaching methods. One of these techniques is a game, which, according to D.B Elkonin, is “a giant storehouse of real creative thought of a future person.” [3, 89]

Didactic play as a specific type of activity in a foreign language lesson sharpens the thinking activity of students, stimulates the active work of all cognitive processes (attention, memory, perception, etc.), performs developmental, educational and educational functions. Many types of games can be used to develop grammar skills. So, for example, at the stage of acquaintance with the grammatical phenomenon, it is possible to use imitative exercises of a game nature, such as “Spoiled telephone” or “Echo”, games with letters, the game “Guess” ; at the training stage – various games with a ball, dolls, competition games, bingo, dominoes, quizzes, etc .; at the stage of application – competition games, story games, dramatization games, role-playing games. Games can also be used at various stages of control.

The place of games in the lesson and the time allotted to them depends on a number of factors: the preparation of the students, the material studied, the specific goals and conditions of the lesson, etc. It is important that the teacher knows how to captivate and infect students with the game. At the same time, it should be remembered that for all the attractiveness of games, it is necessary to observe a sense of proportion, otherwise they will tire students and lose the freshness of the emotional impact. An important place in the games is the use of various visual aids, making the learning process more accessible to the student.

Considering the influence that play has on the development of the most important mental processes of a child, it is not surprising that at present, play in the lesson is widely used in modern teaching methods, being one of the ways to increase the effectiveness of the educational process at school. But when teaching grammar, the game is still quite often underestimated by teachers of a foreign language. This is not to say that games are the best and easiest way to learn for any student. Each game, especially creative or role-playing, requires good preparation of both the teacher and the students. The systematic use of game techniques in the classroom in combination with other methodological techniques contributes to the effective and high-quality assimilation of the material and makes the process of cognition itself joyful, which becomes a need. Grammar-oriented games should be an integral part of the lesson, allowing for intensive language practice.

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UDC 372.881.111.1

IMPORTANCE OF VARIOUS TYPES METHODS OF TEACHING FOREIGN LANGUAGES

Anarali Aruzhan Kanatkyzy

anarali.aruzhan@gmail.com

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”

the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Scientific supervisor – S.A. Doldinova

Nowadays, a feature of the development of modern society is very characteristic, which afterwards is an integral resource. Inalienable resources or conditions are the achievements of modern professional quality of training specialists with high spiritual, cultural, creative search and social and social activity, intercultural communication and the widespread use of ICT in the educational process should become. The modern development of world education indicates the fact that knowledge of languages. Currently, became a necessary constant for the formation of a highly intellectual and highly qualified specialist.

This article describes innovative forms organization of a foreign language lesson at the initial stage of training, lists the advantages and disadvantages of traditional as well as non-traditional forms of education [1, p. 118-130]

Currently, the traditional method of teaching foreign languages becomes obsolete for some reason, and forces teachers to turn to innovative ideas. The following disadvantages can be distinguished traditional teaching method:

1. Low efficiency of modern teaching technology.
2. Lack of verbal activity of students.
3. Lack of basic knowledge and lack of speed when moving from reproductive and productive activities.
4. Lack of good practice recommendations to fill out and preventing gaps in learners' knowledge and skills.
5. Lack of a strong assessment system for student work.
6. Worldwide pandemic (distance learning).

An innovative lesson cannot be taught without the use of information and communication technologies. One of the benefits non-traditional lessons using ICT (Information and communication technology) tools is their emotional impact on students, which is aimed at forming students' individual attitude to the material covered, on the development of various aspects of students' mental activity.

In lessons of this type, children of primary school age acquire skills and a desire to learn, develop an algorithmic style of thinking, knowledge and skills not only in a specific academic subject, but also master ICT tools, without which successful learning is impossible [2].

Multimedia educational programs in English use various methods to learn new vocabulary and grammatical material, as well as programs allow monitoring the knowledge of students. These programs are not only used independently, but also perfectly harmonize with the traditional method at any stage of training.

The use of PC enables the teacher not only to increase the effectiveness of teaching, but also to interest students study foreign languages after graduation. Data tasks contain interactive multimedia media content that enables the teacher to draw the attention of students to the process learning, contributing to the emergence of interest in the studied discipline, as well as the best assimilation of the studied material [3, p. 150].

Multimedia computer programs allow you to organize courses at a new level. Visual richness of didactic material makes it bright and comfortable to study. For example, presentations help to draw attention to important elements and directly perceive information through illustrations [4].

Currently, there are various multimedia programs:

Microsoft Word – using this program, the teacher can create different exercises for each stage of learning.

Microsoft Power Point – with the help of presentations, the teacher has the opportunity to explain new material more accessible to children, moreover, visual information is more attractive to students.

Microsoft Excel – this program allows you to create exercises with the assessment of testing and accounting for incorrectly and correctly performed tasks.

Windows Movie Maker – the program allows you to create and edit videos, as well as create slideshows, edit videos, overlay soundtrack, add titles and subtitles, etc.

Computers turn an ordinary task into a fun game, into which each student is deeply motivated, and the teacher, in turn, applies various teaching methods. In such a case, the tutorial is only as an auxiliary means of teaching in a foreign language lesson, and not the main one.

In addition, in the modern world there are more universal technical teaching aids such as interactive electronic boards. Using them, we practice the project method. This is a very effective way to explain new grammatical and lexical material [5, p. 340].

All the necessary information is displayed on the screen of such a table and directs each student to fruitful activity. Thematic texts prepared in a foreign language, exercises, vivid illustrations, audio and video materials are used to activate the lesson material.

Miro and SMART Board make it possible to work without using a keyboard, mouse and PC screen. I also personally worked and applied these online boards in practice. I can assure you that it works for all 100. There are also colored stickers, various themed stickers, and a pointer. On a board of this type, everything can be written using a special marker, and there is no need to write it all over again, since the material can be saved. This program includes yourself a large number of illustrations that can be applied in the lesson. Everything looks very colorful and aesthetically pleasing, both for the students and for me, as a teacher. It was very pleasant to work with them. I was acquainted with many of these applications in the lesson of Mister August, in the lesson “Innovative methods of teaching foreign languages” [6].

The language environment in the modern world is created not only in life, but also on the Internet. The learner can also be a participant in this environment. In this environment, the student is in direct communication, faces real life problems, participates in their solution, and acquires the skill of spontaneous speech. This is a great advantage over the traditional teaching method, in which teaching follows a template.

The Internet contains a large amount of information: about different cultures of countries, language training programs, textbooks, scientific articles in the field of linguistics.

The student’s contact with the language material takes place in contests, tests, quizzes, videoconferences. Learning a foreign language strengthens the motivation to learn it, contributes to the development of mental abilities through obtaining a new conversational experience.

Therefore, it can be concluded that cooperation between teachers and information computer technologies is very effective in the process of teaching foreign languages. Using a computer in foreign language lessons significantly increases efficiency educational process. Computer learning involves the assimilation of more material than that obtained using traditional teaching methods. In addition, the material obtained with the help of a computer is more efficient. The use of computerized quality control of students’ knowledge suggests the achievement of high objectivity in the assessment.

The debate method, in turn, gives students the opportunity not only to master all four types of speech activity, but also the means of the language situation, to try to solve the problem in the socio-cultural sphere. This problem requires an independent solution of a specific student, thereby forming an incentive for the educational process. The debate method also helps to involve all students in the educational process, help them express themselves, give them the opportunity to express their point of view [7].

The main feature of the modern stage of using ICT is the massive and purposeful use of space on the Internet, professional computer programs of various types: actual training, applications, telecommunications tool – in order to create a unified computer-learning environment through which the communicative competence of students develops more effectively. In modern research, the importance of the Internet for learning English in higher education is emphasized by the fact that Internet resources provide teachers and students with information on various aspects of scientific and

theoretical research of the English language. For example, for university teachers and students, Internet resources may be interesting, because they specialize in electronic libraries, search engines, providing search capabilities for a subject area (projects, lesson plans, systematic links, interactive exercises) and professional characteristics of students; portals that allow you to take part in discussions, are acquainted with advanced methodological and pedagogical practices [8, p. 46].

In conclusion, it can be argued that the above teaching methods reflect the nature of the educational process in which teachers and students interact. These methods are used in teaching a foreign language at school and are aimed at clarifying specific details and at achieving practical, educational and developmental goals.

Using an innovative form of teaching foreign languages can be very effective and increase the level of knowledge of the material and the motivation of students.

Lessons taught using innovative forms of education:

- allow you to acquire new language experience;
- create a relaxed atmosphere in the classroom improve contact between learners;
- make it easier to memorize new information and teach literate speech design;
- create a language environment in which learners can apply acquired skills;
- provide an opportunity to implement educational goals of education;
- develop interests and motivate students to further training;
- develops attention, memory, thinking, the mental abilities of the student.

It can be concluded that the choice of the form of education largely depends on the teacher, as well as on his existing relationships with students. The correctness of the teacher's choice of the form of education determines the effectiveness of the educational process. The introduction of innovative forms of education increases interest in learning, stimulates motivation, and develops volitional qualities.

The use of only non-traditional forms of training is inappropriate, due to the fact that this leads to a decrease in the effectiveness of training, violates its structure and functions. Ultimately, this can cause a sharp decline in interest in the subject being studied.

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UDC 372.881.111.1

FEATURES OF DISTANCE LEARNING A FOREIGN LANGUAGE IN SENIOR CLASSES