

implementation in the educational process, the use of mobile applications can significantly increase the effectiveness of teaching foreign languages and help in organizing lessons. Specialized language mobile applications allow you to speed up and improve the process of learning English. They also help to develop stable language patterns, communication skills, and the rules of English grammar. The use of such mobile applications in the study of English by teachers and students can significantly improve the quality of study of the subject.

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THE USE OF THE SPEECH SITUATIONS IN THE ENGLISH LANGUAGE CLASSES

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The speech situation is a set of conditions that encourage the expression of thoughts and the use of certain speech material. Any situation is determined by such factors as: the circumstances of reality in which the act of speech communication is carried out (the situation); the relationship between the communicants (the personality of the interlocutor) and their roles; the speech urge or communicative task that the interlocutors want to solve in the course of communication; the implementation of the act of communication itself, which creates new stimuli for speech [1, p. 288].

Situations of social-status relationships are formed in accordance with the social structure of society. In them, students act as representatives of classes (farmer, worker), professional groups (engineer, salesman, driver), public organizations (member of the Green Peace society), age groups (student, pensioner), etc. Social relations that are objective in nature are associated with certain personal characteristics of those who communicate: orientation, worldview, beliefs, ideals, interests, etc., which is used in creating situations. Situations of status-role relations are mostly stereotyped, standardized in nature. In regulated communication, mediated by joint activities, future specialists play roles in such contacts as student – student, student-teacher, athlete-coach, subordinate-manager, etc. Playing such situations can affect the student’s personal qualities. In subjective terms, knowledge, experience, habits, skills, and the ability to do something are correlated with status-role relationships. Situations of relations of joint activity arise in specific forms of activity: educational and cognitive, labor, sports, and artistic. In this interaction, the personal factors correlated with objective types and forms of activity are the motive, goal and conditions of joint activity.

Moral relations permeate all spheres of human life. They are also of fundamental importance for creating situations, because they are constantly manifested in everyday life and are just as constantly

the subject of discussion. Every person treats people, things, and subjects of discussion in some way: respectfully or contemptuously, courteously or rudely, cordially or cruelly, with sympathy or antipathy, friendly or hostile, negligent or diligent, formal or interested, biased or fair, etc. In this case, the manifestation of the psychological characteristics of a person: feelings and emotions, will, character, temperament, as well as his state is closely related to moral relationships in the objective plan. Considering the speech situations in the system of methods of teaching foreign languages, they also distinguish the general pedagogical function, which consists in the formation of speech skills by solving speech-thinking tasks. The programming function of speech situations provides a solution to the following communicative problem: favorable conditions for independent participation in the framework of the teacher's planned act of speech communication. This can include the students' independent determination of the content of the message, the choice of language tools for its implementation, and the use of their creative abilities [2, p. 396].

The educational function consists in the secondary socialization of the individual, in the process of which students acquire knowledge about the culture and traditions of the people of the countries that speak the language being studied. Taking into account the above-mentioned functions of speech situations, we can conclude that the situation as a methodological category is a unit of the organization of the process of teaching communication in a foreign language. The functions of speech situations are aimed not only at achieving the practical goals of process, but also have a general educational value, helping to form each student as a communicant. Thus, being the organizing principle and the leading method in the process of teaching foreign language communication, the speech situation acts as the main method of teaching.

The implementation of the progressive technology of education is associated with the rethinking of intra-situational communication between the teacher and the student, mediated by the goals, objectives and values of joint activity, i.e. through the cognitive process. The daily solution of various tasks or problems can be represented in the form of continuous communication. Some psychologists define communication as a process of verbal and non-verbal interaction, in which interpersonal relationships are consolidated and developed. These relationships are systemic in nature and constantly develop, depending on the social environment and culture, and manifest themselves in the form of individual activities and communication [3, p. 223].

The process of developing a future specialist in an institution of higher education of an agrotechnical profile is understood as an integral dynamic system. Thus, each new situation of communication in the process of foreign language communication should be different from the previous one, carry new information, bring to a new level of knowledge. The purpose of situational communication is to ensure the interests of the student, and the speed of its achievement depends on the interaction of all parties to the main components of the educational situation. Pedagogical activity is situational in nature. In everyday reality, the teacher can not always foresee what will happen in the course of any educational act, but must plan the communication situation, choose communication methods, provide for situational relations, since in the event of tension in the relationship, his immediate reaction is required. There are different types of pedagogical situational relations – social-status, community, role-playing, emotional-moral, creative interaction, dialogic, problem-but they all arise as a result of interaction between individuals in conditions of acute time deficit and, in turn, affect the purpose of communication. In addition, any pedagogical situation is strongly influenced by the personality of the teacher, the nature of previously established relationships. The sub-topic “Sport. Is it exciting or dangerous?” Unit 4, lesson 3. Based on point #4 of the technologies for using the speech situation, I took into account the sequence of situations, in this case, its complication. And the first micro situation can be represented as follows.

Pic.1 Example of teacher and student activity

| Teacher activity | Student activities |
|--|--|
| The teacher asks each student a question, thereby showing a sincere interest in the opinions of the students. Today we continue to talk about sport. Please, answer my question: are there any exciting or dangerous sports in the world? What kind of sport are they? Sasha, what is your opinion? Then, let's listen to Tanya. Etc. | Students listen carefully to the teacher's instructions and answer questions in turn. 1) I think that there is not any dangerous sport in the world. 2) But I think there are a lot of them. 3) As for me, there are only exciting sports in the world. |

In this micro situation, students continue to develop the skills and abilities of untrained oral speech. Next, the board is hung with pictures of various sports, and next to the meaning of these sports in English. Students are asked to match the name of the sport with its meaning. After that, the students are involved in the training micro situation, which we will designate as # 2.

Pic.2 Example of the activity

| Teacher activity | Student activities |
|---|---|
| How do you think what kind of these sports are exciting and what are dangerous? | Students look at pictures and values. Answer the question. 1) I think that diving is very dangerous. 2) But I think it is not. As for me, diving is exciting. |

By means of this speech situation, students train lexical material in oral speech. The following micro situation is based on exercise 1 (2) from page 124, where students first read the text and then answer the teacher's questions, working in pairs. This small text provides more specific information about the sports discussed above. Unit 5, lesson 1, part 2, page 130-131. In this lesson, the following speech situation took place: I suggested that the children discuss the question of where to go after the 8th grade, since this problem is the closest and most interesting for them (according to the results of the questionnaire). This discussion took place in the context of a "round table" (for greater similarity, we moved the tables and sat down so that everyone could be seen). In addition, students were given small roles (some of them defended continuing their studies in the 8th grade, others-technical school, others-work and study in absentia), while the students' speech was of an unprepared (arbitrary) nature, and the tips were exercises 2(1), 3(1) and 4(2) on page 130-131 [4, p. 287].

The purpose of this speech situation was the formation and development of untrained monological and dialogical speech of students, based on their life experience and interests. In the course of this communication, none of the students remained on the sidelines, since this problem is faced by every graduate and everyone has their own personal opinion on this issue. The teacher only corrected the direction of the conversation, without interfering with the students to conduct the conversation and, moreover, without dominating it. The next speech situation took place in the form of a role-playing game in the study of lesson 3, unit 5, page 138-139. Here, students learned how to pass a job interview, write a resume and ask the most interesting questions both as an employer and as an applicant. But the peculiarity of this speech situation was that it was prepared, as students prepared their monologues and dialogues at home [5, p. 67].

During my teaching practice, I noted for myself that for teaching untrained oral speech, it is of great importance to systematically and deliberately create problem situations that contribute to the emergence of the motive and the need for utterance, the activation of mental activity. To create problematic situations that later lead to the formation of speaking skills, I resorted to various sources of

information (book, newspaper, audio and video recordings) and different verbal and non-verbal supports, as well as specific teaching methods.

Today, the ethical or emotional culture, unfortunately, is not yet the core element of the student's personality culture. In reality, the moral and ethical attitude should be universal and be projected onto the entire system of relationships. That is why, taking into account the possibilities of this pedagogical problem, when designing a system of educational situations, it is necessary to pay special attention to the issue of relationships. This is facilitated by game training situations in which students master the ethics of business communication, as a result of which the image of the future specialist is formed. When designing educational situations, the teacher (as the organizer of students' communication with each other and directly with the teacher) should build the educational material in such a way that communication for the student becomes socially, professionally and personally significant [6, p. 142-154].

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LEARNING FUNDAMENTAL ENGLISH GRAMMATICAL STRUCTURES THROUGH USAGE OF POEMS AND RHYMES IN ONLINE LESSONS

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Rhyming is known widespread for a long time in teaching English.

Z.B. Reshetnikova argues about the fact “rhyme is learned by children most quickly and easily, has such features as brevity, sound repetition. Children feel the need to memorize rhymes” [1, p. 32].

This fact is confirmed by EV Izmailova, saying that “learning rhymes, poems, songs corresponds to the age and psychological characteristics of children. They are easy to memorize, have such features as rhythm, sound repetition” [2, p. 35].

Reading rhymes gives them pleasure and what experiences emotionally and positively remains in the memory of a small person for a long time, leaving a mark in his mind. Lexico-grammatical structures are easily emphasized in oral speech thanks to the rhyme of the poem.