

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].

Literature

1. Babinskaya P.K. Practical course of methods of teaching foreign languages. English, German, French: textbook. manual / P.K. Babinskaya, T.P. Leontieva, I.M. Andreasyan, A.F. Budko, I. V. Chepik. – Minsk: TetraSystems, 2005, 288 p.
2. Zimnaya I.A. Linguopsychology of speech activity. – Moscow. RAO/MPSI, 2001. – 396 p.
3. Passov E.I. Communicative method of teaching a foreign language. – M.: Prosveshchenie, 1991. – 223 p.
4. Rogova G.V. Methodology of teaching foreign languages in secondary school. / G. V. Rogova, F.M. Rabinovich, T.E. Sakharova. – M.: Prosveshchenie, 1991. – 287 p.
5. Polesyuk R.S., Novoklinova A.V. Conditions for creating free speech skills at foreign language lessons. – M.: 2004, 67 p.
6. Khasanshina G.R. About some aspects of teaching speaking in non-linguistic universities // Vestnik TISBI, 2005, No. 2. – P. 142-154.

UDC 372.881.111.1:801

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

Dyussekenova Assel Muratovna

asselya.md@mail.ru

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 – D.K. Anasheva

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.

Rhyming as a learned block creates a sense of self-confidence in a child, and choral work on rhyming helps unite a group of children.

The orderly repetition of certain sound features gives the rhyme an emphasized rhythm, which contributes to the development of correct diction.

Through reading rhymes, children also develop a moderate tempo of speech. The regularity and rhythm of rhymes, the presence of images close to children's perception develops the ability to retain words, phrases in memory, ensures their rapid memorization, which in turn contributes to the development of such a mental function as memory.

The main thing in the work of every teacher is the desire to ensure that the learning process turns from monotonous reproduction of material into a creative search. TP Rachok notes that "to a large extent this is facilitated by the work on poetic works that develop the child, enrich his spiritual world, instill sensitivity to the poetic word, delight and amaze with musicality and brightness of the language, teach to see the beauty of nature. Poetry gives impetus to the creative imagination of children and has a huge potential for emotional impact" [3, p. 15].

Great importance is attached to the selection of poems, which are based on three principles: thematic, cognitive and didactic.

The material presented in poetic form is much easier to assimilate, while many tasks can be realized, such as teaching phonetics, grammar, vocabulary and translation.

Thus, rhymes and poems are of great importance in teaching English at different stages.

Techniques for working on a poetic text can be different and depend both on the stage of training and on the goal that the teacher sets for himself.

When memorizing rhymes with children, the teacher faces several challenges; arouse interest in rhyme, a desire to know it, help to understand the content as a whole, help memorize the necessary element (s) by heart, teach to read expressively, ensure that the entire rhyme is memorized.

In order to ensure all these tasks, the following order of learning rhymes is proposed:

- choosing a rhyme, the teacher determines the main object of working out in it (sound, vocabulary, and so on);
- communicates the name of the rhyme, translates or semantises with the help of visualization;
- explains the task to children;
- introduces children to rhyme by reading it twice;
- brings the content of the rhyme to the consciousness of children (explains the general meaning; while reading, asks children to guess what is at stake, correcting their answers, and so on);
- works out the most difficult words, phrases, structures;
- organizes individual repetition of words, structures for the teacher;
- provides choral repetition of the rhyme line by line for the teacher two times, more if necessary;
- conducts simultaneous rhyming by the teacher and children in general.

Poems are mainly used as one of the most effective methods for replenishing the vocabulary of students, and mastering lexical and grammatical structures.

Consider an example of work on a poem with the condition of memorizing it:

1. Intonational-phonetic presentation of a poetic text by a teacher. Reads the poem clearly and expressively.
2. Removal of lexical and grammatical difficulties. He writes down vocabulary that is difficult to understand on the board. Makes in the sequence in which they follow in the text.
3. Testing the understanding of the text by means of questions.
4. Intonation-phonetic working out of the poem:
The first line is read by the teacher, the second – by the students, then vice versa;
The poem is read by students.
5. Read the poem in chorus.

6. Memorizing a text with a written support, which changes in the process. If the verse is written on the board, one word in each line is erased, but all the lines are spoken in full with the teacher. This process is repeated three times. At the end, the children reproduce the poem on their own.

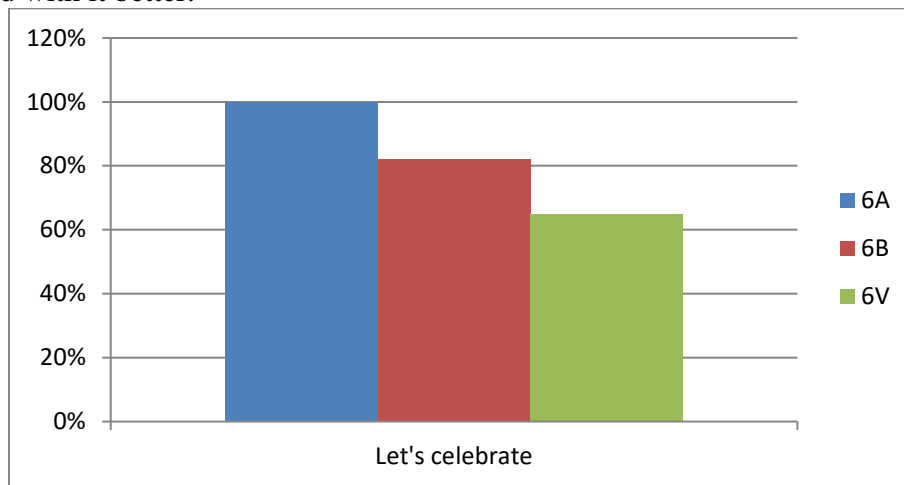
7. Reproduction of poetic text. Three to four students recite the poem by heart in turn. This work plan can be used when working with a poem in English lessons.

When learning poems and rhymes, the child can master the lexical and grammatical structure without much effort.

So, for example, studying the vocabulary on the topic: "Celebrating a birthday" and the formation of imperative sentences with the verb let, children learn the poem "Let's celebrate", which uses these lexico-grammatical structures. In 2 grades: 6a and 6b, the lexical construction with Let was studied through a poem.

In grade 6v, this construction was studied using the standard method.

After studying this topic, a test was carried out, classes (6a, 6b), in which the children memorized this poem, coped with it better.



Bar-chart 1. Data on the test results of secondary school students

Pupils 6a and 6b, who studied this construction with the help of a poem, coped with 4 and 5

Working with poetic texts in English lessons leads to the following results:

- increases interest in the English language;
- students are not afraid of the language, are not afraid to speak;
- language is seen as a means of communication. The focus is on a problem or information around which discussion in English naturally arises;
- pupils become familiar with the realities of the life of the country of the target language
- through cooperation and partnership in the process of teaching a foreign language, the person is socialized, which forms respect for other people's opinions, an understanding that different points of view have the right to exist;
- poems are able to make the studied educational material personally significant.

Working with rhymes and poems is one of the most effective methods of teaching a foreign language. Unlimited opportunities in this direction allow children to be interested in creative activities, which in the future will turn into an interest in learning the language. Also, the use of poetry in foreign language lessons improves the pronunciation skills of children, provides the creation of communicative, cognitive and aesthetic motivation.

Obviously, if they work correctly, rhymes and poems can be of great help to the teacher of a foreign language, both in teaching the subject and teaching certain types of activities, and in instilling love and stimulating interest in

Literature

1. Reshetnikova Z.B. How do I support the interest of schoolchildren in the English language // Foreign Languages at School. – 2003. – No. 2.
2. Izmailova E.V. Songs and poems in English lessons in grade 3 // Foreign Languages at School. – 2005. – No. 3.
3. Rachok T.P. Working on poems in English lessons // Foreign Languages at School. – 1999. – No. 2.

UDC 372.881.111.1:004.588

THE ROLE OF AUTHENTIC MATERIALS IN ONLINE ENGLISH TEACHING BY VISUAL PERCEPTION IN SECONDARY SCHOOL

Islyamova Ainur Azamatovna

ainura.islyamova99@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 – D.K. Anasheva

Teaching for a teenager is basically a process of perceiving and assimilating the information offered.

Depending on the characteristics of perception and processing of information, people can be conditionally divided into four categories:

- Visuals are people who perceive most of the information through their eyes.
- Audials – those who mainly receive information through the auditory canal.
- Kinesthetics – people who perceive most of the information through other sensations (smell, touch, etc.) and with the help of movements.
- Discretes – their perception of information occurs mainly through logical comprehension, with the help of numbers, signs, logical arguments. This category is perhaps the smallest in general among people.

Visuals perceive the world most often through the eyes. Of course, this does not mean that they do not perceive information through other organs of perception, it is just that visual images for them carry more information and are better perceived. They easily compose a story from a picture or describe what they saw. Usually they are great at organizing everything. To work, they need proven schemes and algorithms, without which it is difficult for them to get involved in the workflow. Visibility is everything for them.

Schools are sufficiently equipped for visuals: posters, graphs, rules drawn on paper – it is worth drawing the attention of students to these things. Also, more often to use various handouts, for example, you can distribute at the beginning of the lesson the main points of a new topic, displayed on a sheet of paper in diagrams and tables.

When teaching a foreign language for students with a visual type of perception, authentic material is ideal.

The concept of “authentic materials” is understood in the dictionary of methodological terms as “materials for language learners that are used in the real life of the country.” [1, p. 16].

Authors include personal letters, anecdotes, articles, excerpts from teenagers’ diaries, advertisements, culinary recipes, fairy tales, interviews, popular science and regional texts as authentic materials. They also emphasize the importance of preserving the genre’s authenticity and the fact that