

		students watch video lessons, listen to audio lectures, and also perform tests to check the material they have passed. Upon completion of the course, students, subject to its successful completion and gaining the required number of points, receive a digital certificate, and later a printed copy
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The origin of the above MOOCs is rooted in the concept of ideal education, open and free, where knowledge should be shared freely. This concept notes that the desire to learn must be satisfied regardless of demographic, economic and geographic constraints. Therefore, elite institutions of higher education are creating open learning platforms so that more students can take advantage of innovative online learning opportunities completely free of charge. All learning platforms increase student motivation for self-education, develop a culture of inclusion and learning [7, p.150-155]. Using the platform as a tool for personalized education, blended learning allows students to be given a more individual approach than traditional teaching usually provides. The development of national platforms for support of distance education systems, taking into account the laws of the educational process, contributes to the transformation of the education sector into a free innovative educational environment, requires a holistic and systematic approach and should be aimed at the development of intellectual human capital as a strategic resource that meets the challenges of the new digital reality and social development. MOOCs provide free access to cutting edge courses and modernize existing higher education models by combining new business models with innovative technology.

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DEVELOPING FOREIGN LANGUAGE COMMUNICATION SKILLS THROUGH DISCUSSION

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Many scientists believe that the ability to speak a foreign language is the main skill that modern teachers want to pass on to their students. And this is true, because in the modern world it is not enough to know grammatical rules, to be able to read and write. It is also significant to express your thoughts clearly in English. But many students have language barriers and afraid of speaking foreign language. It is important to note that there are 4 reasons why students do not want to speak English:

1. Criticism from the teacher. Usually students have a fear that the teacher will criticize them because of speech mistakes.

2. The phenomenon of the absence of thoughts on a particular topic, i.e., when there is nothing to say. Students may not be well-versed in the topic under discussion and, as a result, have little or no say in it.

3. Native language. Students in the classroom often switch from English to their native language due to low vocabulary in English.

4. Different levels of knowledge of students. When teaching a large group, a teacher sees students who speak well, and are not afraid to express their thoughts, and those who are constantly silent. For the latter category of students, it takes more time to adapt and start speaking.

It will be effective to reduce conversations with students in their native language, because this is very demotivating for learners. A student has a thought in his subconscious that if he/she does not know a word, he/she can switch to his/her native language to express ideas. This is absolutely incorrect. Instead of this approach, it is better to offer students to constantly speak only in English, and if the student does not know a particular word, then let him/her look for a synonym for this word or simply give a definition in English that corresponds to this word [1, p.225]. This method is effective, firstly, because students will have a desire to expand their vocabulary, and secondly, it will provide an opportunity to make the process of learning speaking in foreign language faster, and thirdly, it will be good practice for other students in the class, because they will be able to hear and learn new words.

Before analyzing a discussion as a concept, it is necessary to find out what discussion is. The word "discussion" itself comes from the Latin word "discussion", which translates as consideration, research. And this is quite logical, since at least two people participate in the discussion, and each issue submitted for discussion is subject to detailed debate, analysis from different positions and points of view. Thus, discussion is the process of deliberating an issue, the purpose of which is to achieve the truth and a deep understanding of a particular situation, issue or topic under discussion. It is important to note that the discussion is allowed to use only those techniques and beliefs that are considered correct in accordance with the rules of business ethics. The discussion gives us the opportunity to clearly and fully analyze those issues that currently do not have a reliable scientific basis, or those issues that have such a justification, but there is a need to speak out on a particular issue, express our own opinion, and hear the opinion of other participants in the dispute.

There are many types of discussion like debate, symposium, forum, brainstorming session, round table and etc. Each type contributes to the process of activating communication in English, which in turn is directly proportional to the process of activating speech activity in the classroom. I. A. Zimnaya characterizes speech activity as "the process of forming and formulating thoughts. Therefore, the subject of the student's thought (i.e., what he wants to say in a foreign language, or what he wants to understand) should be interesting, clear, and accessible to him" [2, p.38].

Let's analyze some of the types in detail.

A round table is a form of educational discussion, which is characterized by a conversation between the participants, who, as a rule, are divided into subgroups. The purpose of the round table is to discuss all the questions put to the group, express your own opinion, and listen to the opinions of others.

Debate is a form of educational discussion, which is characterized by the fact that the participants of the debate have already prepared speeches in advance, which they will present to their opponents, listen to questions from the audience, answer them, supporting their opinion, position on a particular issue. Debates are a more formalized type of discussion compared to a round table. For example, in politics, “parliamentary debates” are very often used.

A symposium is a form of discussion that aims to ensure that the student can speak in the most extensive and detailed way on a particular topic of discussion. At the symposium, they present abstracts, reports, then listen, and answer questions from the audience.

A forum is a form of discussion in which one group exchanges views with another. Groups can be students of the same class, or several classes of the same school.

Brainstorming is a form of discussion divided into 2 stages. Stage 1: from 15 to 60 minutes, ideas are expressed on a specific topic or topics, but not discussed. Stage 2: discussion of the ideas expressed in the first stage. An important rule of this type of discussion is that the group that has expressed a certain idea does not discuss it itself.

Discussion is a controlled process on the part of the teacher, but the process is completely unpredictable, because everything depends on the topic of discussion. If the teacher raises an interesting topic that will quickly find its response in the hearts of students and a fierce discussion cannot be avoided.

There are a number of exercises that contribute to the development and strengthening of the student’s speaking skills. The most popular types of discussion are when the student does not sit at the desk and retells what he saw or heard, but plays a role in the communication process, i.e., applies acting skills in the process of learning English. This is the so-called Stanislavsky method, which involves taking the student out of the state of shyness and the language barrier to a qualitatively new level.

Teaching discussion in the framework of the school curriculum implies selection of verbal and non-verbal means of communication. In addition, each action of the teacher should be aimed at solving specific tasks within the school program of teaching discussion communication.

Of course, in order to perform a particular exercise if it is effective and leads to a result, it is necessary that it meets certain requirements:

1. Teacher should set tasks for students, which they should achieve in the course of performing a particular exercise.

2. Teacher should motivate, arouse the interest of his students to perform a particular exercise. In other words, the teacher should encourage his students to complete the task.

3. Exercise should have a communicative orientation.

4. Teacher should provide his students with verbal and non-verbal forms of support. It is important to note that these “supports” should be temporary, otherwise students will get used to them and will not be able to complete tasks and exercises without them.

5. Providing your students with immediate feedback. This is necessary so students can correct their speech mistakes in time, thereby improving their speech communication skills in a foreign language [3, p.149].

The discussion itself in an English lesson is not fundamentally different from the discussions in any other lesson. However, there is a certain complexity – communication takes place in a foreign language. The discussion can be effective only if all the nuances that may arise in the educational process are considered. It is important to understand that any discussion consists of three stages: the preparatory stage, the main stage, and the summing up stage.

The preparatory stage begins about a week before the discussion itself. This time is necessary for students to repeat the lexical material, so that they additionally refresh their grammar, learn speech clichés that will help them in building speech. The topic of the discussion is determined taking into

account its relevance and the degree of psychological development of students. It is important to think through the questions that will help to delve into the topic of discussion. There may be from 3 to 6 such questions, but their wording should be unambiguous and arouse the interest of the participants.

It is important to pay attention to the seating arrangement of students: in a circle, in the form of a closed or open square. In addition, it is important to choose a moderator, since a good moderator is the key to a well-conducted discussion. Do not forget about the time frame, because some topics can be global and their discussion can last an unlimited amount of time. It is significant to remember that the position of the moderator is neutral and he cannot speak on the topic of the discussion, nor can take sides in the discussion of a particular issue.

The main stage involves the beginning of the discussion itself. The teacher introduces the students to the discussion process, tells the main points that require the students' attention. Also, there are some important rules, which should be followed during discussion:

1. Respect the opponent and their position;
2. Ability to listen to the positions of the participants of the discussion without judging (in particular, without judging speech and grammatical errors);
3. Each participant speaks for no more than 2 minutes. No one interrupts him or tries to stop him during this period of time;
4. Deviation from the topic of discussion is prohibited;
5. Every expressed point of view should have arguments in support of it.

It is important to pay attention to each student, which will ensure a friendly atmosphere. The teacher should not express implicit or open approval or disapproval. Guiding the discussion process involves focusing students' attention on the issues being discussed. In order for the student's speech to be more structured and logical, the teacher can advise such speech constructions as: in my opinion, from my point of view, on the one hand, on the other hand, first, second, beside, all in all, etc. Using these speech "bridges" will help to make any speech more literate and concise.

The final stage of the discussion involves summing up the results of the topic under discussion. It can be accompanied by a thesis repetition of all the main ideas discussed during the discussion, as well as voicing the main conclusions reached by the participants during the discussion. In addition, you can creatively approach this stage and draw a poster, collage, diagram or presentation with the results of the discussion. The form of summing up will depend on the content of the discussion.

In the process of analyzing and considering the theoretical foundations of teaching discussion in a foreign language, the concepts of "discussion", "communication skill" and "communicative competence" are studied, which give a more detailed understanding of the topic under study, and, thereby, bring us closer to the goal of this thesis. The theoretical aspects of the concept of "discussion" give a deep understanding and awareness of the fact that high-quality communication has been and remains an important link in the study of a foreign language.

Participation in the discussion gives students the opportunity to acquire the skills of planning, reasoning, persuasion, and organization. In addition, they learn: defend their position, to be confident in front of the audience, analyze, specify, generalize, interpret, systematize, control their emotions, etc. Such skills will be a good help in later life, because they form the qualities necessary for a leader.

After reviewing the process of discussion, we can make a general conclusion that the use of it can positively affect the process of learning not only English, but also other languages. The success of learning a language, the success of understanding English, success in speaking and developing other skills in the language depends on the desire of the student, but, nevertheless, it is important to emphasize that the role of the teacher here is enormous. Of course, working with the language should be in a daily basis, if the student's goal is to master the language at a qualitative level.

In any case, no matter what type of discussion and what technique the teacher chooses, the main thing is that it fulfills the main task – to teach the student to speak freely and openly express their thoughts in a clear and logical way.

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BENEFITS OF USING SHORT FILMS IN THE CLASSROOM THROUGH THE PRINCIPLE OF VISUALIZATION

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In the modern world, socio-cultural processes require new decisions in the field of learning English, as an international language for personal and professional competencies, for a deeper acquaintance with a foreign language culture and communication with native speakers and other individuals from different countries from all over the world. It is important to integrate the English language learner into the culture in order to understand cultural and social canons, lifestyle and to learn ‘actual’ English, as being outside the spoken environment of the target language, it is easy to lose existing skills and difficult to master new communication skills.

In the context of the rapid development of the language, the emergence of new speech patterns, words and lexical meanings, the use of textbooks alone in English lessons does not provide an opportunity to fully master the language being studied and communicate with native speakers at a good level. It is also necessary to take into account the fact that not everyone has a chance to travel to the English-speaking countries in order to improve their communication skills while being immersed in the foreign-speaking environment. Therefore, it is necessary to introduce a new view at the ways of involving a person who is studying English in the communication environment, while increasing the motivation to improve on their own, building up communicative competencies. Obviously, one of the alternatives to immerse yourself in the language environment is to watch authentic films, short films and various videos in English. Due to the fact that it is quite difficult to cover authentic materials during one or even two English lessons, this type of video materials that could be used to study English is excluded immediately. In contrast, watching short films, relevant tasks based on a video, can be perfectly acquired by individuals due to a number of advantages over longer video pictures.

The relevance of the topic is justified by the lack of awareness of teachers and understanding of the development of what set of exercises is required for mastering short films and socio-cultural and communicative competencies since the student must be competent in the subject being studied, that is, use their knowledge in practice.