

The purpose of the current methodological development shows the types of activities. The introduction of television commercials used in the context of the lesson and “advertising”. The complex of tasks based on certain advertising videos can be viewed as a model.

The general format of the methodological development plan due to the institution of the three-stage tasks.

1. Performing preliminary activities (pre-watching or pre-listening activities).
2. Performing activities while listening to the text and watching the video (while watching or while listening activities).
3. Performing activities after listening to the text and watching the video (after watching or listening activities).

During the lesson each of three work stages are organized.

Stage 1. Preview: perform preliminary activities aimed at identifying students’ understanding of the content of the advertisement. This type of task will help to stimulate students to use background knowledge and to encourage interest in watching the video.

Stage 2. Look at: work on tasks while listening to and watching the video is aimed at trying to focus students’ attention on some aspect of the advertising scene, which in turn aligned with the content of the classes, thematic vocabulary lesson or educational purpose.

Stage 3. (After watching): the final step aims to achieve the students’ interest in the use of information obtained from the film in order to check the understanding of the semantic content, the integration of information and opinion of the product by the consumer.

By the time of the 3rd stage, students are supposed to see and listen to the video several times, take the opportunity to ask questions related to the vocabulary, utterances grammar and cultural characteristics of the video.

The main challenge of the teacher is facing at the moment and check the students understanding of the content and the effectiveness of the proposed guidance at this stage in the process of watching the video. Also, it is necessary to monitor the understanding of the content, the speech and language means used in the film.

So, there are a number of steps have been performed that teachers can use in the classroom. Using advertising videos in teaching foreign languages can significantly develop the effectiveness of the teacher training activities such as videos samples of authentic language communication. So, they create the atmosphere of a real language and communication, making the process of mastering a foreign language more lively, interesting, challenging, powerful and emotional.

Literature

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USING SONGS IN FOREIGN LANGUAGE TEACHING

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Nowadays in the 21st century we live in the world where communication has a vast importance in every sphere of our lives. We use a language as a mean of communication. Language exists to help with interaction, and it imparts the part of national history and culture.

Using song material in foreign language teaching is not a new method. Songs are often included in student's books, but they are mostly underestimated or ignored by teachers. In this article, the song is considered as a multifunctional methodological tool in teaching English. We will explain the educational role of songs and show how they contribute to improvement of general language skills. Furthermore, the results of the experiment conducted by us will be presented.

It is difficult to imagine English acquisition without involving songs into the learning process. Apart from obvious reasons of using songs in English teaching that will be described below, it has to be noted that English or American singers are of particular interest to many students.

In general, songs have a lot of value in linguistic aspect and can improve the following parts of speech:

1. Vocabulary
2. Writing fluency
3. Listening ability
4. Phonetic skills
5. Various skills (vocabulary, grammar, pronunciation, listening comprehension) [1].

In foreign language teaching, the use of modern authentic songs is considered to be an extremely effective technique. First of all, working with song material ensures faster assimilation of new lexical material (the lyrics of favourite songs are memorized quickly, and sometimes they remain in the long-term memory for years).

It should be also noted that while working with a song, the study of grammar is greatly simplified, because, as a rule, students have a lot of difficulties with this particular aspect. Therefore, having studied grammatical structures from the song they enjoy, later they no longer have a negative reaction or fear of learning more complex grammar. This also includes various grammatical constructions, fixed expressions, and temporary forms of verbs. It is also necessary to note another important point in the use of song material – this is the possibility of forming and developing listening skills. By listening to a song, students can practice the correct pronunciation of words and accents much faster and gradually get used to the sound and features of foreign speech. Working with a song greatly increases interest in learning a foreign language.

One of the most essential parts of learning English is vocabulary. As Murphey claims, songs can help by memorising new words and phrases, and it occurs because of the phenomenon called “involuntary mental rehearsal” [2].

Based on the information presented above, we would also like to note a number of additional advantages of working with song material, which have a positive effect on the learning process.

Firstly, the study of an authentic song allows students to join the culture of a foreign language country, the way of thinking and the vision of the worldview of native speakers. According to many psychologists, schoolchildren are especially sensitive to the culture of other countries. Using a foreign song contributes to the development of students' outlook, interest in the country of the target language, and stimulates imaginative thinking and is excellent memory training.

Secondly, from the lyrics of the songs, they can learn about various aspects of the life of the people of the country of the target language. It should be added that a song has an impact on the emotional sphere of a person, and this, in turn, can affect memory (for example, information in rhymed form is usually much easier to remember).

Shortly speaking, songs perform many functions:

1. Physiological – promoting memorization;
2. Psychological – promoting relaxation, relief;
3. Emotional – evoking feelings;
4. Social – strengthening the dynamics in the group;
5. Cognitive – developing thinking process [3].

There are a large number of different sources with song material for language learning such as Internet resources, collections of foreign songs, language manuals, etc. Such a variety contributes to the more frequent use of song material in foreign language lessons. But there is also a slight difficulty with the choice of material. Having analysed several sources, we emphasised certain criteria for the selection of song material for teaching a foreign language, namely: authenticity, emotional impact, compliance with the level of training, thematic correlation.

1. Authenticity is one of the main criteria, as it has valuable teaching materials in terms of learning. Students have the opportunity to learn the values of the culture of another country, to understand the way of thinking of a native speaker, to study the way and manner of communication.

2. As regards the emotional impact, all songs used in the lesson should positively influence the emotions of students. This criterion is especially important when working with students of primary and secondary schools, since at this age the student's personality is being formed.

3. The next criterion is compliance with the level of education, namely the compliance of the studied topic in a certain period of time with the language material. For example, if for a given period the topic is “family” or “health”, then songs which contain related words or phrases have to be included.

4. Thematic correlation – this is the fourth criterion for the selection of song material. It implies that the language material contained in the songs must necessarily correspond to the level of knowledge of students. This means that when working with the lyrics of a song (the purpose of which is to develop lexical skills), phonetics and grammar should not cause any particular difficulties.

While conducting our experiment we followed all these criteria. The experiment was made with students of pre-intermediate level and based on the album of a famous American band “The Lumineers”.

Singing a song is a powerful tool for students that help them to understand concepts and subjects and offers various types of learning. What is more, song enables students to use their visual, auditory, and kinesthetic skills.

Moreover, listening to a song is a great tool that enhances creativity and thinking skills in the students when they brainstorm to make a story, create a picture, draw a carton/comics. It also helps students to learn how to collaborate and work in a team.

At the beginning of the experimental teaching, we interviewed students. Our experiment took place at gymnasium № 22, in Nur-Sultan, Kazakhstan during the pedagogical internship between February and April 2021. There were 16 participants. Among them 9 are girls and 7 are boys.

After analysing the results of the interview, we discovered that they listen to music every day using their smartphones.

It was also important to know their preferred genre of music before selecting songs. The diagram 1 shows collected data.

We can see that the most popular genre is rock – 58 %, hip hop is 22 %, pop is 12 %, disco is 6 % and others take 2 %.

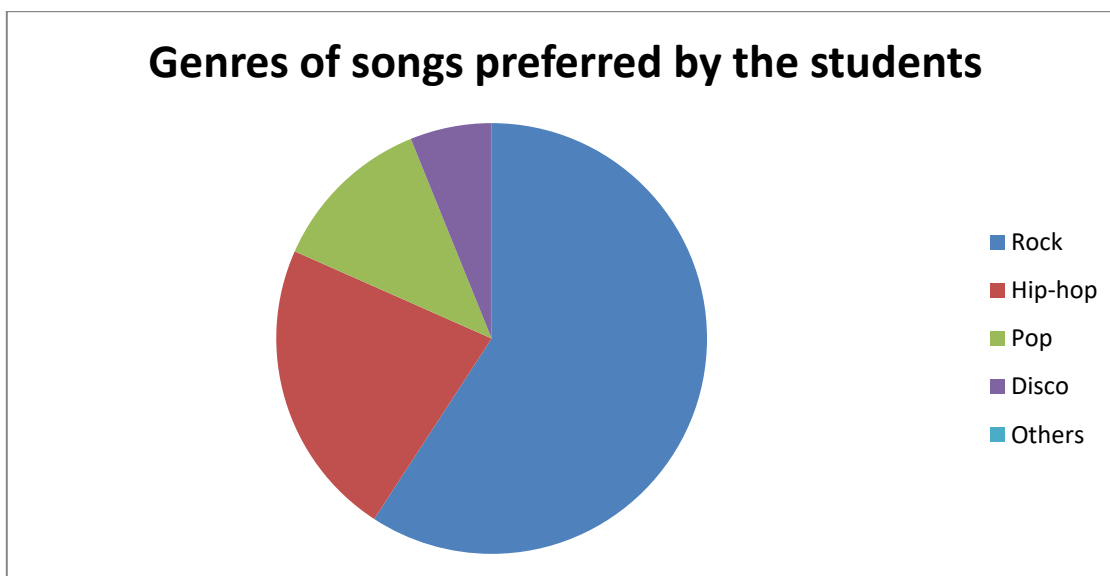


Diagram 1 Genres of songs preferred by the students

Having collected necessary information, we started our experiment.

During the experiment we followed particular stages in using songs in foreign language teaching:

1. A short introductory part, in which students were being prepared for the initial listening to the song. We gave them a short description of the song and its style leading to the topic of the lesson. Some difficult words with translation were also suggested.

2. At the second stage, there was a primary perception of a piece of music (features of the melody, rhythm, recognition of individual words and phrases).

3. At the third stage, the comprehension of the lyrics was checked.

4. In order to ensure complete understanding, we deliberately drew the attention of students to certain linguistic features of the lyrics, such as: new vocabulary, grammatical phenomena, pronunciation features or fixed expressions.

5. At the next stage, the song was listened again. Students had a chance to correct themselves.

6. Then comes the phonetic processing of the song text, in other words, intonation was practiced, as well as the correct pronunciation.

7. At the next stage, the song was learned in the process of joint performance.

8. At the next lessons, the song was usually sung by students.

Exercises that we provided to students were various: filling the gaps, multiple choice questions, open questions, questions for discussion, etc.

It must be noted that during our lessons the atmosphere was always positive despite the fact we had online classes and did not meet personally. This was an effect of songs. They have also improved their general language comprehension and became more motivated in learning.

We would like to summarize this article with a recommendation to prospective teachers. When using song material in a foreign language lesson, it must be remembered that a song is a work of both poetic and musical creativity.

Therefore, attention must be paid to all the components of the song. It is also very important that the content of the song includes educational and developmental components. For this purpose, song selection criteria have been developed.

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IMPLEMENTATION OF THE CASE STUDY METHOD IN DISTANCE LEARNING OF STUDENTS

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Introduction

Innovative methods and technologies are increasingly being introduced into the modern education system, which makes it possible to strengthen the practical orientation of vocational education, establish a feedback between theoretical positions and professional actions of specialists in this field, and activate the intellectual and creative activity of students.

Literature review

The main task of all university educational programs is to train specialists in demand on the labor market. The University aims to train well-rounded people with the necessary knowledge and skills to make a positive impression on the employer. Educational programs must meet the conditions of a changing society in which students will live and work. The university is designed to develop students' intellectual abilities, intelligence, initiative and creativity, which will help them subsequently adapt to the requirements of potential employers and the current needs of society.

One of the new forms of effective learning technologies, especially in this period of time, when all training takes place in a distance format, is problem-situational learning using Casestudy cases.

The essence of this method is the assimilation of knowledge and the formation of skills through the active independent activity of the students themselves to resolve contradictions, as a result of which there is a creative mastery of professional knowledge, skills, abilities and the development of thinking abilities.

The tasks of the case study are consistent with the basic principle of the discussed approach: the development of skills to analyze a large amount of disordered information in a short time and make decisions under stress. In this sense, the case study method complements the classical university education system. Its application becomes most effective when combined with other student-oriented methods: learning by doing, training, computer training programs and simulations [1, p. 493].

The case study method is a process of discussion. The tradition of its use is based on the thesis: “The movement to the truth is more important than the truth itself.”

Distance education is a type of education based on educational interaction between teachers and students who are distant from each other, implemented using telecommunication technologies and Internet resources. Throughout the world, there is an increase in the number of students studying in distance learning systems, and the number of universities using distance learning tools in the educational process is also growing. Distance learning tools make it possible to automate a number of