

Often, students use brainstorming to effectively prepare for an essay. One of the great brainstorming apps is the Miro platform and the more simplistic Creately. Using them, we can meet a large number of tools for creating diagrams, notes and mind maps; the platform also allows group work and does not require special knowledge in the field of technology.

It becomes quite obvious that the main difficulties in writing an essay arise at the first (preparatory) stage, since correctly planned work at this stage leads to a successful result and vice versa.

In this regard, we conducted a survey, 50 students in grades 6-7 were interviewed. According to the survey results, 68% of students do not make preliminary preparations for writing an essay, of whom 28% believe that this is not a necessary stage, and 40% have not heard about this stage; 32% of the total number of students makes a plan. Most of the students who did pre-writing and used the listing method, which is 20% of the total number of respondents, 11% found it convenient to use mind map. Thus, most students neglect the first stage of writing an essay, and therefore have structural errors. The logical sequence of the narrative is also violated.

In conclusion, an essay writing course is a discipline in which students master techniques that are useful in creating any text, be it a course work, business letter, application or description. As a result, it turned out that students neglect the preparation for writing essays, which degrades the quality of writing works. To conclude, more attention should be paid to teaching pre-writing using different teaching tools, such as mind mapping, brainstorming.

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#### **FINDING SUPPLEMENTARY MATERIALS TO USE IN EFL LESSONS**

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Nowadays in students’ lives technology is everywhere, from interactive games to the growing plethora of digital devices. All this exposure to technology means that their learning expectations are likely to be very different from previous generations where technology was not widespread. This

scenario makes the traditional teaching techniques sometimes fail when it comes to engaging the contemporary students and, consecutively, creates an inability to motivate them to learn [1]. In the modern Kazakhstani society using VR technology in education system starts (Educational project "Days of virtual (VR) and augmented (AR) reality" is proposed to organize by Russian scientists). There are a number of publications on the Internet about plans to use VR technology in our country [2]. However, there is no separate evidence-based study in this area yet. In this regard, *the purpose of our work* is to demonstrate the effectiveness of using Virtual Reality (VR) technology in teaching / learning English. At the beginning of the study survey was carried out, the data of which allowed us to determine *our hypothesis for work*: due to the lack of knowledge of teachers about these technologies, due to insufficient computer literacy these technologies are not used much in universities and schools when teaching / studying a foreign language. But the use of Virtual Reality technology allows us to motivate students to learn English and makes knowledge of English closer to life.

VR technology, described as the use of an immersive computer-simulated environment in which people can interact with, incorporates this traditional multimedia and significantly elevates the level of user immersion, particularly at the level of visual perception [3]. The high levels of immersion, authenticity and interaction provided by VR allow the user to believe that he is within the computer-simulated environment [4]. The reference to virtual reality is often discussed as important to help learners concentrate on culturally specific or authentic tasks and receive a unique cultural experience while being involved in the target language immersive context. These online or digital environments are characterized by a high level of visual appeal for English learners to provoke their interest in language-oriented activities, and they provide young persons with a variety of interactive tools to use English and cooperate with the help of their avatars in these virtual worlds [5].

Additionally, much attention is also paid to the emotional aspect of learning English with the help of specific features of virtual reality. According to the results of certain studies, young people prefer this innovative approach to developing their language skills because of positive associations with activities, the absence of boring tasks, and the overall dynamic setting connected with an interesting content [6]. The reference to virtual reality can be discussed as an effective choice for the teachers of English when they want to contribute to their students' motivation and interest.

Students often choose the most innovative technologies for learning because they use many devices and various software and applications in their daily life. Therefore, the majority of students have a positive attitude regarding the use of different technologies as part of a studying process. It is easy and appropriate for a new generation of students to use tablets, smartphones, and laptops in classes actively, as well as to play games with augmented reality [7]. The application of this resource for teaching English is a perfect choice to increase students' attention and provoke their interest and concentration.

The development of technology has provided to improving teaching and learning with the help of providing new approaches for acquiring knowledge and developing skills. The purpose of this study is to highlight virtual reality in TEFL context, it also aims to discuss the use of technology in teaching and learning languages with the focus with reference to instructors' perspectives in secondary schools as a supplementary resource.

#### ***Methodology and Methods of studying***

The methodology adopted consists of a quasi-experimental design, cross-sectional study with a quantitative focus. The sampling technique used was the nonprobabilistic convenience sampling procedure. The core analysis for this study involved a complementary qualitative and quantitative analytic approach focused on the use of supplementary materials within the EFL environment. Accordingly, in the remainder of this section, we describe the qualitative and quantitative samples, data collection and measures, and analytic approach.

In the study of the hypothesis, proposed in this article, we applied such methods as an

experiment, focused observation, experimental training and questionnaires. The pedagogical control detection was conducted to identify the level of acquiring of language material. For more objective study of the use of Supplementary Recourses for teaching foreign languages, we conducted a questionnaire among teachers of our university, teachers of Nur-Sultan schools, students and schoolchildren.

**Discussion**

By providing our students the opportunity to experience around the world in 360 degrees. We are able to walk students through everyday situations in daily life that they encountered that they probably find very anxiety-provoking.

*Role-play*, the idea that imaginary situations are good for practicing functional language is sound. It is a tried and tested way to subvert the four walls of the classroom and create different contexts for communication. When students step out of their own identities to ‘become’ a different person, or, through the power of imagination, teleport themselves to a different place, the learning experience can be enriched. This sounds great, and fits well with the communicative approach to language teaching (and, more broadly, with constructivism), but good role plays do take a significant amount of time and effort for teachers to prepare, and unbridled, contagious enthusiasm to motivate students and keep them engaged.

Virtual reality, with its ability to instantly, utterly convincingly, create context by teleporting a whole class of students anywhere in the world (or space or imaginary places) can firmly situate language. Not only can classroom walls fade into the background, but the barriers between distance learners and those physically present in the classroom can also disappear, as students’ digital selves interact with each other and even with virtual characters that can maintain eye contact and communicate in natural language. These affordances have far-reaching implications for lesson design that go well beyond traditional role-play scenarios [8].

As a teacher, we typically we look at the book forward in the lessons and we teach the content that the book contains. There are certain limitations to that right as hard as the books try to capture everything that a student needs to know to become a competent English speaker. When you give them these VR boxes you are giving them a world that they can interact with.

- ✓ It means it is taking them out of the classroom and putting them in a brand new environment.

- ✓ It helps facilitate questions that they would not normally ask.

- ✓ It helps facilitate conversation with other students but they would not normally have.

There is environment where students actually use the language and there is the classroom environment and those are two different environments and it is hard to bridge the gap between the two. The VR technology definitely helps to bridge that gap. It helps create an environment more akin to the environment.

**Results**

By using VR technology we are able to take students beyond the constructs of the four walls of the classroom and give them education that would enable them to operate in a world that could be foreign to them.

*Table 1. Comparing lessons with VR or without VR*

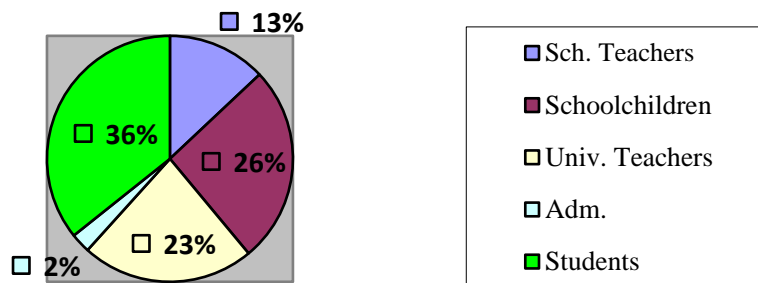
<i>Textbook</i>	<i>Virtual Reality</i>
Good morning class. Yesterday we learned vocabulary related to eating out. Open your books to page 49, Exercise 3. Mike and Cindy are at a restaurant, listen to the conversation and fill in the blanks below (insert boring audio c.d. with low-paid actors).	Good morning class. Yesterday we learned vocabulary related to eating out. Okay, now put on your goggles. I uploaded a video of my friends and I at a local restaurant last week. Sit next to me, read the menu, and feel free to order for yourself.

The nuances presented in the latter could never be relayed in the former. A student could never learn how a table splits a bill from a textbook. Or what a burger cooked “medium-well” looks like. Or that we put our menus down to indicate to the waitress that we are ready to order. Or a countless number of other things that are experienced, not learned.

Purpose of survey: determine the effectiveness of Using Supplementary resources for teaching /learning English.

Participants: ENU teachers, school teachers, administration of schools, ENU students, school students.

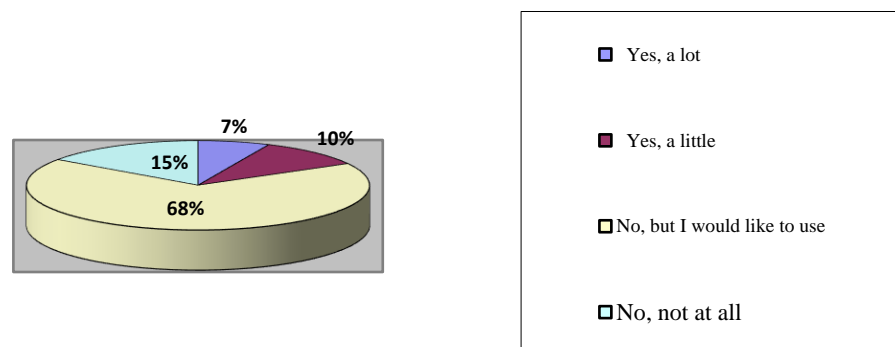
Diagram 1. Participants



The questions reflected the attitude of teachers and students towards the use of Supplementary resources for teaching /earning English and divided into 4 groups:

1. Questions for University teachers and School teachers
2. Questions for Administration of University and schools
3. Questions for Students
4. Questions for School students

Diagram 2. Have you tested the use of virtual reality or augmented reality to supplement current classroom teaching?



In total, 59 university and school teachers answered this question.

From Diagram 2 you see that a large majority of University and School teachers, Administration

(7%) answered positively, 10 % agreed with using a bit. And 68% of respondents would like to implement SR. But 15% of participants did not want to use SR at all.

Diagram 3. How familiar are you with the concept of virtual reality (VR)?

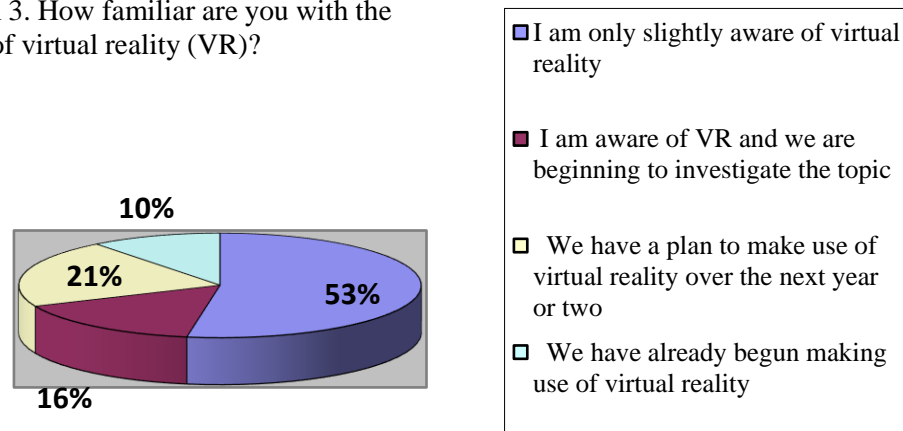


Diagram 3 shows that most of the participants in the questionnaire just have an idea of using new technologies like VR. And only 11% percent use this new technologies in learning English. Among the participants of the survey, who answered this question, 40 people were schoolchildren, 55 were students.

### **Conclusion**

The main objective of this pilot study was to evaluate the perceptions of foreign language teachers regarding the benefits of a VR application as a tool to help their students with learning English. To this end, a VR application was developed which allowed the user to be immersed in the virtual world representing formal and informal scenarios. After testing it with foreign language teachers, we concluded that there is a unanimous opinion that such technology is not only attractive but can also help to motivate students and potentiate the student’s learning curve regarding the listening of a foreign language.

If the application of standard technologies like audio recorders, whiteboards, and projectors is viewed as an approach contributing to students’ learning, the use of computer-based communication, online platforms, simulations, and virtual reality provokes a lot of questions. On the one hand, the application of virtual reality technologies is important for stimulating students’ learning in an immersive context with the help of authentic sources and real-life situations. Such experience is unique and advantageous when students have no opportunities to communicate with native speakers or learn the language in the country they have chosen. It is stated in the literature that, and as the findings are complementing that using technologies and virtual reality, young people can strengthen their skills while avoiding the focus on traditional boring teaching tools.

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### **INTERACTIVE LEARNING METHOD IN ENGLISH LESSON AS A MEANS OF DEVELOPING ORAL SPEECH (IN SENIOR CLASSES)**

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The present time is characterized by the fact that new methods and techniques are required in teaching a foreign language at school. The knowledge that the students of the Soviet period used is not enough for modern children. Therefore, in accordance with state educational standards, modern methods of teaching speaking are used in foreign language lessons.

In connection with the strengthening of the role of language education within the framework of secondary education, one of the main tasks of a non-language institution is the need to teach the skills of speaking a foreign language. This implies the formulation and solution of the problem of professionally oriented language learning. Every year the role of the "Foreign language" discipline in secondary schools is growing. The main goal of language proficiency is not just knowledge of a certain set of vocabulary and grammatical structures, but namely the formation of a secondary linguistic personality, ready for free communication in the professional environment of a foreign language community. The development of such a professionally oriented language education involves teaching real language communication within the framework of professional activities. In the situation of teaching a foreign language in secondary school, which means, first of all, the expansion of all types of language activities (reading, speaking, writing and listening) in general. However, on the other hand, it is still necessary to talk about the increasing role of teaching a foreign language, if we bear in mind the increasing deepening and complication of the tasks that a teacher faces when teaching a future specialist of a narrow profile (in our case, this is the field of culture and art). The range of these tasks includes a holistic mastery of all the skills necessary for intercultural communication, an understanding of a professional text (speech), the ability to clearly and correctly formulate one's thoughts in a foreign language.

In connection with the above, of all types of speech activity, special attention should be paid to speaking skills. The acquisition of this skill is the essence of communicative competence, which is one of the basic competencies of teaching in principle and acquires special significance in teaching a