

After watching the video and finishing all tasks, we can come up with different, interesting tasks with videos for homework, like method shadowing. Shadowing – listen to an audio recording and at the same time try to repeat it aloud, as close as possible to the original. The method allows you to develop the skills of speech perception by ear, learn the grammar of the language intuitively, subconsciously, without studying from textbooks. Associate the sound image of a word with its spelling. Acquire the skills of fluency in speech. Further independent work at home will strengthen the memorization of new words, phrases or improve the listening comprehension of foreign speech. Thanks to such tasks, the student will see an improvement in their skills in practice; moreover, there will be even more interest in learning English and their motivation will increase.

Generally, it can be argued that educational video resources and multimedia open up wide opportunities for active work in the process of forming students' speaking skills and abilities and make the learning process of mastering a foreign language exciting for schoolchildren. It should be noted that the use of video materials in the lesson is not only the use of another source of information. The use of video materials helps to improve the quality of knowledge acquisition in foreign language lessons, allows students to give a visual representation of the life, traditions, language realities of English-speaking countries and develops the speech activity of students and helps to make up for the lack of a foreign language environment, expands the horizons.

Moreover, due to the daily development of digital technologies, teachers need to match the extraordinary minds of their students and try as much as possible to use new methods with which students will also be interested in learning. To sum up, everything that has been stated so far, one of the main missions of a teacher is to find the right approach to his students and, most importantly, to be able to inspire and motivate them.

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PECULIARITIES OF PLANNING CREATIVE WRITING IN ENGLISH LANGUAGE FOR A HIGH SCHOOL STUDENT

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Writing skills are one of the most important skills taught in middle school to students. These abilities will carry on with them and would help them not only in high school but also in their careers. Writing ability is no more a choice in any student's life as most of the modern day communication

needs good writing skills. One needs to be clear, concise and also correct when writing to the other party [1, p. 2].

In recent years the role of creative writing in foreign language teaching is gradually increased and, in some sense begins to consider the letter as a reserve to improve the efficiency of foreign language teaching. One cannot ignore the practical importance of teaching creative writing in the light of modern means of passing such tests as IELTS, TOEFL, etc. Teacher must teach students to write in creative way that they will be able to write an essay in accordance with their requirements.

Creative written speech allows students to save the language and factual knowledge, is a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language. If they correctly identify the purpose of learning to write and writing in creative way, consider the role of letters in the development of other skills to use exercises that fully cover the objectives, do these exercises at the appropriate stage of training, the written language gradually becomes richer and more logical. Therefore, we believe that the theme of our research is very relevant.

Creative writing enables learners to use the existing vocabulary and grammatical skills, express their individuality, and recognize cross-cultural differences, to use their own written derivatives reference for the training skills of reading and speaking. Creative writing can only occur in a special atmosphere creative freedom. Experiments with linguistic forms, opening for themselves in a new language, his sense of harmony and rhythm, enjoying the edge-one hundredth of his playing, humor – all this should not simply be allowed and recognized. This teacher should help, if he wants to get the students to express themselves creatively in writing form. If the lesson there is fear, the atmosphere is absolutely infinite promising for the creation, including for creative writing. The essential goal of teaching creative writing is a product of and maintaining the joy in the process of writing [2, p. 2].

Characteristics of creative writing can be tentatively identified. The most obvious is that creative writing has a quality of awareness or self-consciousness which writing in general need not have. The writer of a shopping list may agonize over its contents, but once he or she begins to think about their presentation, their order on the page, their true ability to represent the items on supermarket shelves, their possible symbolic or associative meaning, what they imply about the character of the person writing them, how they undermine or reinforce each other, how a reader from another cultural context would consider them, and so on, the shopping-list writer is becoming a creative writer, and might do well to move on to greater projects [3, p. 21]

By creative writing we also mean the nature of the most productive exercises varying degrees of difficulty, varied in form and content, often in the form of a game. The poems of famous poets are played upon, funny stories are written collectively, letters to fictional characters are written [4, p. 12].

What we need are simple and clear goals that meet the requirements of the school syllabus in foreign languages. These goals must be simple enough to be suitable of any pupil.

Here are they:

- To demonstrate that writing can be fun;
- To increase students' comfort level with creative writing;
- To teach to develop writing skills;
- To foster pupil's creative thinking and expression;

It is interesting fact that creative writing courses are not new. The phrase “creative writing” entered the language during the 1920s, but creative writing courses predated that. The first was taught at the University of Iowa in 1897. Iowa introduced the first creative writing program in 1936 [5, p. 23].

According to the article's author, Louis Menand, the typical course in creative writing—the writing workshop—is unlike other academic courses, in which a body of knowledge is transmitted. And to a certain extent that is true. A basic technique in writers' workshop is the critique of a students' writing by other students. But the creative writing classes do more than this.

Nowadays courses in creative writing are increasingly popular, ranging from one-day workshops to three- or four-year university degrees. While some people still argue that true talent for writing cannot be taught, it is now generally accepted that it is possible to teach techniques which help people access or exploit their creativity, from overcoming writer's block and generating random ideas, to understanding how standard genres of writing achieve their effects and structuring their work. They can give students opportunities for self-expression and catharsis. They can allow them to record emotions in words and explore human interactions and the workings of the human psyche. It can also provide nuanced ways of sending messages.

Whether or not literary creativity can be taught, certain skills can certainly be enhanced. Students can gain insight into what constitute effective or realistic description or style or narrative or characterization or use of language. They can also learn about voice, diction, plotting, setting, and figures of speech as well as how to craft dialogue that gives clues to a character's personality, social position, values, and character.

Principles that teachers underpin in these courses are very humane and natural:

✓ **The first principle is expert writers must first become expert readers.**

In other words students in creative writing classes must become aware of the basic techniques of literary expression, including narrative strategies, genres, and aesthetics.

✓ **The second principle is creative writers must become more self-aware, craft conscious, and self-critical.**

It is mean that the students must learn to revise. Because it is important to learning how to write is the ability to evaluate and re-write.

✓ **The third principle is that the students must recognize that creative writing is never simply descriptive or imaginative.**

Activities for creative writing

Sometimes it can be difficult for students to spark their imagination when starting a creative writing piece and creative writing activities can help give their ideas.

There are many different aspects to creative writing including the story plot, characters, conflicts, twists and turns and much more so using creative writing activities can give your imagination a kick start into creating some fantastic ideas.

Thought content determines the form of a written work. By the forms of creative written works that could be included in the training content include: greeting cards, telegrams (personal and business content), notes (family, friends, colleagues at work), signs (in homes, offices), labels (on the trade dress), captions, advertisements, instructions, advertisements, information (about the search for work on employment, sports events and cultural life), menus, advertisements, invitations, condolences, personal letters, business letters, including letters for a job, thank you letters, ie bread-and-butter letters, letters of protests and complaints handling (the supervisor to the public), the answers to the statement, autobiographical information, i.e. curriculum vitae, details, i.e. confidential Literature , completed questionnaires and forms, help, support schemes such as mind-maps (for presentation to the audience), instructions (safety for the job), recipes (cooking, both known and their own), diaries (observations, travel), dictionary, dictation, and bibliography (works of the author's book on the issue) notes, i.e., notes (a summary of the content of reading), notes in a wall newspaper experience (what they saw or heard), book reviews, review, i.e., reviews (the book, story, film, art work), reports, i.e. reports (about the observations of the survey, about the poll), the reports (about the state of the problem. On the study of specific cases such as case-studies), presentation, i.e. reproduction (read, hear), the summary, i.e., summary (main idea read, hear), messages (of the news on the latest developments), reviews (of articles in the newspaper the week), annotations, i.e., précis (the main content of the story, book, movie), abstracts, i.e., synopses (read an overview), thesis, i.e. abstracts (summary statement) projects, i.e. projects (look at the state and change the world), essays, i.e., essays (own view of things and

phenomena), essays (interpretation of the theme or issue), stories (and inventing the plot of the story), poetry (poetic works by creating a different form) [7, p. 57].

For example, we use the usual figures of writing of short messages in connection with the events: “It’s with deep sorrow that we learned about ...”

In the figure captions method of “scoring” characters is often used: “I’ve just discovered why I ‘so clumsy. I’ve got ten toes.” – “But everybody has ten toes.”– “Seven on one foot and three on the other?”.

Students, in particular, may not be so enthusiastic about creative writing. However, it is an important part of their education both for their imagination and their English writing skills. The right creative writing activities can make creative writing more fun and appealing to children.

It is a fact that creative writing also involves ideas, themes, questions, and arguments.

Essay

Creative works such as essays or compositions performed on a specific theme, starting with the so-called thematic entry (Topic Introduction – TI), followed by a thematic phrase (Topical Sentence – TS), developed in the case examples (Example Sentence – ES) and end reformulation thematic phrases (Restatement Sentence – RS). For example, on a given topic may be organized as follows.

A Slap in the Face

TI. Human relations are something difficult to understand.

TS. A slap in the face may be a sign of love or hatred.

ES. A friend of mine told me he had never been as happy as when....

ES.

ES. Etc.

RS. As you see, a slap in the face may be a slip of love.

Case-study

Case studies (case-study) includes a choice of problems, assess the state of its decision, the collection of facts, application of statistical methods. Also it is containing formulation of hypotheses, the use of evidence, comparison with other points of view, a final conclusion. Thus, the structure of the report on "The primary School in a Changing World" may be as follows:

1. Foreword.

2. The objectives of primary education.

3. Examples illustrating the primary education system.

4. Evaluation technique of effectiveness in primary education.

5. Graphs and diagrams.

6. Advocacy of differentiated type of teaching.

7. Pros and cons.

8. Gap between social and educational change.

Article

As an aspiring professional journalist or a freelancer writing for a newspaper or a magazine, one has to get started by understanding the basic differences between the newspaper article and the magazine article.

Newspapers publish what are termed as hard news as well as soft news articles. The former is usually based on breaking news and the immediacy factor in terms of time and interest. These give an account of what has happened or something that is happening now based on earlier facts about what may happen in the future.

On the other hand, soft news articles, also called feature articles generally include Profiles in Excellence, i.e. profiles of noteworthy and newsworthy people, human-interest stories and discussions of issues. Based on facts, feature articles are more discursive in nature. Magazines, which may be weekly or fortnightly or monthly publications, contain soft news or feature articles as they are not

constrained by the immediacy factor. The readers of a magazine will get to read about an event several days after it had occurred [8, p. 38].

According to Dr. Steve Graham, who is the Currey Ingram Professor of Special Education and Literacy, the newspaper article is predominantly based on facts, whereas the magazine article usually consists of the report of a factual event in a summarized form. The more pertinent elements of the magazine article on soft news article are:

1. Background information gathered about the incident.
2. The possible reasons behind it and which may have unravelled themselves since the time the event had taken place;
3. The opinion of the writer about the event (usually determined by the 'slant' that the news magazine is known for).

We should acquaint students with the following key features of a newspaper article:

Headline is usually only four or five words. It tries to attract the interest of the reader by telling them what the story is about, in a short and interesting way.

By-line tells about who wrote the article.

Introduction will set the scene and summarise the main points of the article: who, what, when, where.

Body provides more detail about the event; in particular it answers the questions how and why.

Quotes – sometimes articles will include what a person (like an eye-witness or an expert) has said. These will be in speech marks.

Photograph and caption -sometimes articles have a photograph and a sentence explaining the photograph.

We would like to make a conclusion of his words, that the form of newspaper article is short and descriptive as possible:

Schools evacuated

All the schools suffered disruption and damage when Hurricane Andrew hit the east coast of Florida. The capital, one of the worst hit areas, was forced to evacuate the pupils and close the schools....

When teaching writing important exercise of imagination. Perhaps the next task: Imagine that you are a social historian living 100 years from now. Write an article for a popular magazine describing what everyday life was like in the distant 1990s. Refer to features of the 21st century. Show scorn, pity or envy. Use illustrations and photos. Make use of a "typical housewife diary". Remember to frame your account with introduction and conclusion.

The way in which a person organizes creative work must provide time for the generation of ideas and reflection upon those ideas. Creative work must also be organized in a way that allows the products of spontaneous play and variation to be incorporated in the set of ongoing projects or a network of enterprise. Emotions, values, loyalties, and ethical beliefs play a fundamental role in creative work. The organization of affect guides the creative person through the terrain of a domain. It serves to energize, mobilize resources, and maintain motivation. Study of the internal development of each thinker through analyses of scientific notebooks capturing thought on the wing reveal the intense social interactions that are vital parts of the creative process. The idea of the process of sharing thoughts and looking at ideas aborning that goes on between mentor and student is an active part of creative work. The creative process is more than problem solving or divergent thinking. Failing to give students an inkling of the systems of the creative process dooms them to a sponge-like absorption of great men's thoughts and deprives them of the thrill of participating in intellectual episodes of discovery [9, p. 50].

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LINGUO-CULTURAL INTERFERENCE IN ENGLISH SPEECH OF KAZAKH STUDENTS

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Kazakhstan, as a multilingual space, creates all conditions for the free development of languages of all ethnic groups living on the territory of the republic. In this regard, the main direction of the latest language policy is the formation of multilingualism, which emphasizes the importance of preserving the native, ethnic language and the need to master foreign languages for professional and intercultural communication [1].

The relevance of this topic in today’s Kazakhstan is determined by the fact that the country has increased interest in the study of foreign languages, the attitude to the study of the cultures of other peoples has changed. The citizens of Kazakhstan, being introduced to the world culture through direct mastery of foreign languages, experience the influence of language interference, which is undesirable in cross-cultural communication when establishing contacts between domestic entrepreneurs, firms and organizations with foreign partners in various spheres of human activity. At the same time, issues related to improving the effectiveness of the process of teaching foreign languages, taking into account the influence of the native bilingual language, are of particular relevance. When learning foreign languages, the native language has an impact on the languages being studied, i.e. when learning a foreign language, we are bound to encounter the phenomenon of language interference.

In linguistic science, the term “interference” was introduced by representatives of the Prague Linguistic Circle. Interference is an interaction of language systems in the conditions of bilingualism, which develops either during language contacts, or during individual development of a non-native language [2].