

For example, for a primary school, you can recommend the Learn English Kids website (<http://learnenglishkids.britishcouncil.org/en>). All kinds of educational, language, and humorous games will help children master the vocabulary and grammar of the English language: find a couple of words, sign pictures, solve a crossword puzzle, fill in gaps, solve words, arrange sentences in the correct order, color pictures according to instructions, choose the correct answer to a question, and so on.

7. Participation in competitions and Olympiads, as well as in international projects, participation in text and voice chats, communication via Skype.

Students should be prepared to use the language for real communication.

Working with Internet resources places high demands on the personal qualities and professional training of teachers. On the Media Awareness Network website (<http://www.media-awareness.ca/english/teachers>) you can find detailed lesson designs with step-by-step instructions of actions, as well as materials for self-education and improving the professional skills of the teacher. Teaching English Website (<http://www.teachingenglish.org.uk>) was specially designed for English language teachers. Here are articles by methodologists dedicated to teaching various aspects of the language.

Undoubtedly, the Internet is a huge source of authentic texts and other materials that allow students to improve their language skills and speech skills, and increase their confidence in using the language. The use of Internet technologies increases the effectiveness of the lesson if the material is selected in accordance with the objectives of the lesson, the level of language proficiency of students, their age and interests. The Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to correctly integrate its use into the lesson process.

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#### INTERACTIVE LEARNING TECHNOLOGY IN LANGUAGE PROFICIENCY

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Knowledge of English in modern conditions is a kind of window into the world. With this language of international communication, you can achieve your goals with the help of new opportunities. Teachers of the republic often complain about the lack of students' interest in the subject "Foreign Language". In our opinion, this problem can be eliminated by using modern pedagogical technologies in the classroom. After all, the main task of the teacher should be the desire to develop students' creative and intellectual abilities. In the modern methodology, there are a huge number of technologies that develop the mental activity of students. In this article, I would like to note the advantages of using the "Brainstorming" technology in English lessons.

Today, one of the most popular and popular languages can be called English. His knowledge is more relevant than ever. This is due to the fact that the rapid development and change of various aspects of modern life dictates the need to use language, both in everyday and business communication. However, until now, one of the main problems is the difficulty of using English directly for communication. English is considered to be an international language, where negotiations are conducted, documents are drawn up, and original literature is printed. In recent years, in many companies, resumes of specialists without knowledge of the language are not even considered. Knowledge of English gives you the opportunity to enter a prestigious university, improve your career, travel freely, read literature in the original to better understand the author's idea. However, it is difficult to formulate competent thoughts, adequate to the goals of communication, even in your native language. Before people who study English, the question arises: how to formalize their speech, concisely and individually express their opinion.

The most comprehensive description of the meaning of the English language in modern society can be traced in the statement of Goethe's Faust. He believed that "he who does not know a foreign language does not know his own." It can be assumed that his idea reflects the importance of competent communication, which cannot be dispensed with today.

This issue is also important for pedagogical theory and practice, because for most members of society, school is the first stage of learning a foreign language. Speaking is a productive type of speech activity, and therefore one of the most difficult. In the program of basic general education in English [2], it is noted that the results in this type of speech activity should be the ability of students to exchange judgments of an evaluative nature, participate in a discussion on a problem of interest, and reasonably express their point of view on the problem. For teachers, the search for a new effective tool for developing these skills forces them to turn to various previously unused techniques.

Today, a large number of teachers turn their attention to interactive learning methods and innovative technologies. These methods are aimed at broad interaction of students not only with the teacher, but also with each other, they help to create a friendly atmosphere, overcome the fear of expressing thoughts, and create motivation to learn foreign languages.

One of the methods of interactive learning is brainstorming technology, which has recently taken a more active position in the English lesson. This method was formulated by A. F. Osborn, co-owner of a large advertising firm, in the United States at the end of 1930 in a specific sequence, allowing to create a certain technology. Brainstorming is used in various fields and has recently been closely integrated into the learning process, namely, the development of speaking skills in English lessons, the formation of critical thinking skills, the removal of difficulties and fear to express their own opinions, motivation to discuss and express their own point of view.

According to E. G. Asimov and A. N. Shchukin, brainstorming technology is "a method of stimulating creative activity and productivity, based on the assumption that in the usual methods of discussing and solving problems, the emergence of new ideas is hindered by the control mechanisms of consciousness, which then fetter these ideas under the pressure of habitual, stereotypical forms of decision-making" [1]. To remove the influence of these factors, a class is held in which each of the

participants express any thoughts on the proposed topic, while trying to encourage others to such free statements and associations of ideas.

This technology has a certain structure of sequential execution of actions that lead to the final result. After studying the article by Khalka Balakova "Brainstorming: a creative problem-solving method", we can distinguish the following stages of "Brainstorming" [4].

The first stage is preparatory and involves the organization of the brainstorming process. The final goal and the topic chosen for discussion are determined, options for groups into which students will be divided are considered, and their age is taken into account. The time and place of the event are being worked out.

The second stage is to generate ideas. It is important to take into account the fact that any opinion is accepted, even if it seems absurd or inappropriate to the situation. The role of the moderator is to be able to maintain a creative working environment and avoid criticism from students. In addition, it is important to motivate participants to work actively, each group should participate in the discussion. The time of this stage should not exceed 15 minutes, with an increase in time, a situation may arise in which students, having proposed all rational ideas, will begin to make assumptions trying to take time. It is also important to note that all ideas should be recorded on the board, allowing participants to see the proposed statements, thereby avoiding repetition.

At the final stage, there is an analysis and evaluation of ideas, summing up the results of a brainstorming session. The systematization and classification of ideas is carried out, the signs by which ideas can be combined are considered, according to these signs they are classified into groups. Then, from the total number of ideas developed, the most rational and original ones are selected, and a general list of ideas that are possible for practical use is compiled.

Students in this method are attracted to the freedom of expression of thoughts, since there can be no wrong answers in brainstorming: everything that students say, remember, will be considered correct. When using this technology, creative and associative thinking develops well, thanks to which words and expressions are fixed in the memory and the language barrier disappears.

I would like to elaborate on the stages of using the "brainstorming" technology, as this is the most difficult for teachers at the very beginning of the implementation of this technology. The steps can be as follows:

1. The first stage is that students create as many ideas as possible for all possible solutions to the problem, which will be accepted and recorded on the board. At this stage, it is advisable not to criticize or comment on the proposed versions of ideas. The first stage can last up to 15 minutes.

2. During the second stage, students need to discuss these ideas and suggestions in the team. The main goal is to find something rational in any solution proposal and try to combine them.

3. At the third stage, the students' task is to choose the most promising ideas. In doing so, students must rely on existing resources. This stage can be moved to the next lesson.

Brainstorming technology can be used at the pre-text stage, as an interactive organization of a group discussion. The first step is a warm – up. The teacher invites students to brainstorm on a specific topic that they have been studying for several lessons, which they are well aware of, and name as many ideas as possible that they associate with this topic. For example, the topic "Teenage life in Britain". You should make a mental map (mental map), among the ideas will appear "Teenage problems". The second step of the brainstorming session will be to organize students into mini-groups. The teacher clearly puts forward a problem that needs to be solved. For example, you can suggest brainstorming in groups of five people on the problem of the text that the students are going to read. The main task of the student is to write down their thoughts before reading the text, and after reading it, to conclude which problems are inherent in teenagers in the UK, and which are peculiar only to teenagers in Russia (it is necessary to compare, draw certain conclusions). During the use of "brainstorming" criticism is not allowed, all the thoughts expressed should be perceived as something worthwhile, even if they may

at first seem stupid, ridiculous, impossible. You cannot approve and criticize your own or someone else's idea. It is advisable to write down all the proposed solutions to the problem. Copyright is not allowed when using "brainstorming". It does not matter which of the students came up with the original version or what prompted him to the right idea, the ideas must flow from one another. The more options offered, the more likely it is to find the right solution.

Of course, the choice of a topic for brainstorming depends on the age of the students. We offer several options: "Environmental protection", "Youth problems", "A vital part of everyday life: mobile phones", "Computer technology", "Stress and how to cope with it well", "What skills do you need to become successful in life", "Video and computer games", "The price of publicity", "What is friendship?"

Pros and cons of "interactive learning"

Positive aspects:

- all students participate in equal positions;
- the possibility of visual representation of the problem, since all the ideas put forward are constantly recorded in the process;
- conditions are created for the development of cognitive interest. The method assumes the presence of a competitive atmosphere, and in order to put forward the right ideas, you need to have a sufficient level of knowledge. This encourages students to learn.

Disadvantages:

- when dividing a class into groups, there may be a dominance of the leaders, while the rest will not be included in the process;
- it is possible to "fixate" on the same type of ideas.

In order to avoid such a situation, the teacher needs to coordinate the search direction in a timely manner. It is also recommended to take into account the personal characteristics of students when dividing the class and to unite children of different levels of readiness.

The method of "brainstorming" allows you to involve the maximum number of students in active activities. The use of this method is possible at various stages of the lesson: for the introduction of new knowledge, intermediate control of the quality of knowledge assimilation, consolidation of acquired knowledge (in a generalizing lesson on a specific topic of the course).

"Interactive learning" is effectively used to stimulate cognitive activity, the formation of creative skills of students in both small and large groups. In addition, the ability to express their point of view, listen to opponents, and reflexive skills are formed.

The educational process proceeds in such a way that almost all students are involved in the process of learning. The joint activity of students in the process of mastering the educational material means that everyone makes their own individual contribution, there is an exchange of knowledge, ideas, and ways of activity. The collective search for truth stimulates the intellectual activity of the subjects of activity. Such interaction allows students not only to gain new knowledge, but also to develop their communication skills: the ability to listen to the opinion of another, to weigh and evaluate different points of view, to participate in discussions, to develop a joint decision, tolerance, etc.

Thus, the use of "brainstorming" helps in solving tasks in the classroom, arouses great interest in children, they strive to find a creative solution, to stand out. They are responsible for these tasks not only during lessons, but also in their free time. Children study additional literature, actively use the mass media, in particular the Internet.

"Brainstorming" provides an opportunity not only to raise students' interest in the English language, but also to develop their creative independence, creative thinking, and teach them to work with various sources of knowledge.

"Brainstorming" "removes" the traditional nature of the lesson, revives the thought. However, it should be noted that too frequent reference to such forms of organization of the educational process is

impractical, since non-traditional can quickly become traditional, which, ultimately, will lead to a drop in students' interest in the subject.

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## TEACHING LISTENING THROUGH VIDEO MATERIALS

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Many teachers believe that video has significant advantages in learning English, and they are absolutely right. Videos are thought to provide more motivation and interest to EFL students. Images, as multimodal media, can provide a range of stimuli for viewing comprehension, listening comprehension, and reading comprehension, so students can interpret visual and auditory messages at the same time. Benefits of using expected video include:

- Young students think that the video itself is attractive.
- Students can see and hear "full speech", which includes not only language, but also body language, cultural aspects, and status factors such as the age and personality of people speaking.
- Visual element makes the stunt of the language more memorable.
- Contextual information about teaching cross-curricular approach.
- Video can stimulate student's imagination to lead to viewing activities.

Video materials can be a good learning option since they provide dialogue from native English speakers, which can help you understand their pronunciation better. "A smart idea is to pick scenes that are very visual," Gallagher says. The simpler it is to comprehend a video, the more visual it is – as long as the pictures illustrate what is being said. Students' motivation can be boosted by some English TV shows, movies, and advertisements, according to Van Duzer (1998), who believes that students listen to