

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ

ШЕТ ТІЛІ КАФЕДРАСЫ

Қазақстан тәуелсіздігінің 30 жылдығына арналған
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ОҚЫТУ ТӘЖІРИБЕСІ ЖӘНЕ ИННОВАЦИЯСЫ»
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Төраға – Қосыбаев М.М., PhD, Л.Н. Гумилев ат. ЕҰУ халықаралық қатынастар факультетінің деканы
Жауапты редактор – Мейрамбекова Л.К., PhD, Л.Н. Гумилев ат. ЕҰУ халықаралық қатынастар факультетінің шетел тілдері кафедрасының меңгерушісі
Ғылыми редакторлар – Бейсембаева С.Т., ф.ғ.к.,
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Техникалық редакторлар – Милованова Н.В., магистр;
Кулахметова Ж.Т., магистр

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Жинаққа «Азия елдерінде шет тілдерін оқыту: тәжірибесі мен инновациясы» халықаралық ғылыми-тәжірибелік онлайн конференцияның материалдары енді. Конференцияға Ресей Федерациясы, Франция, Испания, Түркия, Әзірбайжан, Қырғызстан және Қазақстан білім берудегі саласының мамандары қатысты.

Жинақта білім беру ісінің өзекті мәселелері, осы заманғы озық технологияларды меңгеру мен оны оқыту ісінде қолданудың тиімді әдістері, кредиттік оқыту жүйесінің теориясы мен әдістемелік негіздері, педагогикалық қызметтің теориясы мен практикасы, халықаралық білім беру технологияларын тиімді пайдаланудың әдіс-тәсілдері кең көлемде қамтылған.

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POSSIBLE DIFFICULTIES IN DEVELOPMENT SPEAKING SKILLS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE OUTSIDE THE CLASSROOM THROUGH COMPUTER-MEDIATED COMMUNICATIVE APPROACH

Assem Alimbayeva

asema28.91@mail.ru

Master Student

L.N. Gumilyov ENU, Nur-Sultan, Kazakhstan

Saule Beisembayeva

b.saule2003@list.ru

Candidate of Philological Sciences, Associate Professor

L.N. Gumilyov ENU, Nur-Sultan, Kazakhstan

At the present time, in the era of computerization and during the pandemic, the use of a computer form of communication has become common thing in society. Everyone has smartphones and every person learning a foreign language has a lot of opportunities to communicate with people from other countries. However, there may be a number of difficulties arised.

The importance of using additional ways to develop speaking skills outside of the classroom takes place, because there is not enough individual time for each student to speak in the classroom. Therefore, it is important for students studying a foreign language and to practice their speech skills outside of the classroom.

Research shows that in order to use computer-mediated communication in the field of learning a foreign language, students are required a number of aspects and technologies related to pedagogy, curriculum, social and intercultural competence. In the early stages of the study, which was conducted among university students, the question was raised about how to improve speaking skill using the CMC approach (computer-mediated communicative approach). [1; 9]

Computer- mediated communicative activities are carried out precisely through extracurricular activities. This activity takes place remotely, online, using a computer or other gadgets.

At the early stage of the study, the main goal was to study the formation of contextual elements, such as social factors of two different countries and societies. The formation of discourses on various social relations, the history of countries and modern topics of society were studied.

Studying the use of CMC and its design helped to understand its complexity in the organization and implementation of the communicative activities of partners learning a foreign language outside the classroom. It was observed how participants build models and norms of communication through active dialogues. In addition, by studying this issue, we can understand the fact that learning a foreign language is not only learning the rules of grammar and practice of spoken language, but it is also the development of a new personality. [2; 45]

The study was based on a number of computer applications designed to communicate using text and audio messages. As well as the use of computer applications for real communication with native speakers.

During the experiment, the several currently relevant applications, designed for language development, such as “tandem” and “biggo” were studied. During the use of these applications, a number of advantages and disadvantages of each of these applications had become clear.

“Tandem” is an application for learning foreign languages through text messages, audio messages and video calls.

Advantages:

- It can be downloaded for free and using the regular version is also free.
- All users of this application fill out a questionnaire and clearly describe what languages they practice and on what topics they are interested in communicating.
- There is an opportunity to study with tutors.

Disadvantages:

- There is no computer version of this application, only for a mobile device.
- Registration can take from 30 minutes to 7 days.
- The prices of tutoring classes are quite high. [3]

To analyze the effectiveness of this application, an experiment was conducted with 1st-year students, where English was taught. During the experiment, students had to download this application and communicate with native English speakers for one week. As a result of this experiment, a number of difficulties, arising in the process of communication became clear. But, the main question that was posed for the experiment is "Are the use of the application for speech development outside the classroom really effective or not?".

While working on this application, students identified a number of difficulties, such as:

- the most of the applications do not have specific methods for teaching foreign languages. An experimental group of students exchanged only the knowledge they received at the university.
- the target audience is different in gender and has different geographical features, and accordingly has its own style of communication, accent, diction etc.), which is not clear to everyone. Therefore, it is quite difficult to find a suitable interlocutor.
- the difference in the time of the interlocutors. Time differences between countries are also an obstacle to regular communication with native speakers.

Thus, despite the disadvantages of such online chat applications and the problems that arise when using them, it is impossible to deny the fact of their effectiveness on the development of speech skills. The online chat application undoubtedly develops a foreign language and enriches them with new knowledge. And there is no doubt that progress in language acquisition is visible when you read, listen and speak. [4; 140]

And an experiment conducted with a group of students proved the effectiveness of using online chat applications. At the end of the experiment, a questionnaire was

conducted among students, who used online chat applications to learn foreign languages. It was noted, that this method of developing foreign language speaking skills is very convenient for them. Because the applications are in mobile phones and are very convenient to use. According to the results of the study, it was proved that such applications strengthen their conversational skills.

The next experiment was conducted on online meetings with native speakers and an experimental group. During the conversational online meetings, in other words speaking clubs, native speakers were involved. The search for native speakers was conducted among volunteers of language chat applications. With the help of applications such as Zoom, MS Teams organized a number of online meetings and held online meetings for speech development. It is important to note that this activity was carried out outside the schedule of students and teachers, outside the classroom.

In the course of the work, a number of obstacles and difficulties were identified, and ways to overcome them were also established:

- anxiety of students at the expense of the English language. Each group has strong and weak students. Participation in discussions was dominated by students with strong speaking skills, rather than with weak students. The main problem was the anxiety to make mistakes when speaking in English. Shyness and anxiety led to the fact, that not all students actively participated in discussions.
- difficulties in understanding and communicating with native speakers. During the conversational discourses, students tended to agree that they did not always understand the speech of a native speaker.
- different time values. As you know, according to geographical features, in countries, where English is widely used, there are differences in time with the countries of Central Asia. And this plays an important role in conducting conversational meetings with native speakers.
- difficulties in agreeing on the schedule of online meetings. Since this type of activity was carried out outside of classes, difficulties arose when it came to holding online meetings. Basically, it was difficult to negotiate with a native speaker and adjust to his schedule. Also, it is important to note that not all native speakers are responsible and the schedule of online meetings often changes due to such circumstances. [5, 83]

Analyzing the work and solving a number of difficulties, ways of solving them were established:

Firstly, if students have an elementary level of English, it is recommended not to choose only native speakers for conducting conversational online meetings outside the classroom. You need to choose foreign people, who have good English. Thus, it is possible to reduce the level of misunderstanding of speech and this will improve the quality of the discussion.

Secondly, scientists have proved that compared with regular classroom lessons, the activity of weak students' participation in online meetings exceeds. And CMC can be useful for speech development outside of classes. Because, the tension among students is decreasing. For even greater confidence in attracting all participants, it is necessary to create a favorable environment for communication. Choose among native

speakers, such people who can interest and sometimes cheer up students, motivating them to communicate.

Thirdly, it is important not to make a mistake with the choice of an interlocutor for the development of speech using CMC. In order to be sure of the exact choice of the interlocutor, the teacher needs to personally talk to him several times and hold online meetings. This will help to give an overall picture of the interlocutor and give confidence in the effectiveness of joint work. Also, this way you can check for a good connection and check other technical points. After you are convinced of the correctness of choosing an interlocutor for communication and speech development outside of classes, you can start the experiment.

In conclusion, I can state with confidence, that while studying and teaching a foreign language, the use of new methods for speech development is acceptable and welcomed. Due to circumstances and changes, in the era of computerization, the use of CMC has become a key aspect in the work of modern teachers and students. Thus, the presented study makes it possible to assess the pedagogical applicability of the CMC approach in the practice of teaching a foreign language outside of classes. Because, as mentioned above, there is not enough time for individual teaching of speaking skills in foreign language lessons. And carrying out a number of extracurricular activities are really necessary for the development of speaking skills of learners.

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