

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

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

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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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## THE USE OF SONG MATERIAL AS A WAY OF IMPROVING COMMUNICATIVE COMPETENCE

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The structure of foreign-language communicative competence of university students can be characterized as a situational category, reflecting the ability of the future specialist to implement the following knowledge:

1. professional and linguistic (grammar, vocabulary, phonetics);
2. foreign-language communicative skills (to carry out effective communication);
3. professional-personal qualities (communicativeness, tolerance, ability to overcome the psychological barrier in foreign language communication);
4. experience of foreign-language professional communication, contributing to the creative solution of a variety of practice-oriented tasks that arise in the learning process [1].

Thus, we believe that the use of song material in foreign language lessons is relevant for several reasons. Firstly, the use of song material is an effective means of forming lexical grammatical skills. Secondly, students immediately join the culture of the country of the studied language. Thirdly, working with this peculiar linguo-country study material creates a good prerequisite for the comprehensive development of the student's personality, as specially selected songs stimulate figurative thinking and form a good taste. Songs as country-specific material influence the emotions and memory of the person. Whereas educational texts primarily inform the reader (or listener), that is, they influence his or her intellect and memory. In addition to its general aesthetic purpose, music plays a crucial role in creating the necessary mood. It is an effective means of psychotherapeutic influence on learners to relieve stress and increase emotional activity.

The rapid development of international relations in all spheres of science, industry, culture dictates the need for modern teachers of a foreign language to focus on the real conditions of communication.

In this regard, the task of finding effective ways and techniques of teaching becomes relevant. Of particular importance is the use of song discourse in the teaching of «foreign language» discipline, as it allows you to influence not only the consciousness of students, but also their emotional sphere. Music itself is the strongest psychological stimulus, penetrating the underlying depths of consciousness.

Songs as one of the types of speech communication are a means of stronger learning and expansion of the vocabulary, as they include new words and expressions

[2]. In them, already familiar vocabulary occurs in a new contextual environment, which helps to activate it. The songs often include proper nouns, geographical names, realities of the country of the studied language, poetic words, which promotes the development of the students' knowledge of stylistic features of the language. Grammatical constructions are better assimilated and activated in the songs. The songs contribute to the improvement of foreign language pronunciation skills and the development of musical hearing. It has been found that musical hearing, auditory attention, and auditory control are in close correlation with the development of the articulatory apparatus. Songs contribute to the aesthetic education of listeners, team building and a fuller disclosure of the creative abilities of everyone. Thanks to music in the classroom a favorable psychological climate is created, the psychological load is reduced, the language activity is activated, the emotional tone increases, the interest in learning English is maintained. The songs stimulate monological and dialogic statements, serve as a basis for the development of speech and thinking activity of students, contribute to the development of both prepared and unprepared speech.

The synthesis of the melody and the speech structure contributes to a bright, figurative, emotionally colored perception of it, and thus to an easier and more durable assimilation. In addition to its main function, to ensure involuntary memorization, melodization fulfills an important educational and methodological task of teaching correct intonation and the phonetic development of individual sounds. Failure to comply with these correspondences leads to a violation of the intonation pattern of the speech structure and its memorization by students in a distorted form [3].

A song text is a type of creolized text, i.e. a text structured by means of other semiotic codes in addition to verbal ones. Discourse is understood as a set of thematically related texts with their inherent linguistic features.

At the pre-textual stage of work with musical visuals the teacher should make a short introduction about the song, which will present interesting information (it is possible that it will be a modern song, and the performer will be known, and, thus, will be even more interesting to the students), and also set the students up to work with the musical material. Then a number of language exercises are performed to remove lexical and grammatical difficulties, to activate the lexical units previously studied and necessary for understanding the content of the worked-out song and to repeat grammatical structures or rules, and to work on new lexical units which will not enter into active vocabulary.

It should be noted the positive role of the Internet in stimulating interest in song discourse - after all, one can find the lyrics of almost any foreign-language performer's song on the Internet. Listening comprehension of foreign language speech and understanding the semantic content of idiomatic and phraseological lexical expressions are the most difficult aspects in learning a foreign language, which are much easier to learn with the help of songs. On the material of songs students can master grammatical language structures at an unconscious level, without making any effort in the traditional sense, i.e. not seeking to memorize lexical turns for the sake of the turns themselves, but trying to construct them according to a given model in specific speech situations.

This kind of acquisition of active language and speech material will contribute to the formation and subsequent improvement of practical speaking skills.

When working with a song you can use specific exercises for mastering and improving communicative competence. Here are examples of such exercises:

- replacing some parts of the text;
- replacing colloquial language words from the song text with their standard language equivalents;
- identifying stable word combinations and expressions in the text;
- performing a literary translation of a part of the text in small groups and independently [4].

In working on a song, students can be asked to do different kinds of creative exercises, such as writing the end of the story the song is about, writing a couple of lines to the song, writing a critique of the lyrics and music of the song, creating an illustration of the song. Working with a song has its own peculiarities and requires special attention during the development of lesson plans, as well as the planning of a series of lessons. It is important to remember that the formation of a speech skill requires repeated and correct repetition of a speech pattern to achieve automatism. Speech proficiency is characterized by flexibility, the ability to use language patterns in different situations and combine them with each other, which in our opinion is most effectively achieved when working with song material.

Songs are successfully used for the introduction, consolidation, activation of lexical units and grammatical forms, as well as for the formation and development of communicative skills of students. The content of song texts contributes to expanding the vocabulary of words, as they not infrequently contain interesting vocabulary, stable expressions, and words of different styles of speech [5].

According to the state educational standards of higher professional education, a modern specialist must understand the diversity of social, cultural, ethnic, religious values and differences, forms of modern culture, means and ways of cultural communication, know one of the foreign languages at a level sufficient to study foreign experience in professional activities, as well as to make contacts.

In our opinion, the use of the described song discourse solves a number of pedagogical problems that are often difficult to solve when using traditional teaching materials:

- adaptation to the authentic language environment;
- emotional impact;
- creation of a favorable psychological climate in the classroom;
- formation of listening skills;
- modeling the language environment;
- orientation in socio-cultural markers of authentic language environment and socio-cultural characteristics of people.

When selecting songs and developing exercises based on them, it is necessary to select and study linguistic units that most clearly show the uniqueness of national culture and that cannot be understood as they are understood by native speakers: for

example, realities, designations of objects and phenomena that are typical for one culture and absent in another.

In addition, the repetition of small lexical blocks with musical accompaniment has a favorable effect on the formation of long-term memory, which in turn keeps the presented lexical images in close contact with the personal feelings that arise in the students while listening to and playing a particular song. Vocabulary units that are difficult to memorize disappear, and unconsciously the vocabulary expands, ready to be realized in appropriate speech situations.

Foreign language teachers need to have a selection of authentic songs so that they are aimed at the practical implementation of language and speech skills.

In the classroom song material is most often used in the following cases:

- phonetic exercises at the initial stage of training, as well as for practicing difficult sounds. Here you can use short songs that will be interesting to younger students;
- for a stronger consolidation of the lexical and grammatical material. The songs can be introduced in connection with the study of a lexical topic or grammatical material (turns of speech, verbs, etc.);
- as a stimulus to develop speech skills and abilities (e.g., compose a dialogue or a monological statement based on the subject of the song, etc.);
- using a piece of music as a relaxation piece in the middle or at the end of a class when students are tired and need a discharge that relieves stress and restores their performance.

Thus, we can conclude that the role of song material in the process of education, in particular, in the process of forming communicative competence, is very great. It has a positive impact on human emotions, increases interest in learning a foreign language, which contributes to the most effective learning of the material. In addition, the use of songs in the lesson allows to make the learning process more diverse, brings elements of creativity to the lesson. Rhythmic repetition forces a person to concentrate attention and promotes involuntary memorization.

It is necessary to emphasize the importance and necessity of creating such assignments both in the form of separate collections and in the form of song exercises as part of the teaching aids for students. And the obvious advantage of the latter is the power of impression and emotional impact on students. Successful performance of listening comprehension exercises is possible only if they are regularly and systematically performed in class and independently, and secondly, if they are methodologically correctly organized.

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## **THE INFLUENCE OF ROLE-PLAYING IN THE DEVELOPMENT OF CRITICAL THINKING**

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Critical thinking is a skill that is necessary when we work with various types of information. Critical thinking assists us in analyzing, giving arguments, and marshaling the facts. It is evident that critical thinking is widely used in the educational process of the countries like the USA, UK, and most of the European countries. Critical thinking is mentioned in several laws on the education of the Republic of Kazakhstan, whereas there are no special programs or methodical recommendations that could enhance or implement it in a whole educational process.

Critical Thinking is derived from the ancient Greel word «Kritikos» meaning questioning. Universal scholarly agreement is based on the understanding that it is the higher order cognitive skills of analysing, evaluating, and creating to determine merit, affirm true worth and assess validity in any discourse. Criticality is an essential tool of inquiry and reflects the ability of taking responsibility of one's mind through initiating self-reflective discussion of always asking for clarification, questioning beliefs or theories, and drawing open-minded conclusions.

Giancarlo and Facione stated that CT has conceptual connections with reflective judgment, problem framing, higher-order thinking, logical thinking, decision making, problem solving, and use of the scientific method. Moreover, Swartz and Parks listed thinking capably and carefully about causal explanations, predictions, generalizations, reasoning, and the reliability of sources as major CT skills [1].

Paul and Elder assumed that CT is the ability to read, write, speak, and listen effectively. It enables people to impart meaning to events and patterns of events, as well as to assess the reasoning of others. They state that if students want to be critical thinkers, they should be able to master systems, become more self-insightful, analyze and assess ideas more effectively, and achieve more control over their learning, their values, and their lives. In other words, CT is a broad set of skills and characteristics that sustain and define lifelong learning [2].