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FORMATION OF STUDENTS' SPEECH SKILLS USING AUDIO MATERIALS
IN TEACHING A FOREIGN LANGUAGES

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Annotation

The article analyzes the features of the use of audio materials in teaching students speaking in a foreign language, the description of the introduction into practice of innovative technologies for teaching foreign languages, the specifics of using the audio methods in the classroom in the learning process. The purpose of the work is to determine the optimal conditions for teaching students speaking, as well as to show the ways of the most complete disclosure audio methods based on the development speaking. The article solves the problems of finding ways to implement conversational speech in a foreign language lesson; optimal directions for activating students' conversational skills when using the audio method. The scientific and practical significance of the article lies in its development and implementation of the pedagogical practice of teaching speaking. The paper presents didactic materials approved for the use of audio materials in teaching. An example of an audiovisual method exercise system based on the development of speaking is also given. The article focuses on the effectiveness of audio methods as a tool for improving language skills and abilities. The results of the study prove that audio materials provide an opportunity for deeper mastery of speaking while learning a foreign language.

Keywords: audio methods; innovative technologies; language skills and abilities; teaching a foreign language.

ШЕТ ТІЛДЕРІН МЕНГЕРТУДЕ АУДИО МАТЕРИАЛДАРДЫ ҚОЛДАНЫП
СТУДЕНТТЕРДІҢ СӨЙЛЕУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

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Аннотация

Мақалада студенттерді шет тілінде сөйлеуге үйрету кезінде аудио материалдарды қолдану ерекшеліктері, шет тілдерін оқытуда инновациялық технологияларды практикаға енгізу сипаттамасы, оқу процесінде сабақтарда аудио әдістерді қолдану ерекшеліктері талданады. Жұмыстың мақсаты – студенттерді ауызекі сөйлеуге үйретудің оңтайлы жағдайларын анықтау, сонымен қатар ауызекі сөйлеуді дамытуға негізделген аудио әдістерді барынша толық ашу болып табылады. Мақалада шет тілі сабағында ауызекі сөйлеуді жүзеге асыру жолдарын іздеу мәселелері шешіледі; аудио әдісті қолдану кезінде оқушылардың сөйлеу дағдыларын жетілдірудің оңтайлы бағыттары ұсынылады. Мақаланың ғылыми және практикалық маңыздылығы аудио тәсілдерді әзірлеу және оны сөйлеуді оқытудың педагогикалық практикасына енгізу болып табылады. Мақалада оқытуда қолдануға мақұлданған дидактикалық материалдар ұсынылған. Сондай-ақ, сөйлеу тілін дамытуға негізделген аудиовизуалды әдіс жаттығу жүйесінің мысалы келтірілген. Мақалада тілдік дағдыларды жетілдіру құралы ретінде аудио әдістердің тиімділігіне баса назар аударылады. Зерттеу нәтижелері аудиоматериалдар шет тілін үйрену кезінде ауызекі тілді тереңірек меңгеруге мүмкіндік беретінін дәлелдейді.

Кілт сөздер: аудио әдістер, инновациялық технологиялар, тілдік дағдылар, шет тілдерін оқыту.

ФОРМИРОВАНИЕ РЕЧЕВЫХ НАВЫКОВ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ АУДИОМАТЕРИАЛОВ ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация

В статье анализируются особенности использования аудиоматериалов при обучении студентов разговорной речи на иностранном языке, описание внедрения в практику инновационных технологии преподавания иностранных языков, специфика использования аудио методов на занятиях в учебном процессе. Целью работы является определение оптимальных условий для обучения студентов разговорной речи, а также показать способы наиболее полного раскрытия аудио методов, основанных на развитии разговорной речи. Научная и практическая значимость статьи заключается в ее разработке и внедрении в педагогическую практику обучения разговорной речи. В статье представлены дидактические материалы, одобренные для использования аудиоматериалов в обучении. Также приведен пример системы упражнений аудиовизуального метода, основанной на развитии разговорной речи. В статье основное внимание уделяется эффективности аудио методов как инструмента совершенствования языковых навыков и умений. Результаты исследования доказывают, что аудиоматериалы предоставляют возможность для более глубокого овладения разговорной речью при изучении иностранного языка.

Ключевые слова: аудио методы, инновационные технологии, языковые навыки, обучение иностранным языкам.

Introduction

Orientation to the profession in teaching foreign languages contributes to the establishment of relationships between audio materials and the development of speaking. As the social life of the state develops, it turns to secondary education institutions with a social order for such a specialist who not only speaks, reads, writes and listens, but is also able to freely express his thoughts in a foreign language. At the moment, there is a need in society for professions that are able to adapt in a changing world, specialists who they can rebuild themselves depending on the changes surrounding them, masters who have committed to self-education and are able to flexibly introduce amendments to their professional skills depending on the conditions of real life. All these requirements in teaching foreign languages to students with the help of audio materials have become the conditions for finding the most rational, productive methods and approaches in teaching a foreign language.

The main task of teaching a foreign language is the formation of students' speech skills, and this requires the use of new methods and methods of teaching foreign languages.

Research methods: The aim of the work is to identify the best conditions for teaching students professional vocabulary, revealing their creative abilities based on the audiovisual method.

In accordance with this goal, we solve the task of filling a foreign language lesson with professional knowledge, in particular, tourism management, and also look for ways to activate the search work of students when applying an effective teaching method.

In his work, he employs the method of linguistic observation and description. The difficulty of developing new ways to learn is not a new one. She caught the attention of researchers and was featured in their publications. As a result, A.A. Leontiev [2] highlights the significance of speech processes and how they are linked to psycholinguistic systems, how utterances are formed, and how speech activity is organized. The problem appears to be significant since information perception, utterance motivation, and research into the

psycholinguistic analysis of the language acquisition process all aid in realizing, studying, and isolating the psychological essence of linguistic processes.

In his essay “On complicated the use of technical means in teaching foreign languages in language institutions”, scientist A. Lurie [3] investigates the issue of the usage and use of audio and video resources to enhance the educational process. The audiovisual method allows students to not only assimilate speech units, improve pronunciation and intonation skills and abilities, but also to form and develop cognitive abilities, develop breadth of thinking, because they are engaged in search and creative activities while using this method, which contributes to their intelligence development.

Many researchers have demonstrated the advantages of the audiovisual technique in reaching a high degree of student learning at this stage of the methodology's development. The works of E.S. Polat and M.Y. Bukharkina [5], in which this method is evaluated as novel in foreign language education, as well as its prospects for use in new courses, deserve special attention.

The study of the audiovisual technique as a modern intensive technology for teaching foreign languages is the focus of A.N. Shchukin's research [6]. Despite a great number of studies on the use of audio and video materials, the issue of using the audiovisual technique at various phases and stages of training has received little attention. The incorporation of the audio approach for the study of speaking by students into the focus of our work helps us to correct this issue.

Research results: Audio technologies are used in the study of a foreign language and the development of speaking skills. The possibilities of learning a foreign language are expanded by audio approaches [4].

Discussion: For many students, teenage songs have a special interest in modern English or American songs, so one of the activities in the classroom is Song work. Often this reduces the reading of the words of the song, their translation into the native language, and record some new words on a laptop, listening to the joint performance of the song and sound recording. But this should not be limited. You can come up with a series of exercises to understand the content of the exercises, coordination, vocabulary and grammar exercises (according to the words and words), as well as the content of the exercises to speak the lyrics and imagination of students. All these works arouse interest in the work on the part of the student. Such a lesson will lead to various changes and will be aimed at increasing the motivation of students in learning English.

It seems acceptable to use songs at all stages and levels of foreign language proficiency. You can provide the following list of songs for use in your classes:

The song “A girl from London”.

What is your name?

What is your name?

Can you tell me, what is your name?

My name is Alex, my name is Alex.

You won't forget it, my dear friend.

How old are you? How old are you?

Can you tell me? How old are you?

I almost seven, I am just seven.

And are you older, my dear friend?

Where do you live? Where do you live?

Can you tell me, where do you live?

I live in London, sometimes in Oxford,
Sometimes in Cambridge, my dear friend.

The rhythmic pattern and melody of the song, clear rhyme and repetition of language units greatly facilitate and accelerate the audio perception of this song. It can also be said that the skills of socio-cultural competence are also formed here. Rhymed text to music is an excellent material for memorizing words. Here you can also take advantage of the visibility.

Task 1. Listen to the songs and tell me what it's about? (Listen to the song. What is it about?)

Task 2. What familiar phrases did you hear in the text? Repeat them. Can you answer the questions of the song yourself? Students pronounce questions and answers to them (What is your name? Where do you live? How old are you?)

Task 3. Students are invited to sing a song together. When working with songs, it is important not to overload the lesson with them, to ensure that it is a joy for children. Then children will automatically remember them. Thus, younger schoolchildren will memorize entire language structures that they will pronounce at the level of spontaneous speaking.

Methods and techniques used in the English language lesson psychological trainings.

“Singing”. Groups of students will be given cards with soloists and soloists of the most popular and popular songs in the country. Each group of students should prepare quickly and take turns performing the songs listed on the cards together.

It is appropriate to present the songs of such famous composers as Shamshi Kaldayakov, asset Beiseuov, Eskendir Khasangaliyev, Nurgisa Tlendiev (" on the shore of Arys", "white bow", "Armandastar", "Atameken", "Oz Elim", etc.).

“Name the melody-how did the melody relate to the name?” Put an excerpt from a piece of music. Ask your students to give their assessment: how does music relate to the topic of the lesson?

“Musical braids”. Clay art is a valuable treasure of the Kazakh people, a mirror of the language and mentality of the nation. A child who is not interested in anything can listen to songs and Kui, have a passion for singing and singing. If so, pronouncing the word with clay yarn, weaving each other in a melody is a great source of help. But it is true that our students are afraid that they will not be able to perform the song. In addition, we have repeatedly observed moments when a child who has a weak tongue or is unable to convey a game, prefers to remain silent and hesitates, performs the song in a touching way. We will learn the meaning of each word through music, feel it with our heart, and admire it from a different angle. During the break, folk songs and KUIS, works of folk composers, modern Kazakh works are played on the sound, and the child's soul is filled with a stream, a stream!

We believe that the close connection of classes and breaks with music is a great opportunity for a child to discover.

Conclusion

In accordance with the requirements of modern society, the main focus is on teaching students on the principle of trilingualism. Therefore, an important principle that modern teachers pay attention to is the correct knowledge of English for students who have learned English since primary school. At the moment, due to the change in the state of Education, a primary school student cannot express his thoughts openly in English and Kazakh. In order to avoid such difficulties, it is very effective to train using different methods and techniques. In particular, through poetry, the student is taught English. Effectiveness of learning English through song:

1. perfectly learns the phoneme of the English language;

2. incomprehensible, difficult words will be easier to remember;
3. learning new words is interesting;
4. it will be easier to master the topic.

At the same time, teaching the interstate language of the Republic of Kazakhstan - English through new technologies is becoming more and more relevant. Language learning through information and Communication Technologies is an effective system that positively contributes to improving the ability of a language learner to learn a language independently. In addition, students will be able to develop their intellectual, creative and communicative activities, increase the student's learning activity, and offer students creative work at all the main stages of the lesson. Using information and communication technologies in the lesson, the teacher is able to systematically demonstrate the knowledge base with the necessary information to teach the student. The use of information and Communication Technologies is one of the most effective teaching methods. For example: one of the most effective ways to teach English is to teach songs in a foreign language [1].

In conclusion, we are convinced that it is very effective to use songs that correspond to the topic in English lessons. It has been proven that the use of the song in the study of English in any class increases his interest in the language.

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