

«М.А. Гендельманның 110 жылдығына арналған «Сейфуллин оқулары – 19» халықаралық ғылыми-практикалық конференциясының материалдары = Материалы международной научно-практической конференции «Сейфуллинские чтения – 19», посвященной 110 - летию М.А. Гендельмана» - 2023.- Т.І, Ч.ІІІ.- Р. 58-60.

UDC 37:811.111:371.315.6 (045)

TEACHING ENGLISH AS A MEANS OF ENGLISH COMMUNICATION BY MASTERING PRACTICAL GOALS

*Shapiyeva Gulmira,
Master of Philology, teacher of English
S.Seifullin Kazakh Agrotechnical Research University, Astana*

According to the specifics of teaching a foreign language, including English language to determine the student's knowledge is very easy: if a student speaks English and confidently answers questions, so it means his/her knowledge is good. But if the student cannot answer the basic question, keep the conversation on simple topics, so the student's knowledge is poor or not at all. Therefore, the practical learning skills of speaking, listening and understanding, as well as improving the quality of teaching and planning professional education of students require well when regulations of practical purposes of the educational process of the lecturer and the student. The objectives of teaching English are called the planned learning outcomes. They are defined with a model program based on SMSF (State mandatory standard of formation) and are mandatory for each teacher. The program indicates the interim and final results, and the achievement of goals [1]. The Model program on the subject of "English" is always under constant development and additions due to the increasing needs of our state, globalization of society and the continuous development of language. The lecturer based on the Model program should plan the educational process for the subject "English» that is to determine the expected results, create and use in teaching methodical complex, as well as not looking up from the system through the professional skills to reach the expected results. In the Model program all disciplines are considered like practical as well as educational and developmental goals. But practical goals are the most important and basic.

The question arises: "What kind of purposes?", "How to set these purposes?". First of all, let's define the concept of practical purposes. Language is a tool of verbal communication and exchange of information. Therefore, it is necessary to teach English as a means of English communication. When teaching English is not particularly expected addition of knowledge about the reality, as it takes place in studying of Constitutional Law, Civil Law and so on by students [2]. Learning English gives the student a chance to learn new means of perception and expression of thoughts on the legal and economic issue. These means appear in the form of oral speech and writing. The main practical goals of teaching English are

to master by these communication forms and speech. Talking about the features of identifying practical purposes, first of all we need to remember in order to achieve any results or start any activity we have to exactly see the direction and purpose of our action. It may be delayed or the results may become unsatisfactory if we do not specifically define our purpose in order to achieve these practical results. Therefore, in order to determine the practical purposes, we are offering the system is called MASTER: *M – Measurable, A – Action oriented, S – Speciality, T – Time table, E – Effective, R – Realistic*. It is necessary to analyze each aspect separately.

M – Measurable, these practical purposes should have a size, number or form. If our objectives are limited with an ability to speak, understand and listen, it means that the objectives will be unclear, so the results may become difficult to reach. So, the objectives will inspire confidence if we indicate the result of the first semester, for example, 750 units of new words, 14 grammar, translations, compositions and retellings for 7 lexical themes. In this aspect, we plan the concrete results, number and scope of knowledge.

A – Action oriented, that is a division of the educational process onto levels or our goals' systematization. It is peculiar to any action, for example: at the beginning it must be the foundation or basis, then the first, the second ... floors. Since every floor or level the action is complicated and finally we get the whole building. In teaching English there must also be a system according to which the student achieves the same result then goes to another level. Since the discipline of English is a mandatory component of the educational programs of all specialties in the curriculum (syllabus) minimum of acquired knowledge must match a speech habits and forms of speech. In learning process of English language the content of the subject must be divided by level of complexity. While at first the objectives are simple and clear, later they will become more complicated and easily assimilated through previous knowledge. It will help to awaken interest among students. If the student reaches the simple goal at the beginning of learning, then he will have the confidence achievements to the complex goals. The simplest example is the division of students into levels of knowledge. Posed in various groups have different goals achievable. Well, if you put one simple goal in various groups, the team with a good knowledge may lose interest, or if on the contrary put a very difficult target for the three sub-groups, the group with poor knowledge will lose confidence and desire to learn the language.

S – Speciality, specialization of practical purposes. The basis and order of the speech activity in teaching English language is a theme. The theme helps the students to get lexical minimum on a particular topic and makes their speaking skills meaningful. Therefore, the knowledge of our students was not limited by the theme of "family" or "weather" the lecturer should to add to the content of discipline vocabulary component which is linked with specialty student [3]. If you are teaching for economic specialty their first grammatical lesson can be associated with a lexical subject like "Shopping" (conversation in the store), then switch to a more sophisticated special topics as: "Business", "Adam Smith", "Market" , "Marketing" and so on. Education, the content of which is based on specialized texts is more Effective and efficient for the students. At present specialized

practical purposes are playing an important role in teaching of English. University graduates after completing discipline of English often do not speak only learned billets-clichés and do not know how to make a constructive dialogue. Our practical aim to teach students to speak and understand each other, also use terms concerning to their profession and competently build it with English-speaking people [4].

T – Time table or as we want to specify the time frame of the educational process. We need to set realistic framework for our purposes since the useful time of one lesson, ending the allocation hours for the entire school year. The correct allocation of time is half of battle. If we do not put a specific time to achieve the objectives in order to reach our aims that we will also shift the timing and goals and these objectives can be impossible to reach.

E – Effective, Effectiveness practical purposes. This point of practical purposes must show the most effective and efficient ways to achieve goals. This requirement is placed before the content and educational process discipline. Teaching should not be limited by classical-practical lessons. We need to use innovative methods of teaching English. Practical purposes are accomplished through a modern and high-tech means. For example, we often say that listening is one of the most effective ways to develop of speaking and understanding skills of English language, but in fact, this technique unfortunately is not used as often as desired, although each educational institution can carry out such methods.

R – Realistic, reality or veracity of practical purposes, so that we need to define our objectives well. You cannot aim high results. We must be honest with ourselves and set goals according to our abilities and basic knowledge reachable goal. If we put a practical purpose and then if we are not able to achieve the desired result in the specified terms, of course, we lose the desire to master the English language, which is biggest problem. So it is very difficult to return students' interest in learning of English [4].

Therefore, the practical purpose must be countable, also should be divided into levels and stages of learning, specialized, time-limited, effective and realistic. Finally we must have a "ready to use at any time" English.

In conclusion it is important to say that if today "education is a commodity" the teacher must not be a seller of knowledge. Even if the consumer's demand is low, then the teacher's offer in any case must be high. Because lecturers and teachers have a honorary title as educator of knowledge. It is clear that we are responsible for the quality of this knowledge. Knowledge is tool in good hands, but in wrong hands is weapon. I think if to have a clear aim, so the students will receive good knowledge and use them properly.

Reference

- 1 G.V.Rogova, F.M.Rabnovich, T.E.Sakharova «Методика обучения иностранным языкам» [Text]: Moscow: Prosveshenie – 1991.
- 2 А.А. Alkhazhshvili «Основы овладения устной инностранный речью» [Text]: - Moscow: Prosveshenie – 1988.
- 3 Лингвистический энциклопедический словарь [Text]: Москва, – 685 с.

4 L.I. Kutsenko, G.I. Timofeyeva «Английский язык» [Text]: Учебное пособие для высших учебных заведений», Москва: Izdatelstvo «Shit-M», 2000. – P. 288