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РЕЗЮМЕ

Статья раскрывает проблемы, возникающие в логистической деятельности при ведении международной деятельности, связанные с использованием английского языка. К таким проблемам относятся: проблема недостаточных коммуникативных навыков для ведения переговоров по оказанию логистических услуг; проблемы перевода профессиональной документации и договоров; проблемы использования профессиональной лексики и терминологии на английском языке. Статья раскрывает тему и предлагает основные пути решения перечисленных проблем. Логистическая деятельность в современном мире невозможна без применения навыков английского языка.

ТҮЙІН

Мақалада халықаралық қатынастарда логистикалық қызметтерді жүргізуде ағылшын тілін қолдануда кездесетін мәселелер қарастырылған. Мұндай мәселелер: логистикалық қызметтерде келіссөздер жүргізу үшін ағылшын тілі білімінің жеткіліксіз болуы; кәсіби құжаттар мен келісімшарттарды аудару мәселелері; Ағылшын тілінде кәсіби сөздік және терминологияны пайдалану мәселелері. Мақала аталған мәселелерді шешудің негізгі жолдары ұсынылады. Қазіргі әлемдегі логистикалық қызметтер ағылшын тілінің білігісіз мүмкін емес.

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DEBATE METHOD AS MEANS OF COMMUNICATION

Annotation

The article proves methodic efficiency of debate as one of interactive methods for contemporary education in higher education. It is shown in the article that discussion as a cognitive and argument method integrates techniques of such interactive education methods as case study, collective solution of creative tasks, heuristic conversation, and brainstorming. Debate is represented in the article as one of the varieties of this method. Debate supposes the formulation of an alternative point of view and concludes with arriving at a group decision.

Key words: debating techniques, effective means, learning tool, international communication, language skills

For centuries the ability to speak a foreign language or several foreign languages has constituted the very essence of a person's intelligence and intellectuality. The goal of today's higher education system is to educate highly intelligent as well as intellectually-minded specialists empowered by highly competitive knowledge and effective practical skills. In linguistic sense, students must acquire excellent communication skills in order to be able to integrate into the globalizing market with no or few language constraints.

This paper highlights a debating technology as an innovative learning style and method of teaching that best meet the learners' needs and demands. The approach is relatively new in the sense that it became more or less widespread in a foreign language instruction in

Kazakhstan only in the beginning of the 21st century, the debate is applied in instructing students not only in a foreign language but arts and science as well.

The current trend indicates that English language today in addition to being an effective means of international communication is becoming a learning tool. Today English is widely applied as a language of instruction in academic institutions. For example, at Zhangir Khan West Kazakhstan agrarian technical University, Mechanical Engineering Faculty, discipline "Technological process of Mechanical engineering industry", Economic and Business Faculty, discipline "Marketing and Management" etc. are delivered in English. This trend sets a challenge for English language instructors, learners: search for or design effective speaking and learning styles and strategies to enhance language learning process.

Debate is a decision making tool used in a variety of argumentative settings. These settings are grouped into three spheres or communities: the personal, the technical and the public. These communities have different standards for distinguishing good arguments from poor ones, for deciding which debating techniques are appropriate or inappropriate, and for deciding acceptable norms of conduct.

Debate also functions in the technical sphere. Arguments in technical communities involve participants who share common areas of expertise. For instance, arguments occur between and among individuals in the legal profession, among scientists, among physicians and among engineers. To have a voice in debates in these technical communities the participants must share extensive knowledge about their subjects as well as precise vocabulary necessary to communicate about technical concepts[1].

In each of these spheres - technical and personal - the debates engage a limited audience. In the personal sphere only a limited number of people know the issues and are interested in the debate. In the technical sphere only the limited technical community is engaged. Our interests lie in the public sphere where a much larger audience may be involved. To be more precise, our interests lie in the educational sphere of language teaching, where advanced students apart from improving their speaking can acquire good debating techniques which will help them in their future lives and careers.

The students of our university can also improve their mind with Kazakh, Russian, English knowledge attending special courses that were created for highly-motivated students: at debate-club, round-tables, scientific conferences they can discuss very important and interesting issues, idea, information from newspapers and scientific journals, so that it makes each meeting much more interesting and useful for all participants. Here they can improve their skills in project creating and presentation making, as well develop tolerant attitude towards different cultures and nations.

As a learning style this method can be attributed to "task-based learning and teaching", in which the use of independent communication tasks is the central focus for language learning and teaching. Basically the term "task" refers to a meaning-focused activity. In debating method the focus is on learning through doing: learners struggle to comprehend and obtain knowledge through an additional independent study of a given topic.

By its theoretic premises the debate method can be attributed to the Meaningful Learning Theory based on the assumption that learning is a cognitive rather than responsive experience and it represents a meaningful process of connecting new to known (i.e. previously learned and retained) information. In other words meaningful learning takes new information and subsumes it into the existing, internal structural system. Another important factor is the usefulness of the learned item and its relationship to meaningful communication. In the case of the debating technology of learning the students acquire new information on individual basis which they integrate the new information with the knowledge previously acquired in the classroom and retain integrated information for long-term meaningful purposes. This process of self-discovery makes learning significant, experiential and best addresses the students' needs and wants[2].

In terms of credit system debating method represents an effective means of learning process optimization with a learner-centered focus. This explains the actuality of this topic. The study of a debating technology as a method of building up language skills has not been considered in depth in the country's methodology yet. This is an innovative approach and requires a detailed study. However, the aim of this research is to prove that this technology of teaching opts for building up the four communication skills: reading, writing, speaking and listening and, on the other hand, it develops the students' language competences covering wider vocabulary range, improved grammar accuracy as well as analytical and critical thinking abilities.

Overall, we have witnessed a considerable positive output that the debating technology has on the process of acquiring language skills and competencies.

Have defined the debating method as a cognitive learning process aimed at subsuming and integrating the previous knowledge with the newly acquired; in other words, it is a meaningful learning process with practical communicative output that best meets the students needs and wants in the new educational environment;

As a method of teaching you have classified the debating technology of teaching a foreign language to belong to task - based method of teaching;

As a learning style the debate has defined as a meaning-based cognitive process, which integrates the previously acquired knowledge with the new one, thus retaining information for long- term communication purposes;

By identifying the debate stages we have traced out that every stage provides plenty of opportunities to enact and enhance the 4 language skills: reading, writing, note-taking and speaking both at prepared and unprepared level;

At the initial stage the debate can be assigned the role of the learning process motivator. The mid stage, or the input stage, can serve as a facilitator of the learning process by means of self-discovery combined with the classroom activities that finally leads to the construction of integral information structure. The final or the output stage of the debate can be viewed as an integrator and facilitator of both language skills and competencies jointly [3].

It is important to note that the research is far from being accomplished since the study and implementation of the method requires a longer period to reveal a complex as well many-sided nature of this learning process. This preliminary study is the first stage of the future in-depth investigation of the debate as a learning style and method of teaching.

Language learning with a debate as a final stage of a topic study makes complex reading, listening, writing and speaking tasks at technical English classes more meaningful and task-oriented. The acquired information is retained for long-term period and is developed into one logical chain . The topic of the study gradually takes the shape of one complex but unique process. With doubled effort students eagerly complete everyday listening or reading assignments now with more focus on sorting out and retaining information that might serve useful in the debate and become more involved into technical aspects of the language. They start data collation with the aim to build up their portfolio while making critical analysis/review of the concepts and facts and preparing to perform both for the affirmative and negative case of a debate issue. By the way, it is better to deal with case distribution at the day of a debate for this enhances preparation and adds up more value to the anticipation of the game. Moreover, if teams prepare to perform for both cases, this pushes them further to collecting information or making thorough critical analysis of a topic from both positive and negative sides of a stated problem and thus, students get a deeper insight into an issue, which certainly promotes success at a debate. Learning by self-discovery fosters comprehension of complex technical topics and learning becomes focused and meaningful. It is an obvious fact, that the use of debating technology not only facilitates the development of all the skills but also initiates students in fostering their communication skills on independent self-discovery basis. Another advantage of using a debating technique at technical English classes is an

effective use by students of complicated technical terms and concepts at oral communication level. Moreover, the learners are encouraged and motivated to use active topical and background vocabulary in their communication activities [4].

It stands to reason that the debating method encourages learners for a more conscious, independent language study and increases their overall language competence.

In terms of credit system of education debating technology promotes high quality knowledge, speedy, intensive learning with great ultimate output; students obtain independent work skills and this method also allows teachers to check students' progress and measure the ultimate result of his/her work.

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ТҮЙІН

Жоғары мектептегі заманауи білім беру жүйесінің интерактивті әдістерінің бірі ретінде пікірсайыстың әдістемелік нәтижелілігі негізделеді. Мақалада дебат әдісінің өз ішінде пікірталас жүргізудің әдісі мен тану әдісі ретінде интерактивті оқыту, кейс-әдіс, шығармашылық тапсырмалардың коллективті шешу әдістері, миға шабуыл әдісінің негізгі техникасы мен тәсілдері екендігі айтылған.

РЕЗЮМЕ

В статье обосновывается методическая продуктивность дискуссии как одного из интерактивных методов современного образования в высшей школе. Показано, что дебат как способ познания и способ ведения спора интегрирует в себе приемы и техники таких методов интерактивного обучения, как кейс-метод, метод коллективного решения творческих задач, беседа, метод мозгового штурма.

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THE SOCIOLINGUISTIC POLICIES IN THE REPUBLIC OF KAZAKHSTAN

Annotation

The article deals with the concept of language policy in modern sociolinguistics. The study is based on the main provisions of the Concept of Language Policy of the Republic of Kazakhstan. Such concepts as "language policy", "language situation", "bilingualism", "multilingualism", "trilingualism" are considered. The following functions of sociolinguistic monitoring are distinguished: analysis and monitoring of the level of knowledge of the state,