

students and retraining of educators by creating professional relationships. In this regard, we are talking about a more efficient use of new private resources in the conditions of their identification and the growth of professional communication of a modern teacher in order to build effective strategies. It is widely disclosed that acmeological design is used for individual work related to life strategies, the definition of improving behavior or professional communication. Acmeological counseling is helping educators reach the pinnacles of professional service communication. Communication helps organize joint work, draw up a plan and discuss it, implement them. The purpose of human communication is increasing: obtaining and bringing knowledge about the world, training and education, coordination of mental actions of people in joint activities, identification and establishment of personal and business relationships. Acmeology is a science that studies the basic approaches to the development of professionalism (approach). It also determines the factors, conditions, mechanisms that determine the success of self-improvement and the relationship of self-improvement of the individual to the professional profession, as a whole in life. In the acmeological understanding, the main content of development should be advancing progressive and humanistic development (not another, especially selfish), the problems of self-improvement and self-education of the individual.

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#### **TEACHING FOR THE STUDENTS LEXICAL SKILLS OF NON-LINGUISTIC UNIVERSITY**

Methods of formation of lexical skills in teaching English language are approved in this article. This article offers different types of tasks for the development of oral and written forms of communication. Special attention is paid to the formation of lexical abilities and skills, as this requires knowledge of situational, social and contextual rules. It was concluded that vocabulary is extremely important aspect of language, and ability of communication in any foreign language depends on level lexical skills development level, control and assessment of proficiency level in a foreign language are the most important component of educational process. The main goals of teaching foreign languages in a non-linguistic university are the formation and improvement of the communicative skills of students in other languages for solving problems of interpersonal and intercultural interaction. The formation of lexical skills is one of the main components of the content of teaching a foreign language at the student's level, which allows for the implementation of foreign-language communication. It is based on the assumption that an important part of language acquisition involves the ability to comprehend and produce lexical phrases. Studying professional vocabulary is one of the most important components in the teaching practice; it is the basis of a special language, being the most dynamic process, when you consider that how quickly there are new professional terms and how the old ones go out of using so fast. Exercises for teaching lexical materials and professionally-oriented foreign vocabulary should be based on the principles of accessibility, taking into account individual characteristics and cognitive styles of students, concentric frequency, increasing complexity of educational material, novelty, motivation and interactivity.

**Keywords:** *competence, foreign language, vocabulary, communicative skills, technology, lexical skill.*

The main goals of teaching foreign languages in a non-linguistic university are the formation and improvement of the communicative skills of students in other languages for solving problems of interpersonal and intercultural interaction. The formation of lexical skills is one of the

main components of the content of teaching a foreign language at the student's level, which allows for the implementation of foreign-language communication. It is based on the assumption that an important part of language acquisition involves the ability to comprehend and produce lexical phrases.

The main purpose of control is the determination of language level, speech, and socio-cultural competence in a foreign language. Control serves as a means of managing the learning process, aimed at developing communicative competence, and performs educational, developmental, motivational functions. Opportunity of control helps to prevent mistakes in training, better organization and regulation of the learning process. In this regard, the control of language skills is an important task, providing effective learning to communicate and foreign languages in general.

The subject of the study is the use of control tools in the development of lexical skills among first year bachelor students. Research methods are theoretical analysis of literature on the research topic, pedagogical observation, and testing, questioning and statistical data processing.

First of all, let us turn to the terms "vocabulary" and "lexical skill". Speech activity is carried out with the help of vocabulary - the source and necessary material. A lexical skill is the ability automatically to call words, phrases from a long-term memory that corresponds to a communicative task.

A significant role in the process of teaching a foreign language to the future experts belongs to lexics. Moreover, the systematic accumulation and extending vocabulary are one of the most important tasks while foreign language teaching. At the formative stage of our study, which take place from the 1<sup>st</sup> to the 2<sup>nd</sup> term, students cover lexical-grammatical exercises, oral presentations, multimedia presentations, dialogues, mini- projects, writing essays, personal and electronic letters, performing reading, translation, referencing of texts on the control of lexical skills. At the formative stage of the work, we develop exercises and various types of assignments on such topics as: "My Hobby", "Sport", "Famous Scientists", "Music in my Life", «My future profession», "Education system in our country and abroad", "My Favorite Movie". Students show a high level of interest in doing exercises, writing essays, and presentations on the topic.

Performing exercises, drawing up dialogues, writing essays, writing and preparing oral topics help not only memorize and apply vocabulary in the context, but also focus students' attention on understanding the content and perception of vocabulary. Reading, translation and paraphrasing texts, writing essays and letters contribute to the replenishment of the vocabulary of students and develop thinking activity.

Analysis of the current status of teaching foreign languages shows that the existing vocabulary does not allow students to fully form the necessary intercultural communicative competence. One of the main reasons of weak knowledge of foreign language vocabulary is the lack of developed issues of foreign language teaching methodology. These issues include method of development of lexical skills and the development of an effective system of exercises for vocabulary teaching. Success of teaching depends on the content of vocabulary: the more words student knows, the more exactly and clearer he expresses his thoughts, the more successful he becomes professionally.

The necessity to further improvement the methods of formation of students' professionally oriented lexical competence quite clearly recognized in the teaching environment. Formation of lexical skills is in the basis of teaching foreign language.

Before moving to the system of exercises that forms lexical skills, consider the selection specificity of vocabulary and its methodological classification. Working with terminological vocabulary takes a special place in the professionally-communicative teaching, which is a set of terms in a specific branch of production, activity and knowledge.

Studying professional vocabulary is one of the most important components in the teaching practice; it is the basis of a special language, being the most dynamic process, when you consider that how quickly there are new professional terms and how the old ones go out of using so fast. Exercises for teaching lexical materials and professionally-oriented foreign vocabulary should be based on the principles of accessibility, taking into account individual characteristics and cognitive styles of students, concentric frequency, increasing complexity of educational material, novelty, motivation and interactivity. Exercises are classified by stages of the formation of lexical skills (introducing,

memorization, training and use in speech); stages of the formation of lexical abilities; stages of working with the text; form; place; use of modern multimedia tools;

The role of lexical units in language learning and communication has been enhanced by lexical and linguistic theory and by work in corpus analysis. The study reveals the importance of applying the Lexical Approach in the classroom. This study provides an accessible introduction for those new to this approach and guidance for those seeking to enhance their understanding and classroom implementation of the approach. It reinforces the importance of word combination patterns in language and their use in teaching and learning a language. Students may learn lexical units as they are reading a book, watching a movie, listening to radio, etc. Teachers can also give lists of different types of lexical units to students as they come up in class. The lexical approach proves to improve students' essay writing skills and their accuracy of using related lexical units.

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#### РЕЗЮМЕ

В данной статье рассматриваются методы формирования лексических умений при обучении английскому языку. В данной статье предлагаются различные виды заданий для развития устной и письменной форм общения. Особое внимание уделяется формированию лексических умений и навыков, так как для этого требуется знание ситуативных, социальных и контекстуальных правил. Статья посвящена таким понятиям, как: лексические навыки, структуры и качества лексических навыков, стабильные условия, необходимые для формирования лексических навыков, а также этапы изучения каждой новой лексической единицы. Изучение профессиональной лексики является одним из важнейших компонентов педагогической практики; это основа особого языка, который является наиболее динамичным процессом, если учесть, как быстро появляются новые профессиональные термины и как так быстро уходят из употребления старые. Упражнения по обучению лексическому материалу и профессионально ориентированной иностранной лексике должны быть основаны на принципах доступности с учетом индивидуальных особенностей и когнитивных стилей учащихся, концентрической повторяемости, возрастающей сложности учебного материала, новизны, мотивации и интерактивности. Статья рассматривает эффективные виды упражнений, направленные на формирование и развитие лексических навыков английского языка. Представлена классификация упражнений по различным признакам.

#### ТҮЙІН

Мақалада ағылшын тілін оқытуда лексикалық дағдыларды қалыптастыру әдістері айтылады. Бұл мақалада ауызша және жазбаша қарым-қатынас формаларын дамыту үшін түрлі тапсырмалар түрлері ұсынылады. Лексикалық шеберлік пен дағдыларды қалыптастыруға ерекше көңіл бөлінеді, өйткені ол үшін ситуациялық, әлеуметтік және контекстік ережелерді білу қажеттілігі айтылған. Мақала лексикалық дағдылар, лексикалық дағдылардың құрылымы мен сапасы, лексикалық дағдыларды қалыптастыру үшін қажетті тұрақты жағдайлар, сондай-ақ әрбір жаңа лексикалық бірлікті зерттеу кезеңдері сияқты ұғымдарға арналған. Кәсіби лексиканы үйрену педагогикалық практиканың маңызды компоненттерінің бірі болып табылады; бұл жаңа кәсіби терминдердің қаншалықты тез пайда болатынын және бұрынғы сөздердің қаншалықты тез ескіретінін ескере отырып, ең динамикалық процесс болып

табылатын ерекше тілдің негізі. Лексикалық материалды және кәсіби бағытталған шет тіліне байланысты лексиканы оқыту барысында сабақ жаттығулары білім алушылардың жеке ерекшеліктері мен танымдық стильдерін, концентрлік қайталануды, оқу материалының күрделілігін, жаңашылдығын, белсенділігін арттыру мен интерактивтілігін ескере отырып, қол жетімділік принциптеріне негізделуі қажет. Мақалада ағылшын тілінің лексикалық дағдыларын қалыптастыруға және дамытуға бағытталған жаттығулардың тиімді түрлері айтылады. Жаттығулардың әртүрлі сипаттамалары бойынша жіктелуі ұсынылған.

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### **ОСОБЕННОСТИ ПРИМЕНЕНИЯ ИНТЕРАКТИВНЫХ ПРОГРАММ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ НА ПРИМЕРЕ ЭЛЕКТРОННЫХ ПРОГРАММ, НАПРАВЛЕННЫХ НА САМОСТОЯТЕЛЬНОЕ ОБУЧЕНИЕ**

#### **Аннотация**

В настоящее время процесс обучения с использованием компьютера как дидактичного средства, представляющего материал особым способом и оказывающего влияние на обучения, приобретает все большую популярность. Современность предъявляет все более высокие требования к обучению практическому владению иностранным языком в повседневном общении и профессиональной сфере. Использование в процессе обучения современных информационных и коммуникационных технологий создаст реальные условия для развития у студентов дополнительных умений и стратегий, что было невозможно в такой степени на основе традиционных средств. Использование информационных технологий раскрывает огромные возможности компьютера как средства обучения. В статье рассматривается использование интерактивной компьютерной программы Hot potatoes при самостоятельном изучении английского языка студентами химических специальностей. Приводятся примеры упражнений 5 блоков программы, целью которых является разнообразие работы студентов и воплощение творческих идей преподавателя. Инструментальная компьютерная программа-оболочка, представляющая преподавателям иностранного языка возможность самостоятельно создавать интерактивные задания без знания языков программирования и привлечения специалистов в области программирования. В упражнении можно разместить текстовый, аудио- или видеотрекеры, что требует от студентов понимания прочитанной, прослушанной или увиденной информации. Преподаватель имеет возможность заложить в упражнение комментарии ко всем вариантам ответов. Использование современных достижений информационных технологий имеет очень огромную позитивную роль как средство легкой и доступной межкультурной коммуникации между людьми разных стран и сообществ при решении ими локальных и глобальных проблем. Использование интерактивных упражнений на занятии способствует интенсификации учебного процесса обучения, повышению мотивации студентов, более успешному и осмысленному усвоению учебного материала, а также позволяют соединить иностранный язык, компьютерные навыки и мыслительную деятельность. Использование в учебном процессе, как форм телекоммуникации, так и ресурсов глобальной сети Интернет, способствует развитию познавательной деятельности обучающихся и достижению основных целей обучения иностранному языку.

*Ключевые слова:* интернет, компьютер, самостоятельная работа, интерактивная программа, упражнение.

В последние годы все больше внимания уделяется самостоятельной работе студентов в процессе обучения, в частности в обучении иностранным языкам. Это связано со многими факторами, в том числе с тем, что в современном динамичном постоянно изменяющемся мире недостаточно обладать каким-то определенным количеством знаний.