

Коммуникативно-ориентированное обучение иностранному языку является эффективным методом, позволяющим студенту к окончанию учебы овладеть иностранным языком на уровне, достаточном для адаптации в иноязычном обществе. Сущность коммуникативного обучения - готовить студента к участию в процессе иноязычного общения в условиях иноязычного общения, созданных в классе. Коммуникативный подход как нельзя лучше мотивирован: его цель состоит в том, чтобы заинтересовать обучаемых в изучении иностранного языка по средствам накопления и расширения их знаний и опыта. Обучаемые должны быть готовы использовать язык для реальной коммуникации вне занятий, например, во время посещения страны изучаемого языка, во время приёма иностранных гостей дома, при переписке, при обмене аудио и видеокассетами, результатами заданий и т. п. и друзьями в стране изучаемого языка.

Изучение иностранных языков в современном обществе становится неотъемлемой составляющей профессиональной подготовки специалистов разного профиля, и от степени их языковой подготовки во многом может зависеть их дальнейший карьерный рост. Следовательно, ВУЗ должен обеспечить определенный уровень владения иностранным языком, однако, не следует забывать, что успех обучения во многом зависит от методики работы преподавателя иностранного языка в контексте решения конкретных образовательных задач. Изучение иностранного языка способствует развитию коммуникативной компетентности, формирует способность студента использовать его в качестве инструмента коммуникации, что на сегодняшний день особенно ценится среди выпускников неязыковых ВУЗов.

ТҮЙІН

Мақалада шет тілін үйрену арқылы коммуникативті құзыреттілікті дамытудың қажеттілігі мен маңыздылығын теориялық жағынан да, практикалық жағынан да негіздеу, сонымен қатар оқу процесіндегі қиындықтарды жою тәсілдері келтірілген.

Шетел тілін коммуникативті бағытта оқыту – білім алушының шет тілі қоғамында бейімделуге жеткілікті деңгейде оқудың соңында шет тілін меңгеруіне мүмкіндік беретін тиімді әдіс. Қатысымдық оқытудың мәні – білім алушының топта жасалған шет тілдік қатынас жағдайында шет тілдік қатынас процесіне қатысуға дайындау. Коммуникативті тәсіл мүмкіндігінше ынталандырылады: оның мақсаты білім мен тәжірибені жинақтау және кеңейту арқылы студенттерді шет тілін үйренуге ынталандыру. Студенттер аудиториядан тыс уақытта, мысалы, аударма тілінің еліне барғанда, шетелдік қонақтарды үйде қабылдағанда, хат алмасу кезінде, аудио және видео кассеталармен, тапсырмалардың нәтижелерімен және т.с.с. алмасу кезінде және тіл үйренетін елдегі достарымен тілді пайдалануға дайын болуы керек. ...

Қазіргі қоғамдағы шетел тілдерін зерттеу әр түрлі саладағы мамандарды кәсіби даярлаудың ажырамас бөлігіне айналуға және олардың әрі қарай мансаптық өсуі көбіне олардың тілдік дайындық деңгейіне байланысты болуы мүмкін. Демек, университет шетел тілін белгілі бір деңгейде меңгеруі керек, дегенмен, оқытудың жетістігі көбіне нақты білім беру мәселелерін шешу жағдайында шетел тілі мұғалімінің әдіснамасына байланысты екенін ұмытпаған жөн. Шетел тілін үйрену коммуникативті құзыреттіліктің дамуына ықпал етеді, студенттің оны коммуникация құралы ретінде пайдалану қабілетін қалыптастырады, бұл қазіргі кезде лингвистикалық емес университеттердің түлектері арасында ерекше бағаланады.

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INDEPENDENT WORK OF STUDENTS OF TECHNICAL UNIVERSITIES AS A WAY TO FORM COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS

Abstract

At studying any subject, the effectiveness of mastering the material largely depends on properly organized independent work. Consolidation and development of the material studied in the classroom must necessarily be carried out by students independently, taking into account the specifics of a foreign language, its technical orientation and communicative nature. At properly organized independent work, students have the opportunity to develop all types of speech activity - reading, speaking, writing and listening, thus

increasing the level of foreign language communicative competence, which is the ultimate goal of teaching a foreign language.

The organization and conduct of independent activities in English lessons requires a special approach. Therefore, the teacher must carefully think over lesson plans, determine the content and place of independent work, the forms and methods of its organization. Only in this case, the independent activity of students in the classroom will be conscious. At the same time, the teacher should provide for the level of complexity and volume of work, difficulties and possible mistakes that students may encounter in the course of its implementation. At organizing independent work in English classes, it is also necessary to think about monitoring and providing assistance to students.

Independent work of student is an independent dialing-teaching the student, which scientific-pedagogical employee plans together with the student, but does her student on the instructions and under the supervision and control of the scientific and pedagogical worker without his direct participation.

The formation of students' independent activity skills is one of the urgent tasks of modern education, and instilling students' skills of independent work on educational material is one of the prerequisites for successful learning.

The independent activity of students is a necessary condition for the development of their cognitive abilities. The development of students' independence must begin from the very first days of learning, since it is at the elementary that such personality qualities as independence, responsibility and the ability to self-control develop.

Keywords: *Independent work, activities, homework, language club, foreign language communicative competence, teaching methodology.*

Introduction. Independent work in the study of a foreign language is seen as an active learner's intellectual activity, during which he/she produces his own style of intellectual activity, develops ways of thinking, improves the ability to analyze and organize the studied material while reading and writing skills are formed. The knowledge gained independently by overcoming certain objective difficulties is learned better than that imparted from a teacher. During the independent work each student is in direct contact with the material under study, concentrates his/her attention on it, mobilizing all reserves of intellectual, emotional and volitional nature. This work is individualized. A student uses a source of information according to his/her own needs and abilities. This greatly increases responsibility and, as a consequence, his/her progress.

The realities of modern society are such that proficiency in a foreign language, especially English, is a basic factor in the development of a student as a full-fledged and high-quality specialist. This aspect is very important for graduates of a technical profile, since today this direction is in demand, developing and tending to take a leading position at the present stage of development of science and technology.

A high-quality and competitive engineer must be able to conduct a simple conversation with a native speaker of a foreign language, read, understand and abstract the literature in his specialty, correctly present his scientific research in English writing.

However, this is not an easy task for both the student and the lead teacher. Note that a foreign language belongs to a number of subjects of the educational cycle that require constant and systematic study, as well as such a component as the language environment, which makes it a unique academic link. These factors largely contribute to its qualitative mastery within the framework of any educational level.

We also note that the process of teaching a foreign language is directly related to the motivational component, which must exist and develop for both the student and the teacher. We believe that in this case, special attention should be paid to the independent work of students, its correct organization and planning, since it is it that can potentially provide both motivation and optimization, and an improved quality of knowledge of a foreign language in general.

Let us emphasize that a foreign language is a discipline that requires a lot of independent work and constant language practice. In most cases, our students are deprived of the opportunity to communicate in a foreign language outside the classroom, so an independent linguistic component must necessarily exist and be one of the defining aspects[1].

Independent work is a type of learning activity performed by trainees without direct contact with the teacher or managed by the teacher indirectly through special teaching materials. Independent work can be carried out both outside the classroom and in the classroom in writing or orally.

Educational materials for independent work are methodically organized so as to compensate for the lack of contact with the teacher, i.e. entrust them with the functions of managing independent work. The set of tasks should provide an opportunity for individual selection and determination of the amount of material necessary to achieve the educational goal. Tasks intended for this type of educational activity should be active and creative, stimulate the search for independent solutions. Mastering the techniques of independent work is a prerequisite for the development of self-education skills.

There are the following types of independent work - laboratory work, independent work in the classroom, homework, home reading and many other aspects that depend on the specifics of the subject being studied. Within the framework of a non-linguistic university, it is methodologically correct and systemically organized independent work that is the key to high-quality study and mastering of foreign language communicative competence. The range of such work includes several components. Let's consider them in more detail.

The first is homework. The work is not easy, but possible with its consistency and regularity. The proposed homework must meet the requirements of the teaching methodology, i.e. be feasible, but with elements of complexity, logical considering[2]the previous and following material, as well as interesting. Performing it, the student develops his creative potential, analyzes and synthesizes information, draws conclusions, builds the foundation for further development. Along with the above, the implementation of exercises for the transformation and completion of sentences, the selection of the correct lexical unit from the synonymous row will equally significantly improve the student's vocabulary. The proposed listening and reading texts should be interesting and informative for the modern student. At a more advanced stage of training, this must necessarily be materials in the specialty - texts, dialogues, quizzes, crosswords, riddles, as well as linguistic and cultural works that contribute to a fuller understanding and respect of foreign culture, comprehension and awareness of their own cultural and historical heritage. For more advanced students, homework should be planned individually according to their potential. This is done to maintain their motivation to further study a foreign language, since with simple homework, the process will become uninteresting for them and this will gradually lead to a deterioration in their knowledge. Thus, setting homework in the classroom, we determine its perspective at home, designate the degree of its fulfillment and correctness, we can see both the short-term and long-term results of our work. Monitoring the performance of homework by students is also mandatory, encouragement and censure contribute to the further development of the level of student competence and are important aspects of the educational process[3].

Secondly, this is home reading, which is an important segment in learning a foreign language. Students receive a certain number of texts for independent reading. We believe that these texts should be directly technical content, thereby realizing in practice and the profile component. These can be textbooks in the language, a set of lectures on a particular discipline being studied, specialized elective courses, or rather, their printouts, research by young scientists abroad, technical advances set out in English. This information is provided in hard copy and can be adapted according to the level of the student. The task of students in performing this kind of activity is the development of new vocabulary, grammar, their consolidation, and the development of reading skills. This component will significantly help students develop foreign language communicative competence and expand their knowledge in the field of their specialty.

Thirdly, this is extracurricular activity, which is a special component of the independent work of students in the study of a foreign language. It is aimed at improving the foreign language communicative competence of students of non-linguistic universities, involves attending additional language courses, circles, as well as clubs of foreign language lovers. In this regard, we are talking about collective independent work.

To eliminate educational students in the field of a foreign language, the departments organize additional courses that help fill the necessary gaps in an easy, accessible form, improve existing language knowledge, skills and abilities, and also relieve some psychological tension associated with insufficient knowledge of a foreign language[4]. These courses can contribute to the formation and development of motivation for learning English, which will have a positive effect on the progress of students, their desire to further study the aspect that was once unattainable for them.

Additional courses in English are exactly what organizes the student's independent work, helps him to catch up on lost material, contributes to the student's compliance with university language requirements and successful certification, both in the form of a test and a foreign language exam. Speaking about business communication in a foreign language, which is carried out outside the university classroom, we note that it is important as a language practice in a professional sense. This can be business correspondence about future research or scientific work, subsequent mutually beneficial cooperation with foreign scientists or firms[5]. It can also be a discussion of the details of a patent or invention and the possible implementation of the project through joint actions with western companies. This segment also involves the preparation of a variety of

resumes in a foreign language independently in case of possible foreign cooperation. Note that communication can be not only within the framework of professional interests and possible career growth, but also have a personal character. With the presence of various social networks around the world, students can find a large number of foreign friends, out-of-class communication with whom in the language will contribute to its improvement[7].

So, in my classroom students have done a great deal of projects from mini to big projects which were presented me as a independent work. As cross cultural mini-projects, group projects called "Nur-sultan is the capital of Kazakhstan", "London Sightseeing Tour", "A successful person" were carried out. These projects involved:

Collecting information, drawing pictures, maps, diagrams, and charts, cutting out pictures, arranging texts and visuals, coloring ,presenting information in poster format, preparing Power Point presentations, giving presentations.

In these projects students had the opportunity to use the knowledge they had gained about other subjects in the English class.

Conclusion. Thus, the project method is very effective at the stages of generalization, consolidation and refinement of the material, this is especially important when implementing the acquired knowledge in practice. I mean students' independent work. The most attractive point is the impact of the method on student motivation, since the project method allows the teacher to turn an English lesson into a creative research laboratory, where each student is involved in an active creative cognitive process. Students master the skills of speaking and writing, broaden their horizons, develop communication skills, the ability to discuss in English. Each student learns to express their thoughts and defend their point of view, arguing for it.

All of the above aspects of independent work are aimed at improving the foreign language communicative competence of students of non-linguistic universities. We believe that this activity can be supplemented and expanded depending on the established goals and objectives, as well as the level and motivation of the students. It should be noted that in order to achieve effective results, independent work must be defined and designed by the teacher and consciously carried out by students.

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РЕЗЮМЕ

Процесс обучения иностранному языку напрямую связан с мотивационной составляющей, которая обязательно должна существовать и развиваться как у студента, так и преподавателя. Мы полагаем, что при этом особое внимание следует уделить и самостоятельной работе студентов, ее корректной организации и планированию, так как именно она может потенциально обеспечить и мотивацию, и оптимизацию, и улучшенное качество владения иностранным языком в целом.

Самостоятельная работа представляет вид учебной деятельности, выполняемый обучаемыми без непосредственного контакта с преподавателем или управляемый преподавателем опосредованно через специальные учебные материалы. Самостоятельная работа может осуществляться как во внеаудиторное время, так и на аудиторных занятиях в письменной или устной форме.

Организация и проведение самостоятельной деятельности на уроках английского языка требует особого подхода. Поэтому преподавателю необходимо тщательно продумывать планы уроков, определять содержание и место самостоятельной работы, формы и методы ее организации. Только в этом случае самостоятельная деятельность обучающихся на уроках будет осознанной. При этом педагог должен предусмотреть уровень сложности и объем работы, трудности и возможные ошибки, которые могут возникнуть у студентов в ходе ее выполнения. При организации самостоятельной работы на занятиях английского языка также необходимо продумать проведение контроля и оказание помощи обучающимся.

Подчеркнем, что иностранный язык является такой дисциплиной, которая требует огромного самостоятельного труда и постоянной языковой практики. Наши студенты в большинстве случаев лишены возможности общаться на иностранном языке вне аудитории, поэтому самостоятельная лингвистическая составляющая должна обязательно существовать и быть одним из определяющих аспектов.

ТҮЙІН

Шетел тілін оқыту процесі білім алушы үшін де, оқытушы үшін де болуы және дамуы керек мотивациялық компонентпен тікелей байланысты. Бұл жағдайда студенттердің өзіндік жұмысына, оны дұрыс ұйымдастыруға және жоспарлауға ерекше назар аудару керек деп ойлаймыз, өйткені дәл осы себеп мотивацияны да, оңтайландыруды да, жалпы шет тілін білу сапасын жоғарылатуды қамтамасыз ете алады.

Өздік жұмыс дегеніміз - тыңдаушылар оқытушымен тікелей байланыссыз немесе оқытушының жанама түрде арнайы оқу материалдары арқылы басшылыққа ала отырып орындайтын оқу қызметінің түрі. Өздік жұмыс сабақтан тыс уақытта да, практикалық сабақтарда да жазбаша немесе ауызша түрде жүзеге асырылуы мүмкін.

Ағылшын тілі сабағында өзіндік жұмыстарды ұйымдастыру және өткізу ерекше тәсілді қажет етеді. Сондықтан оқытушы сабақ жоспарларын мұқият ойластырып, өзіндік жұмыстың мазмұны мен орнын, оны ұйымдастырудың формалары мен әдістерін анықтауы керек. Осы жағдайда ғана білім алушылардың сабақтағы өзіндік белсенділігі саналы болады. Сонымен бірге оқытушы жұмыстың күрделілігі мен көлемін, оны жүзеге асыру барысында білім алушыларда туындауы мүмкін қиындықтар мен мүмкін болатын қателіктерді қамтамасыз етуі керек. Ағылшын тілі сабағында өзіндік жұмысты ұйымдастырған кезде студенттерге бақылау және көмек көрсету туралы ойлау керек.

Шет тілі дегеніміз - бұл өзіндік жұмыс пен тұрақты тілдік тәжірибені қажет ететін пән. Көп жағдайда біздің студенттер сыныптан тыс уақытта шет тілінде сөйлесу мүмкіндігінен айырылады, сондықтан тәуелсіз лингвистикалық компонент міндетті түрде болуы және оны анықтайтын аспектілердің бірі болуы керек.