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МЕТОДЫ И ФОРМЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

В данной статье рассматриваются эффективные методы преподавания английского языка. Проведен анализ наиболее важных форм работы со студентами для определения физического, эмоционального и личностного развития.

Ключевые слова: методы, формы, обучение, компоненты.

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METHODS AND FORMS OF TEACHING ENGLISH LANGUAGE

The article examines the effective methods of teaching English language. It analyzes the most important form of work with students, physical, emotional and personal development.

Keywords: methods, forms, training, components.

The following methods of working with students are the most effective, the variation of which allows teachers to maintain cognitive interest and motivation for self-improvement.

1. Method of survival

Allows students through «sensory» and «mental» representations to «move» into the studied object, to feel and to know it from within.

2. Method of heuristic questions

Answers to six key questions: Who? What? What for? Where? When? How? and their various combinations give rise to unusual ideas and decisions regarding the object under study.

3. Method of comparison

It gives an opportunity to compare the versions of different students, as well as their versions with cultural and historical analogs, formed by great scientists, philosophers, etc.

4. The method of constructing concepts

Promotes the creation of a collective creative product – a jointly formulated definition of a concept.

5. Method of traveling to the future

Effective in any general educational field as a way to develop skills of foresight, forecasting.

6. Method of errors

It presupposes a change in the established negative attitude toward mistakes, replacing it with the constructive use of errors to deepen educational processes. Finding the relationship of error with "correctness" stimulates the heuristic activity of students, leads them to understand the relativity of any knowledge.

7. Method of inventing

Allows to create a product not previously known to the students as a result of certain creative actions.

8. The method «if only ...»

Helps students draw a picture or make a description of what will happen if something changes in the world. Doing such tasks not only develops the imagination, but also allows to understand better the structure of the real world.

9. «Brainstorming»

It allows to collect a large number of ideas as a result of the release of the discussion participants from the inertia of thinking and stereotypes [1, p. 78].

Students are distinguished by the exceptional success of training. This feature is associated with a high speed of processing and assimilation of information. But at the same time, students can quickly lose interest in daily painstaking pursuits. They are important things of principle, wide coverage of the material. It is interesting and difficult to work with such students; in the class, in the classroom they require a special approach, a special training system.

Often talented people are told that they have the «Spark of God», but that the flame flares out of this spark, and as applied to science this flame of talent, it is necessary to make considerable efforts. The most important form of work with students is *the Olympics*. They help to identify the most capable students, the formation and development of the educational needs of the individual preparation of students, creative work in various fields, scientific and practical activities.

The work on preparing for the Olympics at the university is spent throughout the educational year. “We strive the students to work on themselves, that is, they were able to set and solve tasks independently, as stimulating creative activity, it is possible to develop it only thanks to self-education. We start self-education, saying that when you follow someone after you, the road is not remembered, and so on which he himself went forever will not be forgotten, and that «Talent is 1% of abilities, and 99% of sweating» [2, p. 70-72].

The student’s intellect develops not at the expense of the student's physical, emotional, personal development. There is a question how to regulate a mental activity, help in determining cognitive qualities, in assessing weaknesses and strengths, in finding and using ways to develop the work of intellect, changing strategies for processing information, stimulating or restraining intellectual operations, predicting , planning, regulating the regime of the day.

The consciousness of the student is in the making. It is necessary to work hard on themselves, that is, constantly improve themselves.

The methods of work with students includes the following components:

- the identification of students;
- the development of creative abilities in the classroom;
- development of abilities in after-hour activities (olympiads, contests, research work);
- creation of conditions for the all-round development of students.

While comparing the work of students one can notice that:

They have a number of peculiarities: *some of them* are inquisitive, persevering in their search for answers, *the others* often ask deep questions, are prone to reflections, have good memories.

Having identified these students, we must teach them to think, to do everything possible to develop their abilities. The first assistant in this matter is the interest of students in the subject.

In order to support the interest in the subject and the development of the natural talents of students, creative tasks, entertaining materials and tasks, developing tasks-minutes are used. No more than 1 minute is taken for solving such problems and requires a detailed explanation of the progress of the solution of the problem. In case of difficulty, one can give hints, analyze these tasks in detail.

At all stages of the lesson, as differentiation so complex tasks are used combined, with missing or superfluous data. We have to show to students that knowledge of English is necessary for all people, in any job, specialization. Conversations, concrete examples are used. In the practice we use incentives for solving complex, olympiad problems. Systematically, we conduct lessons with a practical focus, which include tasks of different content. The main objective of these lessons is to target the students to a large and interesting work that will help them prepare themselves for the choice of a profession, to enter a great life.

We attend integrated lessons: English and Literature. It is impossible to impart interest in discipline to children, if the teacher himself is not keen on his subject. Therefore, we are constantly learning, improving our knowledge.

We attach great importance to involving talented students in extracurricular work in English. Often weeks of English are held, in which students can show

themselves in various quizzes, competitions: «KVN», «Funny lessons», «Smart and clever», «Who wants to be a millionaire», etc. [3, p. 10-15].

The actual problems one can face with are connected with the negative personality-behavioral aspects of the student, among which the following can be noted: egocentrism and inability to stand on the point of view of another person, especially if he is intellectually weaker, dislike of school, if the curriculum is boring and uninteresting, the backlog in physical development in comparison with peers, since the student prefers intellectual pursuits, the lack of a culture of dialogue and the desire to complete the thought of the interlocutor, as already from the first words grasps the essence of the problem, the desire to interrupt and correct the interlocutor during a conversation, if he makes logical errors or incorrectly puts an emphasis in words, the desire to always be right in the dispute because of the lack of conformity and the ability to compromise, the desire to command peers - otherwise it becomes boring with them.

These problems, or, in other words, the unattractive personality traits of a talented student, entail a complex of social and psychological difficulties, which makes it difficult for a teacher to work with such a student, often leading to a dissipative symptomatology. Socio-psychological, communicative difficulties can be typified as follows.

Socially-psychological problems of talented students are manifested very often in well-known pedagogues and school psychologists, forms of maladaptive behavior, such as, for example, assessorial and aggressive. The student's protest against the practice of the attitude of peers and adults that has developed to him, dissatisfaction with relations, the prolonged suppression of his important needs - in activity, in demonstrating one's abilities, in leadership, etc. – can take in the form of demonstrative antisociality, defensive aggression. Such a student behaves defiantly, violently and unkindly reacts to the actions and assessments of others, allows himself to be abnormal, even distinctly asocial acts: spoiling things, foul language, fights, etc.

Quite often in practice, one can also find the opposite social and psychological reaction of a talented student to the situation of suppression of his natural

manifestations and needs: withdrawal into himself, into the world of his fantasies and dreams, apathy, lethargy, disinterest in contacts. Depressive behavior can take and demonstrative traits.

One of the major reasons for such socio-psychological manifestations is a long deprivation (suppression, dissatisfaction) of the student's immediate social environment, his important psychological needs.

Another reason for socio-psychological problems is the lack of cohesion in the student's means of communication. Talented students face it more often than others. Its origins often lie in the preschool past of children, the special sparing environment that loving parents have created for them.

One of the problems is that the contradiction between the need for the development and education of students and the insufficient theoretical and practical training of pedagogical personnel for working with talented students is becoming more and more real. Proceeding from this contradiction, there arises the problem of determining the psychological and pedagogical conditions for the development and education of the talented students in the general education school.

Considering all of the above, we will highlight the most common features of maladaptation of the talented students. This is [8]:

- difficulties in finding friends who are close in spirit;
- problems of participation in peer games and entertainment;
- Conformity problems, i.e. the effort to adapt to others, to seem like everyone else, to renounce their individuality;
- very early interest in the problems of the universe and fate;
- Developmental dissynchome as a cause of loss of motivation for learning.

From all that has been said, it may appear that it's an abnormal process and always accompanied by various kinds of difficulties. This is not true. A talented student is a student who develops differently; it requires changing the established norms of relationships, other educational programs, which is the content of the main problem field when working with this category of students.

One of the new methods of working with students is the research activity of students, which contributes to the development and individualization of the individual, as well as the formation of motivation for acquiring new knowledge.

Another new method of working with students at university is design. The project method represents a way of learning that can be characterized as «learning through doing», when the student is directly involved in the active cognitive process, formulates the educational problem on its own, collects the necessary information, plans possible solutions to the problem, draws conclusions, analyzes its activities, forming «on the bricks» new knowledge and acquiring a new educational life experience. This method will be used at various stages of training in working with students and when working with material of varying complexity. The method adapts to the features of almost every academic subject and in this aspect it bears the features of universality [Internet-based materials].

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