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TO THE ISSUE OF TEACHING SPEAKING IN ENGLISH TO FUTURE SPECIALISTS IN THE SPHERE OF TOURISM

Abstract

The article discusses the issues of teaching speaking to future tourism specialists. The formation and development of foreign language spoken language is the process of instilling future specialists with the skills and abilities of understanding and expressing thoughts, designed in a foreign language. These tools are little known to future specialists, since he cannot get them from the environment, just as he receives means of expressing thoughts in his native language. Thus, in the process of teaching perception and reproduction of speech in a foreign language, the categories of form and content play an important role. Auditory, audiovisual and visual supports are used to form oral foreign speech. Visual props are printed texts. In the methodology of teaching English as a foreign language, the question of the use of texts in teaching speaking was widely discussed. There is no definite answer to this question. We hold the view that for future tourism specialists, texts are the main source of language tools and information.

Keywords: speaking, english, specialist, tourism, text.

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БОЛАШАҚ ТУРИЗМ МАМАНДАРЫНЫ АҒЫЛШЫН ТІЛІНДЕ СӨЙЛЕУДІ ҮЙРЕТУ МӘСЕЛЕСІ

Аңдатпа

Мақалада болашақ туризм мамандарына сөйлеу дағдысын қалыптастыру мәселелері қарастырылады. Шет тілінің - болашақ мамандарды шет тілінде жасалған ойларды түсіну және білдіру дағдылары мен қабілеттеріне баулу процесі. Осылайша, сөйлеуді шет тілінде қабылдау мен жаңғыртуды оқыту процесінде формамен мазмұн категориялары маңызды рөл атқарады. Ауызша мәнерлеп сөйлеуді қалыптастыру үшін аудиториялық, аудиовизуалды және көрнекі құралдар қолданылады. Ағылшын тілін шет тілі ретінде оқыту әдістемесінде сөйлеуді оқытуда мәтіндерді қолдану мәселесі кеңінен талқыланды. Болашақ туризм мамандары үшін мәтіндер тілдік құралдар мен ақпараттың негізгі көзі болып табылады деген пікірдеміз.

Түйін сөздер: сөйлеу, ағылшын тілі, маман, туризм, мәтін.

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К ВОПРОСУ ОБУЧЕНИЯ ГОВОРЕНИЮ БУДУЩИХ СПЕЦИАЛИСТОВ В СФЕРЕ ТУРИЗМА

Аннотация

В статье рассматриваются вопросы обучения говорению будущих специалистов в сфере туризма. Формирование и развитие иноязычной устной речи является процессом привития будущим специалистам навыков и умений понимания и выражения мысли, оформленной средствами иностранного языка. Эти средства малоизвестны будущим специалистам, поскольку он не может почерпнуть их из окружающей среды, подобно тому, как он получает средства выражения мысли на родном языке. Таким образом, в процессе обучения восприятию и воспроизведению речи на иностранном языке большую роль играют категории формы и содержания. Для формирования устной иноязычной речи используются аудитивные, аудиовизуальные и визуальные опоры. Визуальные опоры — это печатные тексты. В методике преподавания английского языка как иностранного широко обсуждался вопрос о применении текстов в обучении говорению. Однозначного ответа на этот вопрос нет. Мы придерживаемся точки зрения, что для будущих специалистов в сфере туризма тексты являются основным источником языковых средств и информации.

Ключевые слова: говорение, английский язык, специалист, туризм, текст.

The communicative approach to learning suggests that students learning English learn active speech creation. Practice shows that one of the difficulties at the advanced stage of training is composing a message. In this regard, an important task in teaching English as a foreign language is such an organization of educational material, which is based on the inextricable unity of training and creativity[1].

This is possible through the proper selection of appropriate exercises. The question of the classification of exercises, their correlation when learning a particular type of speech activity is still controversial. In classes on the development of oral speech skills, it is considered advisable to gradually complicate tasks to achieve automatism of speech activity, in which consciousness is directed not at how to say it correctly, but at the content of speech. The retelling of the text, discussion, discussion should be preceded by exercises that are called linguistic (lexical, lexical-grammatical, grammatical) and speech (conditional-speech and communicative).

Auditory, audiovisual and visual supports are used to form oral foreign speech. Visual props are printed texts. In the methodology of teaching English as a foreign language, the question of the use of texts in teaching speaking was widely discussed. There is no single answer to this question. We hold the view that in non-linguistic universities, texts are the main source of language tools and information [2].

How to select texts? The existing differences between writing and speaking require a special approach to the selection of text material. Texts are selected on the basis of sounding speech, for example, transcripts of scientific and technical conferences, a round table, letters of specialists sent to newspapers and magazines. These can be examples of monologic and dialogical speech, i.e. questions and answers, interviews, discussions and conversations. This approach will allow you to introduce elements of oral colloquial speech into texts for teaching speaking.

Based on the interconnected teaching of reading and speaking, we note the following functions of the text. First, as noted above, written texts are one of the main sources of information and language material. Secondly, in correctly selected texts there is a repetition of linguistic material, which contributes to its memorization.

Thirdly, reading helps to more correctly understand the meaning of certain words and linguistic phenomena, and this is a prerequisite for their correct use in oral speech. The system of exercises for developing oral speech skills is a two-component system. Communicative exercises are preceded by preparatory. Their purpose is to activate language tools. Preparatory or language exercises are divided into two types. The first includes:

a) wildcard:

- question-answer exercises without changes;
- dialogue on the wildcard;
- b) transformational:
 - repeat using the following expressions ... instead of the imperative mood;
 - put the verb in a passive form;
 - replace the subordinate clause with the participle or participle turnover;
 - replace the underlined words with the necessary pronouns;
- c) design exercises:
 - give a polite form to the request;
 - ask to do something using the necessary expressions instead of led-body inclination;
 - ask the interlocutor his opinion on the problem ... Use the necessary range ..;
 - combine the sentences using the following formulas ...

With the help of wildcard exercises, students acquire the skill of structuring on the basis of support, operating with this speech material in various lexical options. The purpose of transformational exercises is to produce a new sentence based on a given. Combination exercises make it possible to compose more complex syntactic units from simple ones; they develop a combination mechanism. Structural exercises imply the independent construction of statements based on the proposed material. For control purposes, if possible, translation exercises may be used. They make up no more than one quarter of all exercises. Training language exercises are performed by students on their own in extracurricular time. Exercises should be taped, have keys for self-control [3].

In the process of teaching speaking, certain communicative tasks must be solved. In our case, this is the compilation of statements related to the studied specialty and topics related to the tourism sector. It is necessary to form the skills and abilities that make it possible to make such a statement. Learning to read also involves solving communicative problems: from finding the right information and writing essays to speaking with a message. As you can see, the goals and objectives of learning to read and speak at a certain point coincide, which once again proves the correct use of texts in teaching speaking.

When selecting texts, much attention is paid to the internal construction of the text, which depends on the method of presentation: description, narration, reasoning, controversy. In the first courses, students get acquainted with descriptive and narrative texts. Later, reasoning texts with polemic elements are introduced. Descriptive and narrative texts should be clear and informative. The method of presentation of the material is inductive and deductive. The number of texts based on inductive and deductive methods of presentation is approximately the same. Self-compilation of a message requires students to know the linguistic features of the scientific style of speech. As you know, they appear at the lexical, morphological and syntactic levels. The communicative orientation of learning suggests that students in the English language as a foreign student receive the knowledge they need to communicate. In our case, the language material is selected taking into account the scope of scientific communication. Exercises are communicative in nature.

Pupils must master general scientific vocabulary, know the terms and expressions associated with these terms. A large role is played by contact-forming and speech-forming formulas. Contact-forming formulas include the formulas of politeness, consent, disagreement, expressing one's own opinion, requesting, evaluating, attracting attention, etc. (for example: we will discuss the problem ...; it should be noted ...; I think ...; it seems to me ...; I completely agree ...; I I can't agree ... in my opinion, this is not true ...). Speech-forming formulas combine the separate parts of the utterance into a single whole, convey the speaker's attitude to the subject of discussion (for example: in conclusion, in other words, accordingly, it should be noted, as is known).

The grammatical features include the use of impersonal and indefinitely personal constructions, passive voice, and species-time forms. Extralinguistic features include the logical-semantic structure of scientific works. This includes the composition of the work (introduction, main body, conclusion, method of presentation (description, narration, reasoning, controversy). Students study grammatical units not as isolated, but learn to compose a statement that meets the requirements of communicative linguistics [4].

Having completed language exercises, students move to speech. For the formation of skills of "mature speaking" there are three groups of communicative exercises: 1) based on the text, 2) in connection with the text, 3) without reliance on the text.

Exercises of the first group, we propose to perform on the basis of monological texts. They are aimed at the semantic processing of information: splitting the text into semantic parts, listing the facts in chronological and altered order, main and secondary facts, etc. Students are familiar with this type of work, therefore, these exercises will not take much time. At the end, the task is given to compose an oral abstract of the text, which will help to present the oral text in a minimized form.

The second group of exercises is based on the possession of logical operations of comparison, analysis, synthesis, induction, deduction, the development of argumentation skills. The exercises of the second group are carried out on the basis of not only monological texts, but also dialogical ones. The third group of exercises is exercises without reliance on the text. The purpose of these exercises is to form initiative speech. Approaching the exercises of the third group, students have accumulated a certain language, speech and professional experience, which will give them the opportunity to perform them.

Here are examples of exercises for each group:

The first group of exercises aimed at the semantic processing of information:

- 1) formulate the main idea of the text;
- 2) highlight microthemes in the text and name the most informative judgments on waiting for them;
- 3) list the facts stated in the text in chronological sequence;
- 4) list the facts of the text by changing the location of its material;
- 5) write a summary or annotation of the text (verbally).

The second group of exercises is aimed at the formation of speaking skills when discussing problems of the text or its individual points. For instance:

- 1) define the concepts;
- 2) agree or object to the interlocutor and justify your judgment;
- 3) in a conversation with a colleague, discuss the advantages and disadvantages of this method;
- 4) interview the supporters and opponents of using this method;
- 5) compare different positions;
- 6) state the proof in an inductive or deductive way;
- 7) argue with your opponent, give sufficient arguments to prove a certain position;
- 8) prove the thesis based on your arguments;
- 9) correct, clarify this thesis;
- 10) refute the point of view of your opponent on the basis of the given counterarguments.

In the third group of exercises, the following tasks are possible:

- 1) justify the relevance of your chosen topic;
- 2) discuss with your colleague the most important achievements in this field of science;
- 3) make a dialogue and give a positive or negative assessment of the statement

Researcher

- 4) give an assessment of the situation;
- 5) divide into three groups, let some express a positive attitude towards this thesis, others criticize it, and others make constructive proposals;
- 6) make suggestions for improvement ...;
- 7) tell us about your subject of research, how do you assess its prospects.

The system of exercises is of great importance when compiling a manual on teaching speaking. A logically thought-out systemic typology of exercises, optimal for each topic studied, using the achievements of several related sciences, contributes to the active communicative activity of future specialists in the field of tourism. The content and structure of the manual largely depend on the specifics of speech activity in educational situations. In this regard, in the first place, the need is needed, as well as the situation in which it can be satisfied. So, an important point in this matter is the formation of students' need to speak English [5].

Much attention should be paid to identifying social roles and communication situations in which students will have to perform in reality. This will interest students, increase their activity in the classroom, which, in turn, will affect a deeper understanding of the material.

How can all the elements, methodological and language blocks discussed above be built into a single whole, subordinated to one communicative task? There are probably many ways. We will focus on one of them. First of all, it seems to us advisable to combine the material of the manual in cycles. Each cycle

includes a specific topic, a list of expressions of speech etiquette, lexical and grammatical material, one monologue, several dialogical texts, exercises that develop the skills of oral foreign language. For example, when developing a textbook for second-year students in the specialty "Tourism", one can choose the following topics-cycles based on a textbook on the "Basic concepts and definitions: Travel and Tourism":

Border statistics: Immigration controls/ E/D cards/Border survey.

Data from collective accommodation: Administrative data (i.e. registration of guests)/ Surveys (i.e. business statistics)/

Data from international transport: TboP/Civil aviation statistics

Household surveys: CATI /CAPI

Surveys at "tourism" attractions (i.e. guest inquiries) the lexical and grammatical material is selected taking into account the English language programs of future specialists in the field of tourism, the level of students' knowledge, and the content of textual material. Within each topic, tasks for independent work are developed. This contributes to the communicative activity of students.

So, in this article we talked about the development of a system of exercises for teaching speaking to future tourism professionals at an advanced stage of training, the selection of texts by profession, and the organization of educational material on thematic cycles. Our study will help in the preparation of a textbook in English for students, future specialists in the field of tourism.

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ОҚЫТУШЫ МАМАННЫҢ ЭКОЛОГИЯЛЫҚ ҚҰЗЫРЕТТІЛІГІ БІЛІМ АЛУШЫЛАРДЫҢ ЭКОЛОГИЯЛЫҚ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ НЕГІЗІ

Аңдатпа

Мақалада болашақ мамандарға экологиялық мәдениетті қалыптастырудың маңызы, оның құрамдас бөліктері және қоғамның әр мүшесі үшін оның қалыптасуының мүмкін жолдары қарастырылған. Экология ғылымы адамзаттың экологиялық сауаттылық аспектісі ретінде көптеген жаңа тұжырымдамалар, экологиялық білімнің басты міндеттерінің бірі - адамның экологиялық сауаттылығын қалыптастыру, ол адамның танымдық белсенділігіне негізделеді және алынған білімдерді күнделікті тұрмыста қолдану және экологияның өзекті мәселелерін шешуде қолдану мүмкіндігі қарастырылған. Сонымен қатар экологиялық құзыреттілік экологиялық мәдениетті қалыптастыруда негізгі бір көрсеткіш болып табылады. «Экологиялық мәдениет» сөзінің мәнін ашу мақсатында көптеген ғалым-педагогтардың берген анықтамасына талдау жасалып, ұсынылып отыр.

Түйін сөздер: Қоршаған орта, экология, биоалуантүрлілік, экологиялық білім мен тәрбие, экологиялық мәдениет, экологиялық құзыреттілік.

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