

преимущества и возможности использования социальных сетей как средства обучения школьников на уроках и в самостоятельной деятельности обучающихся. Это связано с изучением влияния информационно-коммуникационных технологий (ИКТ) и использования онлайн-сервисов в образовательном процессе при изучении иностранного языка на развитие лексических навыков и видов речевой деятельности, а также на межличностные отношения, эмоциональность, креативность и самостоятельность учащихся. В современных методах преподавания использование информационно-коммуникационных технологий на занятиях является передовым инструментом изучения иностранных языков. Внедрение ИКТ в образовательный процесс расширяет возможности обучения за счет предоставления высококачественных учебных материалов, а также упрощает учебную программу за счет использования технологий. Грамотное сочетание традиционных методов обучения и современных информационных технологий, в том числе компьютерных технологий с использованием интернет-ресурсов, может помочь преподавателю в решении этой проблемы. Развитие цифровых технологий нашло свое отражение в обучении с интеграцией обучающих онлайн-ресурсов в образовательную среду. С широким использованием Quizlet и доступом в Интернет в любое время суток, в любом месте можно обеспечить обучающимся и учителям возможность развиваться всесторонне.

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MODERN TECHNIQUES OF TEACHING ENGLISH IN A NON-LINGUISTIC HIGHER EDUCATION INSTITUTION

ANNOTATION

The itemconverse about the different methods of teaching foreign languages in universities. Especially, we paid attention to the following methods: the direct, the grammar-translation, audio-visual, audiolingual and communicative methods. The most common among them is the communicative method.

Studying is closely interaction between teacher and student, and it cannot be one sided. Successful learning process is up to the teacher. Obviously, each teacher is followed according to personal experience in choosing different methods and work techniques. But, determined by the results of our experience and practical work, we can surely say that the using of communicative, inductive, deductive methods gives an excellent result and certainly contributes ineffective grammar teaching. We try to use so-called "mixed" method of teaching, which allows us to achieve the goals and the high result.

The article also presents material on recent methods in foreign language teaching, describes the dominance and prospects of described technologies in the process of studying at a university. The basic concepts, definitions and essence of innovation-oriented methods of foreign language teaching in a non-linguistic university are disclosed.

The methodology of integrated scientific and educational systems and the technology for organizing the training of a new generation specialist in the process of foreign language teaching are presented.

The article is intended for the teaching staff, researchers and graduate students of non-linguistic universities.

Key words: *foreign language, English, teaching methods, innovations, critical thinking, WebQuest.*

Introduction. The evolving realities of current world require the same changes in educational

systems. Therefore, the topic of innovation becomes important for the whole system of education and foreign language teaching in particular. Unfortunately, the educational system at this stage occupies a "catch-up" position in relation to economics, technology, and engineering, although education should predict the future activities of a specialist and prepare them for these activities.

Foreign language teaching methods offer us a different range of teaching methods, concepts, and technologies, both innovative and traditional. Teachers with curriculum developers give choice to one or another method depending on the student contingent, the learning objectives, the duration and intensity of the course also other conditions.

The main goal of studying language is not only to introduce students with the foreign language system, but above all to teach them how to use the language as for communication.

The means of achieving subject and meta-disciplinary results, as well as personal results of students are educational technologies. The teacher's work system must include the implementation of the following technologies: technology communicative learning, technology for communicative and understanding the meaning of the text, oral speech, cooperative learning technologies, project technologies, etc.

The concept of "technology" is borrowed from the sphere of production. "Technology should be understood as a set and sequence of methods and processes of transformation of initial materials, allowing obtaining products with specified parameters". Pedagogical technologies of teaching a foreign language in a non-language university should be understood as a way of planning and implementing the language training of a specialist for effective work activities. The term "innovation" goes from the Latin "novus" - new or English "innovation" - innovation. In other words, innovative technologies should use the achievements of science, technology, economy. The following innovative technologies are used in foreign language teaching: binary class, project, distance learning, cooperative learning and multilevel learning.

Nowadays there are a huge number of Internet resources. They consist of material that can potentially be used in educational purposes. One of the new technologies allowing to organize activity of students in the conditions of increasing quantity of information and appearance of accessible teaching Internet-resources, is the webquest technology.

Evolved in 1995 by Professor Bernie Dodge (Professor of San Diego Educational Technology University, USA), the WebQuest is a method of teaching, using which students of different levels take part in performing a specific task that uses Internet resources prepared in advance for this purpose [1].

WebQuest is research project based on the ideas of problem-project and investigative learning, integrating a specific set of forms, methods and techniques that contribute to the development of information-analytical skills.

WebQuest technology has great educational and developmental potential for the following reasons [2]:

- It is a model built according to "post-method pedagogy". This model integrates a variety of approaches, technologies, methods and techniques of learning: problem-based learning, contextual learning, communicative approach, active learning methods, ICT;
- involves the use of group form of work, thereby contributing to the development of communicative and collaborative skills;
- can be used in an interdisciplinary context, i.e. serve to implement interdisciplinary links in the learning process;
- promotes the development of critical thinking;
- raises the motivation of students.

M. Luzon, who studies the using of webquests as for teaching English to engineering students, argues that the using of webquest technology expands the possibilities of applying linguistic knowledge and skills. It promotes effective communication in the professional sphere, prepares students for lifelong and autonomous learning, helps students become multiliterate and teaches them how to process meaningful constructions so that they can understand and create all the variety of texts that exist today, including electronic texts.

Another technique of great interest is binary classes. The technique of a binary lesson is to combine different disciplines in one project. For example, the topic "Opening a company" requires knowledge from different disciplines: psychology, management, foreign language, economics. Playing a real situation allows students not only to use knowledge from different areas of science, but also to

practice practical actions, to gain skills of interaction.

Although any scientifically substantiated pedagogical method of teaching with a changed approach, the expansion of social forms of work beyond the frontal survey can claim to be an innovative technology, in practice, innovative technologies are often perceived as technologies using electronic means.

The project method is one of the effective ways of formation and development of students' personality, able to navigate in a large flow of information, capable of making non-standard decisions, disclosure of their intellectual, spiritual and creative potential, increasing motivation for learning and cognitive activity.

In the process of organization of pedagogical support of students when studying the subject "Foreign language" project activity can be carried out also in the form of "case" method. Case technology (case-based learning) is traditionally used in teaching, when students are offered concrete situations from practice [3].

Methodologists and teachers distinguish certain components in the case structure. It is believed that each case contains exercises, providing activation of four components, allocated in the content of teaching foreign language speaking: motivational, procedural, productive and reflective.

In the current world English language has great popularity, furthermore, English is the language of international communication and it is known all over the world. Classical methods are widely used method in teaching a foreign language in higher education institutions:

1. Direct method.
2. Grammatical-translation method of teaching.
3. Audiolingual, audiovisual methods.
4. Informative (Communicative) method.

The direct method: During teaching English using this method, the student's speech should be perfectly clear and correct with perfect pronunciation, as students will constantly repeat exactly after the teacher.

The grammatical-translation method. The grammatical-translation method today is the main educational system.

The aim of this method is to study to translate and to read using grammatical rules. One of the disadvantages of this method is that insufficient awareness is paid to the lexical part. In a strict form reading and translation are done [4].

Audio lingual and audiovisual methods. Illustrating speech with appropriate pictures is the audiovisual method of teaching involves, that means showing to students videos, feature and documentary films in English. The goal of the methods is the mastery of a native, conversational speech. It can be noted that for university students who are not specialized in language learning, audiolingual and audiovisual methods are acceptable if they are used in complex with other training programs.

The Communicative Method. To create real communication situations is the essence of the communicative method. The fact that this method has a huge variety of exercises is very important advantage of communicative method: it uses role-plays, dialogues, imitation of real conversation.

Formation of critical style of cognitive student's activity. At the time that teaching a foreign language in a technical university it is certain to form not only specific knowledge, but personal and professionally important for a graduate cognitive skills, united by the term "critical style of cognitive activity", the possibility of application of which is very important not only when teaching a foreign language [5].

Critical style of cognitive activity involves the formation of human abilities and skills of a peculiar kind of activity, called in psychology and pedagogy reflexive - evaluation - a special form of human activity, which has for him vital importance. According to a number of researchers, the concept of "evaluative activity" can be defined as active human interaction with the surrounding world, aimed at identifying its qualitative heterogeneity in terms of the presence or absence of vital values, as well as at choosing from these values those that are most relevant for the person [6].

The definition of critical style of cognitive activity and its formation and development is much more thoroughly investigated in foreign pedagogy, and in domestic pedagogy even the term "critical style of cognitive activity" is used quite rarely.

American psychologist D. Halpern in his work "Critical Cognitive Style" characterize critical

thinking as “the using of skills and strategies that increase the probability for turning out well”, and also defines three main characteristics of critical cognitive style: balance, logic, purposefulness.

Over the past few decades, the critical style of cognitive activity has become an object of pedagogical science study. In pedagogy critical thinking, the ability to make critical judgments, creativity are the constituent characteristics in the professional activity of a modern teacher.

Often the peculiarity of critical style of cognitive activity is associated with the formation of special cognitive abilities and skills and readiness for their active use in their own activities. It is necessary to distinguish the following qualities that determine the critical style of thinking:

1. Aiming at constructive dialogue with partners, the ability to defend his point of view regardless of the opinion of others, to recognize its unfairness when presented by the opponent reasoned counter-arguments.

2. Aiming for self-diagnostics in relation to the formation of various skills and qualities on the basis of comparison of own results with the set standards.

3. New information availability and non-standard ways of solving tasks and making decisions.

4. Aiming at non-acceptance on belief of incoming information, at its all-round analysis and comprehension, at revealing of internal features and reasons of this or that character of course of various phenomena, inaccessible at direct perception, requiring deep analysis.

Critically thinking person is characterized by:

- Willingness to plan. “Planning is the first and very important invisible step to critical thinking.”

- Flexibility of thought. “Flexibility includes a willingness to consider new options, to try to do things differently, to change your point of view.”

- Persistence. “Closely related to persistence is the willingness to take on a task that requires strain on the mind.”

- Willingness to correct mistakes. “Thinking people, listen to the opinions of others, seek to understand where they are wrong and find the reasons for their mistakes. Such people can recognize their action strategies as ineffective and reject them, choosing new ones and improving their thinking.”

- Awareness. It involves observing one's own actions as one moves toward a goal. Critical thinkers develop the habit of self-awareness of their own thought process.

- The search for compromise solutions. The critical thinker needs to have both well-developed communicative skills and the ability to find solutions that would satisfy the majority.

Many authors (V.A. Popkov, A.V. Korzhuev, etc.) single out the following qualities of critical style of cognitive activity of a teacher working in various educational institutions [7]:

- Comprehensive, diverse analysis of the studied objects and processes, evidence and validity of reasoning;

- Dynamism of the views, the ability to critically approach both their own conclusions and conclusions and various sources of external information; the ability to see in an object or process such properties and features that are imperceptible in a superficial analysis;

- Efforts to find commonality, regularity, connection or interrelation of the facts and events observed directly in his/her own pedagogical activity, in a variety of scientific, scientific-practical popular-scientific and other publications on the problems of education and upbringing, to identify the reasons for a particular course of action.

Thus, teaching students to think critically means forming these qualities in them, i.e., on the one hand, it means developing the skills of critical cognitive style and, on the other hand, nurturing a disposition, a predisposition to this type of thinking activity.

Let us consider how a critical style of cognitive activity is formed when students study a foreign language. Such situations arise when students have to determine the difference in semantic relations, which are expressed by the same term.

For example: sentence - sentence. Can you translate this sentence?

sentence-sentence. She received the sentence of ten years.

Some verbs can serve several different functions.

For example, the verb to do:

1. Main verb - to do, to fulfill.

Is there anything I can do for you?

2. Auxiliary verb - They do not believe us.

3. For intensify the meaning of the action

- Do stay and have a dinner with us.

4. instead of another verb to avoid repeating the verb: He works as much as I do.

Speaking about the possibilities of students' formation of critical thinking in teaching a foreign language, it is impossible not to mention the following important circumstance: qualitative mastering of the English language requires and presupposes the emphasis when translating some expressions that are not directly related to the context.

Let us consider some more examples that contribute to the formation of critical style of students' cognitive activity:

1. It was not a device.

2. It was no device.

Grammatically in both cases everything is correct, but there is a slight difference in the translations: in the first case we emphasize that "it was not a device" (but something else); in the second case we state that "there was no device".

In the following exercises students' attention is directed to the difference in the translation of words with different suffixes or meanings:

A) To compete - competition - competitive - competence

1. Students will get ... in a wide range of skills.

2. Professional athletes may ... at the Olympic Games.

3. Some US industries are not as ... as in these discussions.

4. Are you thinking of taking part in ... ?

B) To mean - meaning - means - by means of

I know what it means to be alone in a foreign country.

2. The expression has two different meanings in English.

3. Video is an excellent means of bringing living language into the classroom.

4. The easiest way of producing hydrogen from water is by means of electrolysis.

B) Words that are often confused

Good - well

Their children are always good when they go out. 2.

1. He speaks Kazakh or Russian very well.

To affect - effect

Famous people can affect the lives of young people. 2.

The effects of pollution can be seen all over the world.

Hard - hardly

1. Tom found the exam very hard, that's why he failed it. 2.

It was so hot last night that I hardly slept at all.

To bring - to take

1. Bring me those files, please.

2. Will you take the rubbish out when you leave, please?

Exercises to determine the correspondence or inconsistency of statements are also very useful in this connection: "False" or "True."

Students must read the text and determine which sentences are true or false.

Write true (T) or not true (F).

"This is how you test the properties of the material. You put the material into the multitest machine. Then the machine does four tests on it. In the first test, a hammer strikes the material with a 50 kg weight. In the second test, two parts of jaws pull the material with a weight of 80 kg. In the third test, a heavy weight of 100 kg presses the material down. In the fourth test, two sharp knives scratch the material with weights of 10 and 20 kg".

1. You should test the multitest machine.

2. The machine does six tests.

3. A hammer strikes the material with a 40 kg weight.

4. In the second test, two knives scratches the material.

These exercises are aimed at forming students' critical style of cognitive activity. No less important is also the formation of students' abilities to express their own evaluative judgments in English as the most important method of developing a critical style in the process of active activity. It

is necessary to include special vocabulary (speech clichés) of evaluative orientation in the consideration of the teaching material, for example:

- To my mind
- In my opinion
- As far as I know
- As far as I can judge
- For all I know
- To agree with
- To be wrong
- I'll start by saying that
- As I see it
- I don't think

These speech patterns can be used in different types of learning activities: mini-conferences, debates, presentations, role-playing games, which contribute to the formation of various components of critical style of cognitive activity.

In this case the scheme of work with students is as follows: presentation to students of speech clichés of evaluative-reflexive orientation; exercises on independent use of these clichés; exercises suggesting students' independent expression of their own evaluative judgments in mini conferences, debates, seminars, etc.

Thus, the critical style of students' cognitive activity can be formed among other academic disciplines on the basis of a foreign language as an integral component of technical university students' training.

Formation of students' critical style of cognitive activity while studying a foreign language implies obligatory inclusion of students in active activities related to the need to express their own evaluative judgments in English and, in particular, on the material of interdisciplinary content and on the material related to future professional activity of technical higher education students.

Teaching English for Business Communication at Non-technical Universities [8].

In recent decades, English business communication has undoubtedly become one of the main areas of training for students of both linguistic and non-linguistic specializations. The need for specialists able to communicate on business topics with representatives of various countries has determined the development of theoretical foundations of this section of the English language.

The English language of business communication should be understood as the interdependent unity of varieties of oral and written speech (i.e. registers) used for business purposes, which differ in their functional orientation. In general we can say that the English language of business communication is a set of certain lexical units used in communication with business purposes. Conventionally, for educational purposes English business communication can be represented as two mutually overlapping spheres, the first of which covers the vocabulary of English business communication, and the second - registers of English business communication.

The vocabulary of the English language of business communication consists of several strata: General English words, General Business English vocabulary, General Business English terminology and Specialized terminology or terminologies.

Words of common language, for example, come, go, warn, take, give, say, etc., are certainly the most frequent lexical units and find application in the most different functional varieties of speech. Common vocabulary - acquire, purchase, assist, modify, terminate, etc. - contributes to the creation of an official business style [9].

General English terminology of business communication includes terms denoting key concepts of the business world, for example: agent, company, conglomerate, merger, executive, manager, import, export, etc. The commonly used terms constitute a "mutual conceptual code", which "unites different and very different from each other areas of business activity". Mastering of common business terminology is a key point in overcoming the problem of Russian-speaking students' understanding of the business world. For this reason, when creating a professionally oriented methodology of conceptual orientation it is this layer of the vocabulary of English business communication that should be involved as a reference point.

Specialized terminology identifies a certain branch of business and thus distinguishes it from other spheres of business life. For example, such terms as clearing, debenture, Clearing House

Automated Payment System (CHAPS), merchant bank, building society, etc. belong to the banking sphere, while the terms balance sheet, depreciation, creditors, debtors, cash flow can most often be found in the speech of accountants [10].

As has been repeatedly emphasized by various experts, learning to communicate in a foreign language is a complex and multifaceted process. Mastering the pronunciation variant, mastering the vocabulary and the basics of building word combinations, sentences and statements are not enough for the purposes of effective communication in oral and written forms. With regard to business communication itself and the methodological issues related to it, it should be emphasized that business communication requires from students of business English not so much speech skills in the general-theoretical sense – speaking, writing, reading, and listening, as quite certain and functionally appropriate skills required in business communication. It means first of all that in the English-language methodological literature is designated by the combination Business English skills and includes the following functional varieties of speech:

- Socializing (conversation techniques) - common ways of speech communication aimed at the development and strengthening of relationships in a business environment;
- Telephoning (telephone communication for business purposes) - conducting business over the phone;
- Business correspondence - a set of common patterns of written communication in the business world;
- Business documents and contracts - Business papers that provide written confirmation of a fact or right to something;
- Business meetings - a pre-planned meeting of two or more business people to discuss business issues, make decisions, make deals, and resolve disputes;
- Presentations - a speech of a company's employee in connection with presentation of a new product or service to an audience of specialists in a certain field or before potential investors;
- Negotiating is the process of finding a common ground between two or more parties with different approaches, needs and expectations about an issue of interest to all parties;
- The business media - newspapers and magazines that offer information on the status, development and new trends in the business world [11].

These registers are inextricably linked: in the reality of business communication a business meeting is preceded by a telephone conversation and business correspondence; a presentation of some product or service can lead to a deal, the signing of a sales contract, the discussion of the prospects of joint production, etc.

A consistent study of the nature of the functional varieties of English business communication has revealed the most typical properties and components of each of them. For example, for business correspondence the greatest importance is acquired by observance of the accepted formats of registration of business letters, knowledge and use of steady lexico-phrasiological turns and limiting syntagmatic components (for example: I would be very interested in ...| Could you let me know if ...| Our company policy prevents me from ...), and also the ability to observe the chosen writing style - formal or informal [12].

Telephone communication, in turn, has a fairly limited list of typical communicative situations (for example: Getting through, Introducing yourself, Taking messages, etc.) and is characterized by the extensive use of phrasal verbs (pick up, call back, hold on, put through, etc.) and high-frequency reproducible expressions (Sorry to keep you. I'm afraid the line is engaged. | Could you put me through to ... ? | Can I have extension ...?) in stable models of speech production.

Understanding the boundaries of English for business communication, its specificity and differences from other types of "English for Specific Purposes" allows us to proceed to the development of a step-by-step method of teaching business English, which is based on several important principles. Firstly, the methodology of teaching English for business purposes, in all probability, should not be oriented to the language system "in general" (Language system at large); it also cannot start from very specialized areas and must necessarily take into account the level of students' learning and the nature of the tasks set for them. In other words, the approach must be learner-oriented [13]. Also, the proposed methodology should have a functional orientation, when the main focus is the understanding of the business world and mastering the basics of normative speech usage accepted in the business world. That is why the communicative approach plays a very

important role in the development of the methodology of functional orientation. The main objective of the teaching system in this case is the formation and consolidation of Kazakh-speaking students' skills of constructing idiomatic statements in oral and written speech. Finally, teaching business English, like any other subject, should be based on the principle "from general to special", which implies a systematic movement from general to business English, from oral to written forms of communication, from common ways of expressing thoughts to more specialized ones, from more homogeneous material to more stylistic variability [14].

Observance of the above principles requires a special approach to the organization of educational material. First, the proposed program consists of three major blocks. Since it is designed for university students, it is supposed that students are familiar with the pronunciation norms of English and have a certain vocabulary of common language, know and are able to use basic grammar structures in speech, as well as know how to produce oral and written statements on everyday topics, as provided by the school program. In this case, the first stage is quite short and consists of repeating the material learned at school in order to "bring" all students to a certain general level of knowledge, after which you can move on to the second stage, namely, the study of business English proper [15].

At this stage, the stage of initial entry into the world of business, the main emphasis, as noted earlier, is placed on mastering common terminology and the most popular registers of English business communication, which should facilitate the entry of Russian-speaking students into the world of business. At the third stage, which will be conditionally designated as an advanced stage, students should set a goal to study specialized terminology in accordance with their specialization and master those functional varieties of speech, which are characterized by greater linguistic variability and require more speech creativity. In addition, the observance of the methodological principle "from simple to complex" also requires at this stage to explain such "special moments" of the English language of business communication as cases and types of regional variation, peculiarities of doing business depending on nationality or depending on the corporate culture of the participants of communication for business purposes, etc [16].

The main task of the teaching process at the conceptualization stage is to clarify the concepts underlying the business world in order to solve the problem of understanding. This stage involves identifying and explaining the essence of the concept denoted by a particular monolexemic term or terminological combination. The main movement is from the term to the explanation of its meaning (or meanings). For example: chairman - an officer in a company, who presides at the annual general meeting of the company and at meetings of the board of directors [17].

However, terms are memorized, absorbed and fixed in the minds of learners of English business communication not in alphabetical order, but by association with each other. In other words, the assimilation of commonly used business terms is not limited to conceptualization (concept → term; term → definition), but involves identifying and recreating the most typical relations and relationships between them, which involves systematization of key business terms according to the thematic principle. In other words, categorization means ordering the studied linguistic phenomena around an initial parameter. For example, it can be a grouping of terms by sections of the economy: Accounting, Marketing, Management, Stock Exchange, Banking, etc [18, 19, 20].

The meaning of the third component of this triad lies in the necessity of systematic and consistent identification of the most priority conceptual relations from the point of view of providing understanding and adequate perception of the business world by the Russian-speaking audience of the learners of English for business communication. Taking into account requirements of the profession-oriented approach, the method of conceptual orientation reveals those thematic sections, which are characterized by maximum expediency for Kazakh-speaking students, mastering basics of business communication in English.

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ТҮЙІН

Мақалада шет тілдерін оқытудың заманауи әдістері туралы материал ұсынылған, жоғары оқу орнында оқу процесінде сипатталған технологияларды қолданудың артықшылықтары мен перспективалары сипатталған, бұл студенттердің білім беруде қол жеткізген нәтиже деңгейін бағалаудың балама құралы ретінде қарастырылуы мүмкін. әрекеттері және жеке өсуі. Тілдік емес ЖОО-да шетел тілін оқытудың инновациялық-бағдарлы әдістерінің негізгі ұғымдары, анықтамалары мен мәні ашылды.

Біріктірілген ғылыми-білім беру жүйесінің әдістемесі және шет тілін оқыту үдерісінде жаңа буын маманын дайындауды ұйымдастыру технологиясы көрсетілген.

Бұл мақалада сонымен қатар лингвистикалық емес университеттерде шет тілдерін оқытудың келесі әдістері қарастырылады: тікелей әдіс, грамматикалық-аудармалық, аудиовизуалды, аудиолингвальды және коммуникативті. Олардың ішінде ең көп тарағаны – коммуникативті әдіс.

Оқыту – оқытушы бен білім алушылардың белсенді әрекеттестігі және ол біржақты болуы мүмкін емес. Оқыту үрдісінің қаншалықты табысты болатыны мұғалімге байланысты. Әр оқытушы жұмыстың әдіс-тәсілдерін таңдауда өзінің жеке тәжірибесіне сәйкес басшылыққа алатыны анық. Бірақ жүргізілген тәжірибелік жұмыстардың нәтижелеріне сүйене отырып,

коммуникативті, индуктивті, дедуктивті әдістер аясында әртүрлі әдіс-тәсілдерді қолдану оң нәтиже береді және оның тиімділігін арттыруға ықпал ететіні сөзсіз деп айтуға болады.

Біз «аралас» деп аталатын оқыту әдістемесін ұстануға тырысамыз. Бұл мақсатқа жетуге мүмкіндік береді және жоғары нәтиже береді. Бұл мақала лингвистикалық емес университеттердің оқытушыларына, ғылыми қызметкерлеріне және аспиранттарына арналған.

РЕЗЮМЕ

В публикации представлен материал об инновационных методах преподавания иностранных языков, рассказывается о возможностях использования данных технологий в процессе обучения в вузе, которые рассматриваются в качестве новых средств оценки уровня достигнутых студентами в результате их учебной деятельности. Раскрыты основные понятия, определения и сущность инновационно-ориентированных методов обучения иностранному языку в неязыковом вузе.

Представлены методология интегрированных научно-образовательных систем и технология организации подготовки специалиста нового поколения в ходе обучения иностранному языку.

В данной публикации также разбираются следующие методы преподавания иностранного языка в неязыковых вузах: прямой метод, грамматико-переводной, аудиовизуальный, аудиолингвальный и коммуникативный. Наиболее распространенным среди них является коммуникативный метод.

Процесс обучения – это непрерывное взаимодействие преподавателя и студента, и оно не может быть односторонним. Только от преподавателя зависит каким будет процесс обучения. Бесспорно, что любой преподаватель использует свой личный опыт в выборе методов и приемов работы. Основываясь на результаты проведенной опытной и практической работы, можно утверждать, что применение разных приемов, такие как коммуникативные, индуктивные, дедуктивные методы дает отличный результат и способствует эффективному обучению грамматике. Мы стараемся следовать методике преподавания, которая называется «смешанной», что позволяет достичь намеченных целей и показывает высокий результат. Данная статья предназначена для профессорско-преподавательского состава, научных сотрудников и аспирантов неязыковых вузов.

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VALUE SELF-DETERMINATION OF UNIVERSITY STUDENTS AS A SUBJECT OF PEDAGOGICAL RESEARCH

ANNOTATION

The article deals with the problem of value self-determination of university students from the standpoint of pedagogy. The author substantiates theoretically the problem of value self-determination of university students. The concept of "value self-determination of students" is considered in detail as a process in which a student makes a choice based on awareness and correlation of his needs, capabilities, abilities with social demands, which is determined by his system of values. This is the process of finding the meaning of one's own existence and developing one's own position in relation to the world, people, oneself and the result of a search for a social, professional, personal status in life, which is expressed in the awareness, experience and appropriation of universal human values, the values of the modern world, the values of the profession. The practical part of the study was to identify the values of university students, which underlie their value self-determination and set the vector of their self-determination, describe the research methods used, which made it possible to determine