

Жумагулова Эркеайым Жамыркановна
Кыргыз Республикасынын Эл аралык Университети
Филология жана коммуникация кафедрасы
Жумагулова Эркеайым Жамыркановна
Международный Университет Кыргызской Республики
Кафедра филологии и коммуникации
Zhumagulova Erkeaiym Zhamyrkanovna
International University of the Kyrgyz Republic
Department of philology and communication
тел.: +996701008509
erkeaym426@mail.ru

**СҮЙЛӨӨ КЕПТИ ЭРТЕ ТИЛ ҮЙРӨНҮҮДӨ ОКУУ ТАПШЫРМАЛАРЫ АРКЫЛУУ
ӨНҮКТҮРҮҮ ЫКМАЛАРЫ ЖАНА ЧЕЧИМДЕРИ**

**СПОСОБЫ И РЕШЕНИЯ ОБУЧЕНИЯ РАЗГОВОРНОЙ РЕЧИ НА РАННЕМ ЭТАПЕ
С ПОМОЩЬЮ ЗАДАНИЙ НА ЧТЕНИЕ**

**WAYS AND DECISIONS OF TEACHING A SPEAKING ENGLISH AT AN EARLY
STAGE USING READING TASKS**

Аннотациясы: Бул макалада тил үйрөтүү методикасындагы маанилүү темалардын бири – окуу тапшырмаларын колдонуу аркылуу сүйлөө тилин үйрөтүү ачылат. Окуу – тил үйрөнүүнүн маанилүү бөлүгү. Заманбап университеттердин мугалимдери студенттер өздөштүргөн лексиканы диверсификациялоо үчүн студенттердин өз алдынча иши катары класстан тышкаркы окуу же класстан тышкаркы окуу деп аташат. Макалада окуу тапшырмалары менен иштөөнүн негизги методдору жана жолдору жана бул тапшырмалардын эффективдүүлүгүнүн жыйынтыктары келтирилген.

Негизги сөздөр: окутуу, окуу тапшырмалары, чет тили, окуу китеби, тил үйрөнүү, окутуу методикасы, заманбап тил үйрөнүү.

Аннотация: Данная статья раскрывает одну из немаловажных тем в методике преподавания языка – обучение разговорному языку посредством использования заданий на чтении. Чтение является неотъемлемой частью обучения языку. Преподаватели современных вузов прибегают к так называемому внеклассному чтению или внеаудиторному чтению в качестве самостоятельной работы студентов, чтобы разнообразить лексику, осваиваемую студентами. В статье даны основные методы и способы работы с заданиями на чтение и результаты эффективности данных заданий.

Ключевые слова: обучение, задания по чтению, иностранный язык, учебник, изучение языка, методы обучения, изучение современного языка.

Abstract: This article reveals one of the important topics in the language teaching methodology – teaching the spoken language through the use of reading assignments. Reading is an essential part of language learning. Teachers of modern universities resort to the so-called off-class reading or extra-class reading as a self-study work of students in order to diversify the vocabulary mastered by students. The article presents the main methods and ways of working with reading tasks and the results of the effectiveness of these tasks.

Keywords: *teaching, reading tasks, foreign language, textbook, language learning, methods of teaching, contemporary language learning.*

Topicality of the article. The basic teaching aids constitute the minimum of means necessary for the implementation of the educational process at the present level and the achievement of the objectives of the “foreign language” academic subject.

The textbook is the main tool for teaching students the English language. It implements the basic theoretical position. For example, the textbooks for the first year of study reflect the oral basis, which affected their structure. The main part of the textbook is represented by lessons (Units). The structure of each of them reflects a differentiated approach to the formation of various types of speech activity. So, for example, in the second grade textbook, the first section of each Unit is devoted to oral speech (I. Look and say), the second section (II. Read) to reading, the third (III. Write) – a letter, the fourth (IV. Homework) – homework [2, p. 43].

Since the textbook is the main tool in the hands of the student and he works with him in the classroom and at home, he needs to know from the first lesson how it is built, where it is located, how to use it. To this end, it is suggested that the teacher, at the first lesson, conduct a so-called “journey through the textbook”, and later, as necessary, return to it. For example, in class V, a teacher invites students to open a textbook on the flyleaf and shows them the alphabet or open a textbook on pages 3-10, where there are some pictures that they will use during the oral introductory course, and explain what it is [6, p.12]. Immediately, students should be told that they will start writing from the 11th lesson, reading from the 37th lesson, that is, from the second quarter. It is important to acquaint students with the symbols given at the beginning of the textbook, and to find them in the textbook, naming certain pages and offering to explain what the signs mean.

A distinctive feature of the textbook of the first year of study (with oral basis) is that it is intended mainly for teaching reading and writing, and all the work on teaching oral speech is reflected in the book for the teacher. When “traveling through the textbook”, this feature should be paid special attention to students, which, it seems to us, will have a beneficial effect on their attitude to oral work in the classroom. It is also worth showing the list of words at the end of the textbook and explaining the meaning of the numbers next to them. Students should know the textbook well, their independent work in English will be associated with it [5, p. 38].

Book to read. In the second year of study, another tool is connected – a book for reading (or texts for reading inside the textbook), which is at the disposal of the student and helps him to master reading in English. To form this complex skill, home reading is a must. Reading additional texts on various topics makes it possible to carry out practical, educational, educational and developmental goals. His place at the initial stage is strictly regulated. The purpose of the book to read is extremely large: it forms an interest in reading in a foreign language; on it is learning how to work on foreign language text; at the same time, the skills that children have mastered in their native language should be used to the maximum.

Very important are the regularity of reading — on the part of the student and control — by the teacher. The authors of the sets (Grades III, IV) attach great importance to this and give recommendations on the organization and conduct of additional reading.

As well as a textbook, a book for reading has some methodological apparatus that helps children use it. Therefore, starting to work with this new basic tool, the teacher should take the time to familiarize students with the book, to learn how to use the tasks that precede the text and following it, page by footnotes, as well as the dictionary located at the end of the book.

Sound recording. When learning English at an early stage, sound recording plays, of course, a very important role. It enables children to hear authentic English. And since the ability to imitate is well developed in children of primary school age, sound recording gives them a role model. This has a beneficial effect on the quality of their pronunciation, as well as on the formation of the ability to understand speech by ear [4, p. 188].

In the second grade each student has a set of cassettes at home. Therefore, students have the opportunity to listen and hear English speech in the recording of native speakers and to perform specific tasks at home by speaking, sometimes based on clarity. This creates conditions for the work of each student individually in accordance with their capabilities. One will do it faster, the other – slower. One must listen and repeat 1-2 times, the other 3-5 times.

Class II records contain simple texts for the development of listening skills. Moreover, different tasks are offered for working with the same text in the classroom and at home. The first month of English language work in grade II should be devoted to teaching students how to use the disc correctly. If the teacher manages to teach the child to correctly perform all the tasks on the plate at the very beginning, then the plate becomes for him a very important helper in mastering the students of the English language.

Practice shows that this important tool is sometimes underestimated by teachers. Some simply do not use it, they are limited to playing the material only from their own voices, “wishing to waste time” on connecting a player or tape recorder. Others use sound recordings formally: children listen to the recording, but all the work is done from the teacher’s voice, including re-imitation. Still others understand the importance of sound recording and, from the very first days, even sometimes outside school hours, teach children to work with records at school and at home, be sure to control their homework assignments and, from the very first steps, they open the door to children to work independently with this tutorial.

The work of such teachers is soon rewarded, firstly, with the correct pronunciation of students, reading aloud and listening, and, secondly, not least, raising students' interest in this means of learning and updating existing skills and abilities for their independent expansion. These teachers appear individual students running ahead. They are not limited to the fulfillment of the obligatory task, but for themselves they listen to something else: a song, a rhyme, etc.

It is necessary to emphasize the important role of visual clarity in teaching the second – English – language at an early stage. The main purpose of using visual-visual clarity is to develop students' thinking on sensual-visual impressions, to associate words denoting objects known to them with the names of these subjects in English. This is one of the manifestations of novelty in the study of English at an early stage. Children with genuine interest will learn, learn new designations and features of the structure of the language associated with the transfer of thoughts necessary for elementary communication.

This set of textbooks can be used both in organizing students' familiarization with new material, in organizing training in its use, and in monitoring. Pictures are recommended to use for the organization of independent work of schoolchildren in different modes in the classroom.

Naturally, there is no special need to say that in addition to the pictures that are included in the kit, the teacher must have other pictures in order to not use the same ones for familiarization, training and control. Invaluable help can be provided by subject and thematic pictures for the development of oral speech, recreating natural situations in which the material digestible by children is used. Regular use of this basic component of the CMD will allow solving the problem of capturing in the memory of the lexical and grammatical design of statements related to situations.

The origins of Contemporary language learning are to be found in the changes in the British language teaching dating from the late 1960s. Until then, the Situational Language Teaching represented the major British approach to teaching English as a foreign language. In the Situational Language Teaching, language was taught by practicing basic structures in meaningful situation based activities. The main characteristics of the approach were as follows.

Language teaching begins with the spoken language; the material being presented orally before being presented in the written form. The target language is the language of the classroom and the new language items are introduced and practiced situationally. Vocabulary selection procedures are followed in order to ensure that an essential general service vocabulary is covered while items of grammar are graded following the principle simple forms should be taught before the complex ones.

As to reading and writing they are introduced once a sufficient lexical and grammatical basis has been established.

By the end of the 1960s it was clear that the situational approach was worn out and that there was no future in language teaching by predicting language on the basis of situational events. Two important points of view led to a new approach to language teaching. Noam Chomsky in his 'Syntactic Structures' pointed out that the standard structural theories of language were incapable of accounting for the fundamental characteristics of language, that is the creativity and uniqueness of individual sentences. On the other hand, British applied linguists emphasized another fundamental dimension of language, that was inadequately addressed in the current approaches to language teaching at that time, that is the functional and contemporary potential of language. They realized the need to focus in the language teaching on the contemporary proficiency rather than on the mere mastery of structures.

With the changing educational realities in Europe and the increasing interdependence of European countries, there came the need to teach adults the major languages of the European Common Market and the Council of Europe. In this new background, the British Linguist D. A. Wilkins proposed a functional or contemporary definition of the language that could serve as a basis developing contemporary syllabuses in language teaching. His contribution to language teaching was a deep analysis of the contemporary meanings that a language learner needs to understand and express, in other words the systems of meanings that lay behind the contemporary uses of the language. He described two types of meanings: one of notional categories including concepts such as time, sequence, quantity, location, frequency and another one for categories of contemporary function including requests, denials, offers, complaints.

The Contemporary language learning, also called the Notional or Functional Approach, is seen rather as an approach than a method in language teaching that aims to make the contemporary competence the goal of language teaching and to develop procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. The Contemporary language learning is more comprehensive than any other approaches or methods; it is different in form and status. There is no single or authority on it, nor any single model that is universally accepted as authoritative.

For some, Contemporary language learning means just a little more than an integration of grammatical and functional teaching. In this respect Littlewood in his 'Contemporary language learning' in 1981 states that one of the most characteristic features of Contemporary language learning is that it pays systematic attention to functional as well as to structural aspects of the language. For others, Contemporary language learning means using procedures where learners work in pairs or groups making use of the available language resources in problem -solving tasks. What is essential is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention.

Kolker, Y.M. in "Practical methods of teaching foreign language" distinguishes between a 'weak' and a 'strong' version of Contemporary language learning. The 'weak' version stresses the importance of providing learners with opportunities to use their English for contemporary purposes and attempts to integrate such activities into a wider program of language teaching. The 'strong' version of contemporary teaching claims that language is acquired through communication, so it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. So, the former could be described a 'learning to use' English and the latter entails 'using English to learn it'.

The wide acceptance of the contemporary approach and the relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it and consequently interpret it in different ways. In this line of thought Basik T.A. in "Welcome to the world of English" offers as a precedent of Contemporary language learning a commentary by Montaigne on his learning Latin through conversation rather than through the customary method of formal analysis and translation:

‘Without methods, without a book, without grammar or rules, without a whip and without tears I had learned a Latin as proper as that of my schoolmaster’s. This ant structural view can be held to represent the language learning version from a more general learning perspective, usually referred to as ‘learning by doing’ or ‘the experience approach’.

The handout is the main component of teaching materials for classes I, II and III. It is a set of subject, plot and thematic pictures, intended both for work in the classroom and at home, since every student must own this set.

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