тәсілімен болашақ техникалық мамандарды оқытуда өзгерісті қажет етеді. Мамандарды даярлауға қойылатын талаптарды өзгерте отырып, білім беруді шығармашылық бастамаға, студенттердің дербестігіне, болашақ мамандардың бәсекеге қабілеттілігіне, ұтқырлығына бағыттай отырып, ағылшын тілін оқытуда құзыреттілік тәсілді қолдану мәселесі өзекті болып отыр. Сондықтан құзыреттілік тәсіл шет тілін оқыту әдістемесінде қолданылуы керек. "Ағылшын тілі "пәнінің студенттердің жеке құзыреттерін қалыптастыруға қосқан үлесі зор, өйткені "Ағылшын тілі" пәннен асып түседі және өздігінен білім алуға, шығармашылыққа дайын және оқытылатын тіл елінің мәдени мұрасын түсінуге, оны туған мәдениетімен және әлемдік тарихи контекстегі орнымен байланыстыруға қабілетті мамандардың жаңа формациясын қалыптастырудың құралына айналады.

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COMMUNICATION – ORIENTED LEARNING AS ONE OF THE EFFECTIVE METHODS OF TEACHING A FOREIGHN LANGUAGE

Abstract
The article discusses the topical issues related to the analysis of modern domestic and foreign methods of teaching a foreign language in the higher education system. Also, this article highlights the communication-oriented methods and their role in the education of the creative personality of students in modern conditions. Such strategic provisions, characteristic of communicative teaching to communicate in a foreign language, are taken into account, such as: communicative orientation of teaching all types of speech activity and language means, stimulating students' speech and thinking activity, individualization of teaching, situational organization of the learning process, novelty and in formativeness of educational material, the formation of communicative competence. Communication-oriented teaching of a foreign language is an effective method that allows a student to master a foreign language by the end of their studies at a level sufficient for adaptation in a foreign language society. The essence of communicative learning is to prepare the student for participation in the process of foreign language communication in the conditions of foreign language communication created in the classroom. The communicative approach is perfectly motivated: its goal is to interest students in learning a foreign language by means of accumulating and expanding their knowledge and experience. Students should be ready to use the language for real communication outside the classroom, for example, when visiting the country of the target language, when receiving foreign guests at home, during correspondence, when exchanging audio and video cassettes, results of assignments, etc., and friends in the country of the target language The article is considered teaching foreign language professionally oriented vocabulary as a means of formation and development students' intercultural communicative competence. The article is devoted to the means and methods of teaching foreign language vocabulary and considered the theoretical basis, exercises and their application in the educational process, where actual task is to master the knowledge of the terms of the specialty and to obtain skills and abilities to use the language to perform highly specialized professionally oriented tasks aimed at further communication.

Key words: *methods of teaching a foreign language, communication-oriented methods, creative activity, communicative competence*.

Introduction. Nowadays teachers are reliable receivers of modern trends in education and they actively use such competence as «intercultural communicative competence» which reflected a clear link of important concepts of modern education «language — culture — person»[1]. According to Kunanbaeva S.S. methodology, learning a foreign language and culture are inextricably linked, the acquisition of solid knowledge and skills of foreign speech should be done through the prism of culture of the country of the studied language.

In the context of teaching English actual task is to master the knowledge of the terms of the specialty and to obtain skills and abilities to use the language to perform highly specialized professionally oriented tasks aimed at further communication. Future specialists' knowledge of English is necessary to better perform their duties, free communication with foreign counterparts, both personal and by correspondence or

telephone. In addition, the future specialist should be guided freely in the documentation, manuals, specialized and reference books in English.

The current stage of development of higher education presupposes a qualitative change in approaches to determining its content, as well as the forms of educational and cognitive activity of students. This is due to the formation of a new paradigm of higher education, which is based on the idea of student personality development. Personally-oriented higher education presupposes a shift in emphasis from informational to semantic-search training, rejection of the traditional "knowledge" paradigm. This means, first of all, a fundamental change in pedagogical and methodological approaches to the learning process: knowledge can be complete only when the mechanisms of personality development are "included" in the process of its assimilation.

The methodological standard today is a communication-oriented method of teaching foreign languages. The analysis of methodological concepts demonstrates that communication-oriented learning is a model of the communication process, prepares students for practical communication in a foreign language, makes the basic assimilation of certain communication content. At the same time, communicative teaching of foreign languages is interpreted as teaching, organized on the basis of tasks of a communicative nature.

Communication-oriented learning aims to teach foreign language communication, using all the tasks and techniques necessary for this. In methodological science, the following strategic provisions are most in demand, characteristic of communicative teaching to communicate in a foreign language: communicative orientation of teaching all types of speech activity and language means, stimulation of speech and cogitative activity of students, individualization of teaching, functional organization of speech means, situational organization of the learning process, novelty and in formativeness educational material, the formation of communicative competence; interaction and cooperation of students, psychological factors of a communicative lesson [2].

A foreign language as an instrument of cognition in the context of communicative-oriented learning is also becoming a means of sociocultural education, forming in students the image of "themselves" as carriers of national culture. For the successful upbringing of a student's creative personality outside the linguistic environment, it is not enough to fill the lesson with conditional communicative or communicative exercises that allow solving communication problems. It is important to provide students with the opportunity to think, solve problems creatively, and speculate on possible ways to solve these problems so that students focus on the content of their statement. The focus should be on thought, and language acts in its direct function of forming and articulating these thoughts.

The main idea of such an approach to teaching a foreign language, therefore, is to shift the emphasis from various types of exercises to the active thinking activity of students, which requires proficiency in certain language means for its realization. Therefore, in order to solve this didactic task, it is necessary to introduce into the educational process new pedagogical technologies and methods that make it possible to turn foreign language lessons into a discussion club in which really interesting, practically significant and accessible problems to students are solved, taking into account the peculiarities of national culture.

The methods of personality-oriented and personality-developmental teaching of a foreign language include, first of all, teaching in cooperation, the project method and multilevel teaching. The project method is intertwined with the project culture, which arose as a result of the merger of two areas in education: humanitarian and artistic and scientific and technical [3]. Project culture is the general form of education in which the art of planning, invention, creation, execution and design is realized. Mastering the culture of design, the student learns to think creatively, independently planning his actions, predicting possible solutions to the problems facing him, aesthetically realizing the means and methods of work he has learned.

Project activities, carried out under the guidance of a teacher, are aimed at solving a research or socially significant problem and obtaining a specific result in the form of a material (collage, album, keeping a diary in a foreign language, writing letters, creating a newspaper, etc.) or an ideal product (conclusions made on the basis of information processing, conclusions, formed knowledge). The technology of project activity is based on the project method. A distinction should be made between the broad interpretation of the project as the concept and method of projects. The project method is a way to achieve a didactic goal through the detailed elaboration of a problem [5]. The development ends with a very real, tangible practical result, designed in a certain way. The method of projects is based on: an idea that defines the essence of the concept of "project", its pragmatic focus on the result, which is obtained by solving a practically or theoretically significant problem. The project methodology is characterized by high communicativeness; it involves the expression by students of their own opinions, active involvement in real activities, the acceptance of personal responsibility for advancement in learning and language self-education. According to our observations, in

order to solve the problem that underlies the project, students are required not only to have a good command of a foreign language, but also to master a large amount of various subject knowledge.

Testing is the leading component in testing students' communication skills. The structure of the test task includes three components: the task, which is a question, which assumes the presence of information and requires an answer; the standard is the correct answer; the number of significant operations of the test item. It is important to note that all tasks in tests of different levels have a certain degree and level of communicative orientation.Even the simplest of them set a specific task for the trainee, thereby contributing to the formation of basic skills and communication skills: "read and mark the words that you understand", "find the right word", "combine text and picture", "find an extra word" and etc. For a higher level of training, you can offer the following tasks: "add the missing signs", "find errors in the specified phrase", "choose those sentences that are correct", "from the proposed alternatives, indicate those that distinguish ...", "to which group includes ... ",etc.

The presence of interest is one of the most important conditions for a creative attitude to activity. Making the student interested in controlling his knowledge is one of the most important tasks of the educational process. This provision is especially important in the organization and implementation of alternative forms of education[6]. By correctly combining communication-oriented, teaching and monitoring tests in the educational process, the teacher can make the knowledge testing classes more interesting and effective.

Communicative training involves taking into account all these personal characteristics, because only in this way can the conditions for communication be created: communicative motivation is caused, the purposefulness of speaking is ensured, relationships are formed, etc.

Another important principle is collective interaction - a way of organizing the process in which students actively communicate with each other, and the success of the others is a condition for the success of each[4].

And finally, exercise. In the learning process, almost everything depends on the exercises. The exercise reflects the entire learning concept. In communicative training, all exercises should be speech in nature, i.e. communication exercises.

This can be a retelling of the text in your own words, a description of a painting, a series of paintings, faces, objects, commenting, etc. Thus, communicative learning is teaching organized on the basis of tasks of a communicative nature.

The exercise options using a communication-oriented approach are varied. Here are some of them[8].

Exercises with a list of words.

You need to memorize the words of a foreign language, and this is a big waste of time and work is not at all attractive. The idea of such exercises is that students perform a series of tasks in which words are not a goal, but a means of performing them - the principle of involuntary memorization is triggered. For instance:

At discussing the topic of friendship and friends, you can give the following tasks:

Friends are good and bad. Find the necessary words in the list provided and rewrite them in your notebook, dividing them into two columns - positive and negative features.

Read the short story and supplement your lists with words that describe a true friend.

Now, without looking either at the list or at the text, list all the characteristics of a true friend.

Pick the 10 traits you most respect. What is your favorite?

What are your three most hated flaws?

What would you choose from character traits for your friend: the teacher names two qualities that are opposite in meaning (lazy - hard-working; insensitive - sensitive, etc.)

Imagine a portrait of your imaginary friend (by looking at a list or from memory)

You can use rhymes for the problem. Rhymes should be serious or humorous, but always meaningful. Tasks involving the "information gap" of the participants (information gap).

Information gap tasks can take various forms:

picture gap (trainees have almost the same pictures, some of the images are different, and the differences need to be detected using questions without seeing the partner's picture - matching tasks);

text gap (students have similar texts or fragments of the same text, where the details that are present in the text of one student are absent in the text of another student, and the lack of information needs to be filled in - jig-saw reading);

knowledge gap (one student has information that the other does not have, and it needs to be filled in - complete-the-table tasks);

belief / opinion gap (trainees have different beliefs, but you need to develop a common opinion);
reasoning gap (students have different evidence, which is important to collect and compare).

Exercises with the formulation of various problematic tasks.

One of these exercises is problematic speech-thinking tasks based on critical thinking - conscious questioning of certain positions, thoughts and statements. In this case, the following possible questions are formulated:

Is this thought true or false?

Is there an answer to this question (present or missing) in the text (picture)?

Are these two texts (images) similar or different (alike or different)?

Are these details of the content of the text (image) essential or non-essential?

Is this answer sufficient or inadequate to the question posed?

Critical thinking allows for the formation of "caring" students who are ready to think, speak and communicate. Interactions in a group are organized as free communication of participants, exchange of opinions, discussions, role-playing games, improvisations, sketches, etc. The effectiveness of communication tasks increases if the traditional work on the vocabulary and grammatical skills of the trainees is previously carried out[7].

In conclusion, I would like to draw the following conclusions:

The communication-oriented approach engages learners by focusing on topics of interest and presenting them with a choice of texts and assignments to achieve the goals of the program. The communicative ability of trainees develops through their involvement in solving a wide range of meaningful, realistic, meaningful and achievable tasks, the successful completion of which brings satisfaction and increases their self-confidence.

Communicative language teaching emphasizes the importance of developing students' ability and their desire to accurately and rightly use the foreign language being studied for the purpose of effective communication.

The communicative technique contributes to the rapid mastery of students in speaking skills. This is achieved through the assimilation of various types of monologue speech, typical dialogues and forms of language modeling. Here, in the foreground is the specific language model. The main unit of the lesson and the entire teaching strategy of this technique is the act of speaking.

Of course, a modern teacher needs to know and apply in practice more than one technology, not one teaching method. But the key to a successful lesson lies not only in the choice of a particular technology, it is important to arouse the interest of each student in the topic of the lesson, to prepare entertaining tasks with the help of which the cognitive process will take place, i.e. to form the internal motivation of students. And this completely depends on the teacher, his experience and desire to teach.

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РЕЗЮМЕ

В статье представлено как теоретическое, так и практическое обоснование необходимости и важности развития коммуникативной компетентности посредством изучения иностранного языка, а также пути устранения трудностей в процессе обучения.

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 айналуда 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