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## **SOME METHODOLOGICAL FEATURES OF COMPILING ENGLISH LANGUAGE PRACTICUM**

*Abstract.* In the modern world, English language learners use it as a means of obtaining information about the reality around them, expanding their general, socio-cultural and philological horizons, getting acquainted with new linguistic phenomena and concepts. The workshop described in the article allows cadets and all learners of English as a foreign language to solve the following educational tasks: to develop skills in listening, speaking, reading authentic texts with a general content coverage, with a detailed understanding, understanding of specific information; pay special attention to the typical phenomena of the culture of English-speaking countries; develop understanding and good attitude towards the country of the language being studied, its people, traditions, familiarize students with the basics of grammar, develop creative abilities among cadets, expand the linguistic horizons of cadets; generalization of previously studied language material necessary for mastering oral and written speech in English; development of skills to navigate in written and audio text in English.

*Key words:* philological outlook, English language workshop, learning tasks, linguistic outlook, language material, audio text, authentic text, culture of English-speaking countries, linguistic phenomena.

In the modern world, English language learners use it as a means of obtaining information about the reality around them, expanding their general, sociocultural and philological horizons, getting acquainted with new linguistic phenomena and concepts.

Based on the above priorities, the “English language practicum for students of non-linguistic universities. Level B1”, which also allows cadets and all learners of English as a foreign language to solve the following learning tasks:

- develop the skills of listening, speaking, reading authentic texts with a general scope of content, with a detailed understanding of specific information;
- pay special attention to the typical phenomena of the culture of English-speaking countries;
- develop understanding and good attitude towards the country of the language being studied, its people, and traditions;
- to acquaint students with the basics of grammar, to give an idea of some deviations from the rules, to teach them to see the differences;
- to develop creative abilities of cadets, conscious motives for learning;
- to expand the linguistic horizons of cadets; generalization of previously studied language material necessary for mastering oral and written speech in English;
- develop the skills of working with written and audio text in English [1].

The content of the workshop included fifteen lexical topics containing the actual and authentic vocabulary of modern English, as well as fifteen grammatical topics for consolidation. For each chapter, the following types of tasks for the lexical part were developed:

- read the following words and phrases giving their translation;
- read and discuss the text;
- answer and discuss the following questions;
- watching the video “Family values: Why family is an important aspect in our lives.” on *YouTube channel*;
- write a short summary of the video.

Reading is an independent type of speech activity that provides a written form of communication. It occupies one of the main places in terms of use, importance and accessibility [2].

The study of foreign languages contributes to the general speech development of students. Reading is one of the main types of speech activity. It can be both a goal and a means of learning. With the help of reading, a person joins the scientific and cultural achievements of mankind, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. With the help of reading, the active and passive vocabulary of students is enriched, grammatical skills are formed [3].

In reading, as in other aspects, there are different types of it, and all of them are aimed at achieving different goals. Four types of reading are distinguished: studying, introductory, viewing and search.

Studying - is aimed at penetrating the meaning of the text with the help of its analysis, completeness and accuracy of understanding is assumed.

Introductory - is the extraction of basic information, it is characterized by large texts.

Viewing - reading is getting general information about the content of the text.

Search - reading is aimed at extracting specific information.

Search reading is used every day in everyday life when they want to find out any information from a newspaper, announcement, schedule. Search reading is used in professional and household spheres of life. This type of reading requires a high level of reading skills. Therefore, it is at the middle stage of learning a foreign language that it is advisable to start learning search reading [4].

Search reading is closely connected with other types of speech activity - with writing, listening, speaking. When teaching a foreign language, it is necessary to take into account and develop these types of speech activity in interconnection.

Search reading is focused on reading newspapers and literature in the specialty. Its purpose is to quickly find quite specific data (facts, characteristics, numerical indicators, indications) in a text or in an array of texts. The reader knows from other sources that such information is contained in this book, article. Therefore, based on the typical data structure of texts, he immediately refers to certain parts or sections, which he subjects to search reading without detailed analysis. Such reading presupposes the ability to navigate the logical and semantic structure of the text, select from it the necessary information on a specific problem and combine the information of several texts [5].

In educational conditions, search reading acts more like an exercise, since the search for this or that information, as a rule, is carried out at the direction of the teacher. Therefore, it is usually an accompanying component in the development of other types of reading.

You can offer the following tasks for understanding the text (search reading):

- read the text and say what it is about;
- find geographical names known to you;

- choose an option that clarifies the meaning of the concept (a sentence is given, to which several explanations are given; you need to choose the right one);
- Arrange the facts in the order in which they are presented in the text;
- determine the main idea of the text by choosing one of the options;
- find in the text the sentences that illustrate the pictures;
- select 3-4 sentences from the text that convey the main events.

The communicative goals of teaching reading involve the use of various types of text in the educational process - different genres and functional styles.

To be successful in reading, you need to:

- select texts in accordance with age characteristics, speech and life experience of students, their interests;
- texts should be interesting and attractive plot;
- be accessible in terms of language difficulties;
- differ in relevance from the standpoint of universal values;
- contain a problem [6].

From the methodology of teaching foreign languages, it is known that reading in a foreign language means exercising a complex speech skill in order to obtain new information contained in a graphic source representing it, called a text, and coming to the reader through the visual channel. Reading is an independent type of speech activity that provides a written form of communication. It is safe to say that it occupies one of the main places in terms of use, importance and accessibility.

You need to be prepared for the fact that unfamiliar words will occur in the text, and this is good. If you didn't find new words in the book, then you'd better take a book with a more difficult level or on another topic.

It is advisable to look in the dictionary only those words, without the meaning of which the general meaning of the sentence or a passage of text is not clear. If you look into the dictionary for every unfamiliar word, then reading from pleasure will turn into torture. When reading a paper book with a simple pencil in hand, you can underline unfamiliar words. Only after reading a certain number of pages, write them out in a notebook, dictionary notebook, cards and look at the meanings in the explanatory dictionary [7].

And the grammatical part, in addition to the theoretical material, was accompanied by grammatical exercises to consolidate the material covered. The following tasks were offered:

- put in *the* where necessary. If you don't need *the*, leave the space empty;
- complete the sentences using the following. Use *the* where necessary.
- write the plural of each word in brackets;
- choose *some* or *any* for each space;
- complete the sentences using *myself/yourself* etc. + these verbs (in the correct form);
- put in *myself/yourself/ourselves* etc. or *me/you/us* etc.;
- write the words as cardinal numbers;
- complete these sentences. Use *myself/yourself* etc. only where necessary. Use these verbs (in the correct form);
- write the ordinal numbers in words;
- read the situations and write sentences. Use the following verbs in the present perfect.

Each UNIT was first accompanied by introductory vocabulary, the translation of which could be found in the glossary at the end of the workshop. The development of an active vocabulary helps to understand the global meaning of the text as a whole, and also facilitates its translation in the future. The grammar part begins with an explanation of the theoretical material, followed by exercises that allow you to consolidate the material in practice.

Each chapter of the English language workshop is designed in such a way that the student has the opportunity to work out all four skills necessary for learning a foreign language:

- reading;
- speaking;
- listening;
- writing.

It should be noted that all workshop materials are selected in accordance with Level B1. Level of English B1 or Intermediate - the average degree of English proficiency according to the common European scale of language competence CEFR. At this stage, you can understand English, correspond and communicate in everyday situations, travel, work and study, including with native speakers. This level involves the transition from the initial use of the language at levels A1-A2 to independent [8].

B1 - the average level, which involves the assimilation of many new language units and structures based on the base already received from the levels below. It is also considered that Intermediate is the first spoken level of English. After all, the speaker has already received all the necessary knowledge: vocabulary, grammatical structures, has mastered a certain logic for constructing sentences or stories in English, and therefore begins to speak much more and faster.

Of course, Intermediate is not the pinnacle of perfection, but this level of English will allow a person to:

- work with language;
- travel freely;
- have conversations on everyday topics;
- to discuss, defending their own point of view.

In addition, it is important that at this level a person can effectively balance in self-practice skills. That is, read, write, speak and listen in English in everyday life. This allows some students to take a break from learning without losing a level [9].

In order to increase the interactivity of the practicum, the authors use QR codes, with the help of which students can improve independent work such skills as listening, reading and writing, since each training video is accompanied by tasks developed for it. The authors have developed a glossary, which allows more efficient use of study time.

This practicum is recommended for cadets of M. Gabdullin Academy of Civil Protection, as well as for all students who learn English.

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#### НЕКОТОРЫЕ МЕТОДИЧЕСКИЕ ОСОБЕННОСТИ СОСТАВЛЕНИЯ ПРАКТИКУМА ПО АНГЛИЙСКОМУ ЯЗЫКУ

*Аннотация.* В современном мире изучающие английский язык используют его как средство получения информации об окружающей их действительности, расширяют свой общий, социокультурный и филологический кругозор, знакомятся с новыми лингвистическими явлениями и понятиями. Описанный в статье практикум позволяет курсантам и всем изучающим английский язык как иностранный решить следующие учебные задачи: развивать навыки аудирования, говорения, чтения аутентичных текстов с общим охватом содержания, с детальным пониманием, пониманием особой информации; обратить особое внимание на типичные явления культуры англоязычных стран; развивать понимание и доброе отношение к стране изучаемого языка, её людям, традициям, ознакомить обучающихся с основами грамматики, развивать творческие способности у курсантов, расширять лингвистический кругозор курсантов; обобщение ранее изученного языкового материала, необходимого для овладения устной и письменной речью на английском языке; развитие умений ориентироваться в письменном и аудиотексте на английском языке.

*Ключевые слова:* филологический кругозор, практикум по английскому языку, учебные задачи, лингвистический кругозор, языковой материал, аудиотекст, аутентичный текст, культура англоязычных стран, лингвистические явления.

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## АҒЫЛШЫН ТІЛІНДЕГІ ПРАКТИКУМ ҚҰРАСТЫРУДЫҢ КЕЙБІР ӘДІСТЕМЕЛІК ЕРЕКШЕЛІКТЕРІ

*Аңдатпа.* Қазіргі әлемде ағылшын тілін үйренушілер оны қоршаған шындық туралы ақпарат алудың, жалпы, әлеуметтік-мәдени және филологиялық ой-өрісін кеңейтудің, жаңа тілдік құбылыстар мен ұғымдармен танысудың құралы ретінде пайдаланады. Мақалада сипатталған семинар курсанттарға және ағылшын тілін шет тілі ретінде үйренушілерге келесі оқу міндеттерін шешуге мүмкіндік береді: тыңдау, сөйлеу, жалпы мазмұнын қамтитын түпнұсқа мәтіндерді оқу, егжей-тегжейлі түсіну, нақты ақпаратты түсіну дағдыларын дамыту. ; ағылшын тілді елдер мәдениетінің типтік құбылыстарына ерекше назар аудару; оқытылатын тілдің еліне, оның халқына, салт-дәстүріне деген түсінігі мен жақсы көзқарасын дамыту, студенттерді грамматика негіздерімен таныстыру, курсанттардың шығармашылық қабілеттерін дамыту, курсанттардың тілдік ой-өрісін кеңейту; ағылшын тілінде ауызша және жазбаша сөйлеуді меңгеруге қажетті бұрын зерттелген тілдік материалды жалпылау; ағылшын тіліндегі жазбаша және дыбыстық мәтінде шарлау дағдыларын дамыту.

*Түйінді сөздер:* филологиялық дүниетаным, ағылшын тілі бойынша практикум, оқу тапсырмалары, лингвистикалық дүниетаным, тілдік материал, аудиомәтін, аутенттік мәтін, ағылшын тілді елдердің мәдениеті, тілдік құбылыстар.

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