

Tazhitova Gulzhahan Zarubayevna

Senior teacher of

L.N.Gumilyov Eurasian National University,

Astana

Nurgalieva Ulzhan Sainovna

Senior teacher of

L.N.Gumilyov Eurasian National University, Astana

ABSTRACT

The article discusses the role of the development of academic writing among university students. Formation of written academic competence can contribute to the integration of Kazakhstan into the international educational environment and increase the competitiveness of Kazakhstan education. The aim of the article is to identify the role of academic writing for development of university students' professional competences.

Key words: academic literacy, academic skills, written academic competence, critical thinking.

The acute demand of the society for specialists of different specialties with knowledge of a foreign language has now become obvious. The language competence of future specialists is considered as a component of general professional competence. The task of teaching a foreign language at a university is to develop and improve the language skills, which have a high level of professional communicative competence and is able to successfully communicate (orally or in writing) in a foreign language with representatives of a different culture. This task is becoming particularly relevant in the transition to an information economy. Korotkina I.B. notes that in scientific discussions the issue of the birth of the "knowledge society" and the "literacy society" is increasingly heard, and the concept of literacy itself is also being revised. Thus, in the scientific and methodological literature, one after another, new terms appear, such as digital literacy, information literacy, multi-literacy, and even silicone literacy [1]. However, practice shows the lack of development of skills and abilities of independent, critical and analytical thinking and the ability to work with various kinds of information. The reasons for this situation are most likely in the fact that, due to our historical development, the skills of critical thinking, the development of our own ideas and their presentation in the appropriate language have traditionally received little attention. The complex of these skills is a special kind of literacy, which is defined by the international educational community as academic literacy.

According to the definition of the Australian scholar Bill Green [2], academic literacy includes three aspects:

1. Operational literacy - language (especially written) competence.
2. Cultural literacy - understanding discourse or culture: the ability to communicate in the language of a specific group of people or subject (for example, the scientific language of economics, education, etc.).
3. Critical literacy - understanding how knowledge is created and interpreted (for example, the ability to understand what the author of a newspaper or a scientific article means).

Accordingly, a complex of academic skills usually consists of

- academic reading (Academic Reading) - the ability to find, evaluate information and analyze what has been read;
- academic listening (Academic Listening) - the ability to listen to reports, speeches and lectures, highlighting the main ideas;
- academic speech (Academic Speaking) - the ability to build a speech, consistently and convincingly express a thought;
- academic writing - the ability to hypothesize, draw conclusions, organize and structure your own text.

Careful attention to the writing and concern about the lack of development of the presentation of ideas in text format is due to several factors. Firstly, Kazakhstani students are not prepared for the requirements set by Western universities for written work (essay). For example, the Kazakh language at school is not only cut off from other subjects, but also tightly connected with fiction.

The consequence of this is the emotionality of the texts of Kazakhstani students, the bias of the authors, the inability to substantiate and, most importantly, express their own ideas. Secondly, the teaching of English is now focused, as a rule, on grammar and verbal communication in the field of informal communication. Meanwhile, written professional communication requires the teaching of a foreign language for special purposes (eg, ESP – English for Specific Purposes), the main areas of which are English for academic and professional purposes. Finally, the third factor determining the priority for developing academic writing skills is the second wave of the "new media revolution," the birth of Web 2.0.

As a result of this wave, there was a complication of the forms of communication and their shift towards the written ones. According to I. Snyder, we are in the process of transition from the era of mass communication to the era of individualized communication, from unidirectional communication to multidirectional, from a passive audience to interactive [3]. The lack of a tradition of written exams in the Kazakhstan education system also does not contribute to the teaching of writing. In connection with the growing interest in foreign languages as a means of international and intercultural communication caused by the changed political and socio-economic conditions of our society's development,

Kazakhstan's integration into the world community, the problem of linguistic training of specialists capable of entering into intercultural foreign language communication is becoming especially acute and in writing at the international, inter-ethnic and personal levels. In this regard, one of the main objectives of higher education is the formation of written academic competence. Academic writing is an opportunity to improve your skills when writing various written works, which are united by the fact that they are subject to certain requirements for the structure of the construction and layout of the text, the choice of writing style (journalistic or scientific), the ability to make references, rephrase, build argumentation, correctly formulate literary sources.

When teaching academic writing, the teacher has to solve a difficult task: to promote the development of personal creative approach to writing tasks, but at the same time teach students to fulfill the requirements of the formal structure of the essay, which is mandatory for all international qualifying exams (for example, TOEFL, IELTS).

In this regard one can start each class begins with a video according to the topic from www.youtube.com and having watched the video postgraduates fulfill various tasks such as answer the questions, multiple choice tasks, complete the sentences, true or false tasks.

For example, postgraduates watch a video on https://www.youtube.com/watch?v=cha331v_vhY about "How to avoid plagiarism?" and do the following task.

Complete the following sentences:

1. The way that you present it as part of ..., it looks like it was your idea.
2. But I can't leave it out - Chan's ideas are incredibly ... to my argument.
3. That's ... and dishonesty.
4. Plagiarism can be ... and non intentional.
5. You copy because you are ... and you
6. You risk doing things like quoting, paraphrasing, summarizing a source
7. I better get busy check my essay for other places I need to ... my sources with a citation.

Descriptive writing	Evaluative writing
indicates what happened	indicates the significance of ideas or facts
outlines what something is like	is based on reasoned judgments
provides information about a topic	draws relevant conclusions

1. lists ideas, information or facts
2. explains the reasoning/rationale behind a theory
3. identifies different factors involved
4. shows why something is relevant or suitable
5. evaluates links between different information
6. places ideas or concepts in their order of importance
7. explains the significance of information or ideas
8. compares the importance of different factors
9. outlines what has been observed
10. discusses the strengths and weaknesses of ideas or concepts
11. shows the order in which things happen
12. describes a process or a situation

The laws of academic writing do not restrict the freedom of the students, but, on the contrary, help them

Use of videos make classes live, it can be excellent sources of information. The visual input often helps clarify and support the language input, making research more effective.

The activities, methods, strategies and techniques varied from topic to topic. Activities offered for the Sourcing information for your project differs through their objectives.

Having done an exercise on a video material postgraduates are offered to find out the structure of the projects.

Study the parts of an academic text listed. Which of these do you already know about? Discuss them with another student and think about where they might appear in the text.

1. the conclusion
2. a quotation
3. a reference in the text
4. a subtitle/subheading
5. the introduction
6. thesis statement
7. the bibliography
8. the first-name initials of an author/researcher
9. the family name of an author/researcher
10. the main title page
11. a figure or table
12. the abstract
13. table of contents

Identifying descriptive and evaluative writing

Students often receive feedback that indicates their work is too descriptive and needs to be more evaluative. However before you can take this feedback into account, you need to be able to distinguish first between the features of descriptive writing and evaluative writing, and then make your own writing more evaluative or analytical.

This task looks at the features that distinguish each kind of writing. Below the table there is a list of features for both descriptive and evaluative writing; you need to put each one in the appropriate category.

to properly organize their own ideas, substantiate them and express clearly and convincingly. Academic writing is the most important component of academic literacy and it is unthinkable to have successful study in Western universities or conduct effective scientific activity.

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ИГРА И ЕЕ РОЛЬ НА НАЧАЛЬНОМ ЭТАПЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Ханджян Диана Давидовна

*кандидат филологических наук, доцент кафедры иностранных языков и методики их преподавания
Армавирского Государственного Педагогического Университета,
г. Армавир*

АННОТАЦИЯ

В данной статье рассматриваются различные языковые игры на начальном этапе изучения английского языка, а также их требования, которые они должны выполнять. Стоит заметить три раздела игр и проследить их последовательность по местам, от более популярных к менее. Цель данной работы заключается в изучении эффективности учебного процесса на начальном этапе преподавания иностранного языка. Задачи: 1. Обозначить и объяснить основные этапы игры, 2. Показать основные виды игр, которые используются при преподавании на уроке английского языка. А что касается практической значимости, то данные игры и методы преподавания в настоящее время можно будет эффективно использовать и анализировать на практике.

ABSTRACT

This article discusses the various language games at the initial stage of learning English, as well as their requirements that they must fulfill. It is worth noting the three sections of the games and to trace their sequence in places, from more popular to less. The purpose of this work is to study the effectiveness of the educational process at the initial stage of teaching a foreign language. Objectives: 1. Designate and explain the main stages of the game, 2. Show the main types of games that are used when teaching in English class. As for practical significance, these games and teaching methods can now be effectively used and analyzed in practice.

Ключевые слова: учитель, игра, предмет, английский язык, этапы, эффективность, использование, дети, ученики, школьник.

Keywords: teacher, game, subject, English, stages, efficiency, use, children, students, schoolchild.

Под начальным этапом в школе подразумевается промежуток изучения английского языка, дающий возможность вложить основные принципы коммуникативной компетенции, которые необходимы для последующего улучшения в области данного предмета. К начальному этапу принято относить 1 – 4 классы школ. Для того чтобы вложить основные принципы коммуникативной компетенции, необходим довольно длительный период, потому что ученикам с самых первых шагов ознакомиться с изучаемым языком, как средством общения.

Как известно, игра считается, пожалуй, главной формой деятельности ребенка в младшем школьном возрасте. Всем известно, также то, что многие выдающиеся педагоги весьма основательно выражали интерес на эффективность использования игр в ходе обучения. В игре проявляются характерные черты и порой внезапные способности ребенка. [1, с. 32] Игра является своего рода «общим языком» для всех детей. Использование игры, как одного из приемов преподавания английскому языку, значительно упрощает учебный процесс, делает его ближе и доступнее ребятам. Игра занимает существенную роль в жизни младшего школьника, которая является для него средством и целью познания реальности. Отталкиваясь от их отличительных черт эмоционального формирования ребенка, одна из которых заключается в преобладании психологической области над умственной, невозможно

не оценить возможных способностей игры как психологического условия. Игра является источником эмоций. А где эмоции там и активность, а также интерес и фантазия. Игра содействует невольному запоминанию, которое считается доминирующим у ребят.

Игровая модель обучения формируется на занятии при присутствии поддержки игровых способов и ситуаций, которые выступают как средство мотивации и стимулирования обучающихся. Обстановка способна припоминать какое – либо произведение с собственным сюжетом, инцидентом и действующими личностями. В процессе игрового обучения обстановка может проигрываться множество раз и каждый раз в новом стиле. Однако совместно с этим ситуация игры – это ситуация действительности. Действительность ее обуславливается главным инцидентом игры – состязанием. Стремление принять участие в данной игре воодушевляет мысль и энергию детей, а также формирует атмосферу психологической напряженности. Невзирая на конкретные требования игровой ситуации и недостаточность применения языкового материала, в ней должен быть компонент внезапности.

Огромную значимость при организации игры в каждой учебной аудитории имеет прямая позиция учителя. Он должен быть убежден на все 100% в ее