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Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін еңгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

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влиятельный возможен выбор профессионального и жизненного пути, соответствующий потребностям и интересам личности.

Только при условии изучения и объяснения той культурной среды, в которой личность сформировалась, может быть изучен сам человек.

Определенные условия и история жизни общности вызывают развитие определенных элементов культуры, которые влияют на поведение ее членов и тем самым создают способы социализации человека в ней. Таким образом, разные культуры, используя различные способы социализации, формируют особенности личности. Влияние этнокультурных условий на социализацию человека наиболее существенно определяется тем, что принято называть менталитетом, который проявляется в особенностях мировоззрения, способах понимания окружающего мира, а также свойственных представителям данного этноса способах действовать в окружающей среде. Менталитет этноса, проявляясь в стабильных особенностях его культуры, определяет главным образом глубинные основания восприятия и отношения его представителей к жизни [6].

Вхождение в социокультурную среду начинается с усвоения социальных и культурных ценностей или этнических значений. Результатом этого усвоения является трансформация социальных и культурных ценностей в личностные ценности или этнические смыслы.

Приобретение знаний происходит в процессе усвоения и приобщения индивида к социальному опыту, традиционным образцам поведения, нормам межличностного взаимодействия, способам жизнедеятельности народа. В результате этого процесса определенные формы взаимодействия и жизненные цели становятся предпочтительными для индивида в данной социокультурной среде, наделяются им смыслом и приобретают для него непосредственную ценность.

Процесс самоопределения личности зависит от выделения и обоснования для себя ценностно-смысловых оснований собственной жизненной концепции, а также выбора способов и форм ее реализации, которые транслирует культура [7].

Таким образом, следует отметить, что жизненная стратегия представляет собой сплав социальных запросов и индивидуального своеобразия личности. Развиваясь внутри определенной социокультурной среды, индивид усваивает традиционные образцы поведения, нормы взаимодействия и жизненные ценности, которые наделяются для него личным смыслом и приобретают непосредственную ценность.

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IMPLEMENTATION OF COMMUNICATIVE APPROACHES IN THE PROCESS OF TEACHING ENGLISH IN GRADES 6-7

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Аннотация

Мақаланың негізгі мақсаты – шетел тілін оқытудағы коммуникативті құзыреттілікті, сөйлеу арқылы тілде еркін сөйлеуді қалыптастыру және дамыту. Осы мақалада ұсынылған коммуникативті әдіс мектеп оқушыларына сөйлеуге үйрету құралы ретінде қарастырылған. Коммуникативті әдісті адекватты оқыту құралы ретінде дамыту оқытудың мақсаты не екенін нақты түсінуді қажет ететіндігі түсінікті. Сондықтан біз алдымен осы мақсатты талдаймыз – шетел тілінде сөйлеуді әртүрлі көзқарастар тұрғысынан қараймыз. Бұл коммуникативті әдіс не үшін қажет және ол не деген сұраққа жауап беруге көмектеседі. Біз бұл туралы толығырақ пікірталас бөлімінде талқылаймын.

Қорытындылай келе, диалогтық және топтық қарым-қатынасқа үйрету кезінде коммуникативті оқыту әдісі маңызды рөл атқаратынын атап өтеміз. Біз осы оқыту әдісін әр сабақта қолдануымыз керек.

Түйінді сөздер: коммуникативті оқыту әдісі, диалогтық және топтық қатынас, интерактивті оқыту, коммуникативті тәсіл, ағылшын тілі.

Аннотация

Основной целью статьи является формирование и развитие коммуникативной компетентности в преподавании иностранного языка, беглости на языке через речь. Коммуникативный метод, предложенный в этой статье, предназначен как средство преподавания, выступлению для школьников. Вполне понятно, что разработка коммуникативного метода в качестве адекватного преподавателя требует четкого понимания того, какова цель преподавания. Следовательно, мы впервые анализируем эту цель – говоря на иностранном языке из разных точек зрения. Это поможет ответить на вопрос, почему коммуникативный метод необходим и что это такое. В заключение отметим, что при обучении диалоги иной и групповой связи метод коммуникативного преподавания играет важную роль. Мы должны использовать этот метод обучения в каждом уроке.

Ключевые слова: метод коммуникативного обучения, диалогический и групповой коммуникации, интерактивное обучение, коммуникативный подход, английский язык.

Abstract

The main goal of the article is the formation and development of communicative competence in teaching a foreign language, fluency in the language through speech. The communicative method proposed in this article is intended as a means of teaching speaking for schoolchildren. It is quite understandable that the development of communicative method as an adequate teaching tool requires a clear understanding of what the purpose of the teaching is. Therefore, we first analyze this goal – speaking foreign language from different points of view. This will help answer the question of why the communicative method is necessary and what it is. I'll discuss this in more detail in the discussion section. In conclusion, we note that when teaching both dialogical and group communication, the communicative teaching method plays an important role. We must use this teaching method in every lesson.

Key words: communicative teaching method, dialogical and group communication, interactive teaching, communicative approach, English language

Introduction

Particular attention is paid to the upbringing of educated, creative, self-developing people in accordance with the needs of modern society. A. Baitursynov wrote in his book «The school and the subject will be the same as the teacher. That is, if the teacher is educated, children will receive more education in this school. In this case, the school, first of all, needs an educated teacher who is well versed in pedagogy and methodology. In connection with the creation of a global information educational space, the acceleration of the process of globalization, large-scale measures were taken to modernize the education system of a sovereign country. Over time, the requirements for schools and methods of teaching and education have changed. My main goal is to convince students of the necessity and importance of interactive teaching English in high school, to develop students' speaking skills and communication competencies.

Nowadays language teaching has acquired an applied character, while earlier it was comparatively abstract and theorized. The functions of the teacher in the educational process have changed significantly. The teacher-mentor, the teacher-dictator was replaced by the teacher-observer, the teacher-mediator, the teacher-»appeasement» and the leader. [1, с.3-6]

The first line in the rating of the popularity of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. The communicative technique is aimed precisely at the possibility of communication. For students to be able to communicate correctly in a foreign language, they must listen and understand the spoken word. The function of a foreign language is to prepare students for understanding, shared vision, education and the all-round development of personality and worldview. a life. The content of knowledge on the subject of foreign languages includes topics, communicative situations, texts, language materials; lexical, grammatical, phonetic, practical skills, speech etiquette, general reading skills, realizing the effectiveness of educational activities. «A teacher becomes a teacher only when he constantly improves his knowledge. When he stops studying and seeking, his teaching will be destroyed», K. Ushinsky said. Today's society makes new demands on both the level of professionalism and the inner world of the teacher, because today great hopes are pinned on the generation of the 21st century. The main person in the school is a teacher, the main goal of this teacher is to form a spiritually rich, developed personality. Language acquisition plays an important role in students' ability to speak a foreign language correctly. In addition to searching for new words that appear in the text of vocabulary work, it is carried out by performing exercises with various regular expressions, words with additional meanings. While phonetic material may not seem appropriate for high school students, it is important to keep in mind some of the specifics of spelling, rhythm, and accent. All this increases the student's interest in the language and contributes to the effectiveness of the lesson.

The correct organization of language development is the main way to increase the thinking ability and literacy of students. This question is directly related to the subject of the English language. The main goal of the discipline in this area is to improve the ability of schoolchildren to speak and write in a foreign language. This is the manifestation of the teacher's creative activity and professionalism. Teacher achieves the desired result only when he effectively and correctly uses every minute of the lesson. To achieve this result, the teacher must be able to organize language development at his own level. [2, c.208]

Method

Communicative method a means of teaching speaking

Characteristic features of the communicative method: meaning is fundamental; learning a language is learning communication; the goal is communicative competence (the ability to effectively and adequately use the linguistic system); through trial and error, the student cultivates his own language system.

The communicative method of teaching foreign languages is by far the most popular in the world. And even those who vaguely imagine what this method is, firmly believe that it is the most progressive and most effective method of teaching a foreign language. Y.M. Kolker dwells in detail on the following point: "In recent decades, it is customary to oppose the traditional teaching of foreign languages to communicative and intensive methods" [3]. Communicative teaching of foreign languages is of an activity nature, since verbal communication is carried out through speech activity, which, in turn, serves to solve the problems of productive human activity in the conditions of social interaction of communicating people. Communication participants try to solve real and imagined problems of joint activities using a foreign language. The communicative method develops all language skills - from speaking and writing to reading and listening. Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas and only then begins to understand, what they are in grammatical sense. The goal is to teach a student to speak a foreign language not only fluently, but also correctly. The rules, meanings of new words are explained by the teacher with the help of vocabulary familiar to the student, grammatical structures and expressions, with the help of gestures and facial expressions, drawings and other visual benefits. Computers with CDs, Internet, TV programs, newspapers, magazines, etc. All this contributes to the awakening of students' interest in the history, culture, traditions of the country of the studied language. In foreign language lessons, the teacher creates situations in which students communicate in pairs with each other, in groups. This makes the lesson more varied. Working in a group, students show speech independence. They can help each other successfully correct the statements of the interlocutors. The teacher in the classroom takes on the functions of an organizer of communication, sets leading questions, draws attention to the original opinions of the participants, acts as an arbiter in the discussion of controversial issues.

M.B.Rachmanin focuses on the following: "Speech partnership depends to a large extent on the communicative behavior of the teacher, which, finally, is also included in the aspect of the speech orientation of teaching and is due to the active nature of communication" [4]. In fact, at all stages of mastering the material, it is precisely communication that is taught. But there are a number of points that require special training. So, for the ability to communicate, a special role is played by: the ability to enter into communication, curtail it and resume; the ability to pursue its strategic line in communication, to implement it in tactics of behavior contrary to the strategies of other communicators; the ability to take into account each time new (several new) speech partners, change the roles of partners, or the appeal of communication; the ability of probabilistic forecasting of the behavior of speech partners, their statements, the outcomes of a particular situation.

So, what are these parameters of the communication process that need to be preserved in the learning process? There are:

1. The active nature of the speech behavior of the communicants, which should be embodied: a) in the communicative behavior of the teacher as a participant in the process of communication and learning; b) in the communicative behavior of the student as a subject of communication and learning;
2. The objectivity of the communication process, which should be modeled by a limited but precise set of subject of discussion;
3. Communication situations which are modeled as the most typical variants of the communicators;
4. Speech means that ensure the
5. process of communication and learning in these situations. The real system of these means is to be modeled into a simplified, but performing the same functions with smaller means system.

Communicativeness suggests a speech orientation of the educational process, which consists not so much in the fact that a practical speech goal is pursued (in fact, all directions of the past and present set such a goal), but in the fact that the path to this goal is the very practical use of the language, Practical speech orientation not only the end, but also the means, where and that are conditioned. Constant practical use of the language helps to overcome the dislike of the majority of students for linguistic manipulation, makes learning attractive, or consistent with the ultimate goal and thereby ensures the assimilation of speaking as a means of communication.

The speech orientation of the educational process will be possible only in the presence of speech-thinking activity of students, which mainly characterizes their activity. Speech-thinking activity is the core of the communicative learning process. Speech orientation presupposes the nature of the exercises, that is, the degree, the measure of their similarity to speech. This primarily concerns exercises for the formation of skills and means the use of conditional speech, and not language exercises for these purposes, as well as the exclusion of all sorts of pseudo-speech exercises in the process of developing speech skills. In other words, all exercises should be exercises not in speaking, but in speaking, when the speaker has a specific speech task and when he exerts a speech influence on the interlocutor. The problem, therefore, comes down to the organization of a speech (and not just educational) partnership in educational communication. Speech partnership depends to a large extent on the communicative behavior of the teacher, which, finally, is also included in the aspect of the speech orientation of teaching and is due to the active nature of communication. If we take into account that only the observance of the speech orientation (as practice and experiments of recent years have shown) allows teaching speaking as a means of communication, then it can be counted among the patterns of teaching speech activity. Therefore, we have the right to build this regularity into a principle and consider that the first principle of teaching speaking as a type of speech activity is the principle of speech-thinking activity.

Communication includes the individualization of learning speech activity, which means taking into account all the properties of the student as an individual: his abilities, his skills to carry out speech and learning activities and mainly his personal properties. It can be said without exaggeration that for the communicative method, individualization is the main means of creating motivation and activity. A person expresses his relation to the environment in speech. And since the attitude to the environment is always individual, because the world is cognized by a living concrete person and the world surrounding each person is not at all the same, something is individual, personal and speech. When teaching foreign language speech activity, an individual reaction is possible only if the speech task facing the student meets his needs and interests as a person. Therefore, in order to elicit an adequate response, it is necessary to take into account the individual and, above all, the personal properties of students: life experience, context of activity, sphere of interests, inclinations, emotional sphere, worldview, and finally, the status of a given individual in the team.

Communication is associated with the concept of functionality. This concept means that any speech unit, any linguistic form performs any speech functions in the process of communication. Otherwise, speech influence would be impossible. In other words, functionality is the most essential characteristic of any speech unit, that is, any linguistic form used in speaking.

Communication in the classroom

Communication is usually carried out in two forms: oral and written, each of which has its own specifics.

1. The oral form is characterized by:

- a) richness of intonation design;
- b) a large dose of paralinguistic information (facial expressions, gestures);
- c) at a certain pace (otherwise the temporary connection with the situation will be lost);
- d) a high degree of automation, on which the pace is based;
- e) contact with the interlocutor (if this is not a speech on the radio);
- f) a specific set of speech means and its structure (what is a digression for the written form, here may be the norm);
- g) linearity in time, since it is impossible to return to any segment of speech. Taking into account the specifics of the oral form of speech is extremely important for learning.

2. The written form of communication is characterized by slightly different features. Here are the main ones:

- a) a specific set of speech means (in written speech, what is often used in oral speech);
- b) greater than oral, structural complexity;
- c) great conscientiousness in the design, since the writer has the opportunity to plan, speak to himself, assess the adequacy of speech means, etc., the reader has to think;
- d) completeness and development, since there is no constant feedback with the interlocutor, as well as direct correlation with the current situation;
- e) another way of intonational design, actual division, for example, word order. It is quite obvious that written speech is not a specially fixed oral speech, but a form of speech activity that differs both psychologically and linguistically, and from the point of view of communication theory.

Most of the time in the classroom is spoken (although attention is also paid to reading and writing). At the same time, teachers speak less and listen more, only directing the activities of students. The teacher sets the exercise, and then, having "talked" the students, fades into the background and acts as an observer and arbiter. It is preferable that he uses exclusively the studied language.

Based on the foregoing, the following positive aspects of the communicative method of teaching foreign languages can be distinguished: only in the communicative method of teaching foreign languages do we find the main features of the activity type of learning, the peculiarity of which lies in the fact that by its

purpose and by its essence it is connected, first of all, with a separate type of speech activity, therefore we meet its wide use, when it comes to teaching reading, listening, translation, etc. [5, c. 223]

The communicative method consists in assimilating the learning process to the communication process, more precisely, it is based on the fact that the learning process is a model of the communication process, albeit somewhat simplified, but in terms of basic parameters adequate, similar to the real communication process. All of the above regarding the communicative method of teaching speaking in a foreign language allows us to assert that the subject of instruction in this case is speech activity in a foreign language. In this method, the selection of speech speaking skills is clearly traced, and exercises are proposed for their sequential formation. All this, in turn, gives grounds to assert that the communicative method of teaching speaking by E.I. Passov represents the activity type of teaching foreign languages.

Results

The teacher achieves the desired result only when he effectively and correctly uses every minute of the lesson. To achieve this result, the teacher must be able to organize language development at his own level. What effective ways are there to do this? The lesson should begin with an effective method that translates the child's thoughts into a lesson. One of these methods is dialogue. This method, on the one hand, teaches the student to speak a foreign language, on the other hand, direct communication with the student through dialogue.

Better to use dialogue for intermediate students. Through dialogue, you can participate in a variety of language development activities, involving the whole class by asking questions during conversation with students in each lesson. The following methods can be used to develop the language during daily lessons:

- language development through vocabulary;
- development of the textual language;
- language development with the help of visual aids;
- language development through participation in clubs and other events.

Since the main goal of English is to teach students the language, the main goal is to teach words. Language development should be the basis of English lessons. The mastery by students of information and definitions of phonetic, lexical, grammatical materials, the correct use of explanations in English, the ability to express themselves clearly and systematically depends on the correct organization and correct implementation of language development.

The methods of language development are as follows:

1. Converting grammatical tasks;
2. Organization of work with meaningful images;
3. Divide students into groups and talk to each other;
4. Continue the conversation on a specific topic;
5. Preparation of small scenes;
6. Working with text.

The most important of these is working with text.

One of the main requirements when working with text is reading comprehension. This is because the statements in a sentence cannot be understood until the student understands the meaning and grammatical meaning of each word and phrase he reads. Therefore, from the first lessons, it is necessary to teach how to read and understand every word, phrase, sentence, text, correctly pronouncing the sounds of the English language. If the teacher uses only text: he reads, translates, answers questions, sets out the content, he becomes monotonous, tires students and reduces their interest in the subject. And creative work can be carried out by the following methods:

- Change the text. For example, use phrases such as «I think», «I speak from my experience.»
- Determine root words by performing morphological analysis of words selected from the text. These types of work are taught to memorize grammar rules, to apply them in practice.
- For students who know the language well, you can ask them to replace words in a specific sentence with synonyms.
- Compose a story by changing the order of sentences in the text. Create a story based on a given storyline. This type of work helps to understand the meaning of each word in the text, that is, to work with a dictionary.
- Create a dialogue based on the given text.

Using this method, I have found that, according to research by Mercer, dialogic learning is a very effective way of developing students' speaking skills. In this case, I would like to contribute to the development of teaching practice by using exploratory storytelling in teaching students in accordance with this society.

According to Mercer's research, conversation is an integral part of student learning and includes three types of conversation. Types of conversations used when reading:

- conversation-discussion,
- aggregate conversation,
- research story.

The exploratory form of conversation is a priority in successful discussions about access to education with collective understanding, Mercer said. During the exploratory conversation:

- 1) everyone provides reasonable information;
- 2) everyone's idea is assessed as useful but thoroughly assessed;
- 3) participants ask each other questions;
- 4) participants ask questions and prove what they are saying so that the conversation and evidence «look»;
- 5) group members are trying to agree (they may or may not agree, the main thing is to try to agree)

In interactive learning, Mercer and Littleton believe that the student's interest in the subject increases, contributes to the growth of his knowledge, allows him to better understand the topic. According to Barnes (1976) and Mercer, exploratory storytelling is a type of story that teachers need to develop by engaging students in conversation. During the exploratory conversation, students work in small groups with their classmates. They have a common problem, they form a common understanding on this matter, they exchange ideas, discuss and evaluate each other's ideas, form mutual understanding based on collective knowledge. In other words, students think together. When students engage in exploratory conversation, they voice their thoughts out loud and come up with hypotheses. In this scenario, students listen to each other and analyze their answers. I gave the students the opportunity to work independently in groups, come to a common opinion, conduct independent research and individual judgment, and offer assignments aimed at expressing their opinions. It's nice that during this work, students read the text, pay attention to unfamiliar words, translate, consult each other and draw conclusions from it. Most importantly, during the lesson, I realized that children need to think and be guided by them in order to analyze, justify, compare their answers and justify their research.

Conclusion

Students speak English from the very first lesson. The communicative method of teaching English assumes that students will immerse themselves in the English-speaking environment from the very first lesson. After the first lesson, you will be able to learn a few phrases and apply them in a conversation. Overcoming the language barrier competent speech without hesitation is the main goal of learning a language using the communicative method. A language barrier is formed if a student is afraid to make a mistake in pronunciation or cannot get rid of an accent. The communicative technique does an excellent job with this, because the practice of communication is allotted almost all the prescribed time. At the same time, the teacher corrects mistakes and encourages students who are not afraid to express their thoughts in English. Fluency Learning English using this method allows you to speak it as fluently as your native language. In the classroom, students talk about what they face every day: everyday problems, communication with friends, discussion of news, etc. Therefore, the skill is developed to communicate in English as in a native language. A good understanding of the language in the classroom, children not only talk, but also listen to each other. Pupils need to understand what the other person is talking about in order to have a meaningful dialogue. Thus, students develop well the skill of listening comprehension. Subsequently, they can watch films in the original, listen to music and understand it without problems, as well as freely converse with foreigners. Rapid expansion of vocabulary communication technology in English lessons is designed for those people who want to learn English quickly and communicate with others in it. Therefore, in the first month of study, you will learn about 50-70% of the words that the English use every day. Over the course of the entire course, you will expand your vocabulary to 3000-4000 words, which will be enough for travel, business trip, communication and even reading the news. Interesting and uncomplicated lessons The lessons do not use the old monotonous school topics. Pupils are engaged in interesting activities: they play educational games, communicate and help each other. There is simply no time to be bored at such lessons. In addition, relatively little homework is given to students. Therefore, absolutely everyone can learn English in this way.

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