



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

А. БАЙТҰРСЫНОВ АТЫНДАҒЫ
ҚОСТАНАЙ Өңірлік Университеті

АЛТЫНСАРИН ОҚУЛАРЫ

«ПЕДАГОГИКАЛЫҚ БІЛІМ
БЕРУДІҢ ҮЗДІКСІЗДІГІ –
ЗАМАНАУИ ПЕДАГОГТАРДЫҢ
ТАБЫСТЫЛЫҒЫНЫҢ КЕПІЛІ»

ХАЛЫҚАРАЛЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ
КОНФЕРЕНЦИЯСЫ

МАТЕРИАЛДАРЫ

I КІТАП

АЛТЫНСАРИНСКИЕ ЧТЕНИЯ

МАТЕРИАЛЫ

МЕЖДУНАРОДНОЙ
НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ

«НЕПРЕРЫВНОСТЬ ПЕДАГОГИЧЕСКОГО
ОБРАЗОВАНИЯ – ЗАЛОГ УСПЕШНОСТИ
СОВРЕМЕННЫХ ПЕДАГОГОВ»

I КНИГА

Қостанай, 2022

THE VERBAL CULTURE OF AN ENGLISH TEACHER

Tursunoy Aliyeva Ulugkizi,

Master student

Akhmet Yassawi International Kazakh-Turkish University,
Turkestan, Kazakhstan

Abstract

This article examines the features of the teacher's speech behavior in an English. This article discusses that verbal culture and the ability to communicate, interact. The verbal culture plays a huge role in creating a positive atmosphere, communication between communicators and as well as in the socialization of students. Also the article states that verbal culture is a skill that a teacher must acquire and a very important key component. There is no doubt that a teacher who has mastered the culture of speech is definitely a successful teacher.

Keywords: verbal culture, teacher's image, speech means, communication, culture of speech, culture, education, language.

Аннотация

В данной статье рассматриваются признаки и особенности вербальной культуры учителя английского языка. А также исследует речевые средства, они играют важную роль не только в вербальной культуре преподавателя, но и в процессе формирования личности у учащегося. В статье рассматривается вербальная культура как одна из успешных составляющих имиджа преподавателя английского языка. Должны отметить тот факт, преподаватель с безупречной вербальной культурой или культурой общения, считается успешным педагогом.

Ключевые слова: вербальная культура, имидж преподавателя, речевые средства, коммуникативность, культура речи, культура, образование, язык.

Аннотация

Бұл мақалада ағылшын тілі мұғалімінің вербальды мәдениетінің белгілері мен ерекшеліктері қарастырылады. Сондай-ақ мақалада сөйлеу құралдары зерттеледі, өйткені олар мұғалімнің вербальды мәдениетінде қалыптастыруды ғана емес, сонымен қатар студенттің тұлғасын қалыптастыру процесінде маңызды рөл атқарады. Вербальды мәдениеті жоғары мұғалім, табысты мұғалім болып саналады.

Түйінді сөздер: вербальды мәдениет, мұғалім, сөйлеу құралдары, қарым-қатынас, мәдениет, білім, тіл.

The teacher must have a professional pedagogical culture. In the range of pedagogical practice professional pedagogical culture performs the function of a specific design of the general culture. Peculiarities of the realization of the formation of pedagogical culture are determined by individually creative and age characteristics, the prevailing social and pedagogical experience of the person. It should be noted that a teacher with an impeccable mastery of verbal culture is undoubtedly a successful teacher. The verbal culture of the educator is basis of speech culture. The verbal culture sets the opportunity of all educational system. A foreign language teacher is not only an «instructor», not a «language system engineer» who develops certain skills. He is a mediator between cultures [1].

Verbal culture, wisdom, experience indicate the fact that cunning skill of the word is a strong and successful indicator not only in professional also in all areas. Verbal culture is important ability especially in education process. It should be noted the fact that the educator's speech ability or verbal culture, proficiency in spoken English or in other foreign languages, high cultural literacy also the ability express thoughts correctly, beautifully are a key measure of capability.

A foreign language lesson has its own features exactly chips and any foreign language educator cannot ignore them. The communicative approach first of all implies the formation of skills in foreign language using communicative learning (teaching) technologies. Learning is organized on the basis of communicative tasks and in this process all the necessary techniques are used is a distinctive feature of a foreign language lesson in our case, English [2]. Verbal culture is the verbal image (appearance) of a person it includes what he (in our case teacher) says, how he or she speaks, his timbre voices.

The activity of the teacher is inextricably linked with communication, first and foremost with students. The communication is viewed as a dialogue or a kind of discussion between two or more parties. It is not only the banal assimilation of educational material and awareness of their abilities, but also the socialization of the identity of the learner, the development of his intellectual and cultural-moral qualities, which are formed in the interaction or relationship between educator and learner. Simultaneously, the significant role in

the process is played by the pedagogical mastery of the teacher, professional competence, his general cultural competence of communication, as noted by many researchers [3, p.230].

We consider speech behavior, following some scientists, as an indicator of a person's general erudition, the characteristics of his intellect, behavior motivation and emotional state [4, p.8], is a «visiting card» of a person in society [5, p.29]. In this connection, a comprehensive study of the teacher's speech behavior in the structure of pedagogical discourse seems to be very relevant. The notion(term) «discourse» is used as a designation of the present speech activity in any field the example the political discourse or proper in an individual it is personality discourse, and etc.[6, p.560].

The definition of the term «discourse» given in the Linguistic Encyclopedic Dictionary, this definition is today considered a generally accepted definition of «discourse». According to this dictionary, discourse is a text that a component of speech, human interaction and their participation in cognitive, cognitive processes. Discourse focuses on two strategic situations, one of which is a pragmatic situation, and the other is the mental processes of the participants in the relationship, ie, in certain situations, the formation of speech is focused and focused on understanding that determine the ratio of the new and the known, the explicit and the implicit, etc.

According to Oparina in foreign pedagogy, the differentiation of the spheres of use of the concepts of «culture of speech», «culture of language», these are very frequent used terms and considered as a synonyms. They are also grouped under the common word «verbal culture». Verbal culture is not only a factor in the formation of a teacher's punctuality, but also a reflection of the formation of human culture [7, p.122].

According to scientific pedagogues E.I.Passov (2015) and N.E.Bodywork when we say a foreign language culture we mean a part of the overall culture of human race which person individual learns in the process of interaction or relationship foreign language in our sense English education in the conditions of features as relating to cognition, developmental and educational. According to N.D. Galskova verbal culture or foreign language culture includes the compounding fact of the formation of the student's personal opinion in accordance with the subject and content of education. Analyzing these words, we can say that it is very important and necessary to take into account the culture of a foreign language, foreign language education is of great importance, and its content is knowledge, idea, competence and skill.

According to E.I.Passov (2015) and N.E.Kuzovleva, there are four basic skills of integrative mastery of a foreign language culture:

1. the ability to manipulate the appropriated foreign culture in close relationship with native (the result of the cognitive aspect);
2. the ability to apply various kinds of abilities in communication (the result of a developing
3. aspect);
4. applied skill for the realization of moral potential (the result of the educational aspect);
5. the ability to communicate through the types of speech activity (the result of the educational aspect).

In working with the problem of forming a culture of speech in the teaching of English, the concept of speech culture, as well as the concept of English culture in solving this problem is enormous. In connection with this problem, it is necessary to know when the concept of speech culture in English is used, because the discovery of the meaning of this concept is now necessary for the curriculum.

According to E.M.Vereshchagin and V.G.Kostomarov, «the cultures of each nation do not correspond to each other, because each of them is unique and consists of different traditions, languages and elements of different nature. These elements are their combination and make up the differences or similarities of different cultures» [1].

As mentioned above, different literatures provide definitions of different discourse topics, including the definition in the linguistic literature that «discourse is a set of related texts on this topic.» If we fully disclose this definition, the discourse is more closely a combination of texts on communicative topics and their set. For example, if we take the pedagogical form of discourse, it may include periods of communication, such as teaching materials, lesson summaries, lectures, lessons, questionnaires, parent meetings, which are reflected in the minutes of parent meetings.

And from a socio-linguistic point of view it means the following «communication of people, viewed from the standpoint of their belonging to a particular social group or in relation to a particular typical speech-behavioral situation» [4, p.12].

From the pedagogical point of view of discourse, discourse provides a set of relations within the status-role relations. Factors such as formative purpose, participant, value, strategy, genre influence the implementation of this.

V.I.Karasik (2004) proposed a model for the analysis of pedagogical discourse. «The purpose of pedagogical discourse is to socialize a new member of society. The chronotope of pedagogical discourse is that it includes educational institutions such as schools, colleges, and universities, and the time allotted for communication can be when it is a lesson, an exam, or something else. The pedagogical form of discourse is aimed at recognizing and strengthening social values and traditions. One of the main goals of this direction is to socialize the person and thus strengthen communication skills. Participants of pedagogical discourse, they act in different communication processes, and it is, of course, the educator and the learner».

The teacher's verbal culture in pedagogical discourse behavior plays an important role, and the speech means that he uses in establishing contact with students, maintaining communication in the chosen tone according to their social roles and role positions relative to each other, i.e. in building an interpersonal dialogue that happens according to certain rules. These rules are united by such a concept as «speech etiquette» [8, p.257].

Speech etiquette should be understood as the order or law of verbal culture behavior developed by society, obligatory for members of society, nationally specific, firmly fixed in speech formulas, but concurrent historically changeable. The degree of mastery of speech etiquette determines the degree of a person's professional suitability. Control of verbal culture contributes to gaining prestige, trust and respect of people. One of the most important factors is to know the rules of verbal culture, because their observance prevents a person from feeling uncomfortable, because of mistakes and wrong actions, to avoid ridicule from others. One of the important conditions for full-fledged communication is a polite and benevolent attitude towards the interlocutor in various situations of verbal communication [9, p.22]. In other words, each teacher should remember about the dignity of each student, while it is necessary to transfer and teach students those communicative rituals that exist in our socio-cultural space, as indicated by many researcher [10, p.126]. Moreover, the modern educational process is considered as one of the most optimal and intensive «ways of a person's entry into the world of science and culture,» in connection with which, as we see it, each teacher should have certain strategies and tactics for conducting a lesson. In addition, a foreign language teacher must have good bilingual skills, i.e. successfully communicate in two languages.

In this connection, it seems very important to follow the basic strategies and tactics of the teacher's speech behavior. So, N.A.Antonova (2007) identifies three main strategies of the teacher's speech behavior in the classroom: imperative, informative and communicative-regulating.

The purpose of imperative technique at controlling all learner activities in the classroom, is enforced using specific monitoring, the most important ones are tracking learners' actions, absorption of physical and mental activity, irritability, speech communication and maneuvers.

The first minutes of the lesson, ie at the beginning, are carried out by the teacher using the maneuvers of communication and thinking. So, for example, at the beginning of the lesson, the teacher indirectly encourages the student to take action, through the use of interrogative statements or incentive sentences in speech, using softening units:

Who would like to open the window?

Open your books at page 20, please.

At other periods or steps of the lesson (the step of clarification or summarize redo), the teacher's task is to promote the physical and mental activity of learners, prepare them for work, urging them joint action, apply the whole class, through the use of motivational sentences in speech it is also includes verbal culture:

Let's work in pairs or groups.

Let's revise the poem we learned last lesson.

A regular form of signifying grounds is motivating expressions with using the imperative mood, adding the verbs in this mood to our sentences. At this mood, the educator uses a variety of forms of action, which better demonstrates the level of dispatch, his skills, and in many cases uses expressions like:

Well done! Are you ready my dear students?! Let's sing together !

Next, teachers try to open the topic by asking students questions, encouraging them to focus on the topic being taught during the lesson:

Students, who has some ideas looking at these pictures?

Please, pay your attention to the table number one.

An imperative technique often carried out through regulatory ways. It is very important for teachers to plan lessons in a clear and concise manner. Also during the lesson, to control the work of the learners:

OK, children, look at the board, please.

Dear students, attention, please!

Dear students, let's work together, in pairs or groups

Also another technique of the educator's verbal culture in the lesson is informative. In the expository or illustrative lessons the teacher's actions as an informative technique is the main and important one. An informative technique or strategy is carried out using tactics of launching communication, increasing the physical and intellectual activity of learners, conserve activities like that, interpreting, figure out, verbal contact, evaluating learners' works. With the help of informative technique the educator provide dialogue of different structural and semantic ways: the teacher interprets informations, summarizes some facts and estimates the activities and knowledges of learner's (student's). In realization this technique, the educator uses frequent redos, appraisal or interrogative ways which centre the learners' attention on the theme being interpreted. In that way, below is given speech stereotypes are consumed:

Well, let's repeat once again the poem (new words, rule).

Is it clear? Do you understand?

Do you have any questions or do you need to repeat?

Tell me your thoughts about that...

You are right!

The convivial - normative system or technique is enforced primarily with the help of ways for creation of interaction, maneuvers for conserving it and maneuvers for breapointing interaction. At the first step of any lesson, the maneuvers of creation of interaction is realizes through speech actions, for example: greeting, speech, message of the topic of a new lesson:

Hello!

Welcome to our English class!

I see in you all an excellent mood!

Your guesses looking at these pictures of what we will go through today?!

The maneuvers of maintaining interaction or verbal culture within the structure of the convivial - normative (communicative-regulatory) technique is introduced throughout the lesson, most often through different kinds of marks and reflections of the educator, it can be positive or negative:

Well done!

You are right!

Very well!

Today you are very active! But please respect each other and listen to each other!

There are many such expressions that accomplish the list of supporting verbal culture in the classroom, the educator just cannot resist without them. The teacher have to definitely analyze knowledge of the learners. These statements make interaction vibrant and sensual, include learners to know and understand if they are doing the tasks right, etc.

The educator again uses a convivial- normative technique at the end of the lesson, that is done using by the ways of breaking interaction. The educator logically concludes the interaction and generalizes the conclusion of the lesson more accurately summing up. The construction of verbal activity of the maneuvers of breapoint verbal activity can be various according to the level of training session:

So, my dear students, our lesson is over.

Tell me your opinion about today's lesson!

Write an essay for the next lesson.

Thank`s for your active participation! Good bye! See you next lesson (week, month)!

The teacher evaluates the students' work and ends the lesson with a stereotypical farewell formula.

Thus, the teacher's speech is made up of stereotyped statements. Motivational expressions are the most common one. The ways of grounds mainly according the age of the learners, on the categories and steps of lessons, on the identity of the educator or teacher, on the psychological type of the form(class), on the type of verbal culture of the educator or pedegog. Very often in his speech in the lesson, the teacher uses verbalized techniques that help to make speech lively, accessible and exciting. At the same time, each teacher should remember that conducting a communicative dialogue with students requires a high culture from the teacher - linguistic, moral, psychological and pedagogical [11, p.153].

At the present stage, a comprehensive study of the teacher's speech behavior in the structure of the pedagogical process seems to be very relevant.

The teacher's verbal culture is determined by his general personal culture. The constant work of the teacher, the constant development of himself in various fields, the development of general personality traits, all this contributes to the pedagogical and professional growth of the teacher.

Throughout the day, the teacher should be more attentive to his verbal culture and the speech of children. Since with any violations or deviations in the development of children, speech problems can be detected. It is necessary to teach children to hear the imagery of speech, to notice mistakes in their own and someone else's speech, to correct them.

In conclusion, we have studied the most important components and features of a teacher's pedagogical skills, and we have seen that one of these components is his or her verbal culture. The verbal culture is a sign of professionalism of the educator. With verbal culture, we can get interested in a complex topic and the process of further study of this topic will be easier, a real and comfortable atmosphere will be created in the classroom, and the added thing is to establish relationships in the classroom, reach mutual understanding with students, eliminate fear and embarrassment can be formed.

The ability to deeply, meaningfully, figuratively, literally correctly express one's own thoughts, convince students of the correctness of their views, defend personal opinions in a discussion are the inherent qualities of a qualified teacher. The effectiveness of teaching pupils and communicating with them largely depends on this skill. And possession of these skills is necessary for every teacher.

The list of references:

1. Gul'sum K.K. Verbal'nyj imidzh kak odna iz uspeshnyh sostavlyayushchih imidzha prepodavatelya anglijskogo yazyka // Evrazijskij Soyuz Uchenyh. 2015. №4-6 (13)
2. Nikishina I.V. Innovacionnye pedagogicheskie tekhnologii i organizaciya uchebno-vospitatel'nogo i metodicheskogo processa v shkole. 2-e izd., stereotip. – Volgograd: Uchitel', 2008.
3. Antonova N.A. Strategii i taktiki pedagogicheskogo diskursa / N.A.Antonova // Problemy rechevoj

- kommunikacii : mezhvuz. sb. nauch. tr. Saratov: Izd-vo Sarat. un-ta, 2007. Vyp.7. S. 230.
4. Karasik V.I. YAzykovoј krug: lichnost', koncepty, diskurs. M.: Gnozis. 2004. – S.8-12
 5. Vinokur T.G. Govoryashchij i slushayushchij: Varianty rechevogo povedeniya / T.G.Vinokur. – M.: Nauka, 1993. – S. 29.
 6. Kubryakova E.S. YAzyk i znanie: Na puti polucheniya znaniy o yazyke: CHasti rechi s kognitivnoj tochki zreniya. Rol' yazyka v poznanii mira. M., 2004. – 560 s.
 7. Neuner G. The Role of Sociocultural Competence in Foreign Language Teaching and Learning. Strasbourg, 1997. P.122.
 8. Curikova L.V. Problema estestvennosti diskursa v mezhkul'turnoj kommunikacii / L.V.Curikova – Voronezh: Voronezhskij gosudarstvennyj universitet, 2002. – 257 s.
 9. CHernyavskaya V.E. Diskurs kak ob'ekt lingvisticheskikh issledovanij // Tekst i diskurs: Problemy ekonomicheskogo diskursa. SPb. – 2001. – S.22.
 10. Formanovskaya N.I. Russkij rechevoj etiket: lingvisticheskij i metodicheskij aspekty / N.I.Formanovskaya – M.: 1982. – 126s.
 11. Fesenko T.A. Problema verbalizacii obrazov soznaniya v ramkah perevoda / T.A.Fesenko. Sociokul'turnye problemy perevoda: Sbor.nauchn.trudov. – Vyp. 5. – Voronezh: VGU, 2002. – s.153.

УДК 658.562

МОБИЛЬДІ САЙТТЫ ӨЗІРЛЕУДІҢ ЗАМАНАУИ ӘДІСІ

Аман Күлнәр Панабекқызы,
техника ғылымдарының кандидаты
Казбенова Дидар Абиловна,
2-курс магистранты
Қ.Жұбанов атындағы Ақтөбе өңірлік университеті
Ақтөбе қ., Қазақстан

Аннотация

Адаптивті кескіндер сіздің сайтыңызға дисплей өлшеміне байланысты әртүрлі өлшемді кескіндерді ұсынуға мүмкіндік береді. Бұл ұялы телефон немесе планшет пайдаланушылары кішірек кескіндерді ала алатынын білдіреді. Google сайтын оңтайландыруды сәйкестендіру, шағын құрылғыларда кішірек кескіндерді орналастыру мүмкіндігі Google іздеу нәтижелерін жақсартуға көмектеседі. Шағын құрылғыларда сайт беттерін жүктеуді жылдамдатады. Ұялы телефон және планшет пайдаланушылары үшін деректерді мобильді желілерде жылдамырақ жүктеу уақытын қамтамасыз ету мәселерері қарастырылады.

Түйінді сөздер: мобильді желі, ұялы телефон, планшет, адаптивті веб-дизайн, кескіндер

Аннотация

Адаптивные изображения позволяют вашему сайту предлагать изображения разных размеров в зависимости от размера дисплея. Это означает, что пользователи мобильных телефонов или планшетов могут делать снимки меньшего размера. Возможность соответствовать оптимизации сайта Google и размещать изображения меньшего размера на небольших устройствах может помочь улучшить результаты поиска Google. Ускоряет загрузку страниц сайта на небольших устройствах. Для пользователей мобильных устройств и планшетов будут рассмотрены вопросы обеспечения более быстрой загрузки данных в мобильных сетях.

Ключевые слова: мобильная сеть, мобильный телефон, планшет, адаптивный веб-дизайн, изображения.

Annotations

Adaptive images allow your site to offer images of different sizes depending on the size of the display. This means that users of mobile phones or tablets can take pictures of smaller sizes. Being able to optimize Google's site and display images of smaller sizes on small devices can help improve Google search results. Accelerates site page loading on small devices. For users of mobile devices and tablets will be considered issues to ensure faster downloads of data on mobile networks.

Keywords: mobile network, mobile phone, tablet, adaptive web design, images.

Қазіргі мобильді сайттарға шағын үстелдік желі нұсқасында қызмет көрсетіледі. Біз пайдаланушыларымыздың мүмкіндігінше жылдам немесе мобильді сайтпен ыңғайлы жұмыс істегенін қалаймыз. Қазіргі таңда дербес компьютерлерге қарағанда ұялы телефондар мен планшеттер жиі пайдаланылады. Сондықтан мобильді құрылғыларда (планшеттерде және смартфондарда) сайттардың жақсы көрсетілуін қамтамасыз ету үшін әдетте адаптивті және белсенді шолуға мүмкіндігі бар әдіспен