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НАВЫКИ ГОВОРЕНИЯ КАК СРЕДСТВО РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

Говорение как одно из основных умений и навыков помогает нам выражать собственные идеи и мысли; поэтому путем развития навыков говорения студентов мы открываем им новые пути к критическому мышлению и саморазвитию. Критическое мышление - сложный комплекс навыков и особенностей, который занимает годы, чтобы овладеть ими. Цель статьи заключается в стремлении выявить особенности развития критического мышления и определить возможности повышения уровня критического мышления студентов посредством развития навыков говорения на занятиях по английскому языку.

Ключевые слова: образование, критическое мышление, навыки говорения, иностранный язык.

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FEATURES OF WORK ON THE PROJECT "THE TOURISTIC AND LANGUAGE CAMP "SUCCESS" FOR STUDENTS OF THE SPECIALTY "TOURISM"

Abstract

The article deals with the implementation of the trilingual education program by organizing a summer language camp. The characteristics of the organization of the given camp, features of its functioning are given. It is noted what skills and skills will be formed in the participants of this camp both in the language sphere and in the tourist sphere.

Keywords: *trilingual education, language camp, tourist camp, language skills, language competence, tourist skills, self-esteem, motivation.*

Implementation of the trilingual education program in Kazakhstan is in full swing and involves a variety of activities, including educational resources. In the Kostanay state pedagogical university, the implementation of this direction provides for the education of students in educational programs that provide for mastering the subject content in a number of specialties. For example, in the specialty "Chemistry", "Biology", "Geography", "Mathematics" developed educational programs in three languages. On separate specialties, the study of the language through separate subjects is envisaged, for example, the discipline in English "History of Physical education and Professional Sport" was introduced into the specialty "Physical education and Sport" [4]. Students can study this discipline either in Russian or in English.

On the specialty "Tourism" an in-depth study of a foreign language is conducted. So introduced a number of disciplines in English "Working with the client in English", "Practical foreign

language", "Personnel management of the tourist enterprise." These disciplines are introduced in addition to the mandatory disciplines "Foreign Language" and "Professionally Oriented Foreign Language" [5].

Students are free to choose elective subjects, they can choose disciplines either in English or in Russian (Kazakh).

The work on the introduction of multilingual competence at the faculty of physical education, sports and tourism is implemented in stages. Through the study of individual disciplines (as noted above), through the participation of students in various competitions, regional, national, international level, participation in volunteer projects, etc. One of the directions of this work was to develop a "Touristic and language camp "Success" project. Work on this project was preceded by an analysis of educational literature and similar work experience. In the analysis of literary sources, studies conducted kazahs and foreign authors [1-3, 6-7].

The process of modeling the activity of our project was designed, in particular, for the study of the Korean scientist Kim Yanggi, who proved that students who study the language in the camp with native speakers are more receptive to the study of languages. The results of this study showed that, firstly, students expressed a positive attitude and high motivation for in-depth study of languages. Secondly, students noted that the "ability to speak the language" was the most important skill acquired. Thirdly, the students' perception of English language from the native speakers was a very important factor, and they recognized the necessity and importance of having native speakers in the language camp. In addition, the students' reaction to the camp was positive, as they became more interested in using and studying the language, studying culture and people of native speakers through a youth camp [2]. This also a demonstration study was conducted by Gimjina Joincheol, it was proven that for language teachers in the camp also an advantage. The results showed that the language teaching skills are improving confidence; work in the camp was useful in the process of preparing a job search. It was also noted that the experience gained as a teacher in a training camp is a valuable experience in many aspects [1].

The analysis of the sources used allowed us to determine the content of our project and outline the goals for the implementation of the project. For example:

- Increased motivation for learning languages by creating natural conditions in which this knowledge is a priority.
- Overcoming the language barrier and intensifying the negotiation process with the constant need to apply their language skills.
- The formation of a fully developed personality, through activity using tourism elements and the use of technologies that provide health.
- Maximum immersion in everyday life, culture, traditions of native speakers.
- Formation of positive and minimizing negative behavioral manifestations in the youth environment, mastering the basics of tourism and local lore activities.

Work on the project includes: The immersion of students (or schoolchildren) in the language environment through some kind of activity. In our case, we propose the use of a language environment based on tourism activities. But in addition there will be a variety of entertainment, cognitive programs, competitions, etc. The program of this project provides for the use of pedagogical skills of instructors and guides for the realization of constant motivation for students, a steady interest in learning the language, since a systematic pedagogically established approach gives an effective result. During the sessions, new technologies will be used, for example, organizing conversations in Skype, on – line meetings with foreign partners, so students can expand the circle of communication. Stay of students in their natural habitat (field conditions x s) where they can learn new skills, which will affect the development and growth of the individual, eco-saving activities, active tourism and language experience. In addition, the project is aimed at fostering a steady interest in everyday life, culture, the traditions of native speakers, with this purpose it is planned to immerse in the language environment, conduct psychological trainings that can Identify the potential of each student (student).

Student participation in the project is also aimed at teach in students the ability to overcome complexes, raise self-esteem (to believe in their abilities). This project is also designed for a differentiated approach to each group of students, depending on the language and level of "team spirit" and communications.

In the process of preparing this project, the moment was taken into account that the process of learning a language is most successful when the language has a significant social context, when it gives the opportunity to communicate, to talk about what students know, feel, in situations where they genuinely want to share their thoughts, feelings and sensations, but they have the opportunity to do this only in the learned language. Significant social ties (friendship, love, hierarchical submission, travel) motivate to assimilate the communicative function of the language, direct reactions force people to talk.

In the preparation of this project, we took into account that the implementation of the language immersion methodology is complex and short-lived in the educational process at the university, these mistakes in learning a language can be solved through participation in this project in the language youth camp with the maximum immersion in the language, the cultural environment. The language environment is a system-forming factor of the educational process. The effectiveness of the language environment in the youth camp and the positive socialization of students are measured in the context in which the entire learning process takes place. Harmonious influence of the whole gamut of the external (openness to the culture of peace, inclusion in one formation, interaction with the socio-cultural environment of the region, teamwork, influence on the world outlook and ecological education) and the internal conditions of the forms of motivational factors [7].

In our opinion, the task of this project is multifunctional. From a learning perspective, the project provides an opportunity to immerse yourself in a multilingual environment to make training professionally oriented. Students learn languages (english, kazakh, russian) in the course of interaction within the framework of common tasks, communication, empathy, joint activity. The social effect is that the use of active types of tourism, active leisure components and creative activity has a positive effect on the development of personal qualities (resistance to stress, adaptation to various external conditions and the development of communicative abilities). In combination with the study of the language, this activity gives a high educational effect, as a person acquires life skills and abilities. The high level of language training increases the competitiveness of employees in the labor market and the degree of social adaptation. A purposeful and systematic creation of a language environment leads to the development of sociocultural competencies. A distinctive feature of this project is:

- symbiosis of ethnocultural, tourist and linguistic trends in –тҥе program of this camp, which will provide the maximum synergetic effect;
- implies mutual evaluation and self-esteem of participants – in accordance with the language learning process (including the use of tests, dialogues on random topics, listening and viewing audio and video);
- accommodation in the field: accommodation in tents, organization of thecamp.

However, the analysis of work on the project showed that we should pay attention to a number of areas in this activity.

1. Studying the experience of organization and functioning of field camps in the Republic of Kazakhstan (including profile and / or subject matter).
2. Analysis of the problem of research arising during the work of field profile camps.
3. Studying the relevance of language programs of different levels of complexity, varying degrees of immersion in the language and cultural environment of native speakers.
4. Analysis of the personnel potential of teachers of languages and specialists, active and sport tourism.
5. Development of language, tourism, local history, ethno-cultural components of curricula, taking into account the main language, tourism and physical preparedness of potential participants.

6. Approbation of the developed programs in the conditions of the field camp.

7. Experimental confirmation: publication of intermediate results of work on the project

We believe that the participation of students in this project will allow them to join a multi-lingual environment, while they improve their skills in learning Kazakh, Russian and English languages and improve the skills of substantive activities in the field of "Tourism". In addition, within the framework of this project, the socialization of the personality of students is carried out by means of communication, their inclusion in various kinds of activities. Thus, the implementation of this project makes it possible to make the educational process practice-oriented and socially significant.

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ОСОБЕННОСТИ РАБОТЫ НАД ПРОЕКТОМ «ТУРИСТСКО-ЯЗЫКОВОЙ ЛАГЕРЬ УСПЕХ» ДЛЯ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ «ТУРИЗМ»

Мақалада жазғы тілдік лагерь ұйымдастыру арқылы үш тілде білім беру бағдарламасының жүзеге асырылуы қарастырылады. Осы лагерьдің ұйымдастырылуы және оның жұмыс жасау ерекшеліктері келтірілген. Лагерьдің қатысушыларына тілдік салада да, туристік салада да қалыптастырылатын икемділіктер мен дағдылар кешені баяндалады.

Мақаланың ашатын сөздер: үш тілді оқыту, тілдік лагерь, туристік лагерь, тілдік дағдылар, тілдік құзыреттілік, туристік дағдылар, өзін-өзі бағалау, мотивация

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ТУРИЗМ МАМАНДЫҒЫНЫҢ СТУДЕНТТЕРІНЕ АРНАЛҒАН «УСПЕХ» ТУРИСТІК-ТІЛДІК ЛАГЕРІ ЖОБАСЫ БОЙЫНША ЖҰМЫС ЖАСАУ ЕРЕКШЕЛІКТЕРІ

В статье идет речь о реализации программы трехязычного образования путем организации летнего языкового туристского лагеря. Дается характеристика организации данного лагеря, особенностей его функционирования. Отмечается какие умения и навыки будут формироваться у участников данного лагеря как в языковой сфере, так и в туристической сфере.

Ключевые слова: трехязычное образование, языковой лагерь, туристский лагерь, языковые умения и навыки, языковая компетентность, туристские навыки, самооценка, мотивация