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USING THE «LEARNING IN COOPERATION METHOD» FOR DEVELOPING SPEAKING SKILLS

Abilgazyeva Z.K., senior-lecturer

Rakhimbay Z., 4th year student of foreign language: two foreign languages educational program

Zhetysay University named after I. Zhansugurov, Taldykorgan

E-mail: zhansaya.zr27@gmail.com, abilgazyeva@mail.ru

This study aimed to investigate the effectiveness of the cooperative learning method in English language classrooms to enhance pupils' oral communication skills according to the analysis and results given in contemporary researchers' studies. The analysis revealed that the cooperative learning method has a significant effect on accomplishing speaking skills. In addition, the difference between cooperative learning and group work is distinguished by the key components of Johnson & Johnson. Types of speaking activities combined with cooperative learning methods are classified.

Keywords: *Language teaching, teaching methods, cooperative learning, speaking skills.*

Бұл зерттеу заманауи зерттеушілердің талдауы мен зерттеу нәтижелеріне сәйкес оқушылардың сөйлеу дағдыларын арттыру үшін ағылшын сыныптарындағы бірлескен оқыту әдісінің тиімділігін зерттеуге бағытталған. Талдау нәтижелері көрсеткендей, бірлескен оқыту әдісі ауызша сөйлеу дағдыларын дамытуға айтарлықтай әсер етеді. Сонымен қатар, бірлескен оқыту мен топтық жұмыс арасында айырмашылықтар Джонсон және Джонсонның негізгі компоненттері арқылы көрсетілген. Бірлескен оқыту әдістері мен сөйлеу әрекетінің түрлері жіктеледі.

Тірек сөздер: *Тілді оқыту, оқыту әдістері, бірлесіп оқыту, сөйлеу дағдылары.*

Это исследование было направлено на изучение эффективности метода совместного обучения в классах английского языка для повышения разговорных навыков учащихся в соответствии с анализом и результатами исследований современных исследователей. Анализ показал, что метод совместного обучения оказывает значительное влияние на развитие навыков устной речи. Кроме того, разница между совместным обучением и групповой работой определяется ключевыми компонентами

Джонсон и Джонсон. Классифицируются виды речевой деятельности в сочетании с методами совместного обучения.

Ключевые слова: *Преподавание языка, методы преподавания, совместное обучение, разговорные навыки.*

Introduction. For many years, an actual problem in EFL classes was mainly teacher-oriented classes and the lack of basic knowledge of language learning skills among students. Many researchers, scientists, and educators called for changes in the field of education, and all underscored the need for teaching methods with a critical and cooperative idea to help pupils solve complex problems, critically assess the surrounding conditions, find alternatives, and think outside the box.

In learning English, one of the skills that need to be honed and developed all the time is speaking. Unfortunately, many pupils find it difficult to express their thoughts in English and make a full conversation because they haven't had enough practice in the classroom. Classroom social interactions, according to Mackey (2007), are effective for overall language progress. It has been seen that learners who interact and speak more usually achieve better progress in oral skills than those who always keep silent [1, 70-82]. Therefore, cooperative learning in the field of teaching languages or in the field of teaching oral communication skills is seen as a way by which a teacher can find the interaction between all pupils so that everyone can capitalize on that. Not all teachers know the learning in cooperation method and its effectiveness in the context of language teaching, especially when it comes to teaching speaking.

The objective of this work is to show the advantages and effectiveness of the cooperative learning method in developing oral communication skills in the EFL classroom.

The main part. Cooperation is just not easy grouping works, it also needs abilities to do, takes actions, and take responsibility for those results and consequences. In addition, cooperation has the feature of depending on each other's skills and abilities as it "makes the learners depend on each other in their pursuit of knowledge and makes the learning process more meaningful and interesting" [2, 1].

"Cooperative learning is the procedure of functioning together for the equivalent conclusion. Cooperative learning is a teaching strategy in which small groups, each with students of different levels of ability, use a variety of learning activities to improve their own and each other's learning, while the teacher coaches the process". [3, 1-10]

Kaur (2017) pointed out that "cooperative classrooms represent a shift from traditional lecture-style classrooms to more brain-friendly environments that benefit all learners". [4, 158]

From the above definitions, it becomes clear that cooperative learning is a student-oriented method in which small groups of learners perform various tasks, solve problems, practice to be evolved, and achieve first the group goal and then personal goals. Learners in such classes actively and equally participate despite their level of knowledge of the language and skills. The role of teachers using the CL method shifts from transmitters of knowledge to mediators of learning (Nasri & Biria, 2017). This role involves facilitating, modeling, and coaching. Teachers adopting this role should maintain a safe, non-threatening, and learner-centered environment. This environment of teaching will help students contribute positively to the cooperative activities assigned to their group (Ning, 2011). [4, 86]

When it comes to cooperative learning, many confuse it as group work. Even though cooperative learning and group work are similar, the first of them is aimed at developing students' skills individually in groups. Johnson & Johnson in their works gives five key components that distinguish cooperative learning from group work (Scheme 1).

Scheme 1

Key components of CL

1) Positive independence. (We sink or swim together) According to the idea of this component, pupils work to achieve common goals. They need to understand and believe that if one of them doesn't work properly, then the others can't succeed either. During cooperative learning, pupils support each other, give an explanation and guide them in the right direction.
2) Individual Accountability and Personal Responsibility. This means that all learners are responsible for doing their part of the work and for the success of the group. The members of the group should know who needs help and encouragement and also understand that they cannot profit at the expense of others.
3) Face-to-face promotive interaction. The members of the group provide feedback to one another by discussing, reasoning, challenging conclusions in the process of which they teach and enlighten each other.
4) Appropriate use of collaborative skills. This component relates to such skills as trust-building, decision-making, communication and conflict management, providing useful feedback, involving each participant in the learning process. The main task of the teacher at this stage is to form these skills in the learners and act as an adviser and guide.
5) Group processing. This stage is aimed at improvement. Students will set goals for a certain time by periodically evaluating their achievements, reflecting on how they are learning, and identifying new changes for effective work. Teachers can screen learners during the working process and give feedback.

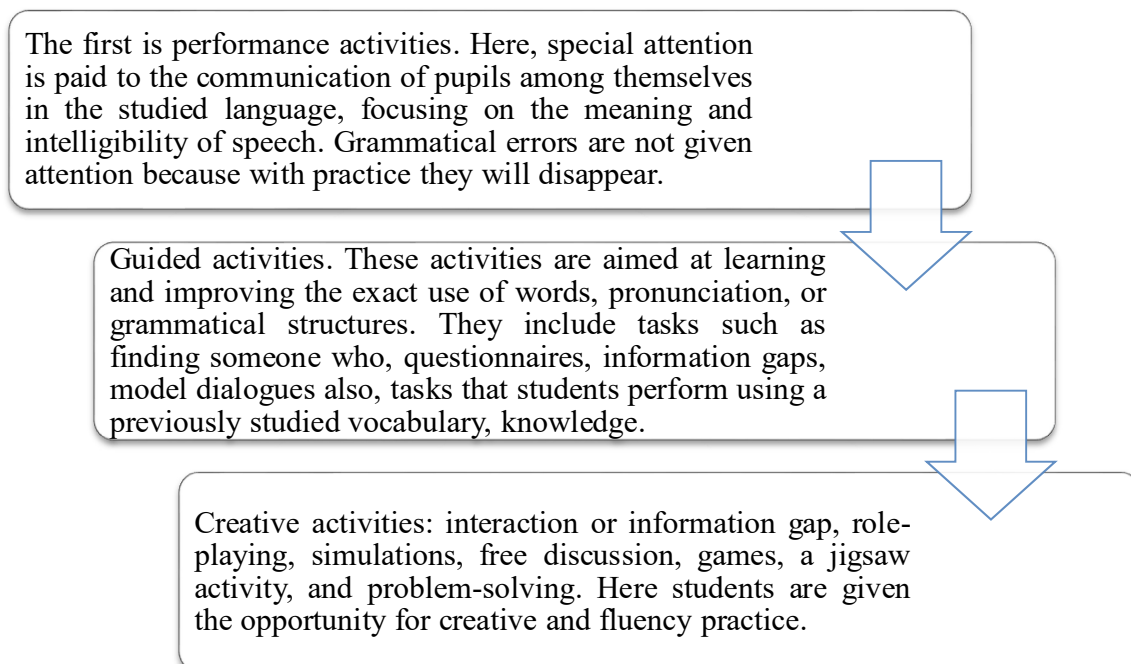
Speaking is about making people understand the speaker’s feelings and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas, and desires. [5, 40] Another definition by Kayi is “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal in a variety of contexts”. [6, 1]

Presently, communication plays a vital role in all spheres of activity. Without perfect communication, it is impossible to achieve goals and objectives. Therefore, there is a need for a language to communicate with other people from different countries. English is considered an international language, and the task of teachers is to teach students to express their thoughts easily and correctly in a given language.

Teaching oral communication is conducted based on five components of speaking. The first component is fluency and coherence. It is important here how well learners are at keeping talking at the right speed and in connecting their ideas together. The second is a lexical resource, it refers to how much vocabulary the pupils have and use in speech. The communicative functions of speech and the meaning of speech are also taken into account. The following is grammar and accuracy. This is due to the possession of the structure of the language (grammatical and phonological) and correct and competent speech. The last and most important component is pronunciation. It takes into account the perception and production of sounds, stress, intonation, accent. Without knowledge of pronunciation, students cannot understand the speech of others. Therefore, all these components of speech are very essential in the formation of speaking skills.

There are several types of speaking activities combined with cooperative learning to improve speaking skills. They are classified into three types depending on the organization of learners' activities as shown in scheme 2.

Classification of speaking activities combined with CL



Results and analyses. In the circle of cooperative learning, many hundreds of studies have been conducted and are being conducted in a wide variety of subject areas and age groups. Questions of direct interaction of students were studied by foreign and Russian researchers: Bossert, 1988-1989; Cohen, 1994; Johnson & Johnson, 1989; Sharan, 1980; Slavin, 1995; Kh.I. Liymets (“group work”), V.A. Petrovsky (“joint educational activity”), I.M. Cheredov (“collective work”), V.V. Rubtsov, G.A. Zuckerman (“collective-distributed activity”), M.D. Vinogradova I.B. Pervin (“collective cognitive activity”), V.K. Dyachenko, A.G. Rivin (“collective learning method”), and others. [7, 2]

Another experimental research has been done by Ning (2011) to investigate the effect of cooperative learning to develop learners' fluency in communication. The study targeted to suggest learners more chances for language usage and developing their fluency and efficiency in speaking. The results showed a highly significant in students' progress in speaking and communication skills. Al-Tamimi and Attamimi (2014) studied the impact of CL in improving communication skills and attitudes towards learning the English language, the findings carried out an extraordinary improvement in learners' verbal skills attitudes after the introduction of CL activities. [4, 159]

Talebi and Sobhani (2012) conducted a study on the impact of CL on English language learners' speaking proficiency. The experimental design was used with 40 male and female students as a sample enrolled in a speaking course at an IELTS Center in Mashhad, Iran. They were randomly assigned to control and experimental groups. The two groups were homogeneous in terms of their oral proficiency before carrying out this study. An oral interview was conducted to collect the data for the study. The control group received instructions in speaking; three sessions per week for one month, while the experimental group was taught speaking skills through CL. The results of the study showed that the performance of the experimental group for the oral interview held at the end of the course outperformed the control group. The mean score of the experimental group was significantly higher than the control group. [8, 8]

Vida Shatalebi and Mehdi Nasri (2019) conducted a study for 15 academic weeks. Pre-test and post-tests were taken from students to determine the level of English speaking skills to compare final results. The indicators of the experimental group after exposure to CL activity

showed a significant difference between the results of the experimental and control groups. Based on the results given by the authors, cooperative learning had a positive impact on the learners' speaking skills, they became more confident and more willing to talk. Also, a more friendly and supportive learning environment was created in the classroom, in which learners had more opportunities and enjoyed the freedom to practice the target language.

Conclusion. To sum up, cooperative learning as a student-centered method improves the learners' oral communication skills and motivated them to study. With the above activities that can be used in English classrooms, teachers and pupils can achieve excellent results as shown in the studies of researchers.

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LINGUA CULTURAL ASPECTS OF TEACHING KAZAKH AND ENGLISH PROVERBS OF «HOMELAND» CONCEPT

Abilgazyeva Z.K., senior-lecturer

Rashitova A., 4th year student of foreign language: two foreign languages educational program
Zhetysu University named after I. Zhansugurov, Taldykorgan

E-mail: rashitova_akmaral@mail.ru, abilgazyeva@mail.ru

This article considers the peculiarities of lingua cultural aspects of teaching Kazakh and English proverbs of «homeland» concept. Today, much attention is paid to the study of language not only as a means of communication, but also as a core component of the culture of the people. Through language, people convey their unique culture, how they evaluate the world around them, how they see themselves in this world. To date, the role of the place of birth, the territory of residence, the traditions of the ethnic group and the linguistic community in the life of an individual is being actively comprehended, and studies of the peculiarities of the national mentality are becoming increasingly of practical value. Therefore, we wondered if there are features of the image of the homeland in Kazakh and English proverbs and whether they differ significantly.