2) It is the largest town in Europe and one of the oldest towns in the world. ( )

3) In London there are more than twenty bridges. ( )

2. To choose any London sights shown in the video and tell the class they would like to visit this place.

Conclusion. The use of video in English lessons today is an integral part of the learning process and a real help in the teacher's work. Its use contributes not only to increasing interest in learning the language, but also expands the horizons of students, Watching videos is more comfortable and enjoyable – this also contributes to better assimilation and memorization of the material. Thus, it can be concluded that the introduction of video in the process of teaching foreign languages helps to solve many problems:

1) When we use video materials in teaching Foreign language, all four types of communication activities can be involved: listening, speaking, reading and writing.

2) The video serves as an incentive to learn foreign languages. Trainees get the opportunity to apply and expand their knowledge is based on unfamiliar authentic material. When students realize that they are able to understand authentic foreign language speech, they have increased self-esteem and motivation to study the subject.

3) Using videos in English lessons allows students to develop language guesswork and broaden their horizons. They have the opportunity to learn about the history, traditions, customs of the people of the country of the language being studied.

4) The prospects of those who learn through films are expanding. They become people capable of thinking and making decisions. In addition, the use of video materials contributes to the development of listening and speech skills, as well as the growth of their cultural savings.

REFERENCES:

1. Комарова Ю.Ф. Использование видео в процессе обучения иностраному языку в средней школе // Методики обучения иностранным языкам в школе. СПб: КАРО, 2006. С. 188-203

2. Ivanovskaya L.P., Nefyodov O.V. Teaching foreign languages to nonlinguistic students in non-authentic environment // Приоритеты мировой науки: эксперимент и научная дискуссия Материалы VIII международной научной конференции. Научно-издательский центр «Открытие». North Charleson, SC, USA, 2015. С. 139-146

3. Пасов Е.И. Коммуникативный метод обучения иноязычному говорению. М.,1991. 223с.

COMMUNICATIVE METHODS OF TEACHING FOREIGN LANGUAGES

Arinov A., 4th year student
Scientific supervisor: **G. Baigudanova**
Zhetysu University named after Iliyas Zhansugurov, Taldykorgan

E-mail: *alisher.arinov.98@mail.ru*

Communicative language teaching is one of the methods of learning foreign languages. In order to use effectively the basic forms of communicative teaching methods in the preparation of future specialists, the article describes methodological recommendations for the use of communicative teaching in the development of various abilities of students.

Key words*: Foreign Language, Communication in Learning of English language, Communication Skills, Teaching Methods, Teaching Technologies*

Шетел тілдерін оқытудағы тиімді тәсілдердің бірі - оқытудың коммуникативтік тәсілдері. Мақалада коммуникативтік оқыту тәсілдерін шетел тілін үйретуге тиімді пайдалану мақсатында болашақ мамандарды даярлауға арналған әдістемелік ұсыныстар қарастырылады.

Тірек сөздер*: Шетел тілі, Ағылшын тілін үйренудегі коммуникация, Коммуникациялық дағдылар, Оқыту әдістері, Оқыту технологиялары*

Коммуникативное обучение языку - один из методов изучения иностранных языков. В целях эффективного использования основных форм коммуникативной технологии обучения при подготовке будущих специалистов в статье даны методические рекомендации по использованию коммуникативного обучения в развитии различных способностей учащихся.

Ключевые слова: *Иностранный язык, Коммуникация при изучении английского языка, Коммуникативные навыки, Методы обучения, Технологии обучения*

Just as other new ideas emerged from rethinking old practices, communicative language learning came about because some linguists found that the first listening and speaking method and the situational method that were popular in the 50s and 60s had many shortcomings in real learning. These deficiencies can be summarized as an indication that students raised with previous teaching methods have strong grammatical skills but poor communication skills. They can pronounce grammatically correct sentences, but they cannot perform a "simple communication task".

All these help linguists realize that language is not just a set of structure groups built up by habit, such as: "Are you a teacher/student/nurse?" is not a set of sentence patterns triggered by situations. Such as: "Can I help you?" or "What can I do for you?" On the contrary, language is a tool for understanding and expressing meaning and ideas. To use this tool well, it is not enough to have knowledge of grammar and vocabulary. Learners should also master the rules of speaking at the same time, such as knowing how to start and end conversations, and know how to make different types of speech acts, such as requests, apologies, thanks and invitations. They should know how to respond to the speech acts of others and know what patterns to use for different objects and in different situations. Be able to speak appropriately. When communicating with others, recognize the social environment in which they are in, the identity of themselves and the other party, what kind of words they should say in a specific place, and understand the other company's words based on the entire language environment. The above several aspects constitute the proposed communicative competence.

Obviously, effective language teaching should be about developing the communication skills of language learners. Communicative language teaching is a method of teaching a second language with the aim of developing communicative competence. It is noted that the communicative method differs from the traditional teaching method in the past on this issue of purpose. It emphasizes communication ability, not just grammatical structure ability.

The nature and characteristics of communicative language learning are becoming increasingly important for people, and many linguists are trying to define it and generalize its characteristics. Finnocchiaro M. and Brumfit C. (1983) tried to find the characteristics of the communicative method by comparing the communicative and the traditional methods. They listed the various characteristics of communication, listening and speaking in the book "The Functional-Notional Approach: From Theory to Practice". It is more difficult to systematize the characteristics of the communicative approach. The influence of the communicative approach on language learning should be mainly reflected in the curriculum, teaching methods and textbook writing, so it is easier to see its essence by summarizing its characteristics from these three aspects:

- Communicative Teaching Plan
- Communicative Teaching Method
- Communicative Teaching Method Materials

1. Communicative Teaching Plan

What should be the content of communicative language teaching? Wilkins D. (1976) proposed two learning contents: "concept" and "function". The former include frequency, duration, location, quantity, etc. The latter include a request for information, expression of disapproval, greeting, invitation, etc. However, placing these ideas and functions blindly in a diagram and even in textbooks is not as easy as arranging grammatical structures, because this includes not only ideas and functions, but also linguistic forms that express them, the context of language use and their conversation about subject, role of learning, etc. Linguists have developed an "organizational unit" to solve this problem. For example, a functional program is formed by accepting a function as a unit of an organizational structure, that is, in the first lesson it learns how to greet, in the second lesson how to invite, for example, language forms, topics for discussion are located around the functions. Thus, communication approach schemes are embodied in several types such as conceptual, task-based, interactive, structure plus functions, etc. To get more there should be four attached tables: vocabulary, grammatical-structure, function idea, language skills tables. This not only embodies the program of the communicative method, but also stipulates that the teaching content should not only develop grammatical skills, but also develop the ability to use the language.

2. Communicative Teaching Method

The core of communicative language teaching is the use of communicative approaches in the classroom. Continue to use traditional teaching methods and create new teaching methods that are consistent with the communication method plan. Even if language learning starts with a communication method plan, it cannot develop the communicative competence of students. For this reason, Brumfit C. (1984)completed his PhD in English Teaching Methods. In his book "The Communicative Method in Language Teaching", he explained that skill precedes accuracy in the focusing of the communicative method of teaching. He believes that the development of students' ability to use the language professionally is the main task of communicative language teaching. Accurate language forms must be achieved in language applications, and this should not be an obstacle to use the language. These five principles of communicative pedagogy also embody this core:

Principle 1. Each lesson should focus on practicing how to use language to "do something". For example, in reading lessons, you should focus on the practice of obtaining information.

Principle 2. The processing of linguistic materials should be complete and at the text level, pay attention to the application of context and language in real situations.

Principle 3. The practice of language forms should be communicative, and avoid practicing form based on basic form. Classroom exercises should have information transmission and feedback, and students are allowed to use different expressions in the exercises.

Principle 4. Students should be genuinely committed to learning a language, and teachers should provide students with an opportunity to use the language.

Principle 5. Errors are not always errors, especially grammatical. The different learning stages must be combined with the learning goal and mistakes must be treated differently. (Morrow K. 1981)

The principles of these communicative teaching methods usually manifest in the classroom through role play, task completion, and communication games. Role play (simulation) is a classroom activity that resembles a real situation. For example, if you want to practice expressing complaints and apologies in class, students can play the roles of customers and salespeople. The so-called task is that the students use the language to perform various tasks, such as finding sentences with the same content, listening to the sound, or quickly reading and searching for the information they need, etc. A communication game can be conducted between two groups of students. Participants can communicate verbally and in writing, creating a living language environment.

The characteristics of these communicative teaching methods provide teachers with a framework for delivering communicative language teaching in the classroom. On this basis, teachers can develop different teaching methods based on different teaching content.

3. Communicative Teaching Method Materials

The characteristics of communicative language teaching, reflected in the teaching materials, should include authenticity, efficiency and textuality. Authenticity means that the selected materials are taken from newspapers, magazines, films and television and thus represent real language. Performance refers to the characteristics of a communicative approach that emphasizes practice, showing that learners use language to learn idioms. Textuality means that the content of learning is carried out in a specific context, and not in the form of separate sentence schemes, such as textbooks on listening and speaking.

The following examples demonstrates some of the techniques for complex skill training.

Students' level: Upper-intermediate

Task 1: Get familiar with the topic of the paragraph

The first paragraph of the text: "Scientific knowledge and young scientists"

Technique to focus on: Listening

Skills involved: speaking, writing, reading.

{TEXT FOR READING}

Pre-reading task:

What can you say about the title of the text?

What is this text about?

What can you say about the end of the text?

Is it has happy ending?

While reading tasks: find in the text adjectives or nouns in the plural form, or countable nouns, or irregular verbs

After reading tasks: working in pairs, give short summary of the text, ask problem question, and make a poster about the text and present it to your mates

Pedagogical activity: Dictate a few questions about the content of the paragraph, for example:

- Who are the young scientists?
- How was scientific knowledge first formulated?
- How does a teacher impart the knowledge to his student?

Task 2: Revise grammar, vocabulary and understand the meaning of the paragraphs

Technique to focus on: Reading

Skills involved: listening, speaking, writing.

{TEXT}

Pedagogical activity:

- Read the paragraph and highlight words, phrases and sentences that describe the method of spreading knowledge
- Listen to other students reading words, phrases and sentences
- Write these words, phrases and sentences, for example:

It appears that, it probably means, it seems likely that, approximately true, true only in certain circumstances, unalterable, rigid, complete, certain, self-confident, universal and absolute truths

- Read the paragraph again, and then do the following exercises:

1) The initial fund of general scientific knowledge is an invaluable asset, but it is _____ than what he or she should acquire during succeeding years

A) less important   B) more important

2) It is _____ for young scientists to realize that existing scientific knowledge is not nearly so complete, certain and unalterable as many textbooks seem to imply.

A) helpful   B) unnecessary

3) Great scientists don't describe their discoveries as _____ as other men do in textbooks.
A) rigid   B) approximate

Summing up our thoughts, we want to say that traditional teaching methods tend to separate teaching certain skills from teaching other skills, such as reading, listening, speaking and writing. The communicative teaching method in contemporary life is the right one. Since linguistic communication in real life cannot include only one activity (listening, speaking, reading or writing and excluding the other three. Communicative language learning plays great importance on comprehensive teaching of listening, speaking, reading and writing. In this regard, the combination of a communicative approach and a traditional teaching method shows that it focuses on a certain skill, but does not ignore the teaching of other skills.

REFERENCES:
1. Brumfit C. 1984. Communicative Methodology in Language Teaching. Cambridge. Cambridge University Press
2. Finocchiaro M. and BrumfitC. 1983. The Functional - Notional Approach: From Theory to Practice. New York. Oxford University Press
3. Morrow, K. and Johnson K. 1983. Functional materials and the classroom teacher: Some background issues. Oxford: Modern English Publications.
4. Wilkins D. 1976. Notional syllabuses, Oxford, Oxford University Press

PSYCHOLOGICAL STABILITY AS A FACTOR OF PREVENTION OF BURNOUT OF STUDENTS IN EDUCATIONAL AND PROFESSIONAL ACTIVITIES

Bondar M.V., Master's student
Sydykbekova M.A., Candidate of Pedagogical Sciences, associate professor
Zhetysu University named after I. Zhansugurov, Taldykorgan

E-mail: *m.bondar.kz@gmail.com*

This article examines the psychological stability of the personality of students as one of the factors of the prevention of emotional burnout of students in educational and professional activities. During the preparation of this work, the causes of burnout among students were studied in detail, as well as the influence of the level of development of psychological stability of students in educational and professional activities on this process. The importance of the chosen topic is due to the fact that the prevention of any psychological problem is the guarantor of its solution even at the stage of the emergence of a particular problem. Within the framework of this article, the psychological stability of the individual as one of the factors influencing the prevention of professional and emotional burnout is analyzed in detail. For the reason that the earlier you start to deal with this problem, the less likely it is to occur in the future work and career of university graduates.

Key words: *psychological stability, burnout, burnout prevention, educational and professional activities.*

Бұл мақалада студенттердің жеке басының психологиялық тұрақтылығы студенттердің оқу-кәсіби қызметіндегі кәсіби күйіп қалуының алдын алу факторларының бірі ретінде қарастырылады. Бұл жұмысты дайындау барысында студенттердің күйіп қалу себептері, сондай-ақ студенттердің оқу-кәсіби қызметіндегі психологиялық тұрақтылығының даму деңгейінің осы процеске әсері егжей-тегжейлі зерттелді. Таңдалған тақырыптың маңыздылығы кез-келген психологиялық проблеманың алдын-алу белгілі бір мәселенің туындау сатысында оны шешудің кепілі болып табылатындығына байланысты. Осы мақала аясында адамның психологиялық тұрақтылығы кәсіби күйіп қалудың алдын алуға