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**INDEPENDENT WORK OF STUDENTS IN TEACHING SPEECH SKILLS**

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Mastering a foreign language is associated with the formation of pronunciation, lexical, grammatical, spelling and other skills in students, on the basis of which the ability to understand speech by ear, speak, read and write is developed and improved. Skills, as you know, are developed only in the course of the systematic performance of certain actions with educational material, i.e. actions that allow you to repeatedly listen, speak, read and write in the target language.

Oral speech and, first of all, speaking is carried out directly in the presence of interlocutors, whose role in the school is played by the teacher and fellow practitioners. However, teaching speaking involves certain stages, for which independent work is the most appropriate form.

Speech activity is the activity of students, revealed in social interaction, during which students formulate various kinds of statements and use them as a basis for achieving a certain set goal (exchange of information, data transfer, interaction with the interlocutor) [1, 373].

The first type of speech activity is formed and a person develops, first of all, in connection with the need to build communication. It should also be noted that a person, as a leading link in ontogenesis, has a hereditary predisposition to mastering these types of foreign language speech activity, which has a certain basis [16, 819].

As for the second type of speech activity, including writing and reading, they are formed based on listening and speaking.

That is why it is generally accepted that written speech is a reflection of oral speech in writing. Since writing and reading are secondary to the extent of their origin and development, then, as types of speech activity, they are more complex. Practical activities of teachers show that in order to master them, it is necessary to systematize the learning process, make it purposeful and have a specialized educational program [2,821].

An important part of a student’s independent work is reading and translating texts, working with a dictionary, writing an essay, a story, creating presentations, creating projects, working on the Internet, performing tests, preparing for intermediate certification.

Tasks related to writing are presented in the form of writing a personal letter and an essay on the proposed problematic issue.

Guidelines for teaching writing an essay, story

The process of writing a work (composition, story, essay) includes three main stages: 1) planning; 2) writing; 3) verification. Accordingly, you first need to think about what to write and what the structure of the work will be, then write and then check the work, correct mistakes and rewrite it.

Stage 1 (planning) consists of analyzing the assignment, researching the selected topic and directly planning the written work.

Analysis. Before getting started, you need to understand the assignment correctly. Read the assignment and analyze its topic.

Research. Gather information on a given topic. Look through the records of lectures, seminars, look for the necessary information in textbooks, books, magazines, formulate your own opinion on this issue. In the process of collecting information, make notes, while writing out ideas as briefly and concisely as possible, so that in the future it will be convenient to use them when writing a work. When retelling another author’s ideas, remember to refer to the original source.

Planning. Think over the structure of the work: introduction, main content and conclusion. When planning content, it is very helpful to define a keyword, place it in the center of a blank sheet, and write words or phrases around it that are associated with the word. Highlight the main ideas that will help to reveal the topic of the work and make a rough outline of the presentation.

Stage 2 (writing). In the process of writing, focus on the content of the work, think about the consistency of presentation, try to formulate your thoughts as clearly and understandably as possible. Don't forget to use your pre-entries. Do not focus on grammar and spelling, try to check the dictionary as little as possible. It is recommended to identify spelling and grammatical errors later, when checking the work.

In the introduction, it is necessary to formulate the main idea, problematic of the work or question. In the text of the work, avoid repeating information, vague, contradictory, unrelated judgments. Try not to write long and complex sentences. The conclusion should summarize the main ideas of the work, summarize the reasoning, contain conclusions or an answer to the question or problem formulated in the introduction. In conclusion, you can make an assumption about the possible further development of the issue or problem.

Stage 3 (checking) consists of checking itself, rewriting and last reading.

- Check the consistency of the presentation. Reveal inaccuracies, unnecessary information, supplement the text with important ideas, conclusions.

- Check your vocabulary usage. Replace common words with synonyms.

- Check grammar, spelling, punctuation. Correct the mistakes. Rewrite the work.

The volume of an essay in a foreign language should not exceed 15-20 sentences.

Methodological recommendations for creating presentations

The specificity of using the project methodology in foreign language lessons follows from the specifics of the subject itself and from the goals and objectives of the teacher. During the presentation period, students develop the following skills:

- general educational: work with a textbook, dictionary, reference literature;

- special: the ability to shorten the text and transmit it orally, carry out thematic selection of vocabulary, use a bilingual dictionary, make short notes on the problem, compose messages;

- proper communication skills by types of speech activity, including speech and non-speech behavior.

In the process of performing independent work of students on creating presentations, the multimedia computer program PowerPoint is most often used. This type of work requires the coordination of the student's skills in collecting, systematizing, processing information, formatting it in the form of a collection of materials that briefly reflect the main issues of the topic being studied, in electronic form.

Student actions: study the materials of the topic, highlighting the main and the secondary; establish a logical connection between the elements of the theme; present the characteristics of the elements in a concise form; select reference signals to emphasize the main information and display in the structure of the work; arrange the work according to the requirements and submit it by the deadline [2,81].

Methodological recommendations for the preparation of an oral message:

-It is necessary to determine what you want and can say on the topic in a foreign language.

-Correlate the intention of the statement with your capabilities, with what language means you have.

-Recall the necessary speech patterns, words, word combinations to convey the idea of ​​the message.

- Refer to the text, exercises in which this or a related topic is reflected in order to use the material for the message.

- Select the necessary speech samples, carry out the necessary lexical replacement or expansion in them.

- Make a plan for the message, write it down.

- Verbally speak your message according to the plan.

Methodical recommendations when working with text:

- Read the text, trying to understand the general content and deduce from the context the meaning of unfamiliar words.

- Consult a dictionary to find the meanings of unfamiliar words.

- Work out new vocabulary material

- Read the text out loud slowly, paying particular attention to the pronunciation of new words and trying to remember the information.

- Write out new forms for you from the text.

- Make a list of keywords from the text so that it reflects the outline of the content.

- When reading the text, the student must develop a certain system in

independent work.

He must: understand what the text is talking about based on familiar linguistic phenomena and a lot of context; make the most of contextual and linguistic guesswork; determine the original form of unfamiliar words using various transformation operations; refer to the dictionary to find the meanings of unfamiliar words [3,84].

Formation of auditory skills, so necessary for a successful process of interaction with native speakers of the target language in different communication situations, not enough time and attention is given, and ignorance algorithms for working with foreign language audio text, as well as a low level of knowledge among students, schools lead to a negative perception of the very process of listening to audio fragments in a foreign language.

Whereas listening is closely related to other types of speech activity, and the development of auditory competence implies the mastery of phonetic, lexical and grammatical skills and abilities speaks of the relevance of the problem of organizing additional independent work of schoolchildren on listening to foreign language texts. Mastering auditory skills and abilities leads to successful and, most importantly, spontaneous foreign language communication in the chosen household or professional sphere.

When selecting audio materials, the teacher must follow some important requirements. First, the material offered for independent work by schoolchildren must be authentic, i.e. differ in the originality of vocabulary and grammar, be characterized by the adequacy of the language means used in the proposed natural communication situation, reflect the peculiarities of culture and national mentality of native speakers, to be informative and emotionally rich. Secondly, the selected audio fragment should be not only interesting and informative, but also understandable.

The third necessary requirement is compliance with age and psychological characteristics, as well as speech experience and general outlook.

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