

KHAMZINA Z.

*Senior Lecturer of the Department of Foreign Languages
Kazakh Agro-Technical University named after S. Seifullin
Astana, Kazakhstan*

KAIKENOV D.

*Teacher of the Department of Foreign Languages
Kazakh Agro-Technical University named after S. Seifullin
Astana, Kazakhstan*

COMMUNICATIVE OBJECTIVES IN THE STUDY OF THE ENGLISH LANGUAGE

The knowledge and understanding of each entity, the specifics of its subject (English language), the potential that is inherent in this discipline for solving the strategic task of higher education should be attributed to the reserves for improving the teaching and upbringing process.

What contribution can the English make to its decision? The first thing you can do when teaching a foreign language is to activate mental activity through communication of students (communication skills), which involves the ability to listen to the interlocutor, join, communicate, support, etc.

Secondly, the study of a foreign language contributes to the formation of students' general educational skills and abilities, in particular, such as the ability to work with books, reference books, etc.

Thirdly: the active use of the language laboratory, equipped with modern technical means and computers, which will help students to work with technology and contribute to the overall computerization of higher education.

Each teacher needs to know the training objectives, the content of the CMD, the training system and the techniques put into the kits, to creatively use the educational, educational and developing opportunities. In other words, every teacher must master the methodological skill to teach English at the level of modern methodological theory.

The implementation of the main directions of the reform of higher education was reflected in the improved program on foreign languages. It was amended and clarified. First, the program points out that teaching foreign languages should ensure "the unity of the education and upbringing of students, the strong mastery of the foundations of a foreign language, the ability to apply it in practice." Thus, the practical (communicative) orientation of the learning process in a foreign language was again emphasized. Particular emphasis is given to the independent work of students in and out of class, the need for using a language laboratory is emphasized.

With the aim of eliminating overloading, some clarifications and requirements concerning practical knowledge of a foreign language have been made. The main and leading goal in the teaching of foreign languages in the university is a communicative goal, which determines the entire thought process. One of the main forms of verbal communication is dialogical speech. Despite the fact that the dialogical speech is more complex than the monologic one both in terms of intensity of attention, and from the point of view of the diversity and quality of the speech samples used, and for a number of other reasons, nevertheless, from the point of view of consistency in activating mental activity, preference should be given to dialogical speech. After all, it is through the dialogue that individual speech patterns, whole structures are worked out and memorized, which are then used in monologic speech.

Let's consider some types of work to enhance the learning of the dialogical speech of students (in our university, in particular, the S.Seifullin KATU students come with different levels of knowledge: from zero to advanced, here it is a zero level of English):

1) To give the concept of dialogue in all its diversity, in its natural form, so that the children are convinced that the question-answer form is only private, although the most common way of dialogue. It should be shown on various examples that speech will only be alive, natural and truly dialogical if the content of the replicas includes greetings, messages, invitations, expressions of various kinds of feelings (surprise, gratitude, confidence, doubt), assessment of factors and.

2) Teach students the necessary replicas, train them to the level of automatism when using different clichés in different situations.

3) Teach students to exchange these cues in appropriate situations, i.e. Teach them to conduct a dialogue proper.

The implementation of these tasks, in addition to purely methodological methods, is assisted directly by the language material of textbooks with a system of lexical repetitions, specific exercises and texts.