USING TASK-BASED LEARNING TECHNOLOGY WHEN TEACHING SPEAKING IN ENGLISH CLASSES

AKHTURSUNOVA Aigerim Orymbekovna
PhD Student
AUBAKIROVA Gulbanu Tursunovna
Candidate of Sciences in Philology, Associate Professor
Karaganda University of Kazpotrebsoyuz
Karaganda, Kazakhstan

The article deals with topical issues of the use of TBL technology elements in teaching speaking in English classes both in general education schools and in higher educational institutions of non-linguistic profile. The degree of study of the problem in the scientific and pedagogical environment is analyzed; the features of such a type of speech activity as speaking are presented. The characteristic of communication as a living process of interaction is indicated, the goals, objectives and methods of teaching speaking in foreign language classes are revealed. The main purpose of teaching speaking is to master speech skills for their use, both in educational practice and in everyday communication situations. The methods of developing speaking at a high level, which should be demonstrated by high school students and students of non-linguistic universities, should include speech exercises that teach oral speech in its various forms. The relevance of using the TBL methodology in the process of teaching speaking is substantiated and the main advantages of the influence of this technique on the process of learning a foreign language are revealed. Examples of exercises developed by the authors, based on the use of the TBL methodology, are proposed. The use of these methods in pedagogical practice contributes to the creation of a favorable atmosphere, increased motivation, the development of educational and personal qualities of students.
Keywords: learning, speech activity, method of communicative tasks, speaking, motivation.

In modern institutions of both general and higher education, the problem of using modern pedagogical methods and technologies is becoming increasingly relevant. This is due to the need to improve the educational process, the introduction of innovative approaches to realize the natural potential of the individual. E.N. Karakozova, A.N. Shamov noted that the development and application of new information and communication technologies are changing the system of organization of interaction between professional communities in a global context and the system of professional training of specialists, enriching its didactic methodological tools [4, p. 4]. In this regard, it is relevant to talk about such a teaching technology as Task-based learning, because it allows you to conduct classes where not only the result is important, but also the process itself, the opportunity to speak out to everyone, the opportunity to choose a problem or situation for discussion. Task-based learning is a technology for teaching the assimilation of foreign language information, a technology of oriented learning for students mastering EFL (English as a foreign language), which was developed within the framework of a communicative approach (Communicative Language Learning Teaching) [9].

Communication is a living process of information exchange, including the transfer of opinions, ideas, feelings, any values and ideological principles. The success of communication depends not only on the ability to correctly formulate and express thoughts, but also on the skills of understanding the interlocutor by ear, as well as the use of additional non-verbal means adequate to a certain situation. Since the main indicator of the development of communicative competence is the ability to communicate directly in a foreign language, it is necessary to focus on speaking as a type of speech activity. The purpose of teaching speaking in foreign language classes is to master speech skills for their application, both in educational practice and in situations of everyday communication [6, p. 140].

The main tasks of the teacher during training are:
1. Teach logical and consistent deployment of thought.
2. Train to express a complete thought.
3. Teach speaking at a certain pace and

speed, without long pauses [10, p. 3].

There are some main characteristics of the utterance that will determine its complexity and specificity. The utterance is relatively continuous; the process of speaking has certain duration, if not interrupted by the interlocutor. This is also supported by the psychological motivation of the speaker and the mentally composed structure of the replica. A meaningful statement should be an answer to a number of questions, and not a simple set of thoughts on disparate topics. The consistency and logic of the statement is expressed in the refinement, explanation and addition of the key and subsequent thoughts. The importance of a properly organized pedagogical process lies in the fact that the study and application of various ways of constructing an utterance, mastering its models and patterns allows you to more fully and successfully convey its essence. The comparative semantic completeness and communicative orientation of the utterance is manifested in the fact that each remark should have a beginning and an end that would convey some information important to the interlocutor. There should be a semantic connection between different statements in the process of unified communication [8, p. 87]. Often, the communication process may not meet the expectations of participants in the pedagogical process for the following reasons: limited specific knowledge on the topic, fear of failure, uneven participation of interlocutors in the communication process, etc.

The methods of developing speaking in foreign language classes in schools and non-linguistic universities should include speech exercises that teach oral speech in its various forms: dialogical, monological, polylogical within the limits of communicative tasks [7, pp. 127-128]. Examples of such exercises are: role-playing or business games, working in pairs or groups, conferences, discussions, conversations, presentations, round-table debates, etc. Role-playing games are a very effective method of teaching speaking, because they allow you to practice using a foreign language in an environment as close as possible to real conditions [5]. Special attention should be paid to motivation, which is one of the main determinants of the success of learning to speak in foreign language classes, since its presence or absence directly affects the result. Accordingly,

the motivation of students in many ways helps to overcome the difficulties of mastering this type of speech activity.

Different approaches involve all kinds of technologies. Thus, Task-Based learning (TBL) technology is considered to be part of the communicative approach. The Task-Based Learning strategy was first developed in the 1980s by Narahari Umanath Prabhu, a teacher and researcher in Bangalore, South India. He suggested that language acquisition is «an unconscious process that can be facilitated by causing the student to be concerned about meaning, words and actions». Also, he believed that the use of tasks would help to use the natural mechanisms of students to master a second language. The main scientists who conducted research in this area: Michael Long and David Noonan. Michael Long has made a leading contribution to understanding age-related effects in second language acquisition, needs analysis, and Task-Based Learning. In TBL technology, according to David Noonan, the emphasis shifts to teaching communication through interaction in the target language, introducing authentic texts into the educational situation. The TBL methodology provides students with the opportunity to focus not only on the language, but also on the process of learning to speak a particular language, and also considers the student's personal experience as an important part of the pedagogical process. The methodology assumes that students already have a certain stock of grammar and vocabulary on the topic, so it is important to understand how ready they are to use the language consciously and perform tasks with it. It is often recommended to introduce the methodology from the Pre-Intermediate level, which is formed and achieved in the middle and senior grades of secondary schools and which teachers of non-linguistic universities will focus on in the future. The task itself is put in the center of attention, and not grammatical or lexical units, since the goal is not to study the structure, but to perform the task. Language becomes a communication tool that aims to help successfully cope with the task. Training is carried out in the process of communication and interaction [3, p. 69-70]. Thus, language is assimilated not as a set of linguistic phenomena, but in its «social context», i.e. it is associated with a communication situa-

tion in which certain lexical and grammatical units are typically used by its native speakers [11, p. 69]. «TBL» refers to a technology that considers the performance of significant tasks through authentic communication as an effective way to increase the level of language proficiency in natural, practical and functional use in artificially created conditions. The assessment is primarily based on the result of the task, and not on the accuracy of the prescribed language forms [1, p. 400]. Thus, task-based learning helps, improves and develops students' foreign language by interacting with tasks and then using the target language to perform communicative tasks. This process will also demonstrate a new language and provide students with different approaches to improve their overall language skills.

The advantage of the «TBL» technique is that it allows communication participants to focus on real communication, before starting to do any serious analysis of the language, to clearly determine for them what they know, what they do not know and what needs to be worked on [2, p. 61]. «TBL» is well suited for groups with different levels of language proficiency, which is especially important in the university practice of teaching a foreign language; the same task can be successfully completed by weaker and stronger students with more or less accuracy and correctness. It is important that both develop communication skills and is aware of their individual learning needs.

Communicative tasks aimed at improving speaking skills contribute to the manifestation of independence in the classroom, as well as closer interaction and communication with other students. The exercises stimulate students' interest in both the language and the culture of the country of the language being studied, which in turn facilitates and accelerates the process of acquiring knowledge.

Module 1 – Technology «Culture corner».

Exercise 1 – «Tell&ask». The goal is to develop speaking skills; reading skills; the formation of skills of working in pairs; the development of logical thinking skills, analysis and generalization, the formation of a value attitude to the opinion of others.

Task: Work in pairs. One of you receive an article «Problems of innovation in tourism industry» and the task is not to read, but to tell the partner about the topic. The one who did not receive the text asks questions to find out some information and writes down the points of the article. At the end of the discussion, students should have a plan.

Module 2 – Stay safe.

Exercise 2 – «List of words» Goal – development of speaking skills; development of involuntary memorization skills; development of creativity; development of logical and critical thinking skills.

Task: According to the presented list of situations try to answer the question «What do people feel at this/that situation?» You are to rewrite them, distributing it into columns according to some attribute «comfort and fear».

Module 3 – See it to believe it.

Exercise 3 – «Guess what is it» The goal is to develop speaking skills; skills of working in pairs / groups; prevention of conflict situations; stimulation of students' thinking; formation of a value attitude to the opinion of others.

Task: Work in pairs or in small groups. One of the students is thinking about any creature whose existence has not been proven. Others have to ask questions to find out what it is. Questions should assume a «yes or no» answer. If it was not possible to guess the subject within 20 questions, the student who guessed the creature wins. This exercise is quite suitable for both pair activities and as a group task. The number of questions and the variety of topics with which the hidden object can be associated can vary by the teacher depending on how much time is planned for the exercise and what level of training students have.

Such tasks do not lose their relevance in the process of studying the discipline «Foreign language» in non-linguistic universities. The important task of maintaining motivation to continue mastering foreign languages that are non-core in accordance with the curricula and are far from the main ones in the scale of priorities of students requires the teacher to use pedagogical methods and techniques that can maintain a high level of interest in both the learning process and its results. Here, the training is of a professional nature: the subject matter and lexical equipment of the texts studied are related to the profession they receive. Most often, the most communicative is the final lesson of each block, in which

students feel comfortable demonstrating their knowledge in simulated communication situations. However, the use of such tasks in the process of studying the topic is much more developing, as it helps to learn how to effectively solve communicative tasks even in conditions of a shortage of language material.

The main objectives of the presented exercises are to encourage students to participate in the discussion or presentation of the results of the work. When using this technology, students are given the opportunity to use their own language resources to cope with the task. The technique allows you to focus on real communication before starting to do any serious analysis of the language. TBL is suitable for groups with different levels of language proficiency. The use of such tasks allows students to immerse themselves in everyday and professional communication situations by modeling real interaction, which indicates the practice orientation of TBL. Communicative tasks based on interaction and exchange of ideas contribute to the creation of a work-friendly atmosphere, develop not only academic, but also personal qualities of students, as well as increase motivation to learn a foreign language.

REFERENCES
1. *Ellis R.* Task-based language learning and teaching. Oxford; Oxford University Press. 2003. 400 p.
2. *Vystavelova L.* Common EFL methods applied at language school in the Czech Republic: PPP & TBL. Brno; Brno: Masaryk University Press. 2009. 61 p.
3. *Blik E.S.* Using the method of communicative tasks in teaching students English. Professional education. 2015. № 2. P. 68-72 (In Russian).
4. *Karakozova E.N.* Foreign language information activity of a technical university student. E.N. Karakozova, A.N. Shamov. Bulletin of Mininsky University. 2023. Vol. 11. № 1. P. 4. – URL:https://www.mininvestnik.ru/jour/article/view/1461 (accessed 27.10.2023) (In Russian).
5. *Klyushina A.M.* Speaking training in preparing students for the Unified State Exam in French / A.M. Klyushina, E.L. Shneidman, D.V. Shustova // Modern pedagogical education. – 2019. – № 7. – URL:https://cyberleninka.ru/article/n/obuchenie-govoreniyu-pri-podgotovke-uchaschihsyak-ege-po-frantsuzskomu-yazyku (accessed: 26.10.2023) (In Russian).
6. *Leontyev A.A.* Language, speech, speech activity. Moscow: Lenand. 2014. 211 p. (In Russian).
7. *Nikolayeva E.A.* TBL – the method of communicative tasks in the process of learning foreign languages in a non-linguistic university. E.A. Nikolayeva, E.Yu. Panchenko. Education and upbringing: methods and practice. 2016. № 26. P. 126-131 (In Russian).
8. *Passov E.I.* Communicative method of teaching foreign language speaking. M.: Education, 1991. 87 p. (In Russian).
9. *Srteltsova, M.A.* TBL technology in foreign language lessons. People 's asvet. 2021. № 6. – URL:https://www.n-asveta.by/dadatki/2021/n06/strelcova.pdf (accessed: 26.10.2023) (In Russian).
10. *Fedorova O.E.* Teaching monologue speech to 10th grade students in English lessons. Journal: Education and upbringing: methods and practice. 2014. № 17. P. 220-224 (In Russian).
11. *Yurinova E.A.* Task based learning and Teaching technology in foreign language classes at a university. E.A. Yurinova, S.V. Pakhotina, I.K. Tsalikova. Higher education today. 2016. № 3. P. 69-74 (In Russian).

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ TASK-BASED LEARNING ПРИ ОБУЧЕНИИ РАЗГОВОРНОЙ РЕЧИ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА

АХТУРСУНОВА Айгерим Орымбековна
докторант 1 курса
АУБАКИРОВА Гульбану Турсуновна
кандидат филологических наук, ассоциированный профессор
Карагандинский университет Казпотребсоюза
г. Караганда, Казахстан

В статье рассматриваются актуальные вопросы применения элементов технологии TBL при обучении разговорной речи на занятиях английского языка, как в общеобразовательных школах, так и в высших учебных заведениях нелингвистического профиля. Анализируется степень изученности проблемы в научно-педагогической среде, представлены особенности такого вида речевой деятельности как разговорная речь. Обозначена характеристика коммуникации как живого процесса интеракции, раскрыты цели, задачи и методы обучения разговорной речи на занятиях иностранного языка. Главная цель такого обучения заключается в овладении речевыми навыками для их использования, как в учебной практике, так и в ситуациях бытового общения. К методам развития разговорной речи на высоком уровне, которые должны демонстрировать ученики старших классов и студенты нелингвистических вузов следует относить упражнения речевого характера, обучающие устной речи в ее разных формах. Обоснована актуальность использования методики TBL в процессе обучения разговорной речи и раскрыты основные преимущества влияния данной методики на процесс изучения иностранного языка. Предлагаются разработанные авторами примеры упражнений, построенные на основе использования методики TBL. Применение данных методов в педагогической практике способствует созданию благоприятной атмосферы, повышению мотивации, развитию учебных и личностных качеств обучающихся.

Ключевые слова: обучение, речевая деятельность, метод коммуникативных заданий, говорение, мотивация.