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DEVELOPMENT OF SPEAKING SKILLS AND ABILITIES IN STUDYING ENGLISH OF SECONDARY SCHOOL CHILDREN

Abstract: Today, the educational standards of general education in English provide for the mastery of the following speech skills by students: reading, listening, writing and speaking. English, like Kazakh and Russian, is the main tool of communication, therefore, in teaching a foreign language, the teacher needs to pay special attention to the types of speech activity. However, the teacher is faced with some diverse difficulties, and the mastery of communicative competence by schoolchildren depends on their overcoming. It should be noted that communicative actions provide social competence, the ability to enter into a dialogue, the ability to build constructive interaction with the interlocutor, and much more. The problem of the formation of speech skills in teaching a foreign language is a relevant topic, since in modern conditions the development of speech skills among students is given insufficient time in the educational process, which leads to a number of problems, due to which children are not able to competently build sentences with their subsequent utterance, not are able to perceive English speech by ear, and also have difficulty in writing and reading.

Key words: English, speech competence, structure of speech activity, listening, reading, writing.

The development of speaking skills is essential in today's world, as it allows people to share information, establish contact and ensure interaction. The formation of speech skills and abilities in teaching English, as a rule, begins at school, which greatly facilitates the work of a teacher, since children, due to age characteristics, learn a foreign language better than adults (Zimnyaya, 2000).

Moreover, based on scientific research, it became known that primary school students are less likely to encounter such a phenomenon as a language barrier, which is also due to the psychological characteristics of the age category. However, children, like adults, sometimes face external and internal factors that are of a different nature. Internal factors, as a rule, do not depend on the conditions of the learning environment and include: the psychological state of the student, ignorance of grammatical and phonetic norms, lack of language and speech means, the level of self-esteem of the child, motivation for learning, degree of erudition, etc.

These factors present a special problem, since in order to solve it, the teacher must have knowledge in different areas. Moreover, the solution of such problems is also facilitated by the close interaction of the teacher with the learners, as well as the teaching

methods that the teacher is guided by in his/her activities (Pikeeva, 2015). External factors include insufficient technical equipment of the classroom, high class size, inconsistency in educational programs and lack of teaching time. It is necessary to pay attention to such a phenomenon as a language barrier. This phenomenon is characterized by difficulties in the development of speech skills, which makes it difficult to make contact with a person belonging to a different language group. In this case, both interlocutors experience difficulties in communication, since one person cannot reproduce and correctly convey his/her thought, and the listener cannot understand the speaker. The language barrier can be both linguistic and psychological, but most often the student deals with two types at once. Since the linguistic type implies a lack of language practice, a lack of listening skills, a lack of vocabulary or knowledge in a certain area (Khuzhaniyazova, 2013). The psychological view, in turn, is self-doubt, fear of making a mistake, and so on. Primary school students are more likely to encounter a linguistic barrier, but despite this, most children do not experience psychological difficulties, which allows them to overcome the linguistic barrier faster and more efficiently. As for the children of a secondary school, a psychological barrier prevails here in conjunction with a linguistic one, since children, due to a lack of knowledge, are afraid to make a mistake due to which they will receive an unsatisfactory grade.

Based on the previously stated problems, it is possible to form a number of pedagogical conditions that will affect the successful formation of language skills and abilities in the process of teaching a foreign language:

- creation of a rich language environment in English lessons;
- be guided by modern technologies in the formation of speech skills;
- ensuring a friendly microclimate in the classroom to avoid the appearance of a psychological barrier;
- taking into account the individual age characteristics of learners;
- development of a system of motivation for learners;
- creating an environment for the natural need for communication;
- advancement in the direction from speech to language;
- observance in the learning process of the patterns of formation and development of skills and abilities;
- learning through a communicative basis and so on.

It is important to remember that in order to form speech skills and abilities, a child must also be able to perceive someone else's speech, which indicates the importance of developing listening, reading, writing and speaking together, so the teacher should be guided by modular technology in the educational process (Artemov, 2002). Table 1 presents the order and methods of developing skills that affect the formation of speech skills and abilities.

Table 1. Nomenclature of skills

№	Skill	Methods of formation
I	Listening	Using interactive modern technologies: watching videos or cartoons in English, listening to songs and dialogues, and so on.
II	Speaking	The use of playful methods and learning in cooperation, together with the expansion of the horizons and vocabulary of students.
III	Reading	Guide for Beginner level tutorials. Use in educational the process of short texts based on the age category of students to develop interest in learning.
IV	Writing	Application of the tandem method, collaborative learning, project method. It is possible to use remote technologies in the presence of a "pen friend" - a pen pal.

Based on the order of skills formation presented in Table 1, we can conclude that the mastery of speech skills and abilities depends on a certain algorithm, and the relationship between the listed skills is determined by complex mental activity, which is based on inner speech. Even in teaching their native language, babies first learn to perceive information by ear, then reproduce their thoughts, and only after mastering the oral receptive and oral productive speech activities can the child move on to learning to read and write. Next, it is necessary to highlight the main types of speech activity that influence the formation of speech skills and abilities. To begin with, consider such a form as a discussion. The advantage of this type is that students will interact not only with each other, but also with the teacher, which stimulates the microclimate in the classroom. Moreover, the choice of a topic for discussion is equally important, since the interests and age category of students should be taken into account. At the initial stage, the teacher should divide the students into subgroups, announce a topic for each team (preferably a controversial one) and start a discussion. The result of such activities will be the effective formation of speech skills, involvement in the educational process and the development of critical thinking. Collaborative learning and game methods are integral parts of the educational process in this area (Zinovieva, 2013). An example of such an activity is role-playing games, where students can act out short scenes by using only English in oral speech. We can also use exercises aimed at completing the story of a story. The teacher should tell the students the story in English, but not reveal the denouement. Students will need to come up with a continuation of the story in English. Such a task will contribute to the development of creativity and the rapid assimilation of lexical norms and means of expression.

Conclusion

The formation of speech skills of primary school students in the study of English is impossible without providing pedagogical conditions that include new technologies in education, and the order of mastering skills aimed at developing oral speech also plays an important role. The use of the above methods will not only activate the speech apparatus and create a favorable microclimate, but will also have a complex positive impact on the comprehensive development of the child: obtaining local history knowledge, developing critical thinking and creativity, expanding horizons and vocabulary, developing communication skills in group/team work, creating an incentive to improve knowledge of the English language and much more.

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ОРТА МЕКТЕП БАЛАЛАРЫНЫҢ АҒЫЛШЫН ТІЛІН ОҚЫТУДА СӨЙЛЕУ ҚАБЫЛДАРЫ МЕН ҚАБІЛЕТТЕРІН ДАМУ

Андатпа: Бүгінгі таңда ағылшын тілінде жалпы білім берудің білім беру стандарттары оқушылардың келесі сөйлеу дағдыларын меңгеруін қарастырады: оқу, тыңдау, жазылу және сөйлеу. Ағылшын тілі қазақ тілі мен орыс тілі сияқты қарым-қатынастың негізгі құралы болып табылады, сондықтан шетел тілін оқытуда мұғалім сөйлеу әрекетінің түрлеріне ерекше көңіл бөлуі қажет. Дегенмен, мұғалімнің алдында небір сан-алуан қиындықтар кездеседі, ал мектеп оқушыларының коммуникативтік құзыреттіліктерді меңгеруі олардың жеңуіне байланысты. Айта кету керек, коммуникативті іс-әрекеттер әлеуметтік құзыреттілік, диалогқа түсу, әңгімелесушімен конструктивті өзара әрекеттестік құру және т.б. Шетел тілін оқытуда сөйлеу дағдыларын қалыптастыру мәселесі өзекті тақырып болып табылады, өйткені қазіргі жағдайда студенттердің сөйлеу дағдыларын дамытуға оқу процесінде жеткіліксіз уақыт беріледі, бұл бірқатар мәселелерге әкеледі, соның салдарынан балалар кейінгі айтылуымен сөйлемдерді сауатты құра алмайды, ағылшын тілінде сөйлеуді құлақпен қабылдай алмайды, сонымен қатар жазу мен оқуда қиындықтар туындайды.

Кілт сөздер: ағылшын тілі, сөйлеу құзыреттілігі, сөйлеу әрекетінің құрылымы, тыңдалым, оқылым, жазылым.

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РАЗВИТИЕ РАЗГОВОРНЫХ НАВЫКОВ И УМЕНИЙ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА У ШКОЛЬНИКОВ СРЕДНЕЙ ШКОЛЫ

Аннотация: На сегодняшний день, образовательные стандарты общего образования по английскому языку предусматривают овладение учениками следующих речевых навыков: чтение, аудирование, письмо и говорение. Английский язык, как казахский и русский языки, является основным инструментом общения, поэтому в обучении иностранному языку учителю необходимо уделять особое внимание видам речевой деятельности. Однако, педагог сталкивается с некоторыми трудностями разного плана, а от их преодоления зависит овла-

дение школьниками коммуникативной компетенцией. Стоит отметить, что коммуникативные действия обеспечивают социальную компетентность, умение вступать в диалог, умение выстраивать конструктивное взаимодействие с собеседником и многое другое. Проблема формирования речевых навыков в обучении иностранному языку является актуальной темой, так как в современных условиях развитию речевого навыка у учеников отводится недостаточно времени в учебном процессе, что ведет за собой ряд проблем. Ввиду этого дети не способны грамотно строить предложения с их последующей вербализацией, не способны воспринимать английскую речь на слух, а также испытывают трудности в письме и чтении.

Ключевые слова: английский язык, речевая компетенция, структура речевой деятельности, аудирование, чтение, письмо.