“Possession of this branch of vocabulary will allow English learners to enjoy communicating with native speakers without experiencing the embarrassment caused by ignorance of Phrasal verbs” [11].

Today the understanding and acceptance of alien elements of another culture are expanding and deepening when learning a foreign language. There are no Phrasal verbs in the Russian language. Therefore, studying them for ESL learners is acquaintance with another culture. In order to achieve intercultural and linguistic competencies, it is necessary to focus the attention of students on nationally-marked language units, which contributes to the awareness of the language as personal value. According to research E.M. Vereshchagin and V.G. Kostomarov, the national-cultural semantics, including phraseological units, has at least half of the regional geographic information, so it can be concluded that it is possible to form linguistic and intercultural competencies through the study of Phrasal verbs [12].

Mastering Phrasal verbs as units of English phraseology will allow learners not only to expand the lexicon but also to know the cultural world of the people speaking this language. As is well known, phraseological units reflect in their semantics a long process of developing the culture of people, fix and transmit cultural attitudes and stereotypes from generation to generation. Consequently, in the process of studying Phrasal verbs, the learners develop not only linguistic competence but also intercultural one.

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DIDACTIC APPROACH TO TEACHING ENGLISH GRAMMAR FOR NON-LANGUAGE SPECIALTIES

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The Bologna process and the changes taking place in society significantly increased the rating of the Foreign Language course for non-linguistic specialties. The modern teaching process is focused on the formation in students of non-linguistic specialties the skills of productive professionally-oriented communication in a foreign language.
A foreign language course at a non-linguistic specialties involves 150 academic hours per academic year. This makes the intensification of education a necessary component throughout the entire cycle of learning a foreign language. Students with different levels of language training and their weak level of foreign language grammar is often a problem in high school.

In modern socio-economic conditions, the problem of teaching foreign languages has acquired a special degree of acuteness. It is not a secret that after 8-10 years of studying a foreign language, many specialists with higher education not only do not know the language, but also dislike the process of learning it. Undoubtedly, the state of teaching foreign languages at universities depends on the position not only of those who occupy key positions in the education system, but also on ordinary university teachers, their approaches to solving a number of scientific problems, worldview, and human qualities. The teacher must not only have good knowledge of a foreign language, but also have the ability to work with a student in cooperation, to arouse interest in his subject. It is known that the student transfers the attitude to the teacher to the studied subject. The credibility of the teacher is directly related to the learning outcomes and affects not only the training, but also the trainees.

According to the trends in the development of language education it is necessary to develop educational programs in a foreign language and to focus on such issues as increasing the status of the student in the educational process and the consciousness of personal students’ responsibility for the learning outcomes. Often the word and action of the teacher can cause students to have a negative attitude towards a foreign language.

A positive result in teaching depends largely on the chosen didactic system, according to which the teacher works - traditional or new. The traditional didactic system, the foundations of which were laid more than 300 years ago, was oriented towards coercion; it is characterized by the inhuman orientation of the educational process. They did not seriously think about the dignity of a person, about the sparing effect on the nervous system of a student.

In our time, the former didactic system came into conflict with the mentality of modern man and caused an adequate reaction in him. Director of the Institute for the Study of Childhood, Family and Parenting of the Russian Academy of Education Tatyana Volosovets noted that “The student of the 21st century is fundamentally different from those students who were 20 years ago The students use serious amounts of information, the teacher is no longer perceived as a person who has information that the student cannot reach. She noted that the authority of the teacher is no longer as indisputable as it was before. “Today’s students, with the click of a button on a computer or other gadget, can receive information from the Internet, which is many times more than the information that a teacher owns, which holds the memory of one person,” the expert said. [3]. Mentoring attitude towards children today is not perceived as the only possible one, which was about 100 years ago. Now the teacher takes the subject-subject position, that is, the teacher acts on the child, and the child - on the teacher. This is a correct principle of interaction, mutual cooperation, effective collaboration The new didactic system allows you to adapt the learning process to the personality of the student. The teacher, who has adopted a new didactics as the basis of his pedagogical activity, will never show irritation or frustration, and at the right time will come to the aid of the student, calm, encourage, help to deal with the teaching material.

New didactic system based on the different approaches, combining the advantages of several methods. Sometimes it is advisable to drill a fact of grammar in imperative method, to practice it in natural and to test the students’ understanding in the transitive. Different people, students of different ages, different nations, differently respond to different methods. New didactics system is closely connected with natural method of teaching English. Its principles are found among Pestalozzi’s educational ideas. The great pedagogue stated that we
remember better and thus learn better those things that we have made ourselves. Applying Pestalozzi’s ideas to the teaching of English the advocates of the natural method state, that the word found in a dictionary (i.e. through the work) is remembered better than if one heard its meaning from somebody. A sentence built by the student after hard reasoning is remembered much better than being reading in a book. In the natural method the beginners are tired after a short speech or a conversation in English. This is because they have worked. The same people feel much pleased after having been able to say something in their own words. This is the rapture of creation. Creation is the basis of natural method, so the teacher’s task is to give sufficient field for it. In this method, students are active and the teacher is the leader of their activities. The natural method gives staring to inductive approach in teaching included in a new didactics system. There are some basic principles of the inductive approach:

- Mental effort guarantees a greater degree of cognitive depth, which, in turn, guarantees greater memorability;
- Students are more involved in the learning process than when they remain passive recipients of information:
  - If the solution to the problem is made jointly and in the language being studied, students get the opportunity for additional language practice;
  - The production of thoughts prepares students for greater confidence and autonomy.

There are some disadvantages of the inductive approach to learning:
- The time and effort spent on developing a rule can confuse students, and they will believe that the rule is the goal of learning, not a learning tool;
- The time spent on developing a rule may be spent on the productive practice of this rule;
- Students may not formulate the rule correctly, or their version of the rule will be too broad or too narrow to use.

In order to correct the deficiencies of the inductive approach, the teacher must choose and organize the information correctly in order to guide students to the exact statement of the rule. New didactics enables each student to work at an individual pace. Experience shows that the use of a new didactic system increases interest in learning a foreign language, as it allows you to adapt the educational process even to poorly trained students. Therefore, much in the work depends on the personal abilities of the teacher, his pedagogical skills and intuition. Each student needs help to reveal himself to communicate with the outside world, to teach languages of communication with this world.

It is interesting to observe the changing role of the teacher and the learning process. H. E. Palmer in his “Classroom Procedures and Devices” says that teaching implies four functions: the data-giving function, the exercise-giving function, the correcting function and the testing function. The data giving functions implies giving the information or the facts found in the books or given of the teacher of what he finds necessary. But students are apt to forget or neglect the data or they are unable to master it at ones, therefore they have to be drilled on those facts by means of exercise until the fact becomes clear and well known by the students. Such exercising gives a large field for the third function i.e. correcting. Palmer admits thorough correcting in sometimes even unadvisable as deadening students’ interesting and enthusiasm but the following errors should be strictly corrected: pronunciation, word order, and word meaning. In these cases teacher even should foresee the errors and not let the students make the mistakes. But nowadays teacher not only instruct but help to grow mentally, physically and morally. Whatever fact is taught it must have, if possible, a moral and an application to everyday life. C. Rogers and J. Freiberg [1], authors of the psychological and pedagogical bestselling book “Freedom to Learn,” summarizing the global experience of the teacher’s activity, its meaning-forming function, refer to M. Heidegger, who historically correctly spoke about the teacher’s mission: “Learning is much more difficult,
what to learn, and why is learning harder than learning? Not because someone who teaches should possess a large amount of information and always keep it ready. “To teach means, first of all, to allow learning ”In reality,” a real teacher teaches only one teaching.” Wolfgang Ratke, the famous German thinker made six statements concerning didactics approach.1. The first step in learning must be in a native language. 2. First teach the thing, then the word, first material – then the rule. This is mostly concern grammar. Do not lose the time making your students memorize the rule before they have had a good practice of how to use the form you are teaching. Otherwise, the rule is useless. 3. Never teach more than one fact at a time. 4. In arranging his program the teacher should pass from easier to more complicate. Every new fact must have something what the students already know as its foundation Thus before teaching the Past Perfect we have to recall the Past Simple.5. Everything has to be illustrated by the experiment, experience and observation 6. Avoid punishments and make your teaching pleasant. [2],

V. A. Sonin [4], the author of many textbooks on psychology, which received a wide scientific response, notes the need for a genuine teacher relationship to his subject. He emphasizes that if the relationship between the teacher and what he teaches is genuine, then there is no place in him for the authority of omniscience or the authoritarian rule of an official.

A foreign language is a special subject. Its study cannot be imposed, they need to be carried away. The teacher must plan the educational process in such a way that there is no “shock” from foreign communication with the teacher, this will block the learning channels. Classes in a foreign language should contribute to the manifestation of interest, curiosity, surprise of students, i.e. what attracts, but is not incomprehensible and frightening.

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APPLICATION OF CRITICAL THINKING TECHNOLOGY AT TEACHING WRITING AT THE ENGLISH LESSON IN SECONDARY SCHOOL

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Due to the fact that the modern world is changing rapidly and there are new challenges and requirements to our education system, there is a growing need to change and improve the approach to teaching and preparing students for productive functioning in the continually changing and highly demanding environment.

The need to take into account the complexity and variability of the education system itself and to comprehend the importance of accepting these challenges is one of the most significant goals of modern teachers. The contemporary updated education system of the Republic of Kazakhstan is aimed at solving this problem through the use of effective approaches to teaching the updated program, which provide for the students comprehensive
One way to solve this problem is to use a differentiated approach in foreign language teaching of students with different levels of language training. The purpose of this article is to consider the problem of the use of the differentiated approach in teaching a foreign language of students of non-linguistic specialties, to draw the examples, directions, according to which this approach usage in the learning process is implemented. The purpose of this article assumes the following tasks: - Identify the substantive content of common didactic concept of “differentiated approach to training& Implicit grammar teaching advocates think that grammar conscious grammar learning is useless. What is needed for language acquisition is just enough comprehensible input. Proponents of explicit grammar teaching believe that focus on formal grammar teaching is essential for language learners. When teachers choose to teach grammar explicitly, they follow either an inductive or a deductive approach. In the inductive approach, teachers start with contextualized examples of the target language and elicit the rule from the learners. Alternatively, the teacher may proceed in teaching grammar through a deductive approach by providing the learners with the grammar rule and asking them to come up with examples that demonstrate their understanding of that rule. Teaching grammar is probably one of the painful aspects of teaching a foreign language. It can be quite challenging to choose the methodology and the tools to conduct a grammar slot in a way so that it is not boring, not conventional and easy to comprehend. Through time, different approaches were exercised to deliver a grammar session in an effective and easy-to-learn way. This approach allows the language trainer to get straight to the point, saves time and energy in having students make guesses, creates more time for the production stage and aims to improve fluency. This also saves the teacher the trouble of anticipating all the problems students might have during the rule elicitation stage. 2. In teaching speaking, mind that the pupils' speech is correct, logical, developed, variable and relevant to the topic of discussion. Use phrase openers (gambits), elliptical sentences. Consequently, the teacher needs knowledge of psychology to realize the principle of individual approach to organize for instruction and manage it successfully. Knowles (1982) suggests a different classification where four different types of learners are characterised by the following learning styles. 1. Concrete learning style. A didactic method (Greek: διδάσκειν didáskein, “to teach”) is a teaching method that follows a consistent scientific approach or educational style to present information to students. The didactic method of instruction is often contrasted with dialectics and the Socratic method; the term can also be used to refer to a specific didactic method, as for instance constructivist didactics.