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**INFLUENCES OF THE ENVIRONMENT ON THE ORGANISM
FOR ENGLISH TEACHING SPEAKING AT THE BEGINNING STAGE**

Annotation

The scientific novelty of the research is in the use of the innovation in teaching speaking at the beginning stage and on the stimulation of biological active methods. Material under analysis: works of prominent method, experimental work at school during the teaching practice. Practical significance of this work is determined by the fact that the developed material and proper tasks and exercises make available the use of this work as a manual in teaching a foreign language at classroom or as a useful material for elective additional courses.

Keywords: biological activation, radiation, English, adaptation.

Кілт сөздер: биологиялық қоздыру, радиация, ағылшын тілі, бейімделу.

Ключевые слова: биологические активаторы, радиация, английский язык, адаптация.

To sum up our work we would like to state that it is very important to teach English speaking of children from the very beginning of their learning. As we have said children are transplanted to a foreign environment and pick up the local language with apparent ease. Adults are also can be taught in spite of their age.

In our work there were described peculiarities of children, examined different techniques and methods of teaching speaking.

There is also a big sum of different activities, which are very useful for every English teacher, who works with elementary students, children.

There were used materials from different English books for teachers, materials from Internet. They are theoretical and practical, such as descriptions of many interesting games, lessons, activities.

There is a good help for teacher in putting marks to speakers, giving the appraisal to learners while their speech. We have known about their motivation sphere, and how children can be motivated to learn and to speak.

In our researching work we showed a lot of different ways of teaching speaking to children on the beginning stage, how these methods work, so there are examples, which are in the practical part of the work.

The theoretical results of our research were used in the teaching practice at school-lyceum № in 2th grades.

We had two grades – the 2 “a” and the 2 “b”, one of them was taught according to the teaching programme, while the second one was taught by speaking activities and communicative approach.

Diagnostic quality of knowledge held in the form of final testing. To do this, pupils are asked to perform a test in English. Test results showed the growth of pupils’ achievement. Growth of the quality of pupils' knowledge in 2 "A" in English was 93%. You can track and see how much has improved pupils’ achievement in the diagram shown by us below. This results of the five week study. Comparing the results of testing the 2 «B» grade, where we have not conducted any research, we can trace the following results. In reaching the conclusions we can certainly say that our research is successful. So, with the help of speaking technology, we managed to make our lessons interesting, useful, effective and contributed to improving the quality of pupils’ outcomes.

For learners who are studying English as a second language, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of second language communication. Classroom interaction is necessary and useful as an educational strategy to enhance the skill of speaking. The role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher – learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction involves the verbal exchanges between learners and teachers. Teachers should know that the learners need to do most of the talk to activate their speaking, since speaking skill requires practice and exposure. We have viewed such techniques as the direct method, which is based on questioning; the communicative approach, which is based on group work and work in pairs; the topic approach, which is based on giving topics to learners to make them speak; Penny Ur’s oral activities, which include brainstorming activities, organizing activities, and compound activities.

The importance of comprehensible output: Swain argued for the importance of comprehensible output that requires the learners to negotiate meaning and formulate and test hypotheses about the structures and functions of the language they produce. In this way, when non-native speakers receive feedback from their interlocutors that their message is not clear, they revise their speech to clarify their meaning. Through this process of adjusting their language output in order to make their messages more comprehensible to native speakers, language learners improve the accuracy of their language production. Diagnosis of learning outcomes showed that in the parallel grades the grade, where classes are held regularly with the speaking activities, pupils’ performance is higher. At the end of the study were the sectional works, testing to determine the level of assimilation of the material. The results showed that pupils significantly better able to absorb those subjects were used the speaking activities. Performance on lexical and grammatical topics studied in the traditional manner, were significantly lower.

Резюме

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**ОҚУШЫЛАРДЫҢ АҒЫЛШЫН ТІЛІН МЕНГЕРУДІҢ БАСТАПҚЫ КЕЗЕҢІНДЕ
СЫРТҚЫ ФАКТОРЛАРДЫҢ ӘСЕРІ**

Ағылшын тілін бастауыш сыныптарға оқытудың жаңа әдістерін биотехнологияны пайдалана отырып құрастырдық. Бастауыш сынып оқушыларына ағылшын тілін оқытуды бірлескен жұмыспен атқаруға болады. Бастауыш сынып оқушыларының организміне зиянсыз биологиялық белсенді заттарды пайдаланып, біз оның оқыту үдерісі кезіндегі жоғары дәрежелі жүйке қызметінің белсенділігіне әсерін зерттедік.

Кілт сөздер: биологиялық коздыру, радиация, ағылшын тілі, бейімделу.

Резюме

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ВЛИЯНИЕ ВНЕШНИХ ФАКТОРОВ НА ОСВОЕНИЕ ДЕТЬМИ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНОЙ СТАДИИ

В работе разработаны новые методы изучения английского языка с использованием биологически активных методов. В результате анализа изученного материала мы получили данные, свидетельствующие о том, что стимуляция растущего организма, изучающего английский язык по усиленным методикам, требует поддержания его специальными средствами, которые безвредны для растущего организма детей начальных классов.

Ключевые слова: биологические активаторы, радиация, английский язык, адаптация.

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