

ойлауына, сыни- көзқарасының дамуына, оқыту үдерісіндегі білімін деңгейін берік нығайтып, білім сапасын арттырып, шетел тілінде шетел тілінде мәдениетаралық қатысымдық құзыреттілікке еркін түсе алуына септігін тигізеді деп пайымдаймыз.

Пайдаланған әдебиеттер тізімі:

- 1 Қазақстан Республикасында 2015 жылға дейінгі білім беруді дамыту тұжырымдамасы.-Астана. 2004.
- 2 Кунанбаева С.С. Современное иноязычное образование: методология и теория. – Алматы,ИЦ КазУМОиМЯ имени Абылай хана, 2005. – С. 264.
- 3 Richards J.C., Rodgers N.S. Approaches and methods in language teaching .-Cambridge: Cambridge University Press,2006.- 201p.
- 4 Концепция Развития Иноязычного образования Республики Казахстан. – Алматы, 2004.
- 5 Innovative technology in high school. [электронды ресурс] - режим доступа:www.tedpower.co.uk

UDC 372.881.111.1

Abdulayeva S.

*MA student of faculty of Philology and Educational sciences, Suleyman Demirel University
Kaskelen, Kazakhstan, e-mail: sdu_2305@mail.ru*

LANGUAGE CLUB EXPERIENCE: ISSUES AND METHODOLOGY

Аннотация. Данная статья рассматривает проблему опыта языковых клубов и общих методологий, применяемых в процессе обучения в языковых клубах. Постоянно растущая потребность в беглости во всем мире придает первостепенное значение поискам более эффективных путей обучения английскому языку. Так как в настоящее время роль "lingua franca" выполняет именно английский язык. В этой связи, различные языковые клубы, способные улучшить навыки беглости, занимают высокое место в программах обучения иностранным языкам на сегодняшний день. Именно поэтому вопрос изучения текущих предположений и мирового опыта в обучении говорению через языковые клубы весьма актуален. Практика языковых навыков за пределами класса крайне важна, так как количество часов, выделяемых на изучение иностранного языка в учебных заведениях не всегда достаточно. Вследствие этого языковые клубы могут компенсировать тот недостаток языковой среды и помочь студентам развивать их навыки говорения.

Ключевые слова: Языковой клуб, навыки говорения, беглость, учебный процесс, методология

Ever-growing needs for fluency in English around the world have given priority to finding more effective ways in teaching English due to the role of English language as the "lingua franca" in the process of intercultural communication. Various language clubs, which can assist in developing speaking skills, have a prominent place in language teaching programs around the world today. It is therefore timely to review current assumptions and world practices concerning teaching speaking via English clubs. Approaches to teaching speaking in ELT have been more strongly influenced rather than teaching other skills, because "speaking" in traditional methodologies is usually considered/treated as repeating, memorizing, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s. The

emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. The practice of the language skills outside of the classroom is crucial, because it is not enough to master the language in the classrooms. In this regard, language clubs may compensate that lack of language environment and help students to develop their speaking skills.

The need for speaking mastery in English has been increased due to the strengthening position of English as a language for international communication. Graves [1, Pp.147-181] and Nazara [2, Pp. 28-42] suppose that it has become apparent that students of English as a foreign language have considered themselves good and successful learners if they can communicate fluently and effectively in English. According to Derwing, Rossiter, Munro and Thomson [33, Pp.655-679] fluency is considered an important characteristic of foreign language speech for a variety of reasons and the ability to speak English fluently has become a must. EFL learners' need to speak fluently ranged from a mere desire to feel confident when talking to others in English to an urgent need to have strong speaking skills for further career. In addition, people who know a language are referred to as "speakers" of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers [4] argues, speaking is used twice as much as reading and writing in our communication.

Regardless of the reasons, teachers and researchers of English as a foreign language should place greater emphasis on fluency through finding new ways to incorporate fluency-enhancing methods and activities in their classroom teaching. Recently, new approaches and technologies have brought significant changes in the world and now are revolutionizing education. Different extracurricular activities, including clubs also make their contribution in language teaching methodology. Various types of clubs are providing a range of possible solutions that can develop teaching and learning English as a foreign language. The incorporation of recent technologies in traditional face to-face classrooms has changed the way people teach and learn. Consequently, using club-based activities in traditional EFL classes has revealed to be a powerful teaching medium as it proved to be a successful method to grab the students' attention and motivate them to learn, in addition to be able to present authentic situations that the students will not have the opportunity to see in real life situations.

The main objective foreign language learning at schools and universities is the formation of students' foreign-language communicative competence, which is the ability and readiness to carry out foreign-language interpersonal and cross-cultural communication with native speakers. In addition, it is necessary to underline that club activities can be used as a means of prevention or overcoming anxiety which is very common among students who are learning foreign language.

School club activity as a component of extra-curricular activities provides conditions for development and education of students.

Club associations at school may be represented in various forms. It can be clubs, coteries as a clubs by interests, studios, sections, societies. Each of them has its own features, but all of them are determined as voluntary associations of students' network by their interests.

Generally, club is defined as the public organization, which voluntarily unites the groups of people for communication, joint leisure time and entertainments connected with political, scientific, art, sports and other interests.

One of the most important features of club association is relative stability of its group membership. Otherwise, the creation of collective is impossible. Long contacts of participants form the relations of interdependence and responsibility and lead students' understanding of their belonging to collective. The stability of membership promotes organizational registration of association: definition of its structure, establishment of internal and external relations, distribution of social roles of participants, etc.

At the same time, it is worth noting that membership stability of club association is quite relative. Within a framework of pedagogically expediently organized activity in club, leaving

or transition to other associations is generally normal phenomenon. "The natural movement" is usually accepted as students' search of optimum conditions for testing own abilities and opportunities, acquisition of new knowledge, accomplishment of desire to find own avocation or to realize developed individual creative plans.

The duration of student's participation in club depends on several reasons. First, it depends on compliance of his purpose to those conditions which are provided to him/her in club for its realization. Secondly, it depends on student's age. So, younger school students and teenagers checking their interests and trying abilities in different types of activities may often change occupation in different club associations; sometimes they participate in several clubs at the same time. This, to some extent staticizes creation of versatile clubs at schools. Associations of the seniors who relate their participation in club with development of some qualities, opportunity to self-express or future profession, are stabler on its membership. Another reason of student's participation in club is a management style of collective. If the club suppresses student's initiative and activity, and he is forced to be guided only by ideas and tastes of the teacher, he/she will quickly leave it.

At the same time, as we already noted, creation of club collective is possible at some nominally constant number of participants. Based on the observation over work of other associations, we may conclude that the constant number of their participants has to be not less than 75% out of total number of its members.

Language Clubs are specifically aimed at self-motivated people who want to improve their language skills in a friendly and informal atmosphere. They offer a more flexible alternative to a language class and the chance to decide "what" and "how" a person wants to learn. Each club is facilitated by a native or near-speaker of the language and offers small group activities to help him/her to develop his/her speaking, listening and reading skills in chosen language.

In our article we would like to distinguish 4 types of Language clubs which are aimed at development of speaking skills. These are:

1. Speaking club
2. Debate club
3. Drama club
4. Movie club

Speaking club

Conversation classes and "Speaking clubs" are very common at intermediate and advanced levels, often with small groups and individuals rather than large classes. The general assumption is that simply talking in a free and easy way, preferably to a native speaker, is the best way to improve oral fluency.

The very term "Speaking club" is imprecise as it refers partly to the mode of teaching and may also refer to the content of what is taught. The idea is that, by simply conversing, the teacher/instructor shows the student how to hold a conversation himself. But very often the subject matter of a given lesson rightly ranges much wider than this.

Very often a speaking club classes are informal in character and allow much more scope for the students to put forward topics of particular interest to them. Indeed, the more personal relationship possible from teacher to student is often a distinguishing feature of a conversation class. As time goes on, progressively more and more suggestions tend to come from the students to which the teacher may well wish to respond. It is remarkable how he takes on an explanatory role in answer to questions, and is often in practice a mediator of his own culture and background. It is wise to anticipate this and plan quite deliberately into any teaching scheme a good number of themes connected with English life and culture.

Debate club

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the "prerequisites" for effective oral communication. The most important feature of a classroom activity is to provide an authentic opportunity for the students to get

individual meanings across and utilize every area of knowledge they have in foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways to encourage students to improve their speaking skills is by using debate.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in EFL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing. Debate in speaking class is aimed to improve students' critical thinking and students' communication skills. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate.

Drama club

Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language-teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice and integrate reading, writing, speaking and listening. Drama also fosters and maintains students' motivation, by providing an atmosphere, which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language.

Using drama and drama activities has clear advantages for language learning. It encourages students to speak; it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. Drama improves oral communication, as a form of communication methodology; drama provides the opportunity for the students to use language meaningfully and appropriately.

Movie club

Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool:

1. Learning from films is motivating and enjoyable

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

2. Film provides authentic and varied language

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in "real" situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech.

3. Film gives a visual context

The "visuality" of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

4. Variety and flexibility

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills.

For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising.

As it was mentioned before, the organization of club work assumes collective efforts, but this of course, does not mean that there cannot be individual functioning. On the contrary, the combination of individual and collective work increases overall performance of association (e.g. Drama club is inconceivable without thorough work of each participant). In club associations students participate in different types of collective activities, but the creative character has to be an indispensable condition of its organization. Creativity is a norm of children's development; according to L.S. Vygotsky [55], creativity is their natural requirement. It, certainly, forms one of the most important and strong motives of students' coming to club association. Creativity is such condition of the child and his activity, where he shows his/her invention, imagination, fantasy, ability to improvisation, ability to propose the new solution of the known question and ability to find the way out of a difficult situation.

Thus, club association not only plays an important role in creation of conditions for development of student's identity, satisfying his/her creativity needs, communication, providing field of activity for self-expression, self-affirmation and self-education, but also is capable to increase substantially educational efficiency of whole-school collective that is possible when the work of clubs becomes inseparable part of educational system of school.

Attending language clubs, students have an opportunity to muster different skills by discussing a variety of topics and participating in various activities. English language clubs help to create the language environment, which is important for developing especially speaking skills. Thus, such extracurricular work as the experience of English language clubs should become a component of continuous education system to establish appropriate conditions for coining language proficiency, exactly speaking skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

References:

- 1 Graves K. The language curriculum: A social contextual perspective //Language Teaching. – 2008. – Т. 41. – №. 02. – Pp. 147-181.
- 2 Nazara S. Students' perception on EFL speaking skill development //Journal of English Teaching. – 2011. – Т. 1. – №. 1. – Pp. 28-42.
- 3 Derwing T. M. et al. Second language fluency: Judgments on different tasks //Language learning. – 2004. – Т. 54. – №. 4. – Pp. 655-679.
- 4 Rivers W. M. Teaching foreign-language skills. – University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, 1981.
- 5 Vygotsky L. S. Mind in society: The development of higher psychological processes. – Harvard university press, 1980.

ӘОЖ 81;3733.61

Абдыханова Б.А.

*Ph докторант, Л.Н. Гумилев атындағы Евразия Ұлттық ниверситеті, Астана,
Қазақстан
e-mail: AbdychanovaB@mail.ru*

КӨРКЕМ МӘТІН ЖӘНЕ ИНТЕРТЕКСТУАЛДЫЛЫҚ БАЙЛАНЫС

Аңдатпа. Мақалада интертекстуалдылық мәселесі қарастырылады. Мәтінаралық байланыстардың мәтін тудырушы қызмет атқаратындығы мен мәтіндер сюжетінің дамуына негіз болып табылатындығы дәлелденеді.