

BAIMUKHANBETOV A.B. – senior lecturer (Almaty, Kazakh university ways of communications)

CONSEQUENCES OF DEBT FINANCIAL OBLIGATIONS FOR THE REAL ECONOMY

Abstract

This article deals with the problem of the formation of the state debt of the subject of the Republic of Kazakhstan. An urgent question is raised about the need to find and develop ways out of the debt crisis. The concept of public debt is considered, the main forms of debt obligations of the subjects of the Republic of Kazakhstan are determined. The article provides an analysis of the public debt of the subject of the Republic of Kazakhstan, as well as the procedure for monitoring and evaluating the quality of regional financial management.

Keywords: state loan, state borrowings, budget loan, state guarantee, state debt, state debt assets.

BBK 81.2

BOKENKYZY A. – teacher (Almaty, Almaty technical-economical college of way communication)

TEACHING ENGLISH IN TECHNICAL UNIVERSITIES

Abstract

This article presents an analysis of different methods of teaching a foreign language. The right choice of technique and approach helps to motivate students of non-linguistic specialties and forms the interest to foreign language learning.

Key words: approach, professional activity, motivate, project.

At the end of the XX century there was a "revolution" in the methods of teaching English in Kazakhstan. Previously, all priorities were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (you have to hand it to them) did bear fruit, but at what cost? Mastering the language was carried out through long, routine work. Tasks were rather monotonous: reading a text, translation, memorizing new words, retelling exercises from the text. When priorities were given to reading and working on "topics", only one function of language - informative - was realized. Unsurprisingly, only a few knew the language well: only very dedicated and hardworking people could master it at a high level. But in degree of proficiency in grammar they could easily compete with Cambridge graduates! True, they were well compensated for their efforts: the profession of foreign language teacher or translator was considered very prestigious in our country. Nowadays, to achieve what is still a high social status also requires a lot of hard work, persistence and daily effort. The offer is more and more consumer-oriented. Why, for example, would a secretary need to acquire knowledge about the palatalization of consonants or the actual division of English sentences? The secretary-referent or manager, who has an 8-hour, or, as they say now, "monopoly", office job, is oriented to the development of very specific knowledge and

skills, that is, to the consumption of a particular segment of the market of educational offers in English language learning. Language teaching has become applied, whereas before it was relatively abstract and theorized. The functions of the teacher in the educational process have changed considerably. The teacher-mentor, teacher-dictator have been replaced by teacher-observer, teacher-intermediary, teacher-peacemaker and leader. It is the teacher in the majority of modern - Russian and foreign - courses who is the organizer of group interaction. The teacher today is not constrained in their choice: methods and techniques of teaching - from games and training to simultaneous interpretation; in the organization of classes; in the choice of textbooks and teaching aids - from a wide range of domestic publications to the products of Oxford, Cambridge, London, New York and Sydney. The teacher can now select, create, combine, and modify. He is also proficient in various methods of teaching a foreign language. Let's look at the most common ones.

Fundamental Methodology. This is really the oldest and most traditional method. The fundamental methodology is seriously relied upon in language schools. An interpreter is never confident in his knowledge of a foreign language; he is well aware of unpredictability of arising speech situations. Studying by the classical method, students not only operate with all kinds of lexical layers, but also learn to look at the world through the eyes of a "native speaker" - a native speaker. Perhaps the most famous representative of the classical method of teaching a foreign language is N.A. Bonk. Her textbooks of English, written in collaboration with other authors, have long been classics of the genre and have withstood the competition of recent years. The classic approach to learning a foreign language. The classical course is aimed at students of different ages and most often involves learning the language "from scratch". The teacher's tasks include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of the psychological and linguistic barriers to communication. "Classic" has not changed the goals, but the methods, due to the new approach, are already different. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - should be developed in a planned way. - All language components - speaking, writing, listening, etc. - need to be developed in a systematic and harmonious way. Classical methods partly turn language into an end in itself, but this cannot be considered a disadvantage. Such a comprehensive approach aims primarily to develop students' ability to understand and create speech. The method assumes classes with Russian teachers, but this order (although not quite "fashionable") cannot be considered a disadvantage: a non-native speaker teacher has an opportunity to analyze and compare two language systems, compare constructions, convey information better, explain grammar rules, and prevent possible errors.

The linguo-sociocultural method. One of the most serious and comprehensive methods of learning a foreign language is the linguo-sociocultural method, which appeals to such a component as the social and cultural environment. Proponents of this method firmly believe that a language loses its life when teachers and students aim to master only "lifeless" lexical and grammatical forms. Someone remarked that "personality is a product of culture. So is language. And the most convincing proof of this is our linguistic errors. The linguo-sociocultural method takes into account the simple fact that 52% of mistakes are made under the influence of the mother tongue, and 44% lie within the language we learn. In the past, the focus was on speech correctness; now, beyond that, the focus is on meaningfulness. What matters is the meaning of the information conveyed, that is, the communicative level, because in any case the ultimate goal of communication is to be understood.

Communicative approach. The first line in the rating of popularity of techniques actively holds the communicative approach, which, as its name suggests, is aimed at the practice of communication. This technique perfectly "works" in Europe and the United States. The communicative method, as its name already implies, is aimed precisely at the possibility of communication. Of the 4 pillars upon which all language training is based (Reading, Writing,

Speaking and Listening) we place a great deal of emphasis on the last two. You will not hear particularly complex syntactic structures or serious vocabulary. It would be a mistake to think that the communicative method is only for small talk. The communicative method is designed, first and foremost, to remove the fear of communicating. A person armed with a standard set of grammatical structures and a vocabulary of 600-1000 words can easily find a common language in an unfamiliar country. However, there is also the reverse side of the medal: the clichéd phrases and the poor vocabulary. Add to this a mass of grammatical mistakes and you realize that the only way to avoid the reputation of, let us say, an unintelligent interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve. British methods, as representatives of the communicative approach, have a number of distinctive features. The majority of them are developed on the basis of integration of traditional and modern methods of teaching. The differentiation on age groups and the multilevel approach allow the development of an individual human personality, influence its outlook, system of values, self-identification, ability to think. To put it simply, the individual approach, which is popular today, is at the top of the list. All British methods without exception are aimed at the development of four language skills: reading, writing, speaking, and listening. At the same time, great emphasis is placed on the use of audio, video, and interactive resources. Due to the variety of methods, of which one of the leading positions is taken by language technology, British courses help students develop the skills necessary for modern business life (ability to make a report, give a presentation, carry on correspondence and so on). The undeniable "pluses" of British developers are preparation of the course on the basis of authentic material, great attention to stylistics, intention to teach "situational" and "live" English through "real" examples of semi-real characters. Some (but by no means all) methods are characterized by a good systematization of the material. British methods are probably the best option for those who want to learn "real English" or have a specific linguistic training goal.

The intensive method. The intensive method of teaching English is becoming very popular. It helps those for whom the phrases "time is money" and "money is time" are equivalent. To study English intensively allows for a high degree of boilerplate - this language consists of clichés by 25%. Memorizing and practicing a certain range of "stable expressions", you will basically be able to explain yourself and understand your interlocutor. As for the timing, then learn even the most basic level of English "in two weeks" is difficult and in a fantastic dream, but for 2-3 months - already more realistic.

Emotional and semantic method. The Bulgarian psychiatrist Lozanov, who worked with patients according to his own method of psychocorrection, stands at the origins of the emotional and semantic method of learning foreign languages. Kitaygorodskaya School has been working for 25 years using the method of the same name, based on a combination of Lozanov's developments and the fundamental course, and accepts both adults and children [1].

Preparation for tests and qualification exams. To pass the test effectively, it is best to apply to a language school or courses that have been specializing in preparing students for certain certificates for quite some time (someone is working with the U.S. on the method TOEFL; there are colleges that help get the ESOL certificate of Pitman University (UK); most courses give the opportunity to get the CAE or GMAT). The tests are divided into levels, and the method of preparation depends primarily on the knowledge base of the student. It should be taken into account that the test does not give any additional knowledge, it is only a check and certification of already existing "baggage". Therefore, test methods do not serve for learning a language: they help students to better present themselves at the exam, encourage them to repeat sections of grammar and vocabulary, orienting them to specific forms of work. The top flight of test methods is preparation for foreign exams. If you are aiming for their successful passing, you need not only knowledge, but also speed, the ability to concentrate, discard unnecessary information, highlight the main thing, as well as the ability to show maximum creativity in writing an essay. Getting a diploma or certificate is a qualification and a guarantee of

employment, so it requires a particularly serious approach and preparation. So, in the domestic methodological market there are products for all tastes, and it remains only to decide on the goals, means, and most importantly - methods. Then the choice of courses and training program will not be so difficult [1]. Thus, an English teacher is free to choose methods and approaches depending on the tasks he or she faces. In addition to the right choice of methodology, the teacher should motivate the student, especially the student of non-linguistic specialties, or, in other words, to form an interest in learning foreign languages. Today innovations in higher education aimed, firstly, at forming the personality of a university graduate as a professional; secondly, at forming his/her ability to scientific and technical activity; thirdly, at updating the content of the educational process, as well as at reorienting the priorities in the educational process to the process of self-education are of the greatest relevance. Among the innovative technologies the most promising are: 1) "case technologies" (learning on the basis of concrete learning situations); 2) reflection as a method of self-knowledge and self-assessment and as the technology itself - diagnostic and developing; 3) training technologies (training business communication, personal development, communicative skills); 4) project method. "CaseStudy" consists of several stages: at the first stage there is a study of the text with the description of the situation. The task of students is to find out the essence of the problem independently and determine their own position in assessing the situation, think through the answers to the questions and find concrete ways to solve the problem. The second stage includes work in small groups, exchange of opinions on the circle of problems. Intellectual leaders who are able to suggest ways of solving problems after a group discussion are singled out. The third stage of this technology consists in a group discussion of the problem under the guidance of the teacher. The group expresses its point of view, and the teacher's task is to skillfully guide the process of analyzing the situation, while involving as many students as possible in the discussion.

Among the variety of modern pedagogical technologies of foreign language teaching the technology of project activities deserves close attention. The use of this technology develops students' skills of collective interaction, the ability to work creatively in a team, the ability to accept others' opinions and defend their own. This technology of learning provides activation of personal qualities of students, providing freedom in choosing the theme of the project and further work on it. At the heart of the technology of project activities is the project method. The word "project" is used in modern language in the sense of "to plan", "to develop". The educational project is a joint educational and cognitive, creative or game activity of students that has a common goal. The project method is a developed technology of using an educational project. Coordinated methods, methods of activity, are aimed at achieving a common result on the solution of some problem, significant for the participants of the project. In the discussion among educators, such designations as project classes aimed at project work, project weeks, and project work are used. The boundaries between these designations are fluid, as there is some terminological vagueness. "Project method" assumes the fact that at the center of the educational process is the active independent activity of the student aimed at creating a specific product, as a result of solving a separate problem taken from real life. Mastering the technique of organizing the project method contributes to the development of intellectual skills of critical thinking, skills of working with information, as well as the ability to work in collaboration. These skills form the basis for successful project activities of students in the global Internet. The use of project technology provides an opportunity for students to participate in international telecommunication projects. International telecommunication projects, which are organized in the global Internet network and include a relevant, significant for young people around the world, are a stimulus for cognitive activity, interest in mastering a foreign language to understand and be understood, acquisition of skills to work with reference and other additional literature, which is a resource of the Internet environment, as well as forming the ability to be open and interact with their foreign peers, including those who acquire the profession of engineering. Multimedia, representing a special kind of computer technology that combines both traditional static visual information

(text, graphics) and dynamic (speech, music, video fragments, animation), causing the simultaneous impact on the visual and auditory senses of students, which allows the creation of dynamically developing images in different information representations (auditory, visual). A characteristic feature of Multimedia technologies in comparison with traditional in the educational process is the presentation of information not only in the form of text, but also in the form of images, which allow to concentrate the attention of students, contribute to a better understanding, comprehension and memorization. Emotional excitement that students experience when working with multimedia systems activates the processes of perception of attention, comprehension, memorization. It is thought that this orientation of learning organization creates favorable conditions for active, creative and productive activity of students, stimulates speech and thinking activity, and significantly increases the effectiveness of the learning process [2]. Profession-oriented teaching of a foreign language in non-language universities requires a new approach to the selection of content. It should be oriented to the latest achievements in a particular sphere of human activity, timely reflect scientific achievements in the spheres directly affecting professional interests of students, provide them with the opportunity for professional growth. Thus, it will be legitimate to consider the content of foreign language teaching in higher education as a set of what students should learn in the learning process so that the quality and level of foreign language proficiency corresponded to their needs and goals, as well as the goals and objectives of this level of training. The selection of content is designed to promote versatile and holistic formation of the student's personality, preparing him/her for future professional activities. The essence of professionally oriented teaching of a foreign language consists in its integration with special disciplines in order to gain additional professional knowledge and form professionally significant personal qualities. Training specialists in non-linguistic universities consists in forming communicative skills, which would allow carrying out professional contacts in a foreign language in different situations. The main and ultimate goal of training is to ensure that students of non-linguistic specialties have an active command of a foreign language as a means of forming and articulating thoughts in the field of everyday communication and in the field of the relevant specialty. Thus, professionally oriented is understood as teaching based on taking into account the needs of students in learning a foreign language, dictated by the characteristics of the future profession or specialty, which, in turn, requires its study. The term "professionally-oriented learning" is used to refer to the process of foreign language teaching in a non-linguistic university, focused on reading literature on the specialty, studying professional vocabulary and terminology, and recently - on communication in the sphere of professional activity [3].

References

1. The modern methodology of teaching a foreign language : a manual for teachers / N.D. Galskova. – Moscow: ARKTI-Glossa, 2000. – 165 p.
2. Bashmakova I.S. On the formation of professionally-oriented communicative competence of students of non-linguistic universities // Modern approaches to the levels of learning and criteria of evaluation in the preparation of foreign language specialists-not philologists: collection of scientific papers. – M.: Bulletin of MSLU, 2003. – p.p. 38-40.
3. Samptsov P.I. Vocationally-oriented teaching of foreign language at non-language faculties of universities / P.I. Samptsov, O.Y. Ivanova. – Orel: OGU, 2005. – p.p. 114-118.

Литература

1. Современная методика преподавания иностранного языка: пособие для учителей / Н.Д. Гальскова. – М.: АРКТИ-Глосса, 2000. – 165 с.
2. Башмакова И.С. О формировании профессионально-ориентированной коммуникативной компетенции студентов неязыковых вузов // Современные подходы к

уровням обучения и критериям оценки при подготовке специалистов по иностранному языку - нефилологов: сборник научных трудов. – М.: Вестник МГЛУ, 2003. – С. 38-40.

3. Сампцов П.И. Профессионально-ориентированное преподавание иностранного языка на неязыковых факультетах вузов / П.И.Сампцов, О.Ю.Иванова. – Орел: ОГУ, 2005. – С. 114-118.

БӨКЕНҚЫЗЫ А. – оқытушы (Алматы қ., Алматы қатынас жолдарының техникалық-экономикалық колледжі)

ТЕХНИКАЛЫҚ УНИВЕРСИТЕТТЕРДЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ

Аңдатпа

Бұл мақалада шет тілін оқытудың әр түрлі әдістеріне талдау берілген. Әдіс пен тәсілдің дұрыс таңдалуы студенттердің тілдік емес мамандықтарды ынталандыруға көмектеседі және шет тілдерін үйренуге қызығушылығын қалыптастырады.

Түйін сөздер: тәсіл, кәсіби қызмет, ынталандыру, жоба.

БОКЕНКЫЗЫ А. – преподаватель (г. Алматы, Алматинский технико-экономический колледж путей сообщения)

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В ТЕХНИЧЕСКИХ УНИВЕРСИТЕТАХ

Аннотация

В данной статье представлен анализ различных методик обучения иностранному языку. Правильный выбор методики и подхода помогает мотивировать студентов неязыковых специальностей и формирует интерес к изучению иностранных языков.

Ключевые слова: подход, профессиональная деятельность, мотивировать, проект.