

PRACTICAL WAYS OF PERSONALISING LANGUAGE LEARNING IN HIGH SCHOOL

Author – Tulegenova Zh.Zh.

Annotation

In the course of the conversation there are no right or wrong answers, just have different positions, opinions, and points of view. Try not to force them, and convince students to take the content, which we suggest to position of scientific knowledge. Students do not simply learn the ready-made designs, and be aware of how they and to do not simply learn the ready-made designs, and be aware of how they were received, because this is the principle of my training.

Key words: personalizing, person –oriented, attracting student, FLL, usage of techniques, interacting, stimulation of students ' comments

Often to explain the new material attracts students, who are well able to cope with the tasks set. In this presentation material is born as knowledge, which owns not only the teacher, but the student, it's a kind of selection of its content. The student in this case is the “Creator” of this knowledge; party of its generation. It is these lessons I believe the personality-oriented, in the course of which try to be attentive to the children, together with them in performing equal work on search and selection of necessary educational material, which is subject to assimilation. Under these conditions, the digested material is changed, and becomes personal and meaningful. Interacting with the students during the lesson, I am not afraid of the wrong answers (if, of course, this is not a test lesson); attracting to the work of all students (and not only “well-advanced”); I'm not afraid of stress - “Let's agree that the verb-bundle to be in the 1st person singular of the will be read as - am, and in the 2nd person of the singular and plural - are and will in the future of this adhere to.

Formulate briefly the basic requirements of the personalizing lesson, set forth doctor of psychological Sciences, Professor I.S. Yakimanskaya, well-known Russian educational public its numerous developments in the field of psychology of education. The purpose is creation of conditions for the manifestation of cognitive activity of pupils. The means of achieving teacher this purpose:

- the use of various forms and methods of organization of educational activity, to disclose the subjective experience of the students;
- the creation of the atmosphere of interest of each student in the class;
- stimulation of students ' comments, the use of various ways of tasks without fear of making a mistake, get the wrong answer, etc.;
- the lesson of didactic material, allowing the student to choose the most important for him the type and the form of educational content;

- assessment of the activities of the student not only on the end result (right or wrong), but also on the process of its achievement;
- encourage the aspirations of the pupil to find their way to work: analyze methods of the work of other students during the lesson, select and develop the most rational;
- creation of pedagogical communication situations in class, allowing each student to take the initiative, independence, selectivity in the methods of work;
- creation of environment for natural expression of the disciple.

And then I. S. U. offers the performance criteria of the teacher on the lesson with person-oriented orientation:

- the presence of a master training plan for the lesson depending on the readiness of the class;
- the use of problem-solving tasks;
- the use of jobs, allowing the student to choose the type, form and shape of the material (verbal, graphic, conditionally-symbolic);
- creating a positive emotional attitude to the work of all students in the course of a lesson;
- discussion with the children at the end of the lesson is not only what we have learned” (which ye possess), but also the fact that much (not much) and why;
- what would like to carry out one more time, and what to do in another way;
- encouraging the student to the choice and stand-alone use of different ways of execution of the tasks;
- assessment (promotion) in the survey of the lesson is not only correct answer the student, but also the analysis of the pupil reasoned, what is the method used, why and what's the error;
- mark, exposed to the pupil in the end of the lesson should be based on a number of parameters: accuracy, independence, originality;
- when specifying the house is not only the theme and scope of the assignment, but is in detail explained how to rationally organize its educational work with the homework.

English language training at the training complex is, in my opinion, the most effective in a high school and a maximum of providing a personalized approach to learning. The organization of practical English language acquisition as stipulated in a language course in the limits of a comprehensive school provides real results of the training, development and education of children, and their active voice activity, the expansion of their cultural horizons, and develops thinking, memory, feelings and emotions, of interest to the country of the target language, the desire for mutual understanding of the peoples who speak the language, for a dialogue of cultures, promotes their social activity in the forms that are possible in the specific conditions of training.

The activities of the students to master the English language on this training complex promotes, which is very important, in my opinion, the development of General and special educational skills, the development of such character traits, as purposefulness, diligence, perseverance in overcoming the difficulties. But this

may become possible only when forming the interest to the activity being carried out, when you create in the classroom and in extracurricular activities atmosphere of friendliness, entertaining at the development of creative abilities of pupils, their fantasies, imagination, and aesthetic pursuits.

The most important aspects of the textbook, contributing to the personality-oriented approach in learning English, I consider the following: the content of the textbook is entirely focused on students, meets their capabilities and needs.

Almost every lesson is built on the experience and intellectual abilities of the students, including the general skills and skills in their native language. The teaching according to the book creates optimal conditions for the work of students in the classroom.

Situational exercises, the optimum combination of linguistic and communicative practice and allow me to use the most effective methods and techniques. Variety of types of texts supports the constant interest of students to the subject.

The material of the educational complex allows greater use of the lessons of questions and tasks of the problem of a creative nature, activates mental and emotional effort children, encourage the free use of language. The combination of different forms of work: individual, group, steam room, front, discussions, game learning - activates activity of students in the classroom. The material of the textbook, for comparison and comparison of the differences between British and American forms of language to the Russian language, increases the interest of students to teaching.

Artistic decoration of the textbook: a variety of illustrative material and foreseeable building lessons contributes to the increase of motivation of the students.

Open a flexible methodological concept of the textbook promotes equitable relationships between the teacher and the students in the class. And, finally, what is also important, in the educational complex T. Klementyeva implemented an inductive approach to teaching grammar, the teacher, and not linguistic statement.

A great help in my work is made by individual correctional map of pupils in 5th grades. According to this map, I note some of the main themes studied in the fifth grade, and record the results of the knowledge, abilities and skills on these topics. To improve the quality of knowledge, and stimulate the interest of students and improving the quality of evaluation, use of corrective individual work both in class and outside of it. The final grade displayed in the log. This individual correctional card helps me to build the work with the pupils, first of all the success in the achievement of positive educational results with each student.

Carrying out of the personality in teaching of the English language of the students, I set myself the task to examine the readiness of the child to the perception of a foreign language in the 1st year, while resting on the socio-psychological research, conducted by the school psychologist. These data suggest, what are the motives of academic activities of students, what is the level of internal action plan, as far as they can create their actions logically, as the students evaluate

their training steps: right/wrong; adequate/inadequate, and as far as know how to evaluate their moral qualities.

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