

# THEORETICAL AND PRACTICAL BASIS OF TEACHING ENGLISH FOR GENERAL PURPOSES (GENERAL ENGLISH)

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**Abstract:** *the article analyzes the use of communicative and linguistic competence in accordance with the main provisions of the theory of speech activity on the basis of a communicative system-activity approach considering the technology of modular learning [1, 60]. Currently, the system of higher education is shifting the emphasis on the interests of the student. Focusing on the formation of a completely new professional personality involves the use of intensive learning technologies aimed at optimizing, updating, systematizing, humanizing and comprehensive knowledge acquisition.*

**Keywords:** *competencies, listening, speaking, communication needs, intellectual capabilities.*

## ТЕОРЕТИКО-ПРАКТИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ ОБЩИХ ЦЕЛЕЙ (GENERAL ENGLISH)

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**Аннотация:** *в статье рассматривается применение коммуникативной и языковой компетенции в соответствии с основными положениями теории речевой деятельности на основе коммуникативного системно-деятельностного подхода в соответствии с технологией модульного обучения [1, 60]. В настоящее время в системе высшего образования происходит перенос акцента на интересы обучаемого. Ориентация на формирование абсолютно новой профессиональной личности предполагает использование интенсивных технологий обучения, направленных на оптимизацию, актуализацию, систематизацию, гуманизацию и комплексность получения знаний.*

**Ключевые слова:** *компетенции, аудирование, говорение, коммуникативные потребности, интеллектуальные возможности.*

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### 1. Implementation of a competency-based approach using modular learning in the process of teaching English for general purposes

The course "English for General Purposes" is offered for students whose level of English proficiency after diagnostic testing is fixed at A1 - A2 + on the Common European Framework of Reference for Languages. This course includes grammar and vocabulary components, as well as listening, reading, speaking and writing, depending on the actual level and needs of the students. The main emphasis at this stage of training is put on the development of skills for working with various types of information: quick search, processing and transmission of it in English; expanding the repertoire of techniques for working with vocabulary; mastering the socio-cultural norms of oral and written speech, etc. In the course of teaching English for general purposes, the development of listening (monologue and dialogical) speech, the development of oral spoken and everyday speech skills, the development of reading and writing skills is carried out.

Throughout the course of teaching English for general purposes, an integrated and systematic formation of foreign language communicative competence in all types of speech activity is carried out. Despite the fact that teaching English for general purposes is aimed at the interconnected teaching of all types of speech activity: speaking, listening, reading and writing, each of them can act as both a goal and a means of teaching [2,126]. Let's define specific tasks in each type of speech activity in English:

#### **In speaking:**

##### **monological speech:**

1) the ability to represent people in simple language or describe living conditions, everyday activities, what to like and what not to like, etc. as a series of short, simple phrases and sentences;

2) the ability to answer a number of questions, but at the same time ask to repeat the question from time to time if it was uttered at a too fast pace.

**dialogical speech:**

1) the ability to participate in a simple dialogue, but the success of communication is entirely based on a slower repetition of phrases by the interlocutor, paraphrasing. Ability to ask and answer simple questions, pronounce and respond to simple statements concerning direct familiar topics;

2) the ability to participate without preparation in a conversation on a familiar topic, exchange information on familiar topics in everyday life (for example, family, hobbies, work, travel and current events).

**in listening:**

1) the ability to understand very simple statements about oneself, about familiar people and objects, provided that the interlocutor's speech is slow and intelligible;

2) the ability to understand the main content of a conversation on a familiar topic related to education, recreation, etc., carried out through a clear standard language.

**in a letter:**

1) the ability to write correctly graphically and without mistakes within the limits of an active lexical and grammatical minimum when performing the corresponding educational tasks;

2) the ability to summarize in writing the content of the material read;

3) the ability to fill out a detailed questionnaire about yourself;

4) the ability to write postcards of various functional types;

5) the ability to use writing not only as a means of teaching, but also as an independent type of speech activity, it is proposed to write different types of writing in terms of genre and purpose, taking into account the accepted socio-cultural norms: a letter to a friend, an invitation letter, etc.

**in reading:**

1) the ability to use various reading strategies (search, browsing, studying, etc.); skills in working with text: forecasting, ignoring the unknown;

2) the ability to establish semantic / structural connections, highlighting key information, etc.;

3) the ability to find information, including using modern means of communication and Internet resources, fiction books, films, etc.

Teaching the basic types of speech activity also involves familiarizing students with various techniques for working on aspects of the language:

1) phonetics (for example, imitation of pronunciation and intonation patterns, tongue twisters, reading transcriptions, etc.);

2) vocabulary (for example, guessing a word by context, different ways of memorizing new words, working with dictionaries, etc.);

3) grammar (compilation of your own grammar reference, situational grammatical tasks, etc.),

The proposed training course focuses on:

1) creating conditions for students to gain experience in using language knowledge and skills in various communication situations;

2) the formation of the skills of independent work with various sources of information on different media;

3) active use of modern information technologies;

4) collective cognitive activity;

5) development of a creative approach to solving educational problems;

6) development of self-control and assessment of the assimilation of skills and abilities.

**2. Principles of selection of educational material**

In teaching English for general purposes, it is important to correctly select educational materials, since exercises and assignments are priority means of achieving the set educational goals and objectives. To increase the efficiency of mastering the material, a modular structure of the textbook is proposed, which provides redundancy of tasks, as well as assuming the choice of the necessary material for classroom and independent work. It should be noted here that at Kazakh-British Technical University ( KBTU), according to the English language training program, the main textbook is New English File. However, there are other tutorials that meet the requirements below. It should be born in mind that educational materials (textbooks) must, firstly, meet the needs of the educational process (i.e. take into account program requirements, patterns of management of the process of knowledge assimilation); secondly, to have purposefulness (that is, to be focused on the goal of education, to highlight the levels of language acquisition, to ensure the integrity of the elements of educational materials); thirdly, to be student-oriented (take into account their individual communication needs; rely on their intellectual capabilities and level of training; create optimal conditions for independent work; contain a variety of work methods and types of educational activities); fourthly, to motivate language learning, to stimulate cognitive activity [3, 17].

The selection of training materials should be based on the following criteria:

**in terms of methodology**

- correspond to the modern level of development of teaching methods of the English language, technologies and approaches to education;

- correspond to the declared educational goals and objectives, contain ways to achieve them;
- correspond to a certain level of students' language training and contribute to the development of foreign language competence;

- have a clear system and thoughtful sequence of texts and assignments;
- integrated development of all speech skills and abilities;
- provide an opportunity for consolidation, repetition, self-control and self-assessment of knowledge;
- offer assistance to educators to overcome learning difficulties;
- to activate independent work of students and to stimulate group types of work on educational material;
- take into account different learning styles and learning rates;
- be a tool for enhancing the teacher's creative activity;

#### **in terms of content**

- have an educational and upbringing potential that contributes to expanding the horizons and experience of students;
- be interesting and value-significant and take into account the requests, interests, needs, age, personal experience of students;

- have up-to-date information;
- include authentic materials and tasks of a communicative nature, diverse in genre and content, providing an opportunity for choice and a creative approach to their implementation;
- offer non-standard, problematic tasks that stimulate the activity and independence of students;

#### **in terms of formal indicators**

- have a consistent structure;
- have concise and clear instructions;
- be attractive in terms of design (illustrations, readable font, etc.).

### **3. Taxonomy of exercises and tasks in teaching General English**

The typology of exercises suggested below can serve as an additional source of ideas for creating tasks aimed at developing speech skills in accordance with the course module. In an educational situation, they are implemented both in isolation (although less often) and in interaction.

#### **Assignments aimed at mastering self-study strategies:**

##### **diagnostics of individual difficulties in listening, reading, writing, speaking;**

- 1) filling out self-assessment sheets at the end of each section and setting personal learning objectives;
- 2) sharing experiences on the best way to memorize words;
- 3) maintaining your own vocabulary to expand vocabulary;
- 4) compilation of your own terminological glossary necessary for discussing issues on the subject of the course;
- 5) guessing the meaning of the word from the context;
- 6) mastering speed reading strategies;
- 7) mastering the technique of quickly viewing the text to determine the general meaning;
- 8) mastering the strategy of quick search for the main semantic information of the text;
- 9) developing your own style of note-taking.

#### **Reading activities:**

- 1) guess the subject matter, the content of the text by the title, picture, new words, etc.;
- 2) come up with a suitable heading for the text, paragraph, picture;
- 3) determine the topic, the main idea of the text;
- 4) determine the type of text organization;
- 5) find answers to questions in the text;
- 6) compose your own questions to the text, focused on the accuracy of understanding the meaning of what you read;
- 7) make a plan of the text in the form of keywords, the main ideas of the paragraph, questions;
- 8) compare different texts on the same topic;
- 9) make a conclusion about what has been read;
- 10) restore the text in the desired sequence;
- 11) insert missing pieces of text.

#### **Tasks aimed at developing listening skills:**

- 1) isolate colloquial formulas, numbers, dates, names, terms, etc.;
- 2) predict the continuation of a phrase, the use of a cliché, an answer /question, etc.;
- 3) extract the main idea, specific information;
- 4) correlate information with the speaker;
- 5) formulate a topic;
- 6) fill in the blanks;
- 7) choose the correct option.

**Tasks aimed at developing writing skills:**

- 1) write an informal letter;
- 2) write out keywords from the text;
- 3) shorten the text, write a summary;
- 4) finish sentences;
- 5) transform sentences;
- 6) expand the text, write a sequel;

**Tasks aimed at developing speaking skills:**

- 1) ask a question;
- 2) answer the question logically and clearly;
- 3) give an assessment to what was read, heard;
- 4) use functional formulas required by the context (clichés, introductory structures, politeness formulas);
- 5) participate in role play, discussion.

**Tasks aimed at working with vocabulary:**

- 1) choose the word with the most general meaning from the synonymous row;
- 2) group words according to a certain attribute (analogy);
- 3) form derivative words;
- 4) establish a correspondence between a word and a definition;
- 5) find the most common phrases with a given word;
- 6) find and correct a mistake in a word;
- 7) cross out the inappropriate word;
- 8) correlate dictionary entries;
- 9) reproduction of the context for a new word (at the level of a phrase, sentence, text);
- 10) choose synonyms, antonyms, suitable adjectives;
- 11) fill in the gaps in the text using words from the table;
- 12) insert missing words;
- 13) fill out a crossword puzzle, a chainword;
- 14) choose generalizing words for word groups.

**Tasks aimed at working with grammar:**

- 1) choose the correct / neutral option;
- 2) choose a suitable grammatical form;
- 3) emphasize the grammatical form and explain its use;
- 4) connect the scattered parts of the sentence within the meaning;
- 5) supplement the proposal;
- 6) determine the main and subordinate clauses;
- 7) insert missing prepositions.

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