

Шаңырағым сіл ғана сықырласа,
Сар далама дабыл боп қағыламын.
Шөлікесе шиыршық атамын да,
Сөл бөлемін, суша еп ағыламын.
Сол шаңырақ астында селтең қағып,

Сезімге ерген бал шағым - ақ лағым", - деп, жат жұрттық қыз баланың өз елімен сырласуы арқылы, ұлт алдындағы ұрпақ борышын жырлайды [4, 17].

Жалпы, тәуелсіздік жылдарындағы жазылған жырлардың қоғамдық-ой сананың жаңаруына сай көптеген жаңа ұғымдар, атаулар, түсініктер, танымдық тақырыптар пайда болғанын, көркемдік ізденістерге өріс ашылғанын байқаймыз. Бұл ең алдымен тәуелсіздік дейтін қасиетті ұғымды қастерлеумен байланысты болып табылады.

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DEVELOPING LEARNERS' COMMUNICATIVE SKILLS WITHIN THE HIGHER EDUCATION PROGRAM AND INTEGRATING WITH PUBLIC SPEAKING

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Аңдатпа. Мақала «5В011900 - Шет тілі: екі шет тілі» жоғары білім беру бағдарламасы бойынша ағылшын тілін шет тілі ретінде оқытудың ерекшелігіне арналған. Жұмыста ежелгі және орта ғасырлық өркениеттердегі ашық сөйлеу шеберлігі мектептерінің қалыптасуы туралы негізгі мәліметтер берілген. Мақалада студенттердің коммуникативтік дағдыларын 3 курстың «Шетел тілін арнай мақсатта оқыту» пәнінің практикалық сабақтарында және 4 курс студенттері үшін «Тілдік материалдарды коммуникативті бағытта оқыту» элективті курсының дамыту мәселелері талқыланады. Авторлар жоғары оқу орындарының оқытушыларының тәжірибелері барысында оқыту кезінде байқалған шетел тілін меңгеруі студенттердің психологиялық типтері және әртүрлі оқу стильдерін зерттейді. Мақалада авторлар сөйлеу шеберлігін дамытатын стратегиялары мен принциптеріне ерекше назар аударады. Мақалада шетел тілін

оқытудасөйлеу шеберлігін қалыптастыратын тапсырмаларын қолданудың бірнеше айқын артықшылығы бар екендігі туралы айтылады: сөйлеу шеберлігін барлық төрт тілдік дағдыларды практикада қолдануға мүмкіндік береді, сыни ойлау дағдыларын дамытуға септігін тигізеді, білім алуға-оқуға ықпал етеді

Түйін сөздер: ағылшын тілін оқыту, білім беру бағдарламасы, ағылшын тілін шетел тіл ретінде меңгеруші студент, сөйлеу әрекеті, көрермендер, сөйлеу құрылымдары, жабдықтар, көрнекі құралдар, әдістер, стратегиялар, нанымдар, ымдау тілі, хабар-ақпарат, тіркес-сөздер, риторика, тыңдаушы, аудиториямен керібайланыс.

Аннотация. Статья посвящена специфике преподавания английского языка как иностранного в программе высшего образования «5B011900- Иностранный язык: два иностранных языка». В работе содержится основная информация о доисторическом образовании школ публичных выступлений в цивилизациях древнего мира и среднего века. В статье затрагиваются вопросы развития коммуникативных навыков обучающихся на занятиях по предмету «Язык для специальных целей» на 3-м году обучения и «Коммуникативно-ориентированного обучения иностранному языку» в качестве элективного курса для студентов 4-го курса. Авторы изучают психологические типы и различные стили обучения учащихся иностранному языку, наблюдаемых преподавателями высших учебных заведений. В статье авторы делают акцент на стратегии и принципы публичной речи. В статье делается вывод о том, что есть несколько явных преимуществ использования публичных выступлений в обучении иностранному языку: публичное выступление предоставляет возможности практиковать все четыре языковых навыка, поддерживает развитие навыков критического мышления, способствует обучению.

Ключевые слова: обучение английскому языку, образовательная программа, студент изучающий английский язык как иностранное языку, речевая деятельность, аудитория, структурирование речи, оборудование, наглядные пособия, методы, стратегии, убеждения, язык жестов, сообщение, слова-связки, риторика, слушатель, обратная связь с аудиторией.

Abstract. The article is devoted to the specifics of teaching English as a foreign language on the higher education program “5B011900- Foreign language: two foreign languages”. The work provides basic information on prehistoric formation of public speaking schools in ancient world and middle age civilizations. The article touches upon the issues of developing learners’ communicative skills on tutorials of English for Specific Purposes on the 3rd year of studies and Communicative-oriented Teaching of a Foreign Language as an elective course for the 4th year students. The authors study psychological types and different learning styles of EFL learners observed during teaching experiences of higher education institution lecturers. In the article the authors make emphasis on the strategies and principles of delivering public speech. The article concludes that there are several clear advantages to using public speaking tasks in ELT as: public speaking provides opportunities to practice all four language skills, supports development of critical thinking skills, promotes learning

Key words: teaching English, education program, ESL student, speaking activities, audience, speech structuring, equipment, visual aids, methods, strategies, persuasion, body language, message, signposting, rhetoric, listener, feedback.

Almost all cultures have an equivalent of the English word “orator” to designate someone with special skills in public speaking. The oldest known handbook on effective speech was written on papyrus in Egypt some 4500 years ago. Eloquence was highly prized in ancient India, Africa, and China, as well as among the Aztecs and other pre-European cultures of North and South

America. In classical Greece and Rome, public speaking played a central role in education and civic life. It was also studied extensively. Aristotle's rhetoric, composed during the third century B.C.E., is still considered the most important work on its subject, and many of its principles are followed by speakers (and writers) today. The great Roman leader Cicero used his speeches to defend liberty and wrote several works about oratory in general. Over the centuries, many other notable thinkers have dealt with issues of rhetoric, speech, and language – including the Roman educator Quintilian, the Christian preacher St. Augustine, the medieval writer Christine de Pizan, the British philosopher Francis Bacon, and the American critic Kenneth Burke. In recent years, communication researchers have provided an increasingly scientific basis for understanding the methods and strategies of effective speech [1; 89].

Throughout the education program “5B011900- Foreign language: two foreign languages” students deal with speaking activities as dialogues, prepared speech, spontaneous speech, situational dialogues, role playing, interviewing, and some others, which in their turn contribute more or less to their communicative competences due to their specifics of learning possibilities. In the program “5B011900- Foreign language: two foreign languages” and other specialties there are a number of subjects demanding speech activities. During the 1-2nd year of studies students are provided with practical knowledge of the English language: grammar, phonology, lexis and substitution and transformation drills. While 3-4th year they need pure understanding of language ‘body’ as a future teacher of the English language with the store of basic knowledge: they speculate with written text and oral text transforming written language into oral and oral vice versa into written.

Teachers' immediate objective is to apply those methods and strategies in the classroom speeches. Students should be informed about that what they learn in your class, however, will be applicable long after they leave university. The principles of public speaking are derived from a long tradition and have been confirmed by a substantial body of research. The more they are noted about those principles, the more effective students will be in their own speeches – and the more effective they will be in listening to the speeches of other people. The issue of speaking, especially, developing speaking skills of EFL student – learner depend not only on teaching material and teacher's mastery, but also psychological and emotional state of the learner, the learner's community which is long-observed through the teaching activity of the English and German department. The term "EFL (English as a Foreign Language) student" is used to refer to students whose first language is one other than English, in our situation they are Kazakh and Russian language . While EFL students are not yet proficient in English, this does not mean that they cannot do well in a traditional public speaking course. Frequently, an introductory speech course is recommended as a means of moving them into mainstream college work while they are still enrolled in ESL English courses. The public speaking class offers ESL students an ideal opportunity

to interact with native English speakers, for instance, in Aktobe such circles like the American corner functioning on the base of Baishev Public Library and debate clubs of town universities, K.ZhubanovAktobe Regional State University among them, as well as "Polyglot" speaking club at the Foreign Languages Faculty, and to improve their fluency in English and listening comprehension while learning about spoken discourse. ESL students enrich the traditional public speaking class by challenging other students and instructors to think about public speaking within the broader context of the many diverse voices that are increasingly a part of the American "chorus." Speech instructors should be aware that the ESL population will continue to grow into the twenty-first century. To meet the diverse needs of these students, instructors must be willing to adapt their teaching methods.

The ESL students in the public speaking classroom may be a homogeneous group who have the same native language in common and are at similar levels in their English proficiency. However, it is more likely that they will be from a variety of cultures and present varying degrees of competence in spoken and written English, and thus present an array of problems that cannot be tackled with any single catchall approach. The following are some of the features that distinguish EFL students from one another [2; 77].

ESL students differ from one another in the levels of education they already have and how long they have studied English. Variations in educational level and the manner in which students learned English can manifest themselves in differing levels of proficiency in the four skills: reading, writing, speaking, and listening. Some students are bi- and tri-lingual and may exhibit nearly native-like spoken English because they were born in the U.S. or came to this country when very young and learned English in American public school systems. These students are fluent in spoken English but often weak in writing and reading. Other EFL students are adults who finished secondary school and/or college in their native countries and either learned English as a foreign language or picked up some English while living in the U.S. These EFL students may be graduate students who plan to return to their native countries after college. The written skills of these EFL students may be better than their listening comprehension and speaking skills. Adult EFL students often have entrenched pronunciation problems which are difficult to correct. Still other EFL students may have been educated in their native countries but did not learn English before coming to the U.S. These students have great difficulty with both written and spoken English [3; 59].

Table 1. Types of EFL Students

1 Bilingual; educated in U.S.	2 Bilingual; educated abroad/college	3 No knowledge of English; educated abroad	4 <i>Bilingual; semiliterate in native language and in English</i>
5 Native-like fluency in English	6 <i>English as a foreign language</i>	7 Political refugees who did not learn English before coming to U.S.	8 <i>Little education</i>
9 <i>Weak skills in writing and reading</i>	10 <i>Problem with listening comprehension and fluency; fossilized pronunciation errors.</i>	11 <i>Poor written and spoken English skills.</i>	12 <i>Poor skills, most difficult time learning English</i>

The specific contingency of the EFL students instructed by English and German department lecturers are the types 4, 6, 8, 9, 10, 11, and 12. Motivation for learning English is a key factor in whether students will make strides in improving fluency and comprehension in a traditional public speaking course. If speech is a required course, their motivation may be lower than if the course is elective. Most EFL students who elect a speech course are motivated by extrinsic factors—such as getting a job or furthering a career [4; 115]. EFL students will also have widely different expectations of what will be offered in a public speaking course because speech courses may not be offered in their native countries. Speech instructors should try to discover the motivations and expectations of EFL students. One of the best ways to motivate EFL students is to make instruction relevant to their levels of education, learning-style preferences, and cultural backgrounds. Because few classes are homogeneous, instructors will need to provide a wide range of stimulating and relevant activities to reach all segments of the student population. The most highly motivating approach is to create an interactive multicultural classroom. Hence, English language teachers resort to *the method of small-group work*: students are distributed flashcard with different tasks [5; 63].

Analyzing the audience. Good speakers are audience-centered. They know that the aim of speechmaking is to gain a desired response from listeners. When working on your speeches, focus students attention on three questions in mind:

- To whom am I speaking?
- What do I want them to know, believe, or do as a result of my speech?
- What is the most effective way of composing and presenting my speech to accomplish that aim?

Your classroom speeches will give you excellent practice in dealing with these questions, provided you always think of your classmates as a real audience [7; 45].

People speak in public for many reasons. One of the most common forms of public speaking is the 'Presentation'. In a presentation, you 'present' or introduce something (a product, an idea, financial results, a project etc) to your audience. You give a presentation because you want to 'communicate' something. Generally, you want to do one of four things. You want:

- Toinform
- Totrain
- Topersuade
- Tosell [7; 51].

A presentation is one of the best ways of communicating your message. And because English is so widely used in international business, a knowledge of the vocabulary and techniques used in an English language presentation is very useful.

This article will give you 8 of the most important areas to consider when giving any presentation.

1. Preparation

Prepare! Prepare! Prepare! Good preparation is essential for any presentation. With good preparation and planning you will be fully confident. Your audience will feel your confidence. And so your audience will be confident in you. This will give you control. With control, you will be 'in charge' and your audience will listen positively to your message [8; 26].

2. Structure

A good presentation has a clear structure, like a good book or film. A good presentation has:

- a beginning (introduction&preview)
- a middle (mainmessage)
- an end (review&conclusion) [8; 31]

3. Equipment

You may have any of the following pieces of equipment at your disposal:

- whiteboard
- flipchart
- overhead projector
- 35mm slide projector
- computergraphics

Each of these has advantages and disadvantages. The important thing is to be the master of your equipment, not the slave. You should know and understand your equipment perfectly [8; 35].

4. Visual Aids

"A picture is worth 1,000 words."

There are many types of visual aids - photographs, graphs, pie charts, maps, tables, real samples etc. But you should use visual aids with care. Do not overload your audience with too much information in a short time. A good rule is: use one image to give one message. Do not try to give two messages with one image [9; 42].

5. Signposting

Generally, when one reads a book, he knows where he is. He knows the title of the book, the subject, the chapter, the end of one chapter and beginning of another, the section and even the page number. But when you give a presentation, your audience does not know where they are - unless you tell them! You can use special language called 'signaling' or 'signposting' that helps your audience know where they are. Here are a few examples:

- Let's begin by...
- That's all I have to say about...
- Now we'll move on to...
- Let's consider this in more detail...
- I'd like to deal with this question later, if I may...
- I'd like now to recap...
- To start with...later...to finish up... [9; 189].

EFL student will keep this image in his head during the presentation. He may even write it down. And throughout your presentation, you will put up signposts telling him which point you have reached and where you are going now. When you finish Europe and want to start Asia, you might say:

e.g.: "That's all I have to say about Europe. Let's turn now to Asia."

When you have finished Africa and want to sum up, you might say: "Well, we've looked at the three continents Europe, Asia and Africa. I'd like to sum up now." And when you finish summing up and want to give your recommendations, you might say: "What does all this mean for us? Well, firstly I recommend..." The table below lists useful expressions that you can use to signpost the various parts of your presentation [9; 200].

Table 1. Structuring speech

Function	Language
Introducing the subject	<ul style="list-style-type: none"> • I'd like to start by... • Let's begin by... • First of all, I'll... • Starting with... • I'll begin by...
Finishing one subject	<ul style="list-style-type: none"> • Well, I've told you about... • That's all I have to say about... • We've looked at... • So much for...
and starting another	<ul style="list-style-type: none"> • Now we'll move on to... • Let me turn now to... • Next... • Turning to... • I'd like now to discuss... • Let's look now at...

Analysing a point and giving recommendations	<ul style="list-style-type: none"> • Where does that lead us? • Let's consider this in more detail... • What does this mean for ABC? • Translated into real terms...
Supporting an example	<ul style="list-style-type: none"> • For example,... • A good example of this is... • As an illustration,... • To give you an example,... • To illustrate this point...
Dealing with questions	<ul style="list-style-type: none"> • We'll be examining this point in more detail later on... • I'd like to deal with this question later, if I may... • I'll come back to this question later in my talk... • Perhaps you'd like to raise this point at the end... • I won't comment on this now...
Summarising and concluding	<ul style="list-style-type: none"> • In conclusion,... • Right, let's sum up, shall we? • I'd like now to recap... • Let's summarise briefly what we've looked at... • Finally, let me remind you of some of the issues we've covered... • If I can just sum up the main points...
Ordering	<ul style="list-style-type: none"> • Firstly...secondly...thirdly...lastly... • First of all...then...next...after that...finally... • To start with...later...to finish up...

6. Audience Rapport

You need a warm and friendly relationship with your audience. How do you achieve this? Well, enthusiasm is contagious. If you are enthusiastic, your audience will be enthusiastic too. Try to make eye contact with each member of your audience. Each person should feel that you are speaking to him or her personally [10].

7. Body Language

What you do NOT say can be more important than what you say. Your BODY is speaking to your audience even before you open your mouth. Your clothes, your walk, your glasses, your haircut, your expression: it is from these that your listeners form their first impression as you enter the room [10].

8. Message.

Your goal in public speaking is to have your intended message be the message that is actually communicated. Achieving this depends both of what you say (the verbal message) and on how you say it (the nonverbal message). Getting the verbal message just right requires work. You must narrow your topic down to something you discuss adequately in the time allowed for the speech. You must do research and choose supporting details to make your ideas clear and convincing. You must organize your ideas so listeners can follow them without getting lost. And you must express your message in words that are accurate, clear, vivid, and appropriate. Besides the message you send with words, you send a message with your tone of voice, appearance, gestures, facial expression, and eye contact. Imagine that one of your classmates gets up to speak about

student loans. Throughout her speech she slumps behind the lector, takes long pauses to remember what she wants to say, stares at the ceiling, and fumbles with her visual aids. Her intended message is “We must make more money available for student loans.” But the message she actually communicates is “I haven’t prepared very well for this speech.” One of your jobs as a speaker is to make sure your nonverbal message does not distract from your verbal message [11; 57].

9. Simplicity and Clarity of speech

If you want your audience to understand your message, your language must be **simple** and **clear**.

- Use short words and short sentences.
- Do not use jargon, unless you are certain that your audience understands it.

In general, talk about concrete facts rather than abstract ideas.

- Use active verbs instead of passive verbs. Active verbs are much easier to understand. They are much more powerful. Consider these two sentences, which say the same thing:

1. Toyota sold nine million vehicles last year.
2. Nine million vehicles were sold by Toyota last year [11; 63].

Let’s consider these example: Which is easier to understand? Which is more immediate? Which is more **powerful**? #1 is active and #2 is passive. In example 1, the information is given by official Toyota company, example 2 is reported by someone indefinite person, that is not true information. Thus the better presentation and speech delivery will be rather successful with the sentence 1:, who sold, how much vehicles sold , when sold.

Listener and Interference - Feedback

Interference is anything that impedes the communication of a message. When you talk on the telephone, sometimes there is static, or wires get crossed so that two different conversations are going on at once. That is a kind of interference. In public speaking, there are two kinds of interference. One, like the static or crossed wires in a phone conversation, is external to the audience. Many classrooms are subject to this kind of interference – from traffic outside the building, the clatter of a radiator, students conversing in the hall, a room that is stifling hot or freezing cold. Any of these can distract your listeners from what you are saying. A second kind of interference is internal and comes from within your audience rather than from the outside. Perhaps one of your listeners has a bad mosquito bite or a patch of poison ivy. She may be so distracted by the itch that she doesn’t pay attention to our speech. Another listener could be worrying about a test coming up in the next class period. Yet another could be brooding about an argument he had with his girlfriend. As a speaker, you must try to hold your listeners’ attention despite these various kinds of interference [12].

Like any kind of communication, feedback is affected by one's frame of reference. How would you feel if, immediately after your speech, all your classmates started to rap their knuckles on the desks? Would you run out of the room in despair? Not if you were in a European university. In many parts of Europe, students rap their knuckles on their desks to show great admiration for a classroom lecture. You must understand the feedback to be able to deal with it.

Conclusion.

Concluding the studied issue, it should be noted that There are several clear advantages to using public speaking tasks in ELT. We have highlighted three that we think are most noteworthy: practice with all four language skills (listening, speaking, reading, and writing), development of critical thinking skills, and improved learning. Each of these is discussed in more detail below.

Advantage 1: Public speaking provides opportunities to practice all four language skills.

Presentation and debate tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. Peer evaluation can promote careful listening, which becomes especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches. Additionally, students will develop strong reading and writing skills during task preparation. Students must skim and scan a wide variety of sources and read key materials in depth as they search for information to use in presentations or debates. Writing practice is highlighted as learners take notes and complete argumentative essays in preparation for oral presentations.

Advantage 2: Public speaking supports development of critical thinking skills.

Presentation and debate tasks promote a variety of critical thinking skills in addition to specific language skills and strategies. While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize contradictions, and explore implications and consequences. The insights gained during preparation activities allow students to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts. Public speaking tasks require students to conduct research and develop support for their arguments. Once the students have identified a topic of interest, they may carry out an extensive search of materials using library and online search tools. Then the students skim, scan, or read select articles to gain knowledge of their topic. Alternatively, students may tap local resources for useful information. Public meetings, newspapers, interviews, and narratives are great sources of evidence for both presentations and debates. This process promotes strong organizational skills and encourages students to discriminate between

primary and secondary information. Students can also learn about bias in reporting and the difference between interesting trivia and important facts. As students bring several sources of information together, they must synthesize their findings into cohesive arguments with logical support. Furthermore, this information will need to be integrated into the students' existing knowledge base so they can make sense out of what they find in order to develop clear presentations.

Advantage 3: Public speaking promotes learning. Presentations are an ideal way for students to display their knowledge. Through their presentations, students are given the opportunity to demonstrate what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class. This kind of self-explanation has been found to correspond with higher levels of comprehension and conceptual understanding. Students learn more through having to explain information to others. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and a more complete understanding of the content. These three advantages accompany both presentation and debate tasks. Debate tasks require more planning and involvement than presentations but are well worth the effort. In preparing for a debate, students practice reading and note-taking skills, and construct written arguments. Debate preparation also requires extensive collaboration and cooperation among teammates as they collect information and develop ideas. Whether you choose to include student presentations or debates in your curriculum, your students will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. Students will gain confidence in speaking and will learn to express themselves in clear and articulate ways.

Public speaking tasks are an easy way to enhance language learning. As students participate in lively presentations and debates, they develop increased motivation and engagement with the materials. Language skills will improve because students are using language in meaningful ways for specific purposes and are working toward personal goals. Students learn how to access information and gain knowledge. These are skills that can effectively transfer to future learning and employment contexts. Public speaking tasks empower students by allowing them to take charge of their own learning and to communicate their knowledge to others in authentic ways.

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CONNOTATIONS AS AN OBJECT OF LINGUISTICS

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Аңдатпа. Мақалада коннотация мәселесі қарастырылған. Коннотация – бұл мағынаның компоненті. Коннотативтік компонент шындықты бейнелейді, қарым-қатынастардың бейнеленуін, субъектінің шындық құбылыстарын бағалауды қамтиды. ол оқырманға әртүрлі типтегі ассоциацияны тудыратын-эмоциялық және т.б. коннотативті ассоциациялар контекстпен байланысты, оның көлемі тиісті ассоциациялардың типтілігіне немесе даралығына байланысты өзгеріп отырады. Коннотативті мәндердің контекстуалды коннотацияларының диапазоны шын мәнінде өте қатты мәтіндік анықтаудан өте еркін және тіпті бір мәнді емес қауымдастыққа