control that users can exercise in navigating those pathways. Moreover, hypermedia authors segments information into meaningful units and create pathways among the units. In creating the units of information and establishing the links, authors attempt to anticipate the types of information different users might find helpful and provide convenient ways for these users to explore. Users decide which of the options provided by the author they want or need to experience. [4;56 ]

As it is clearly shown, the three formats we described differ in complexity. Embellished documents or slide shows can be used in any situation in which reports are used to develop communication skills and encourage students to think about course content. Nearly all classes require to write reports or research papers or to give presentation of some type. Incorporating a few graphics or a short video segment takes a little additional time and new skills but does not require a serious deviation from existing activities. On the other hand creating an interactive hypermedia project does involve committing a significant amount of time to developing some new skills in using technology and developing the project itself. In deciding to embark on involving students in developing hypermedia, teacher needs to be committed to something that is currently quite out of the ordinary.

And now we shall speak about software tools for creating above described projects.

A basic set of tools can be used to construct the entire range of project types, and the project types can be applied to a variety of content areas, at many levels of sophistication, by students at all grade levels. The time that students spend learning how to use the software tools and to design each category of multimedia will be spent efficiently if they continue to use similar software tools to design similar projects. Whether students will eventually communicate with multimedia the way many adults now communicate with text remains to be seen, but it is reasonable to predict that multimedia – very possibly student-authored multimedia – will play an increasingly important role in academic settings.

Literature:

HOW TO DEVELOP EFFECTIVE ORAL COMMUNICATION

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Communication takes an important role in our life. We use the language in different styles in order to communicate with other people. The culture of speaking is connected with the development of our society. In this article the effective ways of developing the culture of speaking.

So, what is communication? It seems to me, communication is first of all exchanging opinions, information, notions of social, cultural, political and other aspects of everyday life. Communication always has associations with written and oral discourse. But communication
includes a surprised face, a smile, a nervous movement or a smoke above the fire of Indians, as well. Communication is also advertising the colour of the president's suit, flags, posters or a whistle of a boy under the window of his sweetheart. The world around us is the world of communication in various spheres. And only at language lessons the only means of communication are textbooks and the lecturing teacher. In the classroom, the teacher is the source of information. And this communication is under control rather than free. In this case, the purpose of a teacher is to transform the communication with students to a pleasant, attractive and emotional lesson.

Real communication is always informative, unpredictable and unexpected. If the teacher is always informative, interesting and unexpected, then even before the beginning if the lesson students will be disposed for a good lesson. But if the previous lesson is just the same as the next one, students will be bored with it before the lesson starts.

Communication is so important we will do it at any price, even at the cost of looking foolish, unfunny or worse. Oral communication is a part of daily life. You speak to someone. You express opinions. You offer information. You ask questions. You may even try to persuade someone to accept your point of view or do something. How well you verbalize your thoughts and ideas determines the impression you make on people and ultimately, how successful you are in life.

And we should learn to organize and present our ideas logically and convincingly and in doing so, develop the self-confidence that will enable us to handle any speaking situation with ease. There are so many programs designed to help us develop public speaking skills. I was a participant in the program that is called “Speechcraft”. We learnt and practiced speaking and evaluation skills from the experienced speakers. Each of the Speechcraft meetings consist of three main segments: Table Topics, Prepared Speeches and evaluations. Each project plays an important role in the development of our speaking skills.

Table topics give us a chance to learn how to think on our feet. Prepared speeches teach us to master specific speaking objectives. And evaluations help us to improve our listening skills and to be supportive in our feedback and recommendations. The ability to think and speak on your feet is an important skill that is invaluable in our everyday life. That’s why “Table Topics” was developed. Table Topics provides you the opportunity to practice impromptu speaking-thinking and speaking on your feet. You learn how to present your thoughts and ideas in a clear, organized manner with a minimum of preparation. The Table Topics portion of the Speechcraft meeting is conducted by the Topic master. Topic master’s task is to give topics for speaking without advance preparation.

The goal of table topics is to give opportunity for each member to speak. Prepared Speeches are the main part of the Speechcraft Meeting. During this program Speakers will present three to six speeches based on the project guidelines in the handbook. Each project is a highly compressed summary of communication principles. It is important for you to read and consider each project carefully before you prepare your speech. Be sure to bring the manual to the meeting when you present your speech, so your evaluator may write comments in it.

Most of the projects call for three-to five minute talks. This will give you adequate time to develop your topic while keeping the meeting within a reasonable time frame. By learning to effectively present a short talk, you will be able to present longer talks as well. Good speech and good writing have much in common, each has a different emphasis. Oral language should be immediately understandable to the ear without the necessity for contemplation and reflection which written language allows.

In order to give your audience the best chance to understand your speech, you must construct it in on oral style. There are three qualities of oral language that will help your listeners stay with you. The first quality of oral language is clarity. Speakers are clearest when
short and simple sentences are used with frequent interruptions of your sequence of ideas for explanations and summaries. Spoken language is much less formal than written language and tends to be repetitions. And we shouldn’t be afraid to use parallel constructions or repeated phrases to make our ideas clear.

The second quality is appropriateness. Unlike a writer, who can only guess who the readers will be you have the advantage of a real audience in front of you. The key to appropriate language is to use words and ideas that place you and the audience at a common vantage point so they will identify with you.

The third quality of oral language is vividness. Use words that are alive-words conveying mental images that will stick in the minds if your listeners. The more examples, stories, words pictures, action words, and words of feelings that you use the more vivid your talk will be and the more effective you will communicate. A speech full of colorful examples and metaphors will make a richer impression on the listeners. We should represent the ideas we want to discuss. And it is important to spend some time thinking about the relationship between the words we use and the ideas we want to express. We should know how to use right words in speaking. It will also help us choose them carefully to express exactly what we mean. And it will also help us to avoid common mistakes in word use.

Sometimes it is difficult to find right words to communicate our meaning to other people. This is the basic problem of word use. We think in words and we speak in words, but the two vocabularies are quite different. It is the transition from one set of words to the other that causes the difficulties in communication. We need to translate our thoughts and feelings into a spoken language that others can understand.

A most effective way to communicate your sincerity is to put your whole body into the talk. And body-language is the part of our speech. We should know how to use gestures, facial expressions, and other body movements to illustrate and emphasize parts of our speech. Knowing these techniques, we can understand the principles of timing, accuracy, and proper magnitude in our body gestures.

As a speaker, your business is selling ideas; and as anyone in sales will tell you, success comes only when you carefully organize your approach.

As a seller of ideas, you must always speak from your audience’s point of view. They will be motivated only by what they want, not what you want. As you organize your talk think in these terms. Analyze what it will take to motivate your audience to agree with you, understand you or take action on your behalf. Then develop your ideas so they supply that motivation. Depending on your topic and the nature of your audience you may have an easy or difficult job of selling to do. In either case good organization is the key to success. It is necessary to build a speech outline when you organize your speech. Effective speech outline consists of an opening, body and conclusion.

The opening of your speech is designed to catch immediate attention. It must arouse the audience’s interest in your topic.

Examples of a good opening are:

A startling question or a challenging statement.
An appropriate quotation, illustration, or story.
A display of some appropriate object or picture.
An attention-getting generalization that ties in with your subject.

The body of your speech contains the factual support for your purpose. The amount of information you can include in the body of your speech will be limited by the amount of time available to you, but you will generally want to include:

A statement of facts
Proof of your presentation
A refutation of contrary views.
The conclusion of your speech is the climax, the destination at which you hope to leave your audience. This is where your speech should produce results. Your conclusion should always tie in with your opening and should leave no doubt about what you want the audience to do with the information you have given them. Finish forcefully and confidently. A weak, inconclusive or apologetic closing can kill even the best speech.

Examples of a good closing are:
- A summary of the points you have made and the conclusions to be drawn from them.
- A specific appeal for action.
- A story, quotation or illustration that emphasizes the point you are making.

The next important part of this Speechcraft program is feedback. Feedback lets you know how you are doing, if you are progressing in your efforts to learn speaking skills and where improvements are needed. After every speech you present another Speechcraft participant will give you immediate feedback called an “evaluation”. Your evaluator will give you a personal reaction to your presentation. This evaluation has one purpose: to help you become a more effective speaker. Before the preparation of your speech, you should know how to organize your speech. Organization is really nothing more than clear thinking, a way for you to put your ideas together in an orderly manner.

I think such a kind of meetings will help for students to develop their spoken foreign language. These meetings will help them to have good communication skills.

Having analyzed the chosen problem we have come to the following conclusion: Communicative approach effectively influences on the teaching foreign language. Communicative system must take account of the following features:
- Social interaction.
- Unexpected moments in forms of perception and addressing.
- Creativity in forms of perception and addressing.
- Reasons for perception and addressing.
- Personal and social elements of speech production including both emotion and information.
- Success in communication. The communicative characteristics of a language are directly connected with the forms, and such language norms reflect amount of people for whom such norms are standard norms.

Standard norms of English denote such language which we hear on TV, in the street, but not the language which was used by great writes for example in the XIXth century. The first language type can be called strategic language and it is the aim of studies. Languages studies must always be defined by the strategic communicative aims. Thus, communicative methodology is to pay attention to the strategic language, active and affective. This does not mean that communicative methodology restricts language to the minimum of necessary phrases and does not pay attention to the aesthetic beauty of the language, its peculiarities and variety of forms. On the contrary, expending the strategic language, a person acquires not only the minimal colloquial categories, but picturesque elements, as well. The sociolinguistic language aspect is more powerful than the academic aspect because those who use language for communication improve themselves in language forms.

Mutual relations between the teacher and students have always been in the spotlight. The communicative system revises the role of the teacher in class and the main principles of mutual relations between the teacher and students. The teacher is to be a counselor, a professional adviser to whom students can appeal with questions. Even in the most democratic countries, a school still remains, to put it harshly, the microcosm of a totalitarian system. In a communicative class, discipline and order is not achieved by instructions which are posted in a hall. It is done by understanding that studying is an aim worth of pursuit and perseverance in itself.
Disturbance of discipline most frequently occurs in classes where teaching is carried out only by the frontal method when the student's personality has no significance in the whole mass, and this mass must comply with the criteria of the given materials. Students cannot identify themselves in this mass and lose any interest in studying.

The communicative system gives a chance to a student to express himself in a group which is composed of students with similar background. In a communicative class there are also examinations and tests, including the explanation of material by a teacher, calling the parents, or bad mark to students. However, everything is based on new pedagogical principles. Out of the many approaches and methodologies available to the language teacher, the Communicative Approach has proven one of the most successful in providing confident learners who are able to make themselves effectively understood in the shortest possible time. It is therefore the teacher's responsibility to create situations which are likely to promote communication, and provide an authentic background for language learning.

The Communicative Approach initially prioritizes communicative competence over accurate grammar. Grammar is hidden within the body of a lesson and highlighted and focused upon once the context has been set. Let your pupils communicate first - build on their accuracy after. For example, do not start by frightening your adult students off with “Today we are going to learn about the Present Perfect Simple”, instead authentise your lesson with “Today we are going to learn how to do a job interview in English”. It is important to remember that as individuals most of us do not learn a language in order to communicate. First we try to communicate, and in doing so, we learn!

Literature:
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АХМЕТ БАЙТУРСЫНУЛЬЫНЫҢ ШЫГАРМАШЫЛЫ KV ГУМЫРНАМАСЫ
(мұрағат деректері негізінде)
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XX ғасырдың басында қазақ халқы аса ірі көпамдық-сақсы озгерістермен қатар ауықымды рухани жаңғыруларды да бастан кеңгіт. Үлттық мәдениет пен эдебиеттің, білім мен ғылымның тұсын көтерген, жұртшылықтың санасына демократиялық ойлар сіңіріп, алға жетелуеге ұмтылған зиялы топ қалыптасты. Халықтың зердесіне сәуле