

sometimes the moderate language is not one of their native languages. In some situations, the moderate language becomes a big obstacle of communication both inside and outside organizations. Therefore, to prevent the problem an amount of training budget has been spent on foreign language training in most multinational companies. In addition, in foreign practice, organizations are required to include international communication in the development and implementation of communication policy. This is the coordination of international campaigns; advising and assisting foreign investors in the country and local investors abroad; advising and assisting companies, States, state or supranational foreign organizations in communication with the public authorities of the country and foreign authorities; theoretical development and coordination of international programs for crisis prevention and management [5].

If you want a position in a large company, you need to have advantages over your competitors. One of these advantages can be knowledge of English because it is the language of business communication, international communication. According to David Crystal, English has become a working language in business communication, as this language has simplified the exchange of messages between ever-growing numbers of communicants around the world [6].

In our country, the number of foreign companies and local companies that work with foreign clients or suppliers, is growing every year. Therefore, you will need English to understand a client or to correspond with foreign partners, arrange presentations or business negotiations. Therefore, it can be concluded that in the nearest future, a specialist even in a narrow field will not find a use in professional activities without knowledge of the foreign language. Thus, in the process of globalization and integration of the economy only those will be in demand who have the opportunity to contribute to the development of the world, and this opportunity will be only for people who speak foreign languages.

Thus, there is no doubt that the study of a foreign language improves the quality of professional training of specialists, both nationally and globally.

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ORAL SPEECH COMPETENCES IN THE FOCUS OF NEW TECHNOLOGIES

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Integration of information and communication technologies into the educational process leads to a changing place and role of the teacher, whose main task here is not forming students' knowledge and skills, but stimulating their interest and motivation to study foreign

language (FL), help to learn and search. Students-teachers' relations are based in this situation on the principles of cooperation and mutual creative activity.

There can be observed certain tendencies of increasing proportion of methods based on independent individual and team work instead of grammar translation methods, as well as increasing practical, creative and research work in the course of study of FL. Internet technologies allow in this case to promote the development of individual education, i.e. to adapt the content of the educational material to the individuality of each student, to the level of his or her knowledge and skills. Overcoming difficulties connected with mastering large amount of knowledge is facilitated by including Internet resources and other computer technologies in the educational process as well. Today, teachers actively use electronic simulators and multimedia textbooks designed to consolidate and control language and speech skills. Video games are very popular too due to their interactivity. The player himself is directly involved into the action and determines its further development. The authentic video game can provide forming linguistic and speech competences. For example, when all objects are labeled by notes and all actions are directly performed in the game. Sometimes objects and actions are spoken out, and the situation of video game is more closely approximated to reality than in a learning game. Implementation of such kinds of games can affect students' motivation, as the goal of the game cannot be achieved without the certain speech skills (quest and simulators). Use of the Internet resources makes it possible to bring students' communicative activity closer to reality (for example visual ads (VA) of buying and selling house on the topic "Housing", choosing a suitable excursion on the topic "Free time. Travel", etc.). Debating in the forums brings students closer to the country of the language studied; enrich their vocabulary with new words and idioms, slang expressions, modern youth vocabulary. The computer allows you to display on the screen elements of a regional geography, features of the environment. In this case, multimedia presentations PowerPoint, NoteBook, ActiveInspire and video lessons of different kinds are very convenient. The use of computer presentations in the classroom allows the introduction of a new lexical, grammatical, regional geography material in the most fascinating form, realizing the principle of visualization, which contributes to a more solid assimilation of information. Independent creative work of students to create computer presentations allows you to consolidate active vocabulary, increase interest in learning LF and its culture.

A computer seems to be a great help in teaching phonetics, articulation, and pronunciation skills. Such training programs as "Professor Higgins", "English without an accent" and a number of other ones provide increasing motivation of students to learn English. So modern teaching FL should use some new techniques providing principle of student-centered and team-based learning to support students' individuality and to develop their speech skills (speaking, listening, reading and writing). Team-based learning seems to be communication and interaction in a form dialogue and polylog i.e.: communication in the course of collaborative activities.

As you know team-based activities give the opportunity to involve practically all students into learning, to create an atmosphere of free exchanging ideas, knowledge and skills. The interactive games suppose training to meet the main goal of learning FL – the formation of communicative competence. Their another positive feature is simplifying process of comprehension and ensuring correlation of the real learning outcome with the planned goal to create oral speech competences. Three-stage model of the team-based interactions brings us to a new type of relationship between the teacher and the student, motivating them to search for information and to process it independently and creatively. Here is three-step model of interactive games:

- Challenge (preparation for mastering new knowledge)
- Comprehension (assimilation of new information)

- Reflection (systematization, evaluation and application in practice of new knowledge, skills)

The content of this model does not exclude such traditional elements of the lesson as the preliminaries and the home task. The choice of suitable interactive games is determined by specific goals of each phase. The first goal of the 'challenge phase' is to determine the level of one's own knowledge. At this stage they retrieve and restore their knowledge on the topic. The second goal is the activation of students' critical thinking that makes possible to link new information more effectively with the previously known one. The third goal is to reflect information. In this case students' interest is important first of all for maintaining their activity.

At the phase of comprehension students come into contact with new information in various forms: reading texts, watching the films, listening to radio news, etc. The first goal of the phase is to maintain the activity and interest created during the challenge phase. The second goal is to support students' efforts to form their own understanding. In the phase of reflection they fix new knowledge, revise previous concepts in order to master new ones. They develop their skills to express new ideas (information) in their own words in FL applying knowledge in practice and exchanging ideas i.e. develop their oral speech competences.

At the evaluation stage, the teacher listens to the opinion of the "expert group" who observe the game but did not participate in it: whether the goals of the game were achieved or not, which other effective ways are necessary to achieve the goals, etc. The teacher sums up the results evaluating correctness of participants' communication.

The use of this technique induces the teacher to constant creativity, professional and personal growth, self-development. Besides oral speech competences of students are significantly increased due to using new technologies. The correlation of real life and situations of professional communication using foreign language seems to be an important stimulus to develop students' need to master foreign language for their future professional activities. In this connection the most effective are games of analytical nature and role plays (being a kind of team-based technology). They teach to distinguish different communication styles, apply them correctly in formal-business and informal communication situations.

Role plays are communicative exercises of the highest level to solve both linguistic and communicative tasks. An important feature of the role-playing technology is in the significant development of students' oral speech competences and their motivation growth. In the terms of E.I. Passov's theory role-play-based motivation is a stimulation of speech activities by creating situational model to enable new, attractive, socio-communicative roles. Role play game is also considered as one of the active methods of teaching FL. It provides a certain link between teaching and communication. A role play also helps to remove the psychological barriers of communication. The role mask helps the student to show those aspects of his or her personality that he or she usually hides.

According to N.I. Gez [1], role play is the reproduction of its participants in real practical activities, which creates conditions for real communication. The effectiveness of training is determined here by an increase of interest in the subject and motivation.

So role play stimulates spontaneous speech as well as communicative competences. Sometimes teachers observe such situation: the student knows all the words, but cannot use them; he or she knows grammatical structures, but cannot use them. In fact lexical or grammatical skills may be not available for speech skills, in other words there is no speech flexibility. And flexibility is developed only in situational conditions, thanks to the use speech elements spontaneously.

In the course of study of professional foreign language the game being a kind of simulation of different models. For instance certain models for “business partners communication” imitate professional communication, where the game participants develop and improve professionally oriented their oral speech competences. So role play according to the E.I. Pasov’s theory has great learning opportunities.

A distinguishing feature of a business role-playing or simulation game is in its imitation model. From the psychological point of view the simulation model can be considered as a pattern of reproductive oral speech activity. D.B. Elkonin [2, c. 65], the creator of this theory, distinguishes the game as a simulator of professional activity with its hidden mechanisms, that determine the "laws" of its functioning and development. Business game is characterized by the following common features:

- typical specific situations of business games with the problem/s to solve and decision to make;

- lack of complete information, decision-making in conditions of uncertainty;

- presence of conflict and hidden reserves;

- dynamism of management process;

- presence of participants playing the roles of officials, expert and organizers who prepare materials for the business game, issuing information and guiding the course of the game;

- game rules and orders.

Games can be associated as the interaction of teacher and group of students and create the atmosphere necessary for successful communication in foreign language. Thus game technologies as well as project-based methods, computer-, video-games and different role playing games are necessary for activating professional foreign-language speech, based on a combination of individual and group work. [3, p. 331]

So, one of the effective ways of forming communicative competence through activation of training are role-play and IT-based technologies, which allow to include the process of teaching FL directly into the model of future students’ professional activity.

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COMPUTER TECHNOLOGY IN ESL: EDMODO.COM NETWORK

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Teaching students to be literate is a high priority, frankly speaking, it is one of the main teachers` priorities, but also it is one of the greatest challenges. World environment and society are changing along with the classroom society. Students need more opportunities to develop listening, writing, speaking, and reading skills in English. Technology, especially, computers can play an important role in providing EL students with necessary language