

дая при этом, что это улучшает качество образовательных услуг. Мы все делаем ошибки, главное, чтобы не было слишком поздно эти ошибки осознать. Чтобы осталось время, силы и возможности эти ошибки исправить. Где сейчас средне-специальное и техническое образование? Даже в самые тяжёлые времена нужно планировать качество своей жизни в будущем. И начинать надо со школы, как одной из составляющих системы. Той системы, которая сегодня формирует грамотность, профессионализм и патриотизм тех, кто завтра будет управлять государством. Можно предположить, что сократив объём знаний сегодня, мы в недалёком будущем будем иметь недалёких граждан, создающих такие же законы, такое же общество. В этом случае мы будем милостиво просить хоть кого-нибудь управлять нами, либо умирать в междоусобных и захватнических войнах.

Мрачный прогноз, не правда ли? А ведь не так уж и далёк от истины. Оглянитесь вокруг, разве никто не видит, с какой скоростью сейчас меняется всё вокруг нас? И в какую сторону изменения? Когда-то в школе мы сдавали экзамены. Конкретный ответ на конкретный вопрос, что может быть естественней и проще для проверки знаний. Сегодня школьники на *ЕНТ* пытаются угадать, какой же ответ из предложенных вариантов правильный. Может быть всё оттого, что уже некому оценить правильность ответа? Отгадайте, кто завтра будет водить поезда, управлять самолётами, учить наших детей, делать нам операции на хирургическом столе, строить атомные электростанции? Ответ один. Это те, кого сегодня «натаскивают» на сдачу *ЕНТ*. Те, в ком неосознанно формируют «калейдоскопическое» мышление. Те, кто отомстит нам за то будущее, которое мы все им оставили в наследство.

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### **FORMING LEXICAL SKILLS IN ENGLISH BY THE MEANS OF A GAME**

*Шет тілін үйретуде ойынның маңызы зор екендігі белгілі. Көптеген ұстаздар шет тілін оқытудағы осы әдістің әсеріне назар аударады. Ойынның барысында білім алушылардың барлық мүмкіндіктері ашылады.*

*Как известно, изучение иностранного языка играет значимую роль. Многие преподаватели используют данную методику при изучении иностранного языка. В ходе игры у обучающихся открываются многие возможности.*

It is known about the game's training opportunities for long time. Many outstanding teachers have rightly drawn attention to the efficiency of the use of games in learning. Human abilities, particularly students are shown full and sometimes unexpectedly in the game.

Game is a particularly organized occupation requiring emotional and mental efforts. The game always involves a decision - what to do, what to say, how to win? Desire to resolve this issue escalates mental activity of players. And if a teenager is speaking a foreign language while playing, it opens up rich learning opportunities. Students do not

think about it. The game is firstly and foremost - an exciting experience for them. That is what attracts teachers, including teachers of foreign languages. All are equal in the game. It is feasible even for weak students.

Moreover, the student with weak language training may become the first in the game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject. Sense of equality, the atmosphere of enthusiasm and joy, a sense of task affordability - all this allows the children to overcome shyness which prevents free usage of foreign language words in the speech, and has a beneficial effect on

learning outcomes. Language material is absorbed imperceptibly, and there is a sense of satisfaction as «it turns out that I can say along with all» [2].

The main element of the game is to play the role, not important which role, but that one which helps to play a variety of human relationships existing in life. If to isolate and put into the base of the game the relationship between people, it will be meaningful and useful. Regarding developing value of the game, it is inherent in the very nature of it, because the game - it's always emotions and where emotions are, there is an activity, attention and imagination, and thinking is working.

Thus, the game - is: 1) the activity (in this case, speech), 2) motivation, lack of enforcement, and 3) individualized activities, deeply personal, and 4) training and education in the community and through the collective (A.V. Petrovskiy), and 5) the development of mental functions and abilities, 6) «teaching with passion» (in the words of the S.L. Soloveitchik).

Game is considered as a situational-variable exercise where multiple repetition of the speech sample in conditions close to real speech dialogue with its inherent characteristics, emotion, spontaneity, deliberate speech effect opportunity is created.

Games contribute the implementation of important methodological problems:

- creation of children's psychological readiness to speech dialogue;
- providing natural necessity of multiple repetition of language material;
- training students in choosing the right speech option, that is a preparation for situational spontaneity of speech in general.

Playing form of learning allows you to use all levels of learning: from reproducing through the transforming activity of the main goal - the creative and search activity. Creative-search activity is more effective if it is preceded by reproducing and transforming activity in which students learn teaching techniques [3].

Technology of playing form of learning aims teaching students to be aware of the reasons of learning, his behavior in the game and in life, that is to form the objectives and programs of their own independent activity and predict its short-term results [3].

Speaking about foreign languages teaching via games and foreign language communication, we often turn to the classification of games developed by

E.A. Maslyko. In this classification, games are divided into 5 groups, which can be allocated within the subgroups.

Group 1 - language games. They are intended to form the pronunciation, vocabulary and grammar skills, training of usage linguistic phenomena at the preparatory, precommunicative stage of mastering a foreign language. In this group there are 5 subgroups:

- 1) Phonetic games;
- 2) Spelling games;
- 3) Games to work with the alphabet;
- 4) Lexical games;
- 5) Grammar game.

Group 2 - playing exercises for working with the lexical and grammatical material. Their main task is to manage the educational-cognitive activity of students and the formation of their vocabulary and grammar skills, as well as the organization of intensive independent work in the classroom in order to master the rules of the use of specific linguistic units. Game aspect in different exercises emphasized differently - from full use of gaming activities of students to purely didactic games.

Group 3 - games psycho-games for learning the skills and abilities of the lexical and grammatical processing of speech utterances. The main functions of these games are:

- 1) the creation of the trainees internal visibility, required for submission to the training session of given situation;
- 2) implementation of the didactic framework in the form of a learning task to synchronize mental and physical activities with a speech in a foreign language;
- 3) the use of intensive training of lexical and grammatical material.

Group 4 - playing exercises for learning foreign language communication. They allow purposeful practice speech of a foreign language learners, training and activation within it skills monologue and dialogue speech, different types of interaction partners in dialogue, formation and formulation of multiple functional types of statements (descriptions, messages, information, evidence, etc.).

The purpose of these games is speech training in a foreign language. Teacher tells the learner goal of the game that sets them to perform various actions, and foreign language becomes a means of their performance, creating the foundation for the practice of foreign language learners' speech activity.

In this group of games there are following subgroups:

- 1) Playing exercises to warm up the voice;
- 2) Type game interview to enhance skills in the «dialogue - monologue to dialogue»;
- 3) Games on conjecture;
- 4) Playing on a joint speech activity and communicative interaction;
- 5) Role-playing games.

5 group games - business games. Educational game business is a practical exercise simulating various aspects of professional activity of trainees and providing conditions of complex use of their knowledge of the subject of professional activity, improving their foreign speech, as well as a more complete mastery of a foreign language as a means of professional communication and the subject of study.

The game can also be divided into: 1. Games with letters. 2. Word games. 3. Syntax game. 4. Games with text. 5. Grammar games. 6. Poetic game. 7. Correction game. 8. Riddles, puzzles. 9. Interactive games [4].

On the lessons to be used for the following purposes: the formation of certain skills, the development of certain verbal skills; learning to communicate, development of the necessary skills and mental functions,

cognition, remembering speech material. There are basic organization of the game: the lack of any form of coercion with the involvement of children in the game, the principles of the gaming dynamics, principles of maintaining game atmosphere (maintaining real feelings of students), the interrelationship gaming and gaming activities .

For teachers transferring the basic meaning of game action in real-life experiences of children, the principles of the transition from simple games to complex forms of gaming is important. The logic of the transition from simple games to complex associated with the gradual deepening of diverse content and rules of game tasks - from the playing status for game situations, from imitation to the gaming initiative from local games – complex-games, from the age aimed games - to non-age aimed, «eternal» [ 5].

Thus, we can conclude that the game:

- Particularly organized occupation requiring emotional and mental efforts;
- A motivated individual personally significant speech activity in which the student is trained and educated in the community and through the team develops psychic abilities and functions, which is based on interest.

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## **«САНИТАРЛЫҚ-ЭПИДЕМИОЛОГИЯЛЫҚ САРАПТАУ» ОРТАЛЫҒЫНДА СУДЫҢ ЭКОЛОГИЯЛЫҚ ҚАУІПСІЗДІГІН ЖАҚСARTУ ШАРАЛАРЫН ӨЗІРЛЕУ**

*В статье рассматривается улучшение качества очистки сточных вод ТОО «КазФосфат»*

*The article deals with improving the quality of wastewater treatment LLP «Kazphosphate»*

Өмір сүріп жатқан ғасырымызда әрбір мемлекеттің өркениетті қауіпсіз дамуы үшін, негізгі үш мәселеге назар аудару қажет. Олар: мемлекеттік саяси бағыты, экономикалық тәсіл және экологиялық

жағдайы. Саяси бағыт – ол мемлекет басшыларының, саясаткерлерінің құзырында болса, ал экономика-экономика саласындағы мамандардың қолында. Ал – экологиялық жағдай ғалымдардың