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МРНТИ 16.31.51

УДК 378.6

https://doi.org/10.52269/22266070_2023_4_179

EFFECTIVE STRATEGIES FOR ENHANCING ORAL PROFICIENCY IN ENGLISH LANGUAGE EDUCATION THROUGH INNOVATIVE APPROACHES AND INTERACTIVE MATERIALS

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In our increasingly interconnected world, proficiency in English has become a vital skill for individuals seeking to engage in global communication, education, and business. One of the critical aspects of language proficiency is the ability to express oneself effectively through spoken communication. In the context of English language education, enhancing oral proficiency is a central goal. This essay explores the effective strategies for achieving this objective through innovative approaches and interactive materials. The main methods used in this research include scientific analysis and synthesis, description, discussion, and lesson modeling. The research results encompass the enhancement of the professional competence of future English language teachers and practical experience in the use of innovative approaches and interactive materials in English language teaching, leading to the improvement of the educational process in pre-service

training. Conclusions drawn from the research demonstrate how the application of research materials contributed to the development of the professional expertise of future English language teachers. The research materials are original and were obtained during the professional training of future English language teachers in September-December 2022.

Key words: language proficiency; spoken communication; innovative approaches; interactive materials; enhancement of the professional competence.

ЭФФЕКТИВНЫЕ СТРАТЕГИИ ПОВЫШЕНИЯ УРОВНЯ ВЛАДЕНИЯ АНГЛИЙСКИМ ЯЗЫКОМ С ПОМОЩЬЮ ИННОВАЦИОННЫХ ПОДХОДОВ И ИНТЕРАКТИВНЫХ МАТЕРИАЛОВ

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В нашем все более взаимосвязанном мире владение английским языком стало жизненно важным навыком для людей, стремящихся заниматься как глобальными коммуникациями, так и образованием или бизнесом. Общеизвестно, что одним из важнейших аспектов владения языком является способность эффективно выражать себя посредством разговорного общения. В контексте обучения английскому языку, в частности, одной из центральных целей является повышение уровня владения устным языком. В данной статье рассматриваются эффективные стратегии достижения этой цели с помощью инновационных подходов и интерактивных материалов. Основные методы, используемые в этом исследовании, включают научный анализ и синтез, описание, обсуждение и моделирование уроков. Результаты исследования включают в себя повышение профессиональной компетентности будущих учителей английского языка и практический опыт использования инновационных подходов и интерактивных материалов в преподавании английского языка, что ведет к совершенствованию учебного процесса. Материалы исследования оригинальны и были получены в ходе профессиональной подготовки будущих учителей английского языка в сентябре-декабре 2022 года. Выводы исследования показывают, как применение его материалов способствовало развитию профессионального опыта будущих учителей английского языка.

Ключевые слова: владение языком; разговорное общение; инновационные подходы; интерактивные материалы; повышение профессиональной компетентности.

ИННОВАЦИЯЛЫҚ ТӘСІЛДЕР МЕН ИНТЕРАКТИВТІ МАТЕРИАЛДАРДЫҢ КӨМЕГІМЕН АҒЫЛШЫН ТІЛІН МЕҢГЕРУ ДЕҢГЕЙІН АРТТЫРУДЫҢ ТИІМДІ СТРАТЕГИЯЛАРЫ

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Біздің барған сайын өзара байланысты әлемде ағылшын тілін меңгеру жаһандық коммуникациялармен де, білім мен бизнеспен де айналысуға ұмтылған адамдар үшін өмірлік маңызды дағдыға айналды. Тілді меңгерудің маңызды аспектілерінің бірі сөйлесу арқылы өзін тиімді білдіру қабілеті болып табылатыны жалпыға белгілі. Ағылшын тілін оқыту контекстінде, атап айтқанда, ауызша тілді меңгеру деңгейін арттыру орталық мақсаттардың бірі болып табылады. Бұл бапта инновациялық тәсілдер мен интерактивті материалдардың көмегімен осы мақсатқа қол жеткізудің тиімді стратегиялары қарастырылады. Бұл зерттеуде қолданылатын негізгі әдістерге ғылыми талдау мен синтез, сабақтарды сипаттау, талқылау және модельдеу кіреді. Зерттеу нәтижелері болашақ ағылшын тілі мұғалімдерінің кәсіби құзыреттілігін арттыруды және ағылшын тілін оқытуда инновациялық тәсілдер мен интерактивті материалдарды пайдаланудың практикалық тәжірибесін қамтиды, бұл оқу процесін жетілдіруге әкеледі. Зерттеу материалдары бірегей және 2022 жылдың қыркүйек-желтоқсан айларында болашақ ағылшын тілі мұғалімдерінің кәсіби даярлығы барысында алынды. Зерттеу қорытындылары оның материалдарын қолдану болашақ ағылшын тілі мұғалімдерінің кәсіби тәжірибесінің дамуына қалай ықпал еткенін көрсетеді.

Түйінді сөздер: тілді меңгеру; сөйлесу қарым-қатынасы; инновациялық тәсілдер; интерактивті материалдар; кәсіби құзыреттілікті арттыру.

Introduction

Oral proficiency in English is crucial for a variety of reasons. It serves as a gateway to effective communication in both academic and real-world settings. Moreover, oral proficiency [1] is a strong indicator of overall language competence, as it requires a deep understanding of vocabulary, grammar, pronunciation, and cultural context [2]. This skill is essential for students, professionals, and anyone wishing to connect with

the global community.[3], [4], The present article provides a description of the real educational process that was a part of professional training of future English teachers in Foreign Languages Department of Pedagogical Institute after Umyrzak Sultangazin at Akhmet Baitursynuly Regional University, during the first semester of 2022-2023 academic year. Teacher training is a cutting-edge part of education in any country and requires constant development and update, especially in student-centered setting [5]. It certainly often leads to transdisciplinary research [6] and is of primary importance in the era of technological advances, when distance, or online education takes its place in the educational world. [7], [8]. The strategies described below were chosen and subsequently applied to such subjects in the educational program 6B01705 “Foreign Language: Two Foreign Languages”, as Practical Grammar and Phonetics of the English Language and English Teaching Methodology in the first and third years of training respectively.

However, before delving into these effective strategies, it is important to recognize the challenges that educators and learners face in enhancing oral proficiency in English.[9] These challenges include:

- Limited Access to Native Speakers for Practice: Many learners face a scarcity of opportunities to engage with native English speakers, thus restricting their exposure to genuine language usage.
- Apprehension About Speaking: Learners frequently grapple with anxiety and apprehension when it comes to conversing in a foreign language, which acts as a barrier to their spoken communication.
- Restricted Vocabulary and Cultural Insight: An insufficient command of vocabulary and cultural subtleties can act as a hindrance to effective communication.
- Inadequate Training for Educators: Some teachers may lack the training and resources necessary to proficiently instruct oral skills.
- Overreliance on Traditional Teaching Approaches: Conventional teaching methods that prioritize rote memorization and written exercises often fall short in addressing oral proficiency.

To address these challenges and enhance oral proficiency in English, educators can adopt inventive approaches. “Combining these teaching and learning approaches will ensure that students receive dynamic support, hands-on activities, practical assessments, active collaboration, and inquiry-based learning.” [10] These approaches focus on creating engaging and immersive learning environments that foster active participation and practice. In Kazakhstan, this is what educators are constantly busy with “the analysis of curricula on language for professional specific purposes in the conditions of multilingual education.” [11, p.136] In the present research, we address a few innovative approaches, such as: incorporating technology, [12, p.496] gamification, authentic contexts,[13], [14] collaborative learning, [15, p.38] and multimedia resources.[16, p.756] Incorporating multimedia resources such as videos, podcasts, and audio recordings exposes learners to diverse accents and speaking styles. This helps learners develop better listening comprehension and pronunciation skills.[17]

Description of the approbation procedure

Prior to the practical application of the research part, we conducted a needs analysis survey asking students to identify their difficulties in obtaining the native-like fluency in oral communication. The survey was conducted in an informal setting with the participants initiating their own questions to each other. The results of the videoed survey were summarized and are presented below:

- *Lack of Opportunities for Authentic Practice*: Most English learners in Kazakhstan do not have access to native English speakers for genuine communication, which leads both to limiting their exposure to authentic language use and lack of self-confidence while communicating in English.

- *Fear of Speaking*: Learners often experience anxiety and fear when it comes to speaking in a foreign language, inhibiting their oral expression. It happens not only in high-stake situations (summative assessment sessions or examinations), but also in a less formal setting when no one is actually judging their language performance.

- *Limited Vocabulary and Cultural Understanding*: An inadequate grasp of vocabulary and cultural nuances hinders effective communication. Even a higher level of English language proficiency still leaves place for doubt in many culturally nuanced settings when students realize their own lack of culturally relevant background.

- *Inadequate Teacher Training*: Some students recognize that often foreign language educators (including their own schoolteachers) lack the training and resources to effectively teach oral proficiency. This situation results from the described above challenges that remain unattended especially in rural setting.

- *Traditional Teaching Methods*: Conventional teaching methods that emphasize rote memorization and written exercises often do not adequately address oral proficiency. However, it is the traditional teaching that takes the prevailing part in foreign language teaching in Kazakhstan today, which we are striving to change with this new growing generation of English language teachers.

Innovative Approaches to Enhance Oral Proficiency

To overcome these challenges and enhance oral proficiency in English, we employed innovative approaches. These approaches focus on creating engaging and immersive learning environments that foster active participation and practice.

Oral communication should be regarded as a multifaceted endeavor encompassing interaction, transaction, and performance within the realm of foreign language instruction. In this context, emphasis must

be placed on the intricate balance between fluency and accuracy, which plays a pivotal role in language acquisition. It is imperative to integrate a variety of pedagogical activities aimed at fostering robust verbal aptitude.

The motives for oral discourse in language learning can generally be categorized into purposes of achieving objectives, sharing ideas, exploring concepts, and fostering interpersonal relationships. As a manifestation of interaction, spoken language mirrors social dynamics and individual identities. It is often governed by social norms, conversational conventions, and politeness markers, employing a vast array of lexical resources.

To cultivate an environment conducive to effective oral instruction, it is essential to adhere to specific guidelines. This entails selecting topics that resonate with students' interests and comprehension levels. In preparation, fostering listening comprehension is paramount, offering students exemplars to emulate as they embark on their speaking journey. These examples serve as a foundational framework for grasping fundamental aspects of conversational discourse, such as turn-taking, eye contact, question-and-answer dynamics, and more.

Furthermore, while engaging in preparatory exercises, the incorporation of grammar and vocabulary exercises is indispensable. Equally important is the practice of formulating anticipated questions across a broad spectrum of subjects. The skill of foretelling responses is a pivotal component of effective spoken communication.

Transactional speech, as an exchange of information, hinges on whether the emphasis is placed on the content of the dialogue or on the actions undertaken through communication. Students should be encouraged to distinguish between these two focal points in their communicative efforts. In both instances, comprehension and clarity should be the focal point, with assignments clearly elucidating the communicative objectives.

Speaking activities within the transactional paradigm encompass a variety of approaches. Classroom group discussions and problem-solving activities offer students the opportunity to address real-life issues, using the "think, pair, share" method to support participants who may require additional assistance. Designing posters is another avenue for creative expression and integration of artistic elements into language lessons, encouraging students to collaborate and allocate responsibilities effectively.

Some key strategies that were applied in the practical part of the research include:

1. Incorporating Technology

Integrating technology, such as language learning apps, interactive websites, and online conversation platforms, can create opportunities for learners to practice speaking and listening. Technology also provides instant feedback, making it an effective tool for self-assessment.

2. Gamification

Gamification involves using game elements in the learning process. It makes learning more enjoyable and engaging, encouraging students to actively participate in language activities. For example, language learning games, quizzes, and interactive simulations can enhance oral proficiency.

3. Authentic Contexts

Simulating real-world contexts in the classroom enables learners to practice English in situations they are likely to encounter outside the classroom. Role-playing, debates, and group discussions are effective ways to create authentic language use opportunities.

4. Collaborative Learning

Promoting group activities and projects encourages learners to communicate with their peers, facilitating mutual support and practice. Collaborative learning not only improves oral proficiency but also builds a sense of community within the classroom.

5. Multimedia Resources

Incorporating multimedia resources such as videos, podcasts, and audio recordings exposes learners to diverse accents and speaking styles. This helps learners develop better listening comprehension and pronunciation skills.

Interactive Materials for Oral Proficiency

In addition to innovative approaches, the use of interactive materials can significantly enhance oral proficiency. These materials are designed to promote active engagement with the language.

Role-play scenarios can be particularly enlightening when students are challenged to emulate conversations between customers and technical experts, tourists planning sightseeing trips, or individuals seeking information over the phone. Additionally, the practicality of asking for directions on the streets and simulating shopping interactions provides students with authentic speaking opportunities.

The realm of speaking as performance encompasses activities that require students to present information, engage in debates, offer speeches, or conduct lectures. Proficiency in these areas demands an understanding of specific formats for opening and closing remarks, organizing content logically, maintaining audience engagement, and wielding correct pronunciation and grammar. The choice of appropriate vocabulary is pivotal in tailoring language to the intended audience, factoring in age, educational background, and interests.

Language acquisition prioritizes the development of both fluency and accuracy, albeit sequentially. Initial emphasis on accuracy, involving grammatical and lexical precision, is followed by a focus on fluency, where students demonstrate the ability to converse fluidly and adapt language use effortlessly in response to various communication contexts. Practice is fundamental to honing both facets of oral proficiency.

In summary, nurturing effective oral communication in the English language classroom demands meticulous planning and a balanced approach to the development of fluency and accuracy. Through systematic instruction and deliberate practice, students can aspire to achieve a higher level of proficiency in spoken language.

Let's explore various speaking activities that can be seamlessly integrated into the different components of a foreign language lesson. Commencing a lesson with an engaging stage is always invigorating, and initiating a discussion that immerses students in the upcoming content is highly productive. These opening discussions can take various forms, such as analyzing a series of images, viewing a short video, or delving into everyday situations like school-related topics or weather conditions outside. An exceedingly popular activity during the engagement stage is brainstorming, where students freely generate ideas without critique, aiming to produce a multitude of ideas within a brief timeframe, thus swiftly involving them in the classroom dynamics. Additionally, students may engage in predicting the lesson's topic based on cues provided by the teacher, such as a few words on the board, a PowerPoint slide featuring a formula or scheme, or a set of images or a short video. This predictive practice can evolve into a daily ritual, with students relishing the challenge of forecasting the upcoming lesson's subject matter.

The study phase of the lesson necessitates students engaging with the language in a structured manner. This phase invariably involves exposure to new language elements, as eloquently termed by James Scrivener. Exposure may encompass both controlled and authentic language situations. In controlled output, students are presented with language in smaller, digestible segments that facilitate imitation and application, while in authentic situations, students encounter unaltered texts, unscripted audio recordings, or movie segments. During this segment of the lesson, students become adept at contextualizing new vocabulary and applying studied grammatical concepts within specific contexts. Although this output is not strictly authentic, according to Jim Scrivener, it does provide opportunities for simple speaking activities, such as engaging in casual conversation or practicing language formulae, which serve as a prelude to the ensuing speaking exercises.

The most productive phase of the lesson is the activation stage. In this segment, students actively participate in role-playing exercises rooted in real-life scenarios, engaging in information gap activities, and collaborative assignments. Storytelling sessions allow students to share personal anecdotes or narratives they have encountered, thus fostering dynamic communication. Another effective activity is interviews, where students take on the roles of interviewer and interviewee, engaging in a series of questions and responses. Interviews can also be executed in a talk-show format, with students adopting the roles of both host and celebrity, imparting information, discussing plans, or sharing insights with their "fans."

Some examples of interactive materials include:

1. *Conversational Guides*

Conversational guides are resources that provide learners with a structured set of phrases, idiomatic expressions, and conversation starters to facilitate real-life interactions. These guides help learners navigate common communication situations and build their speaking confidence. Examples of conversational guides include:

Phrasebooks: These small, pocket-sized books contain essential phrases for various situations, such as travel, business meetings, or social interactions. Learners can use these phrases to initiate conversations and respond appropriately.

Online Conversational Guides: Interactive websites or apps that provide learners with phrases and questions tailored to specific contexts, such as ordering food at a restaurant, negotiating in business, or making small talk at a social event.

2. *Audio Exercises*

Audio exercises focus on improving listening comprehension, pronunciation, and intonation. They often involve listening to native speakers or dialogues and then responding or repeating what was heard. Examples of audio exercises include:

Dialogues with Gap-Fill Exercises: Learners listen to a recorded dialogue and fill in the gaps in the conversation, helping them understand spoken language in context.

Shadowing: Learners listen to audio recordings and try to mimic the pronunciation, intonation, and rhythm of the speakers. This exercise improves pronunciation and fluency.

3. *Speech Recognition Software*

Speech recognition technology evaluates learners' spoken language and provides feedback on various aspects, such as pronunciation, fluency, and accuracy. Examples of speech recognition software include:

Duolingo: This language learning app offers speech recognition exercises where learners speak sentences, and the app assesses their pronunciation and provides immediate feedback.

Rosetta Stone: Rosetta Stone's language learning software includes speech recognition features that help learners practice pronunciation and fluency.

Language Learning Apps: Various language learning apps offer speech recognition features for practicing speaking and getting instant feedback.

4. Video Lessons

Interactive video lessons involve watching and responding to real conversations or scenarios. Learners can pause, repeat, and analyze these videos to improve listening comprehension and speaking skills. Examples of video lesson materials include:

YouTube Channels: Many educational YouTube channels provide video lessons designed to enhance speaking and listening skills. These videos may include dialogues, interviews, and role-play scenarios.

TED Talks and TED-Ed: TED Talks and TED-Ed lessons often feature speakers discussing various topics. Learners can watch these talks, answer comprehension questions, and engage in discussions about the content.

Online Language Learning Platforms: Platforms like Babbel, FluentU, or BBC Learning English offer video lessons with interactive features, including quizzes and speaking exercises.

5. Language Exchange Apps

Language exchange apps connect learners with native speakers or proficient speakers of the target language. Users can engage in conversations, exchange messages, and practice speaking and listening skills. Examples of language exchange apps include:

Tandem: Tandem connects learners with native speakers of their target language, allowing them to engage in conversations and provide mutual language support.

HelloTalk: HelloTalk is a language exchange app that offers features like text, voice, and video messaging, making it easy for users to practice speaking and listening.

6. Virtual Reality (VR) and Augmented Reality (AR)

VR and AR technologies can create immersive language learning experiences. Learners can interact with virtual environments and characters, engaging in conversations and scenarios in English. For instance, learners can use VR headsets to navigate virtual English-speaking cities, engage in dialogues with virtual characters, and practice real-life interactions.

Conclusion

Enhancing oral proficiency in English language education is essential for effective communication and global participation. Educators can overcome challenges and achieve this goal by adopting innovative approaches that create engaging and immersive learning environments. Additionally, the use of interactive materials helps learners actively engage with the language, leading to improved speaking and listening skills. As we continue to navigate a world interconnected by language, investing in these strategies and materials is paramount in ensuring effective English language education. These interactive materials for oral proficiency are designed to make language learning engaging and effective. They provide learners with practical opportunities to enhance their speaking, listening, and pronunciation skills, and many of them offer immediate feedback to support the learning process. Incorporating a variety of these materials into English language education can lead to more confident and proficient English speakers.

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МРНТИ 14.07.03

УДК 37.032

https://doi.org/10.52269/22266070_2023_4_185

ЛИДЕРСТВО КАК ПОКАЗАТЕЛЬ УСПЕШНОСТИ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

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