Азаматтық авиация академиясының жаршысы _____ №3(26)2022

8. Komine, T., Nakagawa, M.: Fundamental analysis for visible-light communication system using LED lights.IEEE Trans. Consum. Electron. 50, 100–107 (2004).

9. Lee, C.G., Park, C.S., Kim, J.-H., Kim, D.-H.: Experimental verification of optical wireless communication link using high-brightness illumination LEDs. Opt. Eng. 46, 125005 (2007)

10. Lee, K., Park, H.: Modulations for visible light communications with dimming control. IEEE Photonics Technol. Lett. 23, 1136–1138 (2011).

Linnartz, J.-P.M.G., Feri, L., Yang, H., Colak, S.B., Schenk, T.: Code division-based sensing of illumination contributions in solid-state lighting systems. IEEE Trans. Signal Process. 57, 3984–3998 (2009).

Kashkinbayeva Kulmarash, senior teacher
Civil Aviation Academy
E-mail: kulmar.ermek@mail.ru

LANGUAGE PROBLEMS IN TEACHING BASIC TECHNICAL ENGLISH AND WAYS TO SOLVE THEM

ЯЗЫКОВЫЕ ПРОБЛЕМЫ В ПРЕПОДАВАНИИ БАЗОВОГО ТЕХНИЧЕСКОГО АНГЛИЙСКОГО ЯЗЫКА И ПУТИ ИХ РЕШЕНИЯ

НЕГІЗГІ ТЕХНИКАЛЫҚ АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ТІЛДІК МӘСЕЛЕЛЕР ЖӘНЕ ОЛАРДЫ ШЕШУ ЖОЛДАРЫ

Abstract. People understand, talk, exchange ideas with each other in their native language. Language learning means learning about culture, using language as a means of communication, or learning another language in depth. Among foreign languages, English is the language of international communication. Society and time need to deepen and comprehensively teach English. Becoming an independent country and embarking on the path of development of world civilization requires a good command of the English language. The purpose of teaching basic technical English at universities is to master the basics of communication in English. And mastering English, which is informally established as a world language, strengthens the nation's competitiveness. Learning the native language and foreign languages, being part of the learning process, is one of the key components of education. Our country's relations with other countries are growing day by day, so our current task is to train future generation who are fluent in English and who will be able to use their knowledge in various fields of profession. In order to know any foreign language in professional level, it is necessary to learn vocabulary and terminology. In this article is considered some methods of working with new lexics and terminology.

Key words: lexics, terminology, teaching foreign language.

Аннотация. Люди понимают, разговаривают, обмениваются идеями друг с другом на своем родном языке. Изучение языка означает знакомство с культурой, использование языка как средства общения или углубленное изучение другого языка. Среди иностранных языков английский является языком международного общения. Общество и время нуждаются в углублении и всестороннем обучении английскому языку. Становление независимой страной и вступление на путь развития мировой цивилизации требует хорошего владения английским

языком. Целью преподавания базового технического английского языка в университетах является овладение основами общения на английском языке. А овладение английским языком, который неофициально признан мировым языком, укрепляет конкурентоспособность нации. Изучение родного языка и иностранных языков, являясь частью учебного процесса, является одним из ключевых компонентов образования. Отношения нашей страны с другими странами развиваются день ото дня, поэтому наша текущая задача - подготовить будущее поколение, свободно владеющее английским языком и способное использовать свои знания в различных областях профессии. Для того чтобы владеть любым иностранным языком на профессиональном уровне, необходимо выучить лексику и терминологию. В данной статье рассматриваются некоторые методы работы с новой лексикой и терминологией.

Ключевые слова: лексика, терминология, обучение иностранному языку.

Аңдатпа. Адамдар түсінеді, сөйлеседі, бір-бірімен өз тілінде пікір алмасады. Тілді үйрену дегеніміз-мәдениетпен танысу, тілді қарым-қатынас құралы ретінде пайдалану немесе басқа тілді терең үйрену. Шет тілдерінің ішінде ағылшын тілі халықаралық қатынас тілі болып табылады. Қоғам мен уақыт ағылшын тілін тереңдетіп, жан-жақты оқытуды қажет етеді. Тәуелсіз ел болу және әлемдік өркениеттің даму жолына түсу ағылшын тілін жақсы меңгеруді талап етеді. Университеттерде базалық техникалық ағылшын тілін оқытудың мақсаты ағылшын тілінде тілдесу негіздерін меңгеру болып табылады. Ал бейресми әлемдік тіл ретінде танылған ағылшын тілін меңгеру ұлттың бәсекеге қабілеттілігін күшейтеді. Ана тілі мен шет тілдерін үйрену оқу процесінің бөлігі бола отырып, білім берудің негізгі компоненттерінің бірі болып табылады. Біздің еліміздің басқа елдермен қарым - қатынасы күннен-күнге дамып келеді, сондықтан біздің қазіргі міндетіміз-ағылшын тілін жетік білетін және өз білімін мамандықтың әртүрлі салаларында қолдана алатын болашақ ұрпақты дайындау. Кез-келген шет тілін кәсіби деңгейде меңгеру үшін лексика мен терминологияны үйрену қажет. Бұл мақалада жаңа лексика мен терминологиямен жұмыс істеудің кейбір әдістері қарастырылады.

Түйін сөздер: лексика, терминология, шет тілін оқыту.

Nowadays, teaching a foreign language at a technical university has become more systematic than in previous years. The students have absolutely right motivation to study English, because now a highly qualified specialist doesn`t have to know his job well, but also he has to know at least one foreign language. One of the main tasks of university teachers is to teach and train students to speak systematically. Therefore, language development work is carried out continuously and purposefully at the university. The essence and content of language development is for the student to master the system and laws of the native language for communication, to develop the skills to use the acquired knowledge and skills in everyday communication and in their own practice in different places and situations. In addition, to increase student's vocabulary during the language development work, it is necessary to choose synonyms, antonyms, phrasal verbs, correct terminology depending on the intended meaning of the sentence.

One of the difficulties of teaching foreign language is lexical units. There was made literature review on scholars studies according to this topic. As Wilkins explained that learning language is not just about learning its grammar but rather about learning vocabulary and using it properly for communicative purposes. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" [1].

The great German scientists I.G. Pestalozzi and A. Disterverg emphasized the importance of students learning new materials. "In accordance with the requirements of upbringing, the great result of simple education is to prepare the child in all directions from the cradle", he wrote. When a

student acquires new knowledge, it is necessary to know his level of development and rely on his skills, because, "It is known that the basis of learning comes from the same source" [2].

N.A. Kupina considered that the most important material in the process of teaching speech is vocabulary. In the linguistic literature, two sides of the word are examined. It is the position of the word, that is, its external form (pronounced by sound, written by letter); the meaning of the word, that is, the inner content, the essence. For example, N.P. Bekhtereva pays attention to the following features of the word:

- form;
- meaning;
-position.

N.P. Bekhtereva believes that the third of these three features of the word, which reflects the thoughts and feelings of a person is its function. According to the author, the speaker is able to communicate with people because he expresses his views and moods. One of the main elements of teaching English at universities is working with lexics and terminology. There were given ways to check students` vocabulary. They are:

1. Conversation - about the environment: home, university, class, parents, textbooks, etc.
2. Name the items students use most often (clothes, dishes, furniture, etc.) by showing.
3. Check the level of comprehension (showing unfamiliar objects, etc.) [3].

In teaching foreign language, four main language skills as listening, reading, writing and speaking must be taught in every class. There shouldn`t be taken only grammar rules, exceptions and texts for reading. Students learn the words, grammar rules of English by associating with their mother tongue. So, grammar rules sometimes are explained by comparision with their mother tongue. When teaching English in technical universities, teachers mostly work with terminology or texts related to the specialty.While choosing texts, these leading factors have to be kept:

1) Linguistic material
2) The content of the material
3) Conditions for submission of material

There are 3 main difficulties in teaching students of technical university: phonetic, lexical and grammatical.

1. Phonetic difficulties - there are differences in the phonetic structure of English and Kazakh. He speaks the sounds of English in the same way as the sounds of his own language. It is difficult to say the following terminology as:

Pilot, terminal, turbulence, aisle, luggage, cabin crew and others.

Differences in the rhythm of the voice also make it difficult to understand. For example: Ladies and gentlemen, welcome to the board this flight to Nur-Sultan !

Therefore, it is important to practice listening skills, sounds and rhythm.

2. Lexical difficulties - due to the analytical structure of the English language and the widespread use of infinitive, prepositional structures:

For example: Fasten your *sit* belts. Fasten your *seat* belts.

The cabin *crew* was polite. The cabin *crue* was polite.

It is very difficult to understand such sentences, they confuse words.

3. The content of the material submitted for the listening also affects the interpretation. To prepare the material for the listening, consider the following:

A) Is the topic of the material easy to understand? What are the difficult words?
B) Type of material: description or story?
C) Is it an excerpt or a whole?
D) Readiness to listen to the material.
E) Is the material in the form of a dialogue or a monologue? Monologue is easy, so it is good to listen.

In order for students to be able to communicate properly in English, they need to listen and understand the spoken word. Listening comprehension is a companion of speech, while speech is an expressive form, listening is an impressive form. Perception and comprehension of spoken words is a very complex mental activity. It is very important to listen to the material.

1. Speech speed

2. Speech rate: should start slowly at the beginning. There should be a pause between word groups. At the end of the listening, the pace should reach a normal level of 1 minute - 150 words. The average rate is 120 words, the slow rate is 95 words.

3. Repeat frequency 1 or 2 times.

The native speaker's voice in audio materials also affects the listener. Students who are accustomed to the teacher's voice may not understand what the other person is saying. Therefore, the teacher should change the rhythm of the voice as much as possible.

Speaking English is the most difficult form of language acquisition, you need to develop and practice speaking skills to compose a sentence of one or two words. It requires a lot of preparation, and at technical universities it is difficult for a student to express himself. There are very few methods that a teacher uses for this. The student simply repeats what he has heard and writes the words according to the pattern. Of course, these mechanical exercises are very necessary, but from year to year they are useless. If a student wants to say, explain or ask something, he / she should use language resources and the teacher should help him / her. There are given some methods of forming speaking skills of students.

Formation of simple speaking skills
- Phonetically correct pronunciation of words after the teacher
- Listening comprehension of the speaker and learning to respond to him
- To develop students' listening comprehension and speaking skills
- Ability to make simple sentences in a specific topic situation
- To increase students' vocabulary and train them to use it appropriately
- Mastering simple grammatical structures

Another factor is the psycholinguistic factor. Students should be encouraged to use memorized words, phrases, speech patterns, grammatical forms, structures situations, and terminology. The teacher should gradually lead students from developed speech to undeveloped speech. We need to be able to distinguish between speech and verbal exercise. Speech is a process that takes place through the speech organs of language. For example:

- A student tells about his experience in class.
- The teacher asks a question on the given topic.
- Reads a story and learns new information from the text.

In order to solve the above-mentioned language problems in the English class, it is necessary to teach the four language skills. In addition, when teaching English in technical universities, students should be provided with an atmosphere related to their specialty. If there are pilots and flight attendants who are trained in the classroom, the desks are set up according to the shape of the aircraft, the real passengers are replaced, the pilots do their real job, the pilots are in constant contact with passengers. When they feel like their as masters of the profession, they will be increases and gets rid of the language barrier. If students feel their profession, their interest in the English language will increase and they will get rid of the language barrier.

In other words, in the future, when working in this profession, they will be able to use English fluently and communicate freely with foreigners. We present the situation at the airport in the following groups on this language issue.

Check-In Practice Dialogue	**Service agent:** Good morning. Can I have your ticket, please? **Passenger:** Here you are. **Service agent:** Would you like a window or an aisle seat? **Passenger:** An aisle seat, please. **Service agent:** Do you have any baggage? **Passenger:** Yes, this suitcase and this carry-on bag. **Service agent:** Here's your boarding pass. Have a nice flight. **Passenger:** Thank you.
Security Practice Dialogue	**Security officer:** Next! **Passenger:** Here's my ticket. **Security officer:** Please step through the scanner. **Passenger:** (beep..) What's wrong? **Security officer:** Please step to the side. **Passenger:** Certainly. **Security officer:** Do you have any coins in your pocket? **Passenger:** No, but I have some keys. **Security officer:** Ah, that's the problem. Put your keys in this bin and walk through the scanner again. **Passenger:** OK. **Security officer:** Excellent. No problem. Remember to unload your pockets before you go through security next time. **Passenger:** I'll do that. Thank you. **Security officer:** Have a nice day.
Passport Control and Customs Dialogues	**Passport official:** Good morning. Can I see your passport? **Passenger:** Here you are. **Passport official:** Thank you very much. Are you a tourist or here on business? **Passenger:** I'm a tourist. **Passport official:** That's fine. Have a pleasant stay. **Passenger:** Thank you. **Customs official:** Good morning. Do you have anything to declare? **Passenger:** I'm not sure. I have two bottles of whiskey. Do I need to declare that? **Customs official:** No, you can have up to 2 quarts. **Passenger:** Great.

Students who study their specialties in English can develop their language skills by creating the role of the above-mentioned dialogues.

References

1. Wilkins, D. (1972), Linguistics in Language Teaching, London: Edward Arnold.

2. Sarybaev Sh. Some problems of the Kazakh language methodology. Section 1. A.: OPB, 1959. – 56 p.

3. Begaliev G. Problems of the Kazakh language methodology in primary school. A.: 1950. – - 167 p.

4. Formation of lexical skills / / Textbook, ed. E.I. Passova, E.S. Kuznetsova. - Voronezh: KNOU, Interligva, 2002.

5. Tursynbaeva K.Zh., Kulbekova B.R. Methods of teaching a foreign language, 2012. – 21-25 p.