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DIFFERENT WAYS OF TEACHING FOREIGN LANGUAGE

Abstract: This publication offers a different approach to the uses of learning technologies in the language classroom. Using of ICT in the learning process makes it possible to activate the cognitive, mental and independent activity of the students, to intensify the learning process. The intensive method combines, on the one hand, the case study, and on the other - a real connection on the basis of high motivation to communicate. Motivation is achieved, in particular, using game incentives included in all types of educational materials. The development of intensive methods has a very long history, since there was always a need for usage and practical learning of a foreign language. The most widely used intensive methods in the early 20th century, due to the political and socio-economic factors and popular direct method has prepared a fertile ground for intensive foreign language teaching.

Key words: language skills, keeping of educational motivation, intensive methods,

It is rare to find a language class that does not use some form of technology.

Recently we often ask a question about using the new information technologies in Higher Educational Establishment. The main task of teaching foreign languages (FL) is forming and developing communicative culture of students, teaching practical using foreign languages.

“Teacher’s task consists of creating conditions of practical using language for each student, choosing such method of teaching to allow students to show their activity, their creativity. Contemporary pedagogical technologies such as teaching in cooperation, project method, using new informational technologies; Internet resources help to realize personal orientation approach in teaching, support individualization and differentiation of teaching in calculation with students abilities, their pre-higher educational preparation level, inclination and etc. “ according to E. Polat. Informational technologies contribute to increase academic motivation of teaching FL and advance students’ knowledge. Using computer during English lessons increase significantly academic process intensity. Computer teaching assimilates a large amount of material, than it was acquired using traditional teaching conditions. Besides material in using a computer is acquired more substantially. Computer supplies multisupporting, that is current, intermediate, total academic process control. Computer supplies multisupporting control of academic process that is current intermediate, total. Using the computer control of quality students’ knowledge to achieve the large objectiveness of valuation. Besides, computer control considerably economizes academic time, as it checks students’ knowledge simultaneously.

Internet suggests different pieces of information and resources to their users. Basic collection of services may include:

- e-mail;
- Usenet;
- video conference;
- possibility to publish own information, to create own homepage and to advertise it on web-server;
- access to informational resources;
- reference books (Yahoo! InfoSeek/Ultra Smart, LookSmart, galaxy);
- searching systems (Alta Vista, HotBob, Open Text, WebCrawler, Excite);
- chat.

Present days knowledge of foreign languages is not only an attribute of human cultural development, but also the condition of its success in various spheres of production, such as better employment, further study, recreation, tourism and foreign language teaching has developed a unique situation when the practice ahead of theory. The most viable in the transition from the old to the new technique proved intensive method. A distinctive feature of it is the predominant installation on involuntary memory (which is provided by the creation of an atmosphere in the classroom emotional), support of speech communication and maximum use of the features replicas and statements. Consequently, the value of clear practical knowledge of foreign language communication gave rise to new forms and methods of teaching. And it gave impetus to further development of intensive foreign language teaching, the foundations of which have been developed in Bulgaria Dr. G. Lozanov and will be continued in the writings of Professor G.A. Kitai-Gorodskoy.

The intensive method, combining, on the one hand, the case study, and on the other - real communication, based on the high motivation of communication. Motivation is achieved, in particular, using game incentives included in all types of educational materials. The development of intensive methods has a very long history, since there was always a need for usage and practical learning of a foreign language. The most widely used intensive methods in the early 20th century, due to the political and socio-economic factors and popular direct method has prepared a fertile ground for intensive foreign language teaching. In these latter days new options for intensive methods of using television, radio, telephone, building on one learning tool, such as a tape recorder have been developed in America and other countries. Such, for example, the method Stack, which is based on the use of technical means to compensate for the lack of language environment. Malt is adjacent to the Stack - the creator of the automatic method, designed for intensive training in the laboratory. The meaning of the method is to use phonorecording.

In the beginning of 1960s and 70s. due to the increased need of mastering foreign languages in a short time and often with narrow practical purposes (language skills of business communication, conversational speech, and so on. d.) various methods of language teaching had already been appeared, so-called - intensive. In this regard, a new direction of research of the technique of intensive training was formed

This direction of the original development was in the mid-1960s. in Bulgaria, where the Research Institute under the direction of suggestologist Lozanov developed the foundation suggestopedy foreign language teaching method which is widely spread in many countries of the world in relation to the teaching of different disciplines, not just a foreign language. In the former Soviet Union, where the problem of intensification of training has always had many supporters, on the basis of this method have been proposed various modifications: emotional-semantic method (I.Yu.Shehter), suggestocybernetic integral method (V.V.Petrusinsky), the method of intensive learning vsroslyh (L.Sh.Gegechkori), the method of activation of individual and collective capacities (G.A.Kitaygorodskaya) immersion method (A.S.Plesnevich), the rate of verbal behavior (A.A.Akishina), "Express-method" (I.Davydova) and several others. Called methodological direction is being developed in the centers of intensive training of foreign language, which were established in Moscow, St. Petersburg and other cities.

Intensive methods of teaching focused mainly on mastering oral speech of foreign language in a short time with a significant concentration of daily hours of training and creating an environment of "immersion" in a foreign environment.

All intensive methods tend to intensify psychological reserves of the individual student, is often used in traditional teaching. From this intensive learning different ways of organizing and conducting training pays special attention to the various forms of pedagogical communication, the creation of a special socio-psychological climate in the group, keeping of educational motivation, removal of psychological barriers during learning of the material and its activation in speech.

At present the practical tests were passed with different versions of intensive training, from relevant manuals and the expediency of wide application of intensive methods in terms of short-term training during the installation on the development of oral language in a short time was issued and shown a carefully selected themes and communication situations. The method of suggestopedy was developed by the Bulgarian scientists G.Lozanov and his followers. The word suggestion comes from the Latin. Suggestum, which means whisper, inspire. Suggestology is the science of suggestion, suggestopedy -its application in pedagogy. Information from the outside can penetrate into the inner world of the individual through to two channels - consciousness and unconsciousness, G. Lausanov confirms.

The method of activation of the individual and collective capabilities developed in the late 1970s and

early 80s. based on the concept G.Lozanov with the active participation of G.A.Kitaygorodskaya that in a number of his publications suggested theoretical and practical feasibility of the method (Kitaygorodskaya, 1982,1986,1992). The method is aimed primarily at learning to communicate and to a lesser grade-on mastery of language material. Theoretical position of the method based on the achievements of the Russian school of psychology and especially on the psychology of communication in the framework of the theory of speech activity, as well as on the use of reserves of the unconscious learning (G.Lausanov). On the basis of these psychological theories were formulated the following position of the method:

1) the creation of collective interaction in the classroom and the organization managed of verbal communication;

2) creative potential of the individual student, providing hypermnesia effect (memory state in which there is memorizing of large amount of material). Source of activation of memory are suggestive means (authority, infantilization, duality behavior pseudo passivity concert and several others.);

3) the use of different sources of perception including the unconsciousness. Psychological and pedagogical principles of the method in its entirety is also determined by the formula "in the community and through the collective", which allow a targeted process of control communication in the classroom. The number of teaching principles in various publications, representatives of the method is not the same and do not always distinguished by uniformity. The policy of manual "bridge of trust" (Kitaygorodskaya et al., 1993), we are talking about the six principles of the method.

1) The principle of personal communication.

2) The principle role of the educational material.

3) The principle of collective interaction.

4) The principle of multifunctional exercise.

5) The principle of concentration in the educational material.

6) The principle of duality training.

The emotional-semantic method was developed I.Yu.Shehter (1973), who considered the reliance on the meaning of education that occurs in the process of the role-playing game, as the main way of mastering speech communication.

Intensive method of teaching speech of adults is defined as "cycle-intercycle method." This method was developed at the University of Tbilisi 1970s. under the leadership of L.Sh.Gegechkori. Elements of suggestopedy were used in the method, and its characteristic feature is a succession of lessons during the speech (voice training) and inter-cycle training (language training). As a methodological techniques used during the intercycle training are recommended: a) Drill type exercises performed under the supervision of an instructor; b) independent work in a language laboratory.

Intensive course language immersion was developed under the guidance of A.S.Plesnevich in 1970s . and designed to teach English scientists during the 10-day course. The course provides intensive training with elements of suggestopedy and mental processes that occur at the subconscious level.

Suggestocybernetic integral method was developed by V.V.Petrusinsky in the 1980s. The method is based on suggestive process control training using technical means.

Rhythms peditya method was developed in Chisinau University. It provides an intensification of the process of memorizing by creating favorable conditions for the mechanisms of memory.

Hypnopedia (learning during sleep) was popular in the 1960-70s. The essence is that the learner is offered while sleeping to listen to material introduced by a tape recording.

Relax opediya- complex didactic techniques, including the use for educational purposes relaxation, ie mental and physical relaxation induced by suggestion. "*Express-method*" was developed by I.Davydov in the 1990s. and thanks to the great advertising caused interest primarily in seeking to learn foreign language quickly and with the least expenditure of energy.

"*Smart-method*" is widely advertised today as "an intelligent method of teaching", was developed in the early 1980s. in of Academy of Sciences of the USSR on the basis of the use of hypermnesia effect (beyond memorization), in which the information is acquired in the amount exceeding the existing rules.

Review of modern intensive methods suggests that at present there have been two main ways to improve language learning: one- through use of technology and modern technology, the other is due to activation of the reserves of the individual student (method activation hypnopedia et al.). The development of intensive methods in the coming years will go through organic inclusion in the educational system of

technical means and activation of psychological abilities of the individual student as a source of increasing the efficiency of language tuition. The method of teaching foreign languages in which the shortest possible time interval achieved the best possible result; while students not only do not experience congestion in mastering academic material, but it is easy enough to learn and enjoy.

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ШЕТ ТІЛІН ОҚЫТУДЫҢ ӘР ТҮРЛІ ТӘСІЛДЕРІ

Аннотация: Бұл мақала жаңа технологияны қолдана отырып ағылшын тілін үйренуге арналған. Қазіргі кезде білім жүйесі күннен-күнге ақпараттық технологиялар мен компьютерлік телекоммуникацияларды қолдануда. Студент оқу процесіне активті түрде қатысады, өз бетімен ойлауға бейімделеді. Шет тілін оқытудағы қарқынды әдіс бір жағынан тақырыптық зерттеулерді, екінші жағынан белсенді шынайы қарым-қатынастың негізінде нақты үйлесімділігінің болуын қамтиды. Тілді оқытуда ынталандыру үшін оқу материалдарының барлық түрлерін, ойынның әртүрлілігін қолдану арқылы қол жеткізуге болады. Сонымен бірге 20 ғасырдың басында саяси және әлеуметтік-экономикалық даму кезінде оқытудың тездетілген әдісі қолданылды. Бұл ағылшын тілін үйренудегі біліктілік сатысын көтерудің тездетілген түрі болып табылады.

Түйін сөздер: тілдік қабілет, білімін дамытуға қызығушылығын арттыру, интенсивтік әдістеме.

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РАЗЛИЧНЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В статье рассматриваются некоторые инновационные методы в преподавании английского языка. Применение ИКТ в процессе обучения даёт возможность активизировать познавательную, мыслительную и самостоятельную деятельность учащихся, интенсифицировать учебный процесс. Интенсивное метод, сочетающий, с одной стороны, в тематическом исследовании, а с другой - реальной связи, на основе высокой мотивации общения. Мотивация достигается, в частности, используя игровые стимулы, включенные в все виды образовательных материалов.

Развитие интенсивных методов имеет очень долгую историю, так как всегда было необходимо для использования и практического изучения иностранного языка. Наиболее широко используются интенсивные методы в начале 20-го века, для развития политических и социально-экономических факторов. Интенсивное обучение английскому языку применяется при необходимости ускоренной подготовки, т.е. в случае, если задачи слушателя накладывают временные ограничения на период обучения, за который необходимо повысить свой уровень знания английского языка.

Ключевые слова: языковые навыки, мотивация, интенсивная методика.