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И МЕТОДИКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ:  
ТЕОРИЯ И ПРАКТИКА»  
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**MATERIALS  
OF THE 1<sup>st</sup> INTERNATIONAL TEACHING - METHODOLOGICAL  
CONFERENCE «TOPICAL ISSUES OF PHILOLOGY  
AND METHODS OF FOREIGN LANGUAGE TEACHING:  
THEORY AND PRACTICE»  
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иностранной филологии, профессора **Г.Б.Мадиевой**

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(қытайлықтардың ай тізбегі бойынша тойлайтын жаңа жыл мерекесі) туралы мәтінді өткенде Қытай мәдениетіндегі қызыл түстің алатын орнына да тоқталып өтуге болады, себебі қытайлықтардың өмір-тіршілігінде түстердің де өз тұғыры бар, жаңа жыл мейрамы кезінде айнала төңірек бары барынша қызыл түстермен безендірілуі керек, қызыл түс – мереке-шаттықтың, бақыттың символы, тіптен үйлену тойы кезінде де қалыңдық қызыл түсті көйлек киген, есік босағаға ілінетін қосарлы жазулар (парные надписи) да қызыл түсті болған. Егер батыс мәдениетімен салыстыратын болсақ, ақ түс – пәктіктің, тазалықтың, белгісі болса, қытайлықтар үшін – аза тұту белгісі, себебі жерлеу рәсімін өткізу кезінде аза тұтушылар ақ түсті киім киген. Ал сары түске келетін болсақ, мәселен қазақи танм бойынша сары түс – уайым – қайғымен етене байланыстырылады, қазақ тіліндегі «сағынғаннан сарғаю» , «сары жапырақтай боп солу», « сары уайымға берілу» деп келтірілсе, қытайлықтардың ұғымында сары түс- билік, мансап, байлық ұғымымен байланысты. Мәселен сары түске байланысты «黄金时代» тіркесін сөзбе сөз аударсақ – алтын кезең, яғни гүлденген кезең деген ұғым береді. Осы орайда білімгерлерге түстер символикасының бейнесін өз беттерінше қытай көркем әдебиет туындыларының ішінен іздеу ұсынылады, сол негізде қазақ және қытай мәдениеттерін салыстыру арқылы өзіндік қорытынды жасауға дағдыланады. Көркем шығарма мәтіндерімен жұміс істеу нәтижесінде тіл үйренушілер тек тіл ғана игеріп қана қоймай, аударма ісінің қыр-сырымен танысады, көркем мәтіндермен жұмыс істеуге дағдыланады, сонымен бірге мәдени көзқарас шеңберінің аясы ұлғаяды.

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## **METHODS OF LANGUAGE TEACHING**

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*Статья посвящена методам преподавания языков, где уроки должны быть ориентированы на студентов. Статья дает объяснения следующим методом преподавания иностранных языков как один из эффективных методов преподавания: грамматико-переводной метод, прямой метод, чтение, аудиолингвальный метод, метод*

*изучения языков в группе, суггестопедия, метод молчания, общий физический отклик, естественный метод, коммуникативный метод.*

**Ключевые слова:** *грамматико-переводной метод, прямой метод, чтение, аудиолингвальный метод, метод изучения языков в группе, суггестопедия, метод молчания, общий физический отклик, естественный метод, коммуникативный метод.*

*Мақалада тілдерді оқыту әдістері сөз етіледі. Сабақ студентке бағытталған болуы тиіс. Мақалада келесідей әдістерге анықтама беріледі: грамматикалық аударма әдісі, тура әдіс, оқыту әдісі, аудио-лингвалды әдіс, топта оқыту әдісі, суггестопедия, үнсіздік әдісі, жалпы физикалық жауап әдісі, табиғи әдіс, коммуникативті әдіс.*

**Тірек сөздер:** *грамматикалық аударма әдісі, тура әдіс, оқыту әдісі, аудио-лингвалды әдіс, топта оқыту әдісі, суггестопедия, үнсіздік әдісі, жалпы физикалық жауап әдісі, табиғи әдіс, коммуникативті әдіс.*

*The article deals with methods of teaching languages, where lessons should be student-oriented. The article gives explanation of the following methods as an effective methods of teaching foreign languages: grammar-translation approach, direct approach, reading approach audiolingual method, community language learning, suggestopedia, the silent way, total physical response, the natural way, communicative language teaching.*

**Key words:** *grammar-translation approach, direct approach, reading approach audiolingual method, community language learning, suggestopedia ,the silent way, total physical response, the natural way, communicative language teaching.*

A teaching methodology is essentially the way in which a teacher chooses to explain or teach material to students so they can learn the material. There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the educational philosophy and preferences of a teacher. It is also not uncommon for a teacher to utilize multiple methods within a single lesson or over the course of several lessons. A methodology of teaching can include the use of lecturing, group or small group discussion activities, and engaging students as teachers for their peers.

Methods of language teaching include: 1) *Grammar-translation approach*, 2) *Direct approach*, 3) *Reading approach*, 4) *Audiolingual method*, 5) *Community language learning*, 6) *Suggestopedia* , 7) *The silent way*, 8) *Total physical response*, 9) *The natural way*, 10) *Communicative language teaching*

*In Grammar-Translation Approach* classes are taught in the students' mother tongue, with little active use of the target language; vocabulary is taught in the form of isolated word lists; elaborate explanations of grammar are always provided; grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words; little attention is paid to the content of texts; drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa; little or no attention is given to pronunciation.

*Direct Approach* was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

The following recommendations should be taken into account while using this method:

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures.

The mother tongue is NEVER used. There is no translation.

The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative.

Questions are answered in the target language.

Grammar is taught inductively--rules are generalized from the practice and experience with the target language.

Verbs are used first and systematically conjugated much later after some oral mastery of the target language.

Advanced students read literature for comprehension and pleasure.

Literary texts are not analyzed grammatically.

The culture associated with the target language is also taught inductively.

Culture is considered an important aspect of learning the language.

*Reading Approach* is mostly for people who do not travel abroad for whom reading is the one usable skill in a foreign language. While implementation of this method the teacher have to use the following skills: the priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken; only the grammar necessary for reading comprehension and fluency is taught; minimal attention is paid to pronunciation or gaining conversational skills in the target language; from the beginning, a great amount of reading is done in L2; the vocabulary of the early reading passages and texts is strictly controlled for difficulty; vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill; translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

*Audiolingual Method* is based on the principles of behavior psychology: it adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach; new material is presented in the form of a dialogue; based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning; structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills; little or no grammatical explanations are provided; grammar is taught inductively; based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning; structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills; little or no grammatical explanations are provided; grammar is taught inductively; skills are sequenced: Listening, speaking, reading and writing are developed in order; vocabulary is strictly limited and learned in context; teaching points are determined by contrastive analysis between L1 and L2; there is abundant use of language laboratories, tapes and visual aids; there is an extended pre-reading period at the beginning of the course; great importance is given to precise native-like pronunciation; use of the mother tongue by the teacher is permitted, but

discouraged among and by the students; successful responses are reinforced; great care is taken to prevent learner errors; there is a tendency to focus on manipulation of the target language and to disregard content and meaning.

*Community language learning (CLL)* is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

- The learner is not thought of as a student but as a client.
- The instructors are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.
- The process involves five stages of adaptation:

#### STAGE 1

- ◆ The client is completely dependent on the language counselor.
- ◆ 1. First, he expresses only to the counselor and in English what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.
- ◆ 2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrases of five or six words.
- ◆ 3. The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

#### STAGE 2

- ◆ 1. Same as above.
- ◆ 2. The client turns and begins to speak the foreign language directly to the group.
- ◆ 3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

#### STAGE 3

- ◆ 1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
- ◆ 2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

#### STAGE 4

- ◆ 1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.

#### STAGE 3

- ◆ 1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
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## STAGE 4

- ◆ 1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.

*The method of Suggestopedia* developed out of believe that human brain could process great quantities of material given the right conditions of learning like relaxation.

- music was central to this method.
- Soft music led to increase in alpha brain wave and a decrease in blood pressure and pulse rate resulting in high intake of large quantities of materials.
- Learners were encouraged to be as “childlike” as possible.
- Apart from soft, comfortable seats in a relaxed setting, everything else remained the same.

*The natural approach:*

- emphasized development of basic personal communication skills
- Delay production until speech emerge i.e learners don't say anything until they are ready to do so
- Learners should be as relaxed a possible
- Advocate use of TPR at beginning level
- Comprehensible input is essential for acquisition to take place.

*The method of the Silent Way* begins by using a set of colored wooden rods and verbal commands in order to achieve the following:

- 1) To avoid the use of the vernacular.
- 2) To create simple linguistic situations that remain under the complete control of the teacher .
- 3) To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.
- 4) To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.
- 5) To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- 6) To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it.
- 7) To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue.
- 8) To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard.

Materials

- ◆ The materials utilized as the language learning progresses include:
  - 1) A set of colored wooden rods
  - 2) A set of wall charts containing words of a "functional" vocabulary and some additional ones
  - 3) A pointer for use with the charts in Visual Dictation

- 4) A color coded phonic chart(s) Tapes or discs
- 5) films, drawings and pictures, and
- 6) A set of accompanying worksheets transparencies, texts, a Book of Stories.

*Total Physical Response (TPR)* method as one that combines information and skills through the use of the kinesthetic sensory system.

◆ This combination of skills allows the student to assimilate information and skills at a rapid rate. The basic tenets are:

- 1) Understanding the spoken language before developing the skills of speaking.
- 2) Imperatives are the main structures to transfer or communicate information.
- 3) The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the he/she feels comfortable and confident in understanding and producing the utterances.

Procedure:

- 4) Step 1 The teacher says the commands as he himself performs the action.
- 5) Step 2 The teacher says the command as both the teacher and the students then perform the action.
- 6) Step 3 The teacher says the command but only students perform the action
- 7) Step 4 The teacher tells one student at a time to do commands
- 8) Step 5 The roles of teacher and student are reversed. Students give commands to teacher and to other students.
- 9) Step 6 The teacher and student allow for command expansion or produces new sentences.

*Communicative language Teaching* method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

- There is negotiation of meaning.
- A variety of language skills are involved
- Material is presented in context
- It pays attention to registers and styles in terms of situation and participants.
- Fluency and accuracy (different competencies)
- Form and functions
- development of autonomous learners

The above mentioned teaching methods are very useful in teaching languages. Any lessons should be student-focused lessons- lessons where students are more active and involved in the lessons and where the teacher takes a more passive role. The aim of these methods is to draw out knowledge from the students by asking questions, knowledge that the student has acquired over a period of time almost unconsciously and rarely uses. In teaching languages, it is important to implement appropriate techniques and teaching aids. The teacher is responsible for choosing the best techniques and methods that will give his learners the opportunity to gain as much knowledge as possible. Selecting the way of teaching languages is based on the class situation and the learners' condition. Therefore, the



chosen technique and methods can attract the learner's attention and help him to achieve the learning aims.

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### "НОВЫЕ" И "СТАРЫЕ" ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ ЛИНГВИСТИЧЕСКИХ ДИСЦИПЛИН В ВУЗЕ

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*Мақала жоғары оқу орындарында лингвистикалық пәндерді оқытуда қолданылатын жаңа және ескі технологиялардың салыстырмалы анализіне арналған.*

***Тірек сөздер:** лингвистика, оқыту, технология*

*Статья посвящена сравнительному анализу использования новых и старых технологии в преподавании лингвистических дисциплин в вузе.*

***Ключевые слова:** лингвистика, преподавание, технология*

Современный уровень формирования образования и воспитания конкурентноспособного специалиста в высшей школе требует введения в учебный процесс новых подходов в обучении студентов всех специальностей и дисциплин, в том числе лингвистических, в перечень которых входят как общелингвистические базовые, фундаментальные дисциплины (*Введение в языкознание, Общее языкознание, История лингвистических учений*), так и частные (ориентированные на углубление знаний студентов по отдельным отраслям филологического знания: *Психолингвистика, Социолингвистика, Лингвокультурология* и т.д.), а также преподавание конкретных иностранных языков. Если ранее приоритетным было дать обучающимся определенные знания, то в настоящее время «образование должно давать молодежи не только знания, но и умение их использовать в процессе социальной адаптации» [1]. Безусловно, нельзя отрицать тот факт, что в старой системе не формировались умения и навыки в получаемой специальности или готовились непрофессиональные специалисты. Конечно, нет: в старой, советской, системе образования важными критериями подготовки специалиста были, как известно:

- хорошая фундаментальная подготовка;

# МАЗМҰНЫ – СОДЕРЖАНИЕ

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