

Zh.M.Kultanova

*Ye.A.Buketov Karaganda State University
(E-mail: timewise_2008@mail.ru)*

New approaches and principles in foreign language teaching

The article deals with the basic approaches and methods in foreign language teaching. The approaches are rather new and deal with the basic components of the methods, with their positive and negative aspects. It is told about the main approaches like communicative and conscious approaches, oral integrated and multimedia approaches, differentiated and integrated instruction; it is given the goal of language teaching and what motivation in foreign language learning is. The author considers the next principles of foreign language teaching like the principle of conscious approach, principle of activity, principle of differentiated and integrated instruction and others.

Key words: methods and approaches, methodology of foreign language teaching, principle of individualization, the goals of language teaching, motivation, mechanical and cognitive adoption, pupil's consciousness, to ensure activity, cognitive style, positive motivation in learning, concrete and analytical learning style.

During the twentieth century, different methods have resulted from different approaches to language and language learning, and also to the influence of fields such as sociology and psychology on the study of language. Let us now turn to the major approaches, teaching methods and theories on language acquisition that are in use today and examine them according to how they reflect their methodology.

Communicative Language Teaching Approach has its origins in two sources. First, the changes in the British and American linguistic theory in the mid-late sixties and secondly, changes in the educational realities in Europe. Therefore teaching traditions until then, such as Situational Language Teaching in Britain and Audiolingualism in the United States started to be questioned by applied linguists who saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Meanwhile, the role of the European Common Market and the Council of Europe had a significant impact on the development of communicative language teaching since there was an increasing need to teach adults the major languages for a better educational cooperation. In 1971 a system in which learning tasks are broken down into «units» is launched into the market by a British linguist, D.Wilkins. It attempts to demonstrate the systems of meanings that a language learner needs to understand and express within two types: nominal categories (time, sequence, quantity or frequency) and categories of communicative function (requests, offers, complaints) [1]. The rapid application of these ideas by textbook writers and its acceptance by teaching specialists gave prominence to what became the Communicative Approach or simply Communicative Language Teaching. Within a theory of language, at least three different theoretical views provide current approaches and methods in language teaching.

The first, **the structural view**, is the most traditional of the three. Within its theory, language is a system of structurally related elements for the coding of meaning, and is defined in terms of phonological and grammatical units, grammatical operations and lexical items. Some methods have embodied this particular view of language over the years. Thus, audiolingualism, and contemporary methods as total physical response and the silent way, share this view of language. Supporters of this view are linguists such as Edward Sapir and Leonard Bloomfield within a tradition on structuralism although they follow different lines, thus anthropological and linguistic respectively.

From the second, **the functional view**, language is seen as a vehicle for the expression of functional meaning. A main tenet within this view is the notion of communication within a theory that emphasizes the semantic and communicative dimensions rather than merely the grammatical characteristics of language. Content is also organized by categories of meaning and function rather than by elements of structure and grammar.

The third, **the interactional view**, sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Its main tenet is the creation and maintenance of social relations focusing on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges [2].

We saw in the preceding sections the relationship between method and approach. Within the study of language different methods resulted from different approaches as responses to a variety of historical issues

and circumstances. Since ancient times, linguists and language specialists sought to improve the quality of language teaching, elaborating principles and theories that came into force from the nineteenth century on. Linguists such as Palmer, Skinner, Chomsky, and Krashen among others have contributed to this development of present-day approaches which developed in current methods.

We see almost daily in our classroom a learner with high quantitative and analytical intelligence that is not guaranteed success in language learning. Further, many of our brightest and fastest language learners may even show relatively low levels of ability in quantitative and analytical types of reasoning. Research by H. Gardner, based in part on previous findings by L.S. Vygotsky, has challenged the traditional notions regarding what aspects of personality make us «smart». Gardner proposes some types of personal capability that, in his view, better define those complex cognitive, physical, and social interactions which determine the intelligence and abilities of a human being. These categories are: verb linguistic intelligence, professional intelligence, musical intelligence, logical intelligence, interpersonal self-knowledge intelligence [3].

The article is designed to help foreign language teaching professionals to see the concept of intelligence in a new light in order to broaden its traditionally narrow definition and develop awareness of learner differences, with the goal of introducing classroom approaches and techniques that will better meet the needs of individuals within the learning collective.

Experienced language teachers know that individual learners have distinct sets of personality characteristics which determine their talents, abilities, and preferences in language learning: some learners are «quick», some are thoughtful, and some love to work independently, others requires explanations, guidance, and constant attention from the teacher [4]. That's why we must use the most effective teaching methods and aids at our disposal. Role-plays, projects, video situations can greatly widen our horizons of creativity within the suggested methods. Nowadays the whole ELT community is entering a new stage of interactive learning by means of new technologies. We give the preference to using ESP educational role-plays and projects. The system of **role plays** is a valuable approach because it is very motivating and integrates all the language skills. It encourages the students to work independently and together and involves genuine communication. It takes language learning out of the classroom into the real world. More over ESP role-plays take an opportunity of using performances in the learning process. This method encourages cooperation and sharing of the ideas and skills within the group. In the present article we attempt to seek answers to a number of questions relating to the role of role-play activities in the ELT classroom. They are: why are these activities useful? What goals are to be set and results obtained? What kinds of plays to choose? What hidden obstacles prevent a performance from being a success?

As any good teacher knows, all students don't learn in the same way. In addition, it is common for a class of students to have a variety of levels in any particular subjects. Teachers need to use different teaching methods in order to reach all students effectively. A variety of teaching strategies, knowledge of student levels and an implementation of which strategies are best for particular students can help teachers to know which teaching methods will be most effective for their class.

The first step to choose a teaching method is to assess the students. This assessment can be formal or informal. Formal assessments include standardized tests, tests from the textbook or curriculum being used, or teacher-created tests. These assessments can give you an idea of the previous instruction that the students have received as well as their academic level. The students in your class may have undergone various teaching methods and qualities of instruction [5].

Informal instruction is as the name suggests much less formal. Good teachers know their students. If you have been teaching a particular group of students for some time, you probably already know quite a bit about their interests, ability levels and learning styles. If the group of students is new to the teacher, he can make a point of asking them, individually or in a group, about their interests and academic strengths. Depending on the age of the children, they may also be able to write about this, or answer some form of questionnaire about their hobbies, interests, previous instructions, strengths and weakness. Students generally enjoy talking about themselves and having their teacher get to know them well, as it makes them feel special, as well as directing you in choosing your teaching methods.

Direct instruction is the most common form of instruction. This is the lecturing method of teaching. Many teachers use this teaching method almost exclusively as it is considered the simplest and you can cover large amounts of material in a short period of time. However, it is not the most effective teaching method to reach all students, especially younger ones who often need a more engaging, hands-on strategy in order to learn effectively. In addition, it is hard for teachers to tailor instruction to students at different levels.

Inquiry-based learning is a teaching method based on the scientific method. This teaching method can be used for virtually all subjects. Using inquiry-based learning takes a lot of time, energy and planning, but it is often very effective. Students practice problem solving and critical thinking skills to arrive at a conclusion. This teaching method is extremely student-centered and student-directed and can be modified for students at any level, reaching them where they are. Teachers will generally need to start by modeling the process to the students.

Cooperative learning is another teaching method that is considered highly effective when done correctly. With cooperative learning students are put in small groups to work together. They are usually not grouped by ability, but put in a group with children at a variety of levels. The students are then given tasks to accomplish together. Teachers may need to monitor these groups carefully, to make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation, because the teacher can assign specific tasks to children at different ability levels.

One more common teaching method is to teach **information processing strategies**. While it is often advisable to have students really understand the teaching methods and approaches and not just memorize facts, there are some cases when facts need to be memorized. Facts and concepts may also need to be grouped or organized in order to facilitate better understanding. That's why teachers can use various methods and approaches to help students with memorization or they can use graphic organizers, mind maps, story webs or other ways to represent information visually [6].

Task-Based Method. It's typically based on three stages:

- pre-task phase — introduction of topic/task/new words by the teacher
- task-cycle — task — students do the task
- planning — students prepare report to class
- report presentation
- language focus — analysis of new features and practice.

The aim is exploring, listening and speaking. It's based on self-teaching. Grammar is explained afterwards. The teacher is advisor and initiator; the students are explorers and investigators.

The Lexical Approach. The aim is to build learner's lexis, to draw learners' attention to lexical units and their use of lexical units. Grammar is not stressed very much, just observation, hypothesis and experiments.

Lexical units/vocabulary is divided into four groups — *words, collocations, fixed expressions and idioms, semi-fixed expressions*. Mother tongue is used in translations.

Learners are encouraged to participate fully in lessons through speaking, listening, noticing and reflecting.

Classroom procedures involve:

- teaching individual collocations
- making students aware of collocations
- extending what students already know by adding knowledge of collocations
- storing collocations through encouraging students to keep a lexical notebook.

There are plenty of teaching methods and approaches but these are the most common. If the teacher finds the best teaching method for a particular group of students, the students are likely to learn more quickly and be more engaged. In addition, using a variety of teaching methods will keep children from being bored and help them encounter the information in new and exciting ways.

The method of presentations and explanations, so common for classroom activities, is of much help. As for multi-media in the performances colourful and funny posters are also employed as an aid in grasping the meaning of unknown words. Slides and recordings are used as a mean of further explanations. The only thing is a technique has to be dealt with very carefully, not to overburden the plot. Music and songs accompanying acting help the audience to relax [7]. So, project work and role-plays motivate the learners, organize class, stimulate the practice, help to design the materials and collate information, and assemble the end-product (presentation in public).

The teacher's role is to be the motivator, helper, and adviser to watch and see that the groups are working effectively together, that the tasks are being shared out equally, that class time is being used efficiently.

On the other hand, the teacher might reverse the procedure and introduce some elements into a play to be drilled by actors during the preparatory period — unless those performances are considered as 4–6 minutes activities.

Next step is to choose the right kind of a play and to transform the text into a play, using two models.

In order to conduct a game successfully, it is necessary to pay attention to the peculiarities of the educational project and a role of a teacher in project.

We consider the educational project to be an active and research method, which takes much time to produce an end-product. Project work may be divided into some stages. They are:

Motivate the learners. It means that at the beginning stage of the project work the teacher explains the learners what the project is. He gives them necessary information about project. He tells them that a project is a group activity. He gets them excited about the idea, the topic and what they know already and what they will have to find out.

Organize class. It means that they decide on the size of group and divide the class up of 4–5 learners in each group.

Practice. It means that the project takes much time to produce. The learners cannot do a project in one lesson. It might take several lessons or the teacher may ask the learners to work on the project after lessons. It means that the learners have to practice any language skills they may need — perhaps question's forms (for questionnaires and interviews), letter writing, using reported speech, etc.

Collect the information. It means that a project involves research. Learners will have to read books, ask questions, find out information, and do questionnaires outside the room. This information will form the basis of the project.

Collate the information. In groups prepare all the material they will need for the project.

Assemble the end-product — put the product together (working in groups) and make the presentation in public.

Educational project as a method of English learning is closely connected with the problem of developing the teacher's project culture, concerning to the formulation of goals, selecting ESP materials and situations of professional profile, spheres of future specialist's activity and all the stages of project work [8]. They are: *motivate the learners, organize class, practice, design the materials, collect and collate information, assemble the end-product (presentation in public).*

The methodology of foreign language teaching is based on fundamental principles of didactics:

- The Principle of Conscious Approach;
- Communicative Approach;
- Differentiated and Integrated Instruction;
- Visuality;
- Individualization etc.

The main purpose of all the methods is to learn how to communicate. It is very important to learn how to make a good question. The focus is upon using language to communicate.

Communicative Approach, for instance, is much more student-oriented. Learning and acquiring grammatical rules is not enough to communicate in real life situations. If we put the students in such kind of situation, we would be surprised how he or she will become confused. Learners should be able to go abroad and to speak fluently without fear of making mistakes. They need to be able to survive in a variety of everyday situations. Communicative approach seeks to personalize and localize language and adapt it to all the interest of students. Learning only grammatical rules without communication in real situations is meaningless. Using slang words is also very useful because it is used in communication between ordinary people, even as informal language. We can talk about three aspects of communicative approach: *communicative competence, interaction between users of language and their environment and language strategies that are being used in foreign language leaning.*

The term *communicative competence* has been used primarily by two linguists, Campbell and Wales. The most important element for developing communicative competence is teacher. He or she has to find appropriate ways to motivate their students. Motivation relates to engage students, but also includes confidence building. If the teacher creates a pleasant atmosphere in the auditorium, students will be more interested to contribute the quality of the lesson. Teachers should allow their students to do exercises in pairs or groups and to check their answers between them first, and then in front of the entire class. Of course, communicative approach is not just limited or oral skills. Reading and writing skills also need to be developed to promote students to be confident in all four skills of speech activities [9].

There are the best ways how to use communicative approach in classes:

- communicative approach seeks to personalize and localize language and to adapt it to students and their interests, for instance, usage of topics students are already familiar in their own language and motivates them and it leads to more active participation;

- communicative approach seeks to use authentic resources that are more interesting and motivating. Newspapers and magazine articles, poems, discussions, essay writings, Power Point Presentations can be successfully used in variety of ways.

What is the goal of language teaching?

Communicative language teaching or CLT sets as its goals to teach the communicative competence. We will first compare this term with the term of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for the ability to produce sentences in a language.

Communicative competence includes the following aspects of language knowledge:

- know how to use language for a range of different purposes and functions;
- know how to vary the use of language according to the setting and the participant;
- know how to produce and understand different types of texts (narratives, reports, interviews, conversations);
- know how to maintain communication despite having limitations in one's language knowledge (through using the different kinds of communication strategies).

Communicative practice refers to activities in using language within a real communicative context is the focus where real information is exchanged. Exercise sequences in many CLT course book take students from mechanical and meaningful to communicative practice.

One of the most important questions for every teacher is how to motivate students. The focus on passing the exam is not always enough. Motivation relates to engage students but also includes confidence building. If there is trust and support in the classroom then students are more likely to contribute. For example, teacher can allow pair-checking of answers before open-class checking occurs to include an opportunity for students to discuss a topic in small groups before they speak in front of the whole class.

Communicative method or CLT is still at its beginning. It is very hard to teach someone to communicate in foreign language than to learn him or her to read and to write on that language. Are teachers ready to do this responsible job on an adequate way? Do they have a support? Do they have all the equipment they need to get to the goal? Grammatical method is not enough to communicate with a native speaker of English or any other foreign language. Communicative method including grammatical and some others can help teachers to improve their skills and to help their students to communicate and to speak fluently some foreign languages.

Analyzing the theoretic basis of the foreign language teaching, one could find certain specific terms, so it might be useful to elaborate a little bit its underlying principles which are very frequently linked to the approach to a foreign language. These can also can be bewildering if the character of the relationship between them is not precisely defined, so it can remains not clear whether they complement or obliterate each other or perhaps create a dialectic accord. The most popular approaches in contemporary foreign language teaching are the oral speech in addition to integrated, multimedia and functional approaches.

The Principle of Conscious Approach

It is one of the leading principles, because conscious learning plays an important role in the knowledge of language, enlarges intellectual capacities of learners and helps to understand new concepts and express new ideas in the target language. This principle also implies comprehension of linguistic phenomena by learners through the medium of dialect and the arrangement in sentence patterns graded in difficulties with the emphasis on some essential points. The Principle of Conscious Approach ensures purposeful perception and comprehension of the material, its creative absorption and retrieval of information from the learner with a certain degree of teaching method.

In FLT it is sometimes reasonable to help learners assimilate language rules rather than wait until they make the rules according of speech activity. The teacher's task is not to put this hard work on the learner's hands but to facilitate the process of rule learning and to practice it in real-life situations. The conscious approach to FLT implies the use of the dialect when it helps students to better understand certain grammar rules. The knowledge of a FL means that it is necessary to acquire the ability of establishing direct associations between concepts and their means to expression in the target language. Visual applies and verbal contexts help students know what they speak, watch and read. Initially, when the student studies a FL the words

of this language are often associated with the words of the mother tongue. However, thanks to constant practice, the intermediate link with the list of words comes into the students' consciousness directly in connection with the concepts they express. Thus, we may conclude that to master a foreign language, students must have a lot of practice in four skills: listening, speaking, reading and writing.

The Principle of Activity

The didactic Principle of Activity presupposes a constant accumulation of knowledge and active participation of learners in the process of instruction. In FLT we usually differentiate between intellectual, emotional and speech activities also conditions to master the language. The intellectual activity can be obtained through guesswork, problem-solving questions, reading texts with their subsequent interpretation. The activities take place when students are pleased with work they perform, when are ready to study the language. Speech activity appears during oral communication and is largely due to the intellectual and emotional activities. To enhance the activity it is necessary to intensify the learning activity of students. Group, choral and collective work like discussion, role-playing, press conference and etc., can achieve these activities.

In foreign language teaching the Principle of Activity is realized through the following steps:

- Students must be taught to think from the outset not in the mother tongue but in the foreign language.
- In the early stages and on, the approach to FLT should be primarily oral.
- Students must, whenever it is possible, speak an act, perform actions and at the same time comment on them.
- Throughout the whole course of instruction, the inductive approach should be adopted: practice precedes theory, since theory is active if it is put to practical use
- Group and choral procedures should be encouraged since they enable all students to participate actively in the classroom.

According to the above-mentioned techniques, the teacher will resort to the general didactic guidelines to ensure activities:

1. Teacher must not correct a students' mistake if they can do it themselves.
2. During the individual interrogation the teacher should address the questions not to the individuals but to the whole auditorium to capture their attention and to ensure students' active participation.
3. Teacher should comment students' marks and always wait for the words of praise rather than look for the faults.
4. Students must be prepared for independent studying.
5. Activeness is largely depends on their interest. It should be sustained by speaking them about possibilities to open up as the result of foreign language studying.

The Principle of Differentiated and Integrated Instruction

Every type of speech activity is characterized by its own set of grammar structures, rules and lexical material. Consequently, we should differentiate between teaching speaking and writing, teaching listening comprehension and speaking, teaching reading and writing, teaching prepared and unprepared speech etc.

The realization of this principle is reflected in sets of instructional methodology which furnish «software» for each type of activity. To acquire skills in reading, mostly periodicals are used. To aquaria grammar skills- books on grammar, reference guidebooks and guides to patterns and usage are recommended. Psychological investigations confirm the idea of interrelation and interaction between types of activity and these relations are of different characters. Consequently, all types of speech activity should be regarded as interrelated parts of communicative process and taken into account while forming the learners' communicative competence.

To realize the principle of differentiated and integrated approach, the following teaching strategies could be recommended:

1. In teaching listening comprehension provide conditions suitable to hearing recorded materials or make learners to take you for a «foreign-language-native-speaker», conduct the lesson in English and translate into the mother tongue only in case of extreme necessity.
2. In teaching speaking mind that the students' speech is correct, logical, developed, variable and relevant to the topic of discussion.
3. In teaching reading differentiate between such teaching strategies as reading aloud, silent reading, expressive reading etc. Students have to find the clues to guess the meaning, to make inferences and to draw conclusions.
4. Teach students to use writing as a means and aims of foreign language teaching, to assimilate teaching materials and master speaking and reading. The teaching process can also be done in integrated way-all

types of activity like listening, speaking, reading and writing are developed simultaneously with regard to their interaction.

The Principle of Visuality

The Principle of Visuality or ostensive principle is realized in direct and visual methods of semantic representation or explaining meanings, in the demonstration of teachers' object pictures and activities wherefrom the students infer the meanings of words and expressions used. Visuality in methodology of FLT creates favourable conditions for sensual perceptions and brings another reality in instructive and educative process. This kind of principle is considered to be one of the main methodological principles especially now that the instruction pursues practical aims. The implementation visual applies develops the students' habits of speech and enhances the emotional influence of visual perception. Most teachers see the need for making use of oral and visual aids in one form or another to help students through imagination to an experience beyond the reach of the auditorium.

Visuality as applied in FLT is of two kinds:

1. Material or ostensive, consisting of the demonstration of object and activities;
2. Graphic, consisting of pictures, tables, diagrams, charts etc.

Visual or ostensive applies play an important role in FLT. Comprehension skills are formed and developed by listening to the native speakers or authentic recorded materials. Visual preparations as texts or illustrations can supplement the oral visuality.

The development of habits and skills of connected speech is almost impossible without an extensive use of visuality which helps to model a communicative situation, stimulates monologic, dialogic and dialogue speech. The development of reading skills can also be achieved by the helping of oral and visual teaching aids.

There are the following recommendations which can be realized the Principle of Visuality:

1. Teaching a foreign language use auditory materials to ensure listening comprehension.
2. Use audio and visual materials and encourage the students to work with all the materials in the language laboratory and independently at home.
3. Use visual materials extensively: select bright pictures, illustrations in teaching speaking.

The Principle of Individualization

This kind of principle takes into account on students' individual peculiarities, their background knowledge, what they know sphere of their interests and cognitive styles. Cognitive styles have been defined as characteristic mental and psychological behaviours that «serve as relatively stable indicators of how students perceive, interact with and respond to the learning environment». Cognitive styles can be thought of as predispositions to particular ways of approaching studying and intimately related to personality types. Differences in students' cognitive styles reflect the different ways of students to respond the studying situations [10]. Teachers have to deal with a wide range of their students. Some students can be managed easily and flexibly, others require more attention and still others prefer a certain degree of freedom in choosing the methodic of teaching. Consequently, teachers need knowledge of psychology to realize the principle of individual approach to organize all the instructions and manages more successfully. Michael West suggests a different classification where four different types of students are characterized by the following learning styles:

Concrete learning style. Students use active and direct means and processing information. They are interested in information that has immediate value. They are curious, spontaneous and willing to take risks. They like variety and the constant change of pace. They dislike routine learning and writing tasks, but prefer verbal and visual experiences.

Analytical learning style. Students possessing this style are independent, they like to solve problems and enjoy looking for the ideas and developing principle on their own. Also students prefer logical, systematic presentations of new didactic topics with opportunities to follow up their ideas. Students with analytical learning styles are more serious, push themselves harder and are vulnerable to failure.

Communicative learning style. Students with a communicative learning style prefer a social approach for studying. They need personal feedback and interaction, they study well and they like conducting discussions and group activities.

Authority-oriented learning style. Students with authority-oriented learning style are more responsible and dependable. They like a need structure and sequential progressive skills. They relate well to a traditional auditorium. They have clear instructions and know exactly what they are doing.

Here are some recommendations of the Principle of Individualization in FLT:

1. Make up a methodological character of the auditorium describing all the features and personal characteristics. It is greatly facilitate the management of instructional and educative processes.
2. Students have to assimilate teaching material, help those students who need the guidance, use differentiated tasks, handouts and clues.
3. Organize works in small groups using the knowledge of each students to communicate together and get into contact to perform the task.

It is common to say that higher education and research are a moving force for innovations and country development. Universities are to prepare professionals like engineers, managers and scientists with a high level of knowledge in modern technology, particularly students whose major is among the natural sciences like physics, chemistry, biology, archaeology, astronomy etc., social sciences with psychology, sociology, history, law and politics, and foreign languages. Most of these sciences deal with given principles and approaches; they create a learning environment that fosters of the development of students' foreign language skills and abilities [11].

Researchers highlight the following benefits of all the approaches and principles. They stimulate interest in cognitive activity, foster persistence for goal achievements, develop concentration, contribute to creative skills development, and teach abilities to formulate the problems, provide opportunities for foreign language communication and teach students to overcome the language problems independently, help overcome problems arising in the process of communication.

Coming to conclusion, given approaches and principles contributes to the tasks' solutions, provokes thinking and reasoning, and trains to students to seek solutions to problems. New approaches in FLT presuppose tasks connected with real life and reproduction of situations similar to ones that the students experience in studying.

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Ж.М.Құлтанова

Шетел тілін оқытудың жаңа тәсілдері мен әдістері

Мақалада шетел тілін үйрендің негізгі тәсілдері мен әдістері және қазіргі заманға сай әдістемелік компоненттер, жағымды және жағымсыз қырлары қарастырылған. Автор басты тәсілдерді, сондай-ақ коммуникативтік және когнитивтік, ауызша интеграцияланған және мультимедиалық, сараланған және кешенді оқыту тәсілдерін сипаттаған. Сонымен қатар саналы көзқарас, белсенді және интеграцияланған әдістер, айқындық және қолжетімділік, одан басқа қағидалар жан-жақты талқыланған.

Новые подходы и принципы в обучении иностранному языку

В статье рассматриваются основные подходы и методы в обучении иностранному языку, новые принципы с основными методическими компонентами, с их положительными и отрицательными аспектами. Автором выделены новые подходы, такие как коммуникативные и познавательные, устные интегрированные и мультимедийные подходы дифференцированного и комплексного обучения. Показаны принципы в обучении иностранному языку: принцип сознательного подхода, принцип деятельности, принцип дифференцированного и комплексного обучения, принцип наглядности, принцип доступности и многие другие.

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