«Էդիթ Պրինտ» հրատարակչություն

Ավարտական հետազոտական աշխատանք

Թեմա` Teaching Methods and Concepts of FLT: Օտար լեզուների ուսուցման մեթոդները

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Introduction

The main purpose of this presentation is to provide some methods in the educational process, though there is also an account of the main methods of foreign language teaching (FLT) that are in use today. A knowledge of the different methods gives foreign language teachers a good background reference to their own stand on pedagogical matters and classroom practice, and in addition helps them understand the process that FLT has undergone, particularly through this century. To consider FLT as a process means that teaching is not static but changing to respond to new needs and demands as teachers, applied linguists and educationists can prove. This article deals with the differences between approaches, methods and techniques. Then, the main characteristics, the psychological bases and the pedagogical features of the principal FLT methods are considered chronologically, presenting the contributions and iimitations of the different approaches and methods. Finally, as a conclusión, a connection is established between FLT methods, innovation and classroom research, as a way of teacher development and of leaming improvement.

Education is not only the process of facilitating learning, or the acquisition of knowledge, skills, beliefs but it is a means of communication and interaction with other cultures. In this way you reveal who you are and impact how you can relate with other people. For this purpose interactive teacher plays crucial role, which includes the roles of facilitator, manager, researcher and learner. As a facilitator he/she makes the process of learning easier, help students to clear away roadblocks and to find shortcuts. As a manager he/she plans lessons, organizes learning activities, gives feedback and structures classroom time. As a researcher and a learner he/she makes an effort to find out how well students learn and how much assistance is needed. He/she grows with each passing day professionally and intelligently. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks.

Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching.

As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods.

If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests etc. It may be useful when it is used by an experienced teacher.

Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions; express their ideas with a teacher.

The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks.

Such activities provide learners with chances for independence.

I would like to talk about my personal experience and knowledge , I would really like to share with you my opinion on how to to facilitate foreign language learning process in those countries where English is considered to be a second language. In our country many learners face a lot of challenges because learning a second language always comes with struggles. In my opinion the main challenge the teacher faces is the lack of communication and interaction.

As my professional duties include learning and introduction the new tools and methods for effective pedagogy, the learners from the 8th grade organized a lesson on the

sights of Yerevan and London using a Smartboard. At first they presented the places of interests in Yerevan on Smartboard, then the sights of London where tourists could go. At the end they found all possible relations between these two capitals. One of the major points for the success of this lesson was the fact that pupils were highly motivated and inspired during the lesson. Finally, as a conclusion, I must note that being able to motivate a young learner is a real success for the teacher!

Below some types of interactive methods are given:

Brainstorming.

It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freckly.

Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not

criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

Discussion.

This type of interactive method requires tostudy teaching material on the theme before starting discussion. After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion.

The forms of organizing group work are the following:

a) a theme is selected (chosen);

b) learners must have learnt the chosen problem;

c) groups are formed;

d) teacher gives instruction and announces the time;

e) controls the activity of learners and if it is needed, helps and stimulated them.

f) at the end of the discussion one representative of each group makes presentation.

Cluster.

The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word.

example.:
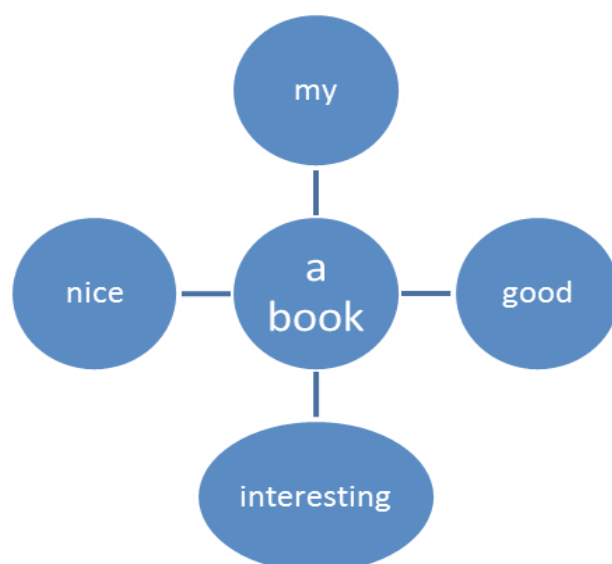
Then teacher gives a task to make up word combinations with the word «book»: my book, a good book, an interesting book, a nice book, etc. This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills.

Role playing. Role playing is also one of the activity used in teaching innovative methods. They are made to im- prove the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooper- ative work. Such atmosphere creates their motivation, per- sonal potentials of inner activity and helps to form practical skills and habits. During the role playing such skills as cre- ativity, getting out of the difficult situations, resourceful- ness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims be- cause some life situation are modeled here for teaching. When a teacher uses role playing method in teaching the foreign language he/she should follow the below given in- structions:

— Creating cordial atmosphere among the learners who take part in the play;

— Learners should feel free themselves and this will help them to play their role perfectly;
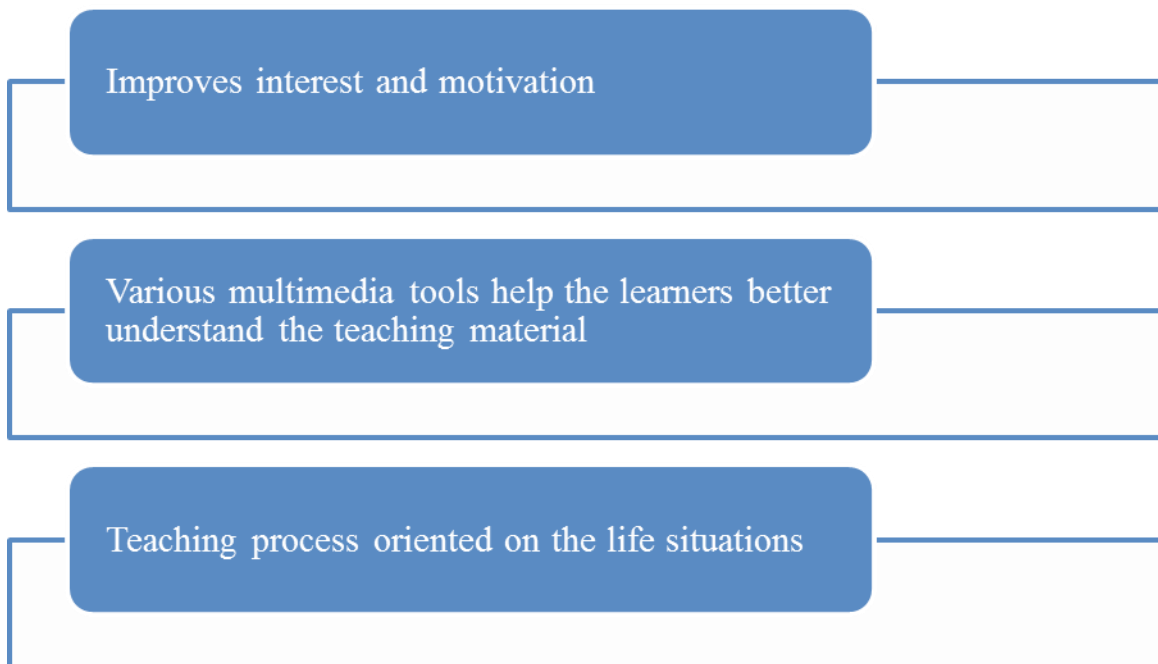
— Creating favorable conditions in the teaching process and using pros;

— Taking into consideration the personal features of the learners.

Multimedia learning. This is the next innovative method.

It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems.

Advantages of using multimedia learning:

Improves interest and motivation

Various multimedia tools help the learners better understand the teaching material

Teaching process oriented on the life situations

An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students.

Here are some more techniques:

1. Brainstorming — various techniques

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- Structured and unstructured

- Reverse or negative thinking

- Nominal group relationships

- Online interaction such as chat, forums and email

- Team-idea mapping

- Group passing

- Individual brainstorming

2. Think, pair, and share

Establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process—your students will be engaged, communicating, and retaining more information before your eyes.

3. Buzz session

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another's input and experiences.

4. Incident process

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve *real* problems that involve *real* people—preparing your students for life beyond your classroom. Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

5. Q&A sessions

On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3×5 index cards. After you collect the cards, mix them up and read and answer the student-generated questions.

Interactive Teaching

- Involves facilitator and learners
- Encourage and expect learners to participate
- Use questions to stimulate discussion, emphasizing the value of answers
- Give participants hands-on experience
- Use teaching aids to gain and retain attention

Conclusion

In my attempts I try to improve classroom work mainly seeking ways and ideas for students` involvement.The major roles of the interactive teacher include the roles of a facilitator, a manager, a resourcer, an independent participant, a researcher and a learner.As a facilitator he/she makes the process of learning an easier task,helps the students to clear away roadblocks and to find shortcuts.As a manager he/she plans lessons, organizes learning activities,gives feedback and structures classroom time. As a resource he/she offers advice and counsel when students seek them.As a researcher and a learner he/she makes an effort to find out how well students learn and how much assistance is needed.He/she grows with each passing day professionally and intelligently.

The most workable classroom interactive activities are presentations, pair work, discussions, debates, and written exercises. Such activities provide learners with chances for independence.

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