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Резюме

Статья посвящена антропонимическим эргонимам, которые используются в ономастическом пространстве Азербайджана. Отмечается, что в последнее время эргонимы все больше привлекают внимание исследователей. Большой интерес представляет использование антропонимов как источников эргономики. Говорится об их важной роли в обогащении эргономики. Показано, что существующие антропоэргонимы включают прецедентные имена и имена владельцев бизнеса. Установлено, что эти имена выполняют памятные, адресные, выразительные, познавательные и влиятельные функции.

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ENGLISH LANGUAGE TEACHING AND LEARNING IN PRIMARY SCHOOL

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Annotation: *In the last decades, parallel to the development of European and national policies on foreign language learning and teaching, the pedagogical reflection on these themes has devoted increasing attention to curricular issues and how to teach a second language or more foreign languages effectively. This requires specific teacher expertise in the area of curriculum design, which must be treated with methodological rigor. In fact, good educational actions, even before being implemented need to be thought out and carefully planned by reviewing the many variables (contextual, educational, organizational, emotional, relational, etc.) that accompany the teaching-learning process and the teacher learner educational relationship. Within the range of competences that a teacher should master, design plays a fundamental role to guide instructional action in an intentional, systematic and thoughtful way. School curriculum design requires the activation of intellectual, operational, relational and technical resources, aimed at ‘translating’ a specific vision of the world and human beings into instructional actions. It always implies being based on an objective, because design cannot be considered a simple technique which is transferable to different contexts, but needs to be adapted to specific learning situations, checking out to what extent it can change and improve the current situation.*

Key words: decade, development, teaching, learning, attention

Açar sözlər: onillik, inkişaf, tədris, öyrənmə, diqqət

Ключевые слова: декада, развитие, преподавания, изучения, внимание

In the current school-context, with regard to the teacher professional profile, design competence is a key element. In fact, improvement in the quality of pupils' learning can only be pursued by investing in the empowerment of teachers' initial training and vocational skills. The initial development and ongoing review of teacher professional competences, are aspects that internationally the OECD, UNESCO and the European Union recognize as a priority, not only to raise the quality of education systems in various countries, but also, to increase European competitiveness. The quality of teaching and teacher professionalism is now

recognized as a strategic factor both for education and social growth policies. The development of design competences is a key activity also in EFL teaching in Primary School, as evidenced in many studies conducted in Europe and other parts of the world. Therefore, it is important that this aspect be developed with a lot of attention from the initial training of future teachers, giving it ample consideration within the educational offer for the Degree Courses in Primary Education, be that in courses, workshops and/or the practicum. In order to provide common guidelines to support EFL teachers' work, the National Guidelines have clearly defined two aspects, which will be detailed in the following sections: 1. purposes and epistemological foundations of teaching English in Primary School; 2. specific competences, knowledge and skills to be pursued over the five years of compulsory English language teaching in primary school [5. 134].

The National Guidelines identify the cultural framework of Teaching English as a Foreign Language (TEFL) to guarantee the single nature and equity of the national education system, as well as to support teachers' work. In emphasizing the formative value of teaching English in primary schools, the National Guidelines, in addition to the mother language, assign two specific purposes to the learning of English: 1. develop multilingual and multicultural competences within a complex, multiethnic and globalized society; 2. acquire the initial tools to practice active citizenship in the context in which the pupil lives and even beyond the borders of the national territory [3.78].

On the basis of the achievement of these objectives, some guiding criteria taken from the National Guidelines are proposed here:

1. Competences in foreign languages and European citizenship. By coming into contact with other European languages, the pupil is able to deepen his/her awareness of European citizenship, thus, developing a diversified repertoire of linguistic and cultural resources becomes a tool to interact with others, even when "the other" belongs to very distant cultural and geographical contexts. In fact, studying different languages, a pupil learns to recognize the existence of different linguistic and cultural systems and experiences the variety of means that every language has to think, speak, communicate, convey emotions [1.209].

2. Horizontal and vertical aspects of teaching and learning EFL. To make sure that learning becomes a highly educational activity, to the extent that it contributes to a person's growth and development considering the local and global context of which the pupil is part, it is necessary that teaching EFL is not an episodic event, fragmented, disconnected from the rest of the curriculum; it is essential that it is designed identifying horizontal connections with other subjects and developing vertically the progression of knowledge and competences needed to pass from one order of schooling to another. The horizontal and vertical aspects of the English Language curriculum must also be read in the perspective of building a synergic connection between the formal learning, that pupil acquires in school, and the non-formal and informal learning, with which (s)he comes into contact with in everyday life. With regard to English language learning, this transversal dimension, that links the contexts of life and the child's learning, is very strong. Indeed, in everyday life (s)he interacts, even unconsciously, with linguistic expressions, terms, phrases, idioms in English, conveyed mostly by the mass media and the Internet, which can be quite very familiar to him/her because they already belong to his/her linguistic heritage. The latter does not represent a linguistic shock for the child, i.e., a refusal for all that (s)he does not fully understand about the new language. The habit of using words borrowed from other languages assumes an absolute naturalness and spontaneity, so they are not perceived as "strange" because they are related to the common lexicon used in activities, situations and forms of interaction that are constantly present in everyday life.

3. Interdisciplinary connections and "new humanism". As Gibbons says, it is important to provide common design spaces between English and other subjects, implementing the

concept of “new humanism” present in the National Guidelines. This means that the school is called upon to help a pupil recognize the relationships between his/her personal microcosm and the macrocosm of humanity and the planet, because what happens in the world affects everyone’s life and at the same time every person is responsible for the future of humanity. To educate children to this awareness and responsibility it is necessary to have a large store of knowledge, which, however, does not coincide with the accumulation of lots of information in many areas, but rather requires full mastery of single subjects and, simultaneously, the ability to process multiple connections at interdisciplinary level. Common curriculum design, which is easier in primary school because of the presence of a smaller number of teachers than at other school levels, can become an area of intervention aimed not only, at language development, but also, at cognitive development and the construction of transversal competences such as the bridging, of Feuerstein. In this sense, it stimulates the development of associational and connectivist thought, through which the child uses knowledge learned in different contexts and subjects to structure and solve problems. It no longer operates within single subjects but in the broader perspective of learning to learn.

4. Build relationships between the mother-tongue and EFL. As regards the relationship between the mother-tongue and English, special care must be taken (starting in the first grades) to identify phonological peculiarities and differences in pronunciation, so as not to generate difficulties in understanding and speaking. In this regard it is appropriate for the teacher to stimulate the child’s ability to take control of multiple pronunciation and intonation patterns to activate as naturally as possible a multilingual system.

5. Methodologies for teaching EFL: using a communicative approach. From a methodological point of view, the use of a communicative approach to language learning must be favored, especially in consideration of the different coding systems of phonemes into graphemes which exists between the English and Italian languages. The use of the spoken language should be introduced by the teacher in a systematic way, proceeding gradually according to the complexity of the language structures presented. On the other hand, speaking English for the child has to become a natural activity, preferably integrated with the use of creative and interactive games that can be supported by other nonverbal languages (music, movements, images, etc.) to promote participation and involvement in cooperative learning activities. At primary school level the use of a grammatical approach to learning English is not recommended. Such an approach, in addition to compromising the child’s learning motivation, may generate confusion between different grammatical and syntactical systems. In fact, the National Guidelines provide grammar knowledge as a task reserved for lower secondary school, where pupils can gradually recognize, rework and internalize modes of communication and rules of a foreign language, being able to understand much more easily the way the new language functions. It is important instead to promote a gradual integration of the elements of the new language in the native language system (or any other language spoken by the pupil) expanding implicitly the ability to manage various language components (phonetic, phonological, syntactic and semantic aspects).

6. Gradual development of writing competences. Correlated to the increasing importance to be given to oral language, special attention has to be paid to the moment related to the introduction of writing. This should be presented in a gradual way and preferably from the third grade onwards. Initially writing will be limited to keywords to include in conceptual maps and diagrams, simple expressions related to the child’s experiences to culminate, at the end of the fifth grade, with brief descriptions and presentations. Among the multiple language competences to be pursued, writing is definitely the lowest priority in primary school, also in consideration of specific learning difficulties (dyslexia, dysgraphia, dysorthography) that usually emerge at this school level and that may be, in some way, also increased in the mother-tongue by an approach to English which focuses too much on writing.

7. Teaching EFL, ICT and international learning experiences. Right from the start of primary school it is recommended to accompany active and participatory teaching methodologies by the use of ICT (computers, tablets, interactive white boards (IWBs), interactive tablets, educational software, etc.), which in many cases are often used by children at home. These can be useful to expand space and time for learning, creating opportunities to be in contact with the language even out of school and promote informal social interactions between individuals, school groups and local communities. To this end, it is very important for the school to participate in European projects such as Comenius, Erasmus+, E-twinning, etc. that may facilitate the exchange and interaction with schools and pupils who come from other countries, by joining in with activities and partnerships where English is used as a lingua franca, a language to communicate with everybody. Doing so, pupils can move step by step from an interaction centered essentially on their own needs to a communication oriented towards other stakeholders, peers and adults, experiencing cultural differences and similarities, the personal habits of others and the traditions of other countries, as well as starting to develop intercultural sensitivity.

8. Reflection on language and self-assessment of EFL learning. Only in rare cases and especially with pupils who have a high level of competence, or in cases where children themselves highlight specific linguistic aspects about language conventions and linguistic rules, syntactic structures, similarities and differences between Italian and English, will the teacher deal with caution and gradually with simple aspects of linguistic reflection. Such activities, in a certain way, may also be used to enhance the ability of self-assessment and awareness about how pupils acquire an ability which is important to develop in all pupils from the start of primary school [4. 120].

The Learning objectives represent the knowledge and abilities functional to achieve the Outcomes for competence development. They are not prescriptive, so those proposed in the text of the National Guidelines can be taken as they are, or adapted by each school according to its own specific educational offer and pupils' needs. They are provided at the end of third and fifth grade of primary school [2.98].

As indicated by the Common European Framework of Reference for Languages (CEFR), the five basic language skills represent, at any level, someone's capacity to express one's own linguistic competence, according to the mastery that one is able to perform in different communicative situations.

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ПРЕПОДАВАНИЕ И ОБУЧЕНИЕ АНГЛИЙСКОМУ У ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

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Резюме

В последние десятилетия параллельно с разработкой европейской и национальной политики в области изучения и преподавания иностранных языков, в педагогическом

анализе все больше внимания уделяется вопросам учебной программы и методам эффективного преподавания второго или более иностранных языков. Для этого требуются специальные знания преподавателей в области разработки учебных программ. Развитие навыков проектирования также является одним из ключевых видов деятельности в рамках преподавания в начальной школе.

İBTİDAİ MƏKTƏBLƏRDƏ İNGİLİS DİLİNİN TƏDRİSİ VƏ ÖYRƏNİLMƏSİ

Talıbova Aygün Nofəl qızı
Xülasə

Son onillikdə Avropa təhsil siyasəti ilə paralel olaraq xarici dillərin tədrisindən, pedaqoji analizlərdən daha çox diqqət tədris proqramlarının və ikinci və ya daha çox xarici dillərin effektivli tədrisinə ayrılır. Buna görə də müəllimlərdən tədris proqramlarının xüsusi təhlili bacarığı tələb olunur. Fənnlərin inkişafının layihələşdirilməsi eyni zamanda ibtidai məktəblərdə tədris çərçivəsində açar fəaliyyətlərdən biridir.

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HÜSEYN CAVİDİN "TOPAL TEYMUR" ƏSƏRİNDƏ DİQQƏT ÇƏKƏN MƏQAMLAR

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Xülasə: Cavid möhkəm xarakteri, heç bir səciyyəvi xüsusiyyəti olmayan, tez-tez təsir altına dü-şən, zəif iradəli, bir sözlə, xaraktersiz insanları heç cürə qəbul etmir. Ədibin dramaturgiyasına nəzər yetirsək, onun yaratdığı bütün surətlər qəhrəman ruhlu, əzmkar, cəngavər xarakterli tiplərdir. Cavidə görə, ruhi və mənəvi xüsusiyyətlərini qabarıq şəkildə fərqləndirən xarakter, həmin fərdin müxtəlif şəraitdəki davranışında, başqa adamlara münasibətində, ictimai və şəxsi həyatın verdiyi qiymətdə təzahür edir. Əsl mərdanə insanların xasiyyət və keyfiyyətləri mühitin, onu əhatə edən ictimai quruluşun təsiri ilə yaranır və tərbiyə olunur.

Tarixən türkün düşmənləri tərəfindən dünyaya zalım, zülmkar və qaniçən bir fətex kimi təqdim edilən Əmir Teymur şəxsiyyəti, Cavid yaradıcılığında rus şovinist imperiyasının tuğyan etdiyi bir dövrdə yüksək sənətkarlıqla təsvir edilmişdir.

Açar sözlər: ədəbiyyat, sənətkar, milli, tarixi, ədəbi-inkişaf, mədəniyyət, yaradıcılıq, ictimai quruluş.

Ключевые слова: литература, мастер, национальный, исторический, литературное развитие, культура, творчество, общественное строение.

Key words: literature, craftsman, national, historical, literary-development, culture, creativity.

XIX əsrdə ədəbiyyatımızda başlayan dəyişmə və yeni istiqamətli inkişaf XX əsrin əvvəllərində yüksək pilləyə çatdı. Bu mərhələ bir çox ədəbi janrların yaranması ilə yanaşı, ədəbiyyatımızda yaxın ideya-estetik görüşlü şair və yazıçıların yeni ədəbi cərəyanlar yaratması ilə də diqqəti cəlb edir. XX əsrin əvvəllərində realizm, romantizm, sentimentalizm və s. cərəyanların yaranması buna sübutdur. Romantizm və realizm dövrün əsas ədəbi cərəyanlarıdır. Bu bir həqiqətdir ki, XX əsr romantik ədəbiyyatımızda iki böyük mütəfəkkir,