

В статье мы дали подробную информацию о традиционных формулах вступления и окончания, используемых во французских и азербайджанских сказках. В результате нашего исследования было установлено, что некоторые формулы стали вырабатываться в языке совершенно самостоятельно, вне контекста сказки, и таким образом приобрели статус фразеологизма.

THE ROLE OF FAIRY TALES IN THE CREATION OF PHRASEOLOGICAL UNITS

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Summary

Tales are one of the most valuable and rich sources of phraseological units. The images we meet in French and Azerbaijani fairy tales took part in the creation of many phraseological units.

In the article, we gave detailed information about the traditional introduction and ending formulas used in French and Azerbaijani fairy tales. As a result of our research, it was found that some formulas began to be developed in the language completely independently, outside the context of the fairy tale, and thus gained the status of a phraseological unit.

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MODERN TECHNIQUES IN LANGUAGE TEACHING

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Summary: *The aim of this thesis is to present main streams in language teaching approaches and their influence on students' acquisition. By confrontation grammar translation method vs. communicative approach I summarized their principles, both advantages and disadvantages, and tried to show how to make profit out of both to get the best possible result. The measurable result in this case is acquired knowledge which was tested in a real classroom*

Teachers are the torch bearers of a civilized society. For ages, teachers have used different methods, approaches, and styles to suit the child's requirements. Teaching English as a second language is a challenge as we can see that for non-native speakers, various methods need to be devised. In India, English teaching is an exciting task, as we are multi-lingual and have a diverse socio-economic background. Still, general thinking identifies the English language as a mark of being literate. So teachers of this century put together all the methods to find the best one for our country. Although too much use of visual aids and gamification of education are still not widespread in our country.

Key words: method, individual, teaching, approach;

Açar sözlər: metod, fərdi, tədris, yanaşma;

Ключевые слова: метод, индивидуальный, преподавание, подход;

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays.

In general, everything you teach needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process. In line with the words of W.B Yeats, 'Education is not the filling of a pail, but the lighting of a fire,' the teachers of the 21st century have improvised specific methods to make learning more fun and easily understandable.

Language teaching has its challenges. Most of the time, it is a foreign language that the learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly.

The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.

In modern methodology two main tendencies set apart: methods in which the teacher has the most important role and chooses the items students will learn opposing the one where focus shifts away from the teacher to the students. This makes students more responsible for their own learning and allows to meet individual needs of each student [4. 86].

Grammar-translation vs. communicative approach

In recent years, there has been a major shift in perspective within the language teaching profession concerning the nature of what is to be taught. In simple terms, there has been a change of emphasis from presenting language as a set of forms (grammatical, phonological, lexical) which have to be learned and practised, to presenting language as a functional system which is used to fulfil a range of communicative purposes, which is described as communicative competence. The aim of this thesis is to present both attitudes, which are still widely used in foreign language education area. Each method is introduced concerning its principles and the advantageous place for practical application is elicited.

Grammar-translation method

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek. However, conscious learning of grammar is no longer the leading strategy in language educating area. The principal characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language. Vocabulary is presented mainly through direct translation from the native language and memorization, using bilingual word list: e.g.

the house – ev

the mouse - siçan

The basic unit of a teaching process is a sentence. Students spend most of the lesson time completing grammar exercises, where the main emphasis is laid on accuracy and following given structure. The grammar is presented systematically, in students native language and practiced through translation from one language to the other, e.g.

Do you have my book? = Mənim kitabım səndədir?

Sənin kitabının kimdə olduğunu bilmirəm. = I don't know where your book is.

In regard to language skills reading and writing are distinctively preferred to speaking and listening. Little time is spent on oral practice and students have not enough opportunities to produce sentences on their own. (based on www.nthuleen.com/papers/720report.html) Krashen, 1987 analysed linguistic output of students from grammar translation class. He noticed the fact that many students make errors in rules that are easy to describe, which means that this technique can not lead to acquisition. He also emphasizes the importance in balance between grammatical accuracy and communication. Though utilizing grammar rules raise students correctness, when speaking they incline to have a hesitant style that is often difficult to listen to. They plan their utterance while their conversational partner is talking. Their output may be accurate, but they all too often do not pay enough attention to what the other person is saying. Students often have difficulties "relating" to the language, because the classroom experience keeps them from personalizing it or developing their own style. Grammar-translation method should be tempered with other approaches to create a more flexible and conducive methodology. Nancy Thuleen, in his website article criticises the harmful effect on students' interest: "The worst effect of this method is on students' motivation. Because (s)he cannot succeed - leads to frustration and lack of confidence in language usage. On the other hand, for students who respond well to rules, structure and correction, the grammar-translation method can provide a challenging and even appealing classroom environment [1.208].

The list of linguistics attitudes to grammar translation method could be finished by Barnhouse, 1981: "In English teaching dominated by the grammar-translation method, accuracy is emphasized more than fluency. Students in such classrooms are extremely particular about linguistic details. They never feel satisfied with their language productions until the correct answers are provided. They are keenly interested in the exact words, have a low tolerance of ambiguity, and tend to focus on discrete grammar points and specific syntactic constructions." (www.exchanges.state.gov/forum/vols/vol37/no3/p27.html) Considering the aim of this thesis we must admit a great deal of grammar translation method for generations of people educated in such a way. It would not be fair to condemn it for being old-fashioned and worthless. On the other side, it would be of no value to insist on outdated methods. As shown in the experiment later, the progress in language teaching method can significantly influence students' motivation as well as their linguistic and communicative competence.

The role of grammar

Despite all of the drawbacks mentioned above, there are several positive aspects to be found in this approach. The supporter of grammar translation method, Rao Zhenhui, emphasizes the importance of the language structure as a fundamental element which allows us to generate sentences. Only correct grammar structure can assure comprehensible communication. Appropriate grammar analysis helps students acquire linguistic competence better. (based on www.exchanges.state.gov/forum/vols/vol37/no3/p27.html) Conscious utilizing of grammar rules improve students' grammatical accuracy, nevertheless this should not interfere with communication. For that it is essential to take into account the time necessary for new structure acquisition. In classroom conditions it is advantageous to apply this approach for activities such as writing and prepared speech, when students must be thinking about correctness or focus on form. Within these terms, given a reasonable time students are able to use obtained skills to

great benefit. The role of translation “Translation seems to be a useful tool if used sparingly, but it should be used with caution.” [3.78].

If teachers rely on the use of translation to excess, students are losing some of the essential spirit of being in a language learning classroom. This often causes listening skills decline. Furthermore, Harmer points to the difficulties of translation, which requires an efficient speaker of both languages to translate well. “Sometimes it is worth giving the mother tongue equivalent rather than to spend valuable time trying to define or show the meaning. It is of great value when no easy alternative suggests itself or highlight the danger of false cognates.” [5.115].

Communicative approach

The process of English communication learning will be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students’ applied English communication can be effectively cultivated, meaning that students’ communicative competence will be further developed. Language in education would ideally and ordinarily build on such naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic knowledge. Teachers use a range of local texts or English translation of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom. With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically. Teaching in English language classes focuses on fostering the students thinking as well as language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills.

The communicative approach is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also lays emphasis on students’ responsibility for their own learning. It involves cooperation within group, self-activity, dictionary work. The first concern of communicative approach is language acquisition rather than conscious learning. According to Krashen, “acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication.” [2. 217]

The principles of communicative approach: (based on www.aber.ac.uk website, from 11 April, 2006) - classroom environment provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ - all produce spontaneity and improvisation - within lessons students have to cope with a variety of everyday situations - more emphasis on active modes of learning, including pair work and group-work - it offers communicative activity to students from early stage - errors are a natural part of learning process - communicative approach is student-orientated, as it follows students' needs and interests - communicative approach is not just

limited to oral skills. Reading and writing skills need to be developed to promote students' confidence in all language skills - teaching grammar is set in context, students are awarded of connection between communication and grammar - use of idiomatic/ everyday language (even slang words) - use of topical items with which students are already familiar in their own language - arouses students' interest and leads to more active participation - usage of authentic resources, such as newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news...etc. To sum up, communicative approach refers to classroom activities in which students use language as a vehicle of communication, and the main purpose is to complete some kind of task. Students are required to use any and/or all the language that they know, and they gradually develop their strategies in communication. There is a place for both controlled presentation and semi-controlled language practice, which brings optimal development of students' language skills.

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СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ЯЗЫКА

Талыбова Айгюн Нофер кызы

Резюме

Цель этой статьи - представить основные подходы к обучению языку и их влияние на приобретение студентами. В современной методологии выделяются две основные тенденции: методы, в которых учитель играет важнейшую роль и выбирает предметы, которые ученики узнают противоположно тому, где фокус смещается от учителя к ученикам. Это делает студентов более ответственными за собственное обучение и позволяет удовлетворить индивидуальные потребности каждого студента.

İNGİLİS DİLİNİN TƏDRİSİNİN MÜASİR METODLARI

Talıbova Aygün Nofər qızı

Xülasə

Bu məqalənin məqsədi dilin öredilməsinə olan yanaşmalardan və onların tələbələr tərəfindən mənimsənilməsindən bəhs edir. Müasir tədrisdə iki əsas təzadlı faktorları mövcuddur: müəllimlər əsas rol oynadığı metodlar və onların seçdikləri fənnlər. Bu işdə şagirdlərin müasirliyi buna əksdir və fokuslanma müəllimdən tələbəyə doğru qarışır. Bu da tələbələrin şəxsi dil öyrənməsində məsuliyyətli olmalarını daha artırır və hər bir tələbənin fərdi tələbini təmin etməyə imkan verir.

Rəyçi; Elnarə Abdullayeva

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