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СОЦИАЛЬНАЯ РОЛЬ ВОЕННОГО ПРАВА В ВООРУЖЕННЫХ СИЛАХ АЗЕРБАЙДЖАНСКОЙ РЕСПУБЛИКИ

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Резюме

В научной работе со ссылкой на многочисленные источники авторы исследовали некоторые важные вопросы, связанные с военным правом в вооруженных силах нашей страны. На основе письменных научных документов изучены требования военного законодательства, связанные с регулированием социальной среды в вооруженных силах Азербайджанской Республики. На научной основе исследовано верховенство закона при решении различных конкретных задач, которые могут возникнуть в нашей национальной армии, организованной в соответствии с требованиями современного мира и добившейся многих успехов на военном поприще

SOCIAL ROLE OF MILITARY LAW IN THE ARMED FORCES OF THE REPUBLIC OF AZERBAIJAN

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Summary

In scientific work with reference to numerous sources, the authors explored some important issues related to military law in the armed forces of our country. On the basis of written scientific documents, the requirements of military legislation related to the regulation of the social environment in the armed forces of the Republic of Azerbaijan have been studied. The rule of law has been researched on a scientific basis in solving various specific tasks that may arise in our national army, organized in accordance with the requirements of the modern world and having achieved many successes in the military field

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THE METHODS OF TEACHING ESL FOR DIFFERENT AGE CATEGORIES

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Abstract: The present article studies the various methods in language teaching for different English levels of language learners. The study aims to analyze the different approaches to ELT for different age categories as the basis for teaching pedagogy in terms of the trend in teaching, syllabus utilization, materials, and resources, activities in learning, and competency learning.

Key words: Methods of teaching, language teaching, ESL (English as a Second Language), EFL (English as a Foreign Language), basic methods.

Açar sözlər: Tədrisin yolları, dil tədrisi, İİD (İngilis dili İkinci Dil kimi), İXD(İngilis dili Xarici Dil kimi), əsas metodlar.

Ключевые слова: Методы обучения, обучение языка, Английский как Второй язык, Английский как Иностранный Язык, главные методы.

The British Council in 2018 estimated approximately 1.7 billion people were learning and using the English language worldwide in 2015, and the number has grown in the recent years. Therefore, the importance of this article in examining best ESL teaching practices and methods should be obvious. English as a Second Language (ESL), also called English as a Foreign Language (EFL), is an English language study program for nonnative speakers. Most ESL programs have small classes so that students receive individual attention from their teachers. Students study English and participate in the cultural and social activities of the school and community where they study. The goal of an ESL program is to improve the students' level of English. ESL classes teach different language skills, depending on students' English abilities, interests, and needs. Being able to naturally hold conversations with other English speakers can be extremely helpful to ESL studies and abilities. Regularly consuming English media can also help to develop a strong understanding of the language. Watching movies, listening to the radio, or reading books in English can help expose to the language naturally. The learners of the language may be able to expand the vocabulary as they hear and research new words, and they will be able to better construct sentences by watching actors play out their parts or listening to radio hosts dictate the news [1]. Learning games are mostly suitable for teaching **ESL Kids and Teenagers**. There are activities for teaching and practising English grammar, vocabulary, sentences, listening and pronunciation skills. By playing entertainment educational games, students learn English vocabulary, sentence structures, grammar, listening, pronunciation and phonics. There are some ESL Activities: ESL Classroom Games, Memory Games, Spelling Games, Sentence Games, Interactive Board Games, Hangman Games, Jeopardy, Wheel Games, Concentration Games, Matching Games, Car Racing Games, Pirate Games, Crocodile Games, Word Recognition Games [2].

There are free ESL videos for teaching kindergarten and preschool levels on websites. This kind of videos will help ESL teachers to teach vocabulary, grammar and sentence to kids. Teachers can teach their 1st, 2nd and 3rd grader ESL learners new vocabulary, grammar and sentence structures using top quality free animated videos. This kind of videos will help the learners focus longer.

Fun teaching methods for young learners.

Turn lessons into songs

Every English learner, both native and not, is familiar with, at the very least, one classic jingle. Yes, the ABCs are what we turn to for a reminder of what letter comes after Q. Although the middle part (something about *eliemenopee*?) requires a bit more brain power, the song offers English speakers a comfortable reference point for all their alphabetical needs.

Creating visual diagrams to illustrate new vocabulary

Head, shoulders, knees, and toes. These are a whole lot easier to point out on a smiling stick man than to write out in a vocabulary list. Visual devices provide a double whammy, too. Students can enjoy coloring or even adding on to pictures, while also absorbing what the new words they are learning look like. Highlighting, underlining, and circling are all common visual tricks adults use to recall snippets of information. Creating visual diagrams is the same basic idea, so that the little ones can start to visualize what English looks like. As a bonus, students can more easily locate learning aids with distinct colors and illustrations among their folders of messy papers [3].

Review vocabulary through role playing

Think theater class with an English twist. Picking up the role of a police officer or elderly neighbor on the spot can be intimidating to any aged student. However, if you have some fun with it and create a more relaxed expectation for students to act out roles, they'll be less stressed about making mistakes. After all, teaching English to children should be about building up speaking confidence and a solid foundation. The perfect subject-verb-agreement and conjugations can be fine-tuned later! Pick up some wacky wigs, sunglasses, and hats to help students step into character and feel more like they're acting, not just presenting a dialogue.

Weaving in spontaneous or consistent dialogues throughout the lesson What did you do this weekend? By kicking off class with an expected question, a teacher can get students thinking about what they'll say long before class even starts. Natural dialogue also introduces students to everyday vocabulary relevant to their own lives and interests. If a teacher working with a class, rather than a single student, she can also sprinkle in some side conversations with students as they work diligently on differentiating between *I* and *me*.

There are also different methods of teaching English for college or higher education students such as, direct method, grammatical-translational, audio-visual, audio-lingual and communicative method. Each of the methods has certain characteristics, some are more popular and in demand, and some are less so [4].

Direct Method Of Teaching A Foreign Language

The essence of this technique is that the teacher pays more attention to the study of direct spoken language used in daily life. The developers of this method believed that the language of mediation, i.e. the language in which the teaching is conducted, hinders the learning of a foreign language. Thus, students are artificially introduced into the world of language they are learning. The whole lesson is conducted in English, the teacher should also give explanations and new topics in English. Only English literature is used. The role of the teacher in the successful acquisition of knowledge by students is the key to learning English through this method. That is, his speech should be absolutely clear and correct, his pronunciation should be ideal, because the students repeat it constantly after the teacher. Turning a teacher into a native English speaker would be an ideal option for a direct teaching method.

Grammar-Translation Method

The grammar-translation method is the main one in the modern education system. This is a classic method that has been used for decades. Such its prevalence is also due to the fact that most of the teachers themselves were trained using this method. The goal of the grammar-translation method is to learn to read and translate using grammar rules. The disadvantages of this method include the fact that insufficient attention is paid to the lexical part. Learning vocabulary comes down to mechanical memorization of words. Reading and translation is done in strict form. In addition, the texts offered for reading usually refer to complex fiction, therefore, the student only studies the literary language. Once in the language environment, it will be very difficult for him to understand others, even with a good knowledge of the literary language.

Audiovisual And Audio Lingual Techniques

The essence of both methods is to transmit the language through clear structures, memorization occurs through audio and video recordings. The audiovisual teaching method involves illustrating speech with appropriate pictures, that is, students are shown videos, feature films and documentaries in English. In this case, the trainees work simultaneously with two channels of perception - visual and auditory, as a result of which associations arise in the students' heads, which makes it possible to better memorize the language. The purpose of the methods is to master a living, spoken language. Both methods are built on induction -

training passes from the rule for example. Given all of the above, it can be noted that for university students who do not specialize in language learning, audio-lingual and audiovisual methods are suitable only if they are used in combination with other training programs .

Communicative Method

Currently, an increasing number of teachers are turning to a communicative method of learning English. The object of this method is speech itself, that is, such a technique first of all teaches to communicate. The communicative method involves a lot of student activity. The task of the teacher in this case will be to engage in the conversation all those present in the audience. For better memorization and use of the language, it is necessary to download all the channels of perception. The essence of the communicative method is to create real situations of communication. When reconstructing the dialogue, the student has the opportunity to put into practice all the knowledge gained. A very important advantage of the communicative method can be considered that it has a huge variety of exercises: role-playing games, dialogs, simulation of real communication are used here. At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammar-translation method. Most teachers of modern universities prefer these two methods, and often they are used in combination. The direct method is rarely used in higher education institutions, partly due to the lack of real native speakers among teachers, and partly because the level of students' preparation after school is too low. The audiovisual and audio-lingual methods in their pure form are not used at all, however, many university and institute teachers conduct classes from time to time based on such methods. This allows you to diversify the general educational program and interest students.

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MÜXTƏLİF YAŞ KATEQORİYALARI ÜÇÜN İNGİLİS DİLİNİN XARİCİ DİL KİMİ TƏDRİSİNİN METODLARI

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Xülasə

Bu məqalədə ingilis dili öyrənənlərin müxtəlif səviyyələri üçün dil tədrisində fərqli üsul və metodlar tədqiq edilir. Tədqiqat pedaqogikanın tədrisi üçün əsas kimi müxtəlif yaş kateqoriyaları üçün İngilis dilinin tədrisinə fərqli yanaşmaları tədris tendensiyası, proqramdan istifadə, materiallar və resurslar, öyrənmə fəaliyyətləri və dil bacarıqların öyrənilməsi baxımından təhlil etmək məqsədi daşıyır.

МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ ДЛЯ РАЗНЫХ ВОЗРАСТНЫХ КАТЕГОРИЙ

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Резюме

В этой статье обучается различные методы в обучение языка для разных уровней обучающихся английского языка. Главной целью является анализировать преподавания исследовательской педагогики для различных возрастных категорий, различных подходов , тенденций обучения английского языка, использование программ, материалов и ресурсов деятельности обучения и языковых способностей.

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