ПРИМЕНЕНИЕ РАЗЛИЧНЫХ ТЕХНИК ОБУЧЕНИЯ КАК СРЕДСТВО ОВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ (АНГЛИЙСКИМ)

О.П.КУРБАЦКАЯ

Муниципальное бюджетное общеобразовательное учреждение «Средняя общеобразовательная школа п. Эгвекинот»

Проблема использования прогрессивных методов обучения английскому языку заинтересовала меня более десяти лет назад, во время обучения на двухгодичных курсах повышения квалификации при Британском Совете (Приложение 1). В то время российские учебники английского языка были довольно посредственными, некоторые просто вызывали антипатию, поэтому и возник интерес к достижениям британских методистов. Британские учебники английского языка привлекали своей красочностью, богатым языковым содержанием, обилием лингвострановедческой информации и интересными приемами работы (technics), которыми захотелось овладеть. В результате прежде всего был составлен глоссарий приемов обучения.

GLOSSARY

1	**Association** – a technique aimed at finding connection in the mind between different things, ideas, etc.	35	**note-taking**-a technique developing a real life skill of getting down necessary information.
2	**Answering question** –a technique based on providing required information	36	**Oral presentation**-a technique based on oral report, demonstration or display of materials, information collected as a result of group-work, survey, project.
3	**Brainstorming**- a technique aimed to collect together ideas very quickly without judging whether the ideas are good or not	37	**Outlining (making a plan**)-a technique based on compressing
4	**Categorizing** - a technique in which the students have either to classify items according to categories or to identify categories	38	**Paragraphing**-a technique based on dividing a text into smaller parts singling out the main idea in each.
5	**Chanting** - a technique based on repetition of rhythmic pattern	39	**Paraphrasing**- a technique based on restatement in different words of something written or said.

6	**Chaining**- a technique based on repetition of a long and complicated sentence starting with the first (front chaining) or the last (back(ward) chaining) word adding one more each time.	40	**Picture-completion**-a technique based on finding out missing parts of pictorial material.
7	**Clapping** – a technique based on beating the rhythm of words and expressions.	41	**Planning-a technique** based on deciding what to do and how things will be arranged or what preparations should be made for something that is expected to happen.
8	**Cloze**- a technique based on text words of which are removed at regular intervals (e.g. every fifth word). The learners fill in an appropriate word.	42	**Poem-writing**-a technique aimed at creating a verse.
9	**Communicative game**- a technique promoting communication in an entertaining form with the emphasis on fluency rather than accuracy.	43	**Predicting-**a technique based on foretelling or guessing of the contents, language, etc.
10	**Completing**- a technique based on finishing, making a sentence, a chart complete.	44	**Prioritizing (Stating priorities**)-a technique suggesting to organize a list of items in order of priority or importance.
11	**Composition**- a technique aimed at creating a piece of writing using acquired language.	45	**Problem solving**-a technique based on finding a way out of some difficult situation. The students are given some information to reach a solution though it may not be the only one and that results in a lot of talk.
12	**Copying**- a technique based on rewriting new language items to practice spelling.	46	**Ranking-**a technique based on putting items in a certain order, for example in order of importance or superiority.
13	Correction- a technique based on students'' considering language or contents as being more or less appropriate in a	47	**Rating**-a technique in which students are to value given items according to various criteria using points or per cent and to put them on

	particular situation.		the rating scale.
14	**Decision-making-** a technique where students have to make a choice (usually from a given alternatives), to decide that something is true or to make judgement after thinking carefully or talking about something.	48	**Review-**a technique based on making a written or spoken report of a subject (e/g/ a book, a text, a film or event).
15	**Debate-a technique** based on discussing or disputing about a historical, philosophical, moral issue considering different sides of the question.	49	**Role-play-**a technique providing communication in which learners act different parts. They are given stimulus: role card with the hints of what to say and how to behave; story; listening passage; video.
16	**Dictation-** a technique in which a passage (traditional dictation-whole text, focused dictation-a segment of the text) is read aloud to students with pauses during which they are to write down what they heard as accurately as possible.	50	**Question-answer Drill-**a meaningful drill in which students are to give adequate response to a suggested stimulus (a question, a suggestion, a statement).
17	**Discussion-**a technique aimed at exchanging ideas/opinions on a certain topic providing arguments.	51	**Questionnaire-**a technique of gathering and exchanging personal information, usually conducted according to a given format.
18	**Dramatizing-**a technique that involves practicing (acting out) the exact words of a conversation, play, poem.	52	**Quiz-**a technique similar to questionnaire organized in a form of a competition or a game in which competitors have to answer factual questions applying their background knowledge.
19	**Eliciting-**a technique appealing to background knowledge of students aimed at drawing out the information from them.	53	**Reordering (Sequencing)-**a technique based on evaluating connected pieces of evidence, recognizing relationship between them and putting them in logical order.
20	**Essay writing-**a technique based on creating a relatively short piece of prose	54	**Repetition-**a drill in which the item being practiced is repeated with no change.

	on a given subject with the purpose of informing, persuading or entertaining the reader in which the students are allowed to say what they like, essays usually include: a) the introduction, which presents the topic and contains the thesis statement. b) The body, that is series of paragraphs each with its topic sentence. The paragraph in the body of the essay develop and support the thesis statement. c) The conclusion that summarizes what has been said and often presents a solution or makes a prediction.		
21	**Expanding (Extending)**-making larger (longer), developing sentences, ideas, texts, headlines to give more information about it.	55	**Simulation**-a technique similar to the role-play except that participants take part in simulated situations as themselves instead of acting a part and they are more independent in selecting the language.
22	**Finding differences/similarities**-a technique based on comparing two or more objects: pictures, words, texts, etc.	56	**Story telling**-a technique based on giving an account of connected events (from one"s own life or from imagination) in order if happening.
23	**Gap-filling**-a technique which requires the learners to insert linguistic elements into a given syntactic framework.	57	**Story writing**-a technique based on creating a written account of connected events (from one"s own life or from imagination) in order if happening.
24	**Information Gap**-a technique used when one student has information that the other student doesn"t have but needs and this situation promotes real communication. Activities based on it can integrate all four macro skills because learner must listen,	58	**Substitution Drill** – a drill which a varied by substituting one word/phrase for another, determined by a cue.

	make notes, discuss and report back.		
25	**Information Transfer-** a technique aimed at presenting verbal information into non-verbal and vice versa.	59	**Summarizing-**a technique based on producing a brief account of a text which has been read or heard ,which involves understanding the gist of the information, highlighting the key-moments, picking up the main points and leaving behind the redundant or less important points.
26	**Interview-**a technique when a person is asked questions by one or more other people about his or her opinions, ideas, etc.	60	**Survey (Opinion Poll)** – a technique which involves investigation of the behaviour, opinions, etc. of a group of people usually by asking them questions. The collected data is processed, summarized and presented in the form of a survey report.
27	**Jig-saw reading(listening)-** a classroom technique whereby the class is divided into groups and each group is given only a part of the situation or a story. After listening to or reading their respective parts the groups discuss them in order to build-up the whole situation or a story.	61	**Table-filling-**a technique in which students are to fill the required information into the chart.
28	**Labeling-**a technique in which students must name the given material (parts of a picture, diagram, text, etc.)	62	**Transformation-**a technique based on changing a word or a sentence according to some given instructions.
29	**Language games-**a technique aimed at practicing grammar, vocabulary or pronunciation in a form of a game.	63	**Translation-**a technique aimed at conveying the same idea in another language across linguistic and cultural barriers
30	**Linking-**a technique aimed at finding connections between different things.	64	**True/False Statements-**a technique in which a statement is to be marked as fight or wrong.
31	**Matching-**a technique based on finding links between	65	**Variational Drill (Substitution Table)-**a technique

	two split parts (picture-sentence, word-definition, etc/)		aimed at producing a sensible sentence from the given parts.
32	**Miming**-a technique based on performing actions without using words (by means of gestures, bode language, facial expressions)/	66	**Watching video**-a technique based on using recorded material where the students can see what is happening as well as listen.
33	**Mind-mapping**-a technique based on organizing the ideas around the central one.		
34	**Multiple Choice**-a technique in which students are to choose the correct answer from the list of given variants.		

Каждый прием был изучен с точки зрения целей, этапа обучения, количества задействованных учащихся. Итогом работы стало создание классификации приемов обучения английскому языку по различным параметрам.

Изучение иностранного языка должно привести обучаемого к овладению речевыми умениями, реализующими коммуникативную сущность языка – служить средством общения, расширению кругозора и развитию интеллектуальных возможностей школьника(8, с. 55).

Организацию обучения иностранному языку можно представить в три этапа:

1. ознакомление с учебным материалом (Presentation)
2. тренировка, необходимая для формирования языковых навыков и умений (Practice)
3. применение учебного материала при решении коммуникативных задач (Production)

В современной российской и зарубежной (в частности, британской) методике обучения иностранному языку существует так называемая "PPP paradigm". Суть этого понятия в том, что учебный материал сначала должен быть предъявлен учащимся - Presentation, затем отработан на практике - Practice, а затем применен при решении той или иной коммуникативной задачи – Production.

Хочу представить вашему вниманию классификацию техник обучения согласно "PPP paradigm"

CLASSIFICATION OF CLASSROOM TECHNIQUES
According to the PPP paradigm

Presentation	Practice	Production
Associating	Answering questions	Debate
Brainstorming	Categorizing	Communicative games
Categorizing	Chaining (drill)	Composition
Chanting	Chanting	Decision-making
Clapping	Clapping	Describing
Eliciting	Completing	Discussion
Finding connections	Copying (drill)	Dramatizing
Finding differences/similarities	Correction	Essay-writing
Labeling	Describing	Expanding
Listing	Dictation	Finding differences/similarities
Matching	Dramatizing	Interview
Miming	Expanding	Oral Presentation
Mind-mapping	Finding differences/similarities	Paragraph writing
Paraphrasing	Gap-filling	Paraphrasing
Predicting	Information Gap	Planning
Translation	Information transfer	Poem-writing
Watching video	Jig-saw	Questionnaire
	Labeling	Quiz
	Linking	Role-play
	Matching	Simulation
	Miming	Story-telling
	Multiple-choice	Story-writing
	Oral presentation	Survey
	Paraphrasing	Problem solving
	Picture completion	
	Planning	
	Prioritizing	
	Question/answer (drill)	
	Questionnaire	
	Quiz	
	Ranking/rating	
	Reordering	

	Repetition (drill)	
	Substitution (drill)	
	Survey	
	T/F statements	
	Transformation (drill)	
	Translation	
	Variational drill	

Как известно, обучение иностранному языку имеет своей практической целью обучение четырем коммуникативным навыкам:

1. говорению (speaking)
2. чтению (reading)
3. аудированию (listening)
4. письму (writing)

При обучении каждому навыку необходимо придерживаться определенной системы работы над учебным материалом. Так, при обучении чтению, аудированию и письму проходим такие этапы как Pre-, While-, Post-. При обучении говорению это – controlled speaking, guided speaking, free speaking. Основываясь на изучении методической литературы и собственном опыте могу сказать, что результат обучения иностранному языку во многом зависит от умения учителя оптимально организовать работу по развитию того или иного коммуникативного навыка. Хочу предложить вниманию коллег составленную мной классификацию техник обучения по развитию коммуникативных навыков.

LISTENING

Pre-	While-	Post-
Answering questions	Answering questions	Communicative games
Associations	Categorizing	Composition
Brainstorming	Charts	Debate
Categorizing	Cloze	Decision-making
Eliciting	Completing	Describing
Finding differences/similarities	Correction	Discussion
Language games	Dictation	Dramatizing
Linking	Gap-filling	Essay-writing
Matching	Information transfer	Expanding
Miming	Jig-Saw	Finding differences/similarities
Mind-mapping	Labeling	Interview
Paraphrasing	Matching	Miming

Predicting	Miming	Oral Presentation
Prioritizing	Mind-mapping	Paragraph writing
Questionnaire	Multiple choice	Planning
Quiz	Note-taking	Poem-writing
Ranking	Outlining	Questionnaire
Rating	Reordering	Review
Reordering/Sequencing	T/F statement	Role-play
T/F statement	Watching video	Simulation
Watching video		Story-telling
		Story-writing
		Summary
		Survey
		Problem solving

WRITING

Pre-	While-	Post-
Answering questions	Completing	Communicative games
Associating	Composition	Correction
Brainstorming	Describing	Debate
Charts	Essay-writing	Decision-making
Copying	Expanding	Discussion
Dictation	Information transfer	Interview
Eliciting	Outlining	Oral presentation
Finding differences/similarities	Gap-filling	Planning
Role-playing	Labeling	Poem-writing
Simulation	Linking	Reordering/Sequencing
Matching	Review	Problem solving
Mind-mapping	Story-writing	
Paraphrasing	Summary	
Predicting		
Prioritizing		
Questionnaire		
Quiz		
Ranking/rating		
Survey		
Watching video		

READING

Pre-	While-	Post-
Answering questions	Answering questions	Communicative games
Associations	Categorizing	Composition
Brainstorming	Charts	Debate
Categorizing	Cloze	Decision-making
Eliciting	Completing	Describing
Finding differences/similarities	Correction	Discussion
Language games	Gap-filling	Dramatizing
Linking	Information transfer	Essay-writing
Matching	Jig-Saw	Expanding
Miming	Labeling	Finding differences/similarities
Mind-mapping	Matching	Information gap
Paraphrasing	Mind-mapping	Interview
Predicting	Multiple choice	Miming
Prioritizing	Note-taking	Oral Presentation
Questionnaire	Outlining	Paragraph writing
Quiz	Paragraphing	Planning
Ranking	Reordering/Sequencing	Poem-writing
Rating	T/F/statements	Questionnaire
		Review
		Role-play
		Simulation
		Story-telling/story-writing
		Summary
		Survey
		Problem solving

SPEAKING

Controlled	Guided	Free
Answering questions	Answering questions	Association
Chaining (drill)	Communicative games	Categorizing
Completing (drill)	Decision-making	Communicative games
Correction	Describing	Debate
Language games	Dramatizing	Decision-making
Question/answer (drill)	Expanding	Describing
Repetition (drill)	Finding differences/similarities	Discussion
Substitution (drill)	Gap-filling (Gapped dialogue)	Expanding
Transformation (drill)	Information Gap	Finding differences/similarities
Variational drill	Information transfer	Information transfer
	Interview	Interview
	Linking	Oral Presentation
	Miming	Planning
	Paraphrasing	Review
	Planning	Role-play
	Prioritizing	Simulation
	Questionnaire	Story-telling
	Quiz	Survey
	Ranking	Problem solving
	Rating	
	Story-telling	
	Survey	

В заключение хочу привести пример одной достаточно интересной техники.

ELICITING

Aim: to involve learners more in lessons, to involve drawing language from the students (rather that giving it to them).

Stage: presentation, pre-reading, pre-listening.

Patterns of interaction: individual, whole class.

Example: The teacher is working on the Present Simple Tense for daily routines. On the board she has written the words "every day" and drawn a house. She adds a bed to one room.

She looks at the students and gestures that she wants the word. One says,"bed". The teacher does not repeat it, but gets other students to repeat the word. Students who didn"t hear ask the first student to repeat it.

The teacher does the same procedure with a clock, and with the time.

Then she draws a stick man, mimes, yawning and climbing out of bed. She looks to the students and gestures to encourage them to say a sentence. "He gets up at seven o"clock", says one student. The teacher thanks him for the sentence, but doesn"t repeat it… Instead, she uses finger correction to establish a corrected version from him (with the help of other class members). When it is correct she gets the class to repeat the sentence a number of times.

In that lesson the teacher did not model the vocabulary or grammar herself – in fact she didn"t even say the vocabulary or sentence being worked on – the vocabulary was known by at least one student.

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Приложение 1

Отзыв о работе преподавателя английского языка
Исилькульского педагогического колледжа
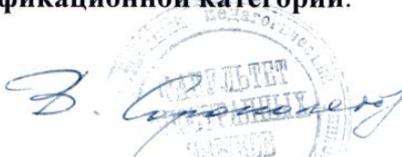**Курбацкой Ольги Павловны**

В течение 2000 – 2001 года Курбацкая О.П. проходила подготовку на курсах Британского Совета по повышению квалификации учителей английского языка в г. Омске. Программа повышения квалификации включает в себя теоретическую и практическую подготовку по различным разделам методики (см. Приложение), а также разработку и реализацию проекта результатом которого являются учебные материалы и пособия по различным аспектам преподавания английского языка.

Курбацкая О.П. успешно реализовала и защитила образовательный проект по теме: "Применение различных техник обучения как средство развития профессиональных навыков будущих учителей английского языка". Проект высоко оценен жюри в составе декана факультета иностранных языков ОмГПУ Сороколетова В.П., зав. кафедрой второго языка факультета иностранных языков ОмГПУ Морозовой Р.И., методиста ИПКРО Петуховой В.Н., старшего преподавателя факультета иностранных языков ОмГУ Скорко В.Н. Данный проект предназначен для студентов и преподавателей педагогических колледжей, готовящих преподавателей английского языка. Разработка с полным правом может называться инновационной, так как предлагает новые способы организации методической подготовки учителей иностранного языка и создает оптимальные условия для самостоятельной работы студентов. Разработана логическая последовательность операций, которая включает в себя ознакомление с техникой обучения, наблюдение и идентификация данной техники на уроках преподавателей, практическое использование техник в период прохождения педагогической практики в школе. Студенты имеют реальную возможность ознакомиться с эффективными техниками обучения языковым навыкам и основным видам речевой деятельности и внедрить их на уроках на этапе педагогической практики в школе. Проектные материалы представляют собой способы презентации техник обучения, классификацию по всем видам речевой деятельности, раздаточный материал для студентов по 66 техникам, примеры заданий, которые можно составить на основе данных техник. Разработанные учебные материалы апробированы на практических занятиях по иностранному языку, методики преподавания иностранного языка и в ходе педагогической практики студентов. Эффективность их использования проанализирована и подтверждена.

Учебные материалы представляют большую практическую ценность не только для преподавателей педагогических колледжей, но также для преподавателей методики в высшей школе, руководителей методических объединений учителей иностранного языка, преподавателей курсов повышения квалификации. Многие учителя иностранного языка выразили желание использовать данные материалы для самообразования и оценили их как эффективные и необходимые для школьных учителей.

По результатам экспертной оценки, считаем, что учитель Курбацкая О.П. соответствует **высшей квалификационной категории**.

Декан факультета
Иностранных языков ОмГПУ   В.П. Сороколетов

Зав. Кафедрой иностранных языков
Второй специальности   Р.И. Морозова

Методист лаборатории
иностранных языков ИПКРО   В.Н. Петухова

Старший преподаватель
Факультета иностранных языков ОмГУ   В.Н. Скорко