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PECULIARITIES OF TEACHING ENGLISH LANGUAGE USING AN ORAL APPROACH AND SITUATIONAL METHODOLOGY

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Approaches and ways of teaching English as well as any foreign language are currently undergoing reflection and rethinking due to the fact that the very understanding of the nature of a language, its way of learning, and also as a response to the growing demand of education institutions around the world is changing for more effective training programs.

In the matter of describing methods, the difference between the philosophy of language teaching at the level of theory and principles and the set of derived language teaching procedures is fundamental. Trying to clarify this difference, American linguist Edward Anthony in 1963 proposed a scheme in which he established three levels of conceptual representation and organization called the approach, the method and the technique. The original model which proposed by Anthony was also complemented by modern scholars and linguists. Thus, the method was theoretically attributed to the approach (approach), according to the organization defined by the plan (design), and practically implemented in the process(procedure).

The British linguists of the 1920s had a different view on the specific methods that should be used when teaching English, however, their general principles attributed to the Oral Approach to language teaching. By the 1950s, the Oral Approach had become officially recognized UK approach to teaching English. One of the most prominent followers of the oral approach in the 1960s was the Australian George Pittman. He and his colleagues were responsible for developing training materials based on a situational approach that was widely used in Australia, New Guinea and the Pacific Territories. The main features of the situational approach are:

- Language learning begins with a spoken language. The material is first studied orally and then presented in writing.
- The mastered language is the language of communication in the classroom.
- New language moments are presented and practiced in different situations.
- The process of selecting vocabulary is carried out in order to make sure that the required the volume of words has been learned.
- Grammar points are studied in such a way that light forms should be studied before more complex ones.
- Reading and writing are taught when the basic lexical and grammatical bases are already mastered.

The theory of situational language teaching is based on behavioral theory which is based on learning through habit. It mainly refers to the process rather than to the conditions of training. The goals of this method are to teach practical knowledge of four basic language skills, goals that are shared by almost all methods of language teaching. But these skills are achieved through structure. Accuracy in both grammar and pronunciation is fundamental, and errors should be avoided at all costs.

Activities in situational language training continue to be part of a standard set of procedure approved by many modern British methodologists. Textbooks based on situational language teaching continue to be widely used throughout the world. But due to the fact that the principles of situational language teaching, with their emphasis on oral practice, grammar, and sentence structures are consistent with the intuition of many practice-oriented teachers, this method remained widely popular in the 1980s.

In the initial stages, learning focuses on the formation of speech skills, with a gradual transition to other skills. Oral literacy implies accuracy of pronunciation, grammar and the ability to quickly and accurately respond to speech situations. Reading and writing skills can also be taught, but they depend on the ability to accurately perceive and reproduce the basic phonological features of the language being studied, on the fluency of the use of key grammatical structures in speech, and on the knowledge of the volume of vocabulary sufficient for using these structures.

Palmer, Hornby, and other British applied linguistics from the 1920s developed an approach to methodology that included systematic principles of choice, gradation (principles ordering from the content were determined), and presentation. Although Palmer, Hornby, and other English educators had a difference in understanding the specific procedures to be used in teaching English, they were referred to as an oral approach to the language. The oral approach was adopted by the British approach to English language training by the 1950s. It is described in the standard textbook methodology of the period, such as French (1948-1950), Frisby (1957), and Avalanches (1961). Principles seen by Hornby are a famous Oxford progressive English course for adult learners (1954-1956) and in many other more recent textbooks.

Approach Theory of Language, which is the basis of situational language teaching can be characterized as the British type of structuralism. Palmer, Hornby, and other British linguists prepared pedagogical descriptions of the basic grammatical structure in English, and they had to be followed in a developing methodology. "Word order, Structural Words", a few English flexing, and significant words, will shape the material from our training. Indeed, Pittman, drew heavily on theories of language in the sixties, but the American theory was largely unknown to the British used by linguists in the 50s. The British theories, however, had a different center version of structuralism- the concept of "situation". Our primary class activity in teaching English structure will be the oral practice of structures. This practice of guided sample sentences should be given in situations designed to give the greatest amount of practice in English speech to a student. "The theory and the knowledge of structures should be related to the situations in which they could be used, gave situational teaching of languages one of its distinctive may British linguists have emphasized the close connection between the structure of a language and its context and the situation in which the language is used. British linguists, such as J.R. Firth and M.A.C. Halliday, develop these strong representations in the language. "The focus is now on the description of language activities" are a part of the whole complex of events, which together with participants and the corresponding objects, make up the actual situations. As Palmer pointed out, there are three processes in learning a language – gaining knowledge or materials, fixing it in memory by repetition, and using it in actual practice until it becomes a personal skill. The French likewise saw the language of learning as habit formation.

Objective of the situational method of language teaching should be taught by a practical team of four basic with language skills, the objective of its actions with most methods of teaching foreign languages. But skills came up through the structure. Oral compositions can be very valuable exercises. In addition, with the skill which this activity is carried out depends largely on controlling the words proposed by the teacher and used by children. Only when a teacher has sufficient confi-

dence that students can speak quite correctly within their knowledge of the structure of the sentence and vocabulary can allow their free choice in the sentence structure and vocabulary. Curriculum the basis of teaching English in situational language of teaching is a structural program of the course and a list of words. Structurally, the curriculum is a list of the basic structures and models of English sentences, arranged according to the order of their presentation. In the situational language of teaching the structure is always taught as part of the sentences, and sufficient word content to provide us with the material on which our language practice is built.”

Learning Roles

In the initial stages of training, the student is required to simply listen and repeat what the teacher says and answer questions and commands. The learner has no control over the content is studied by the ING and is often considered the likely victims of behavior if skillfully manipulated by the teacher. For example, a student may fall into grammar or pronunciation, forget what was taught or not able to respond quickly enough; wrong habits that need to avoid all expenses. This involves students initiating answers and asking each other questions, although the teacher- the controlled introduction and practice of new language- is stressed is prohibited.

Teacher Roles

In the presentation stage of the lesson, the teacher acts as a model, creating a situation in which it is necessary for the target structure to be created and then modeling the new structure for students to repeat. Then the teacher “becomes more like a skilled orchestra conductor, drawing, music from performers” (Byrne 1976:2). The teacher must be a skillful manipulator, using questions, commands, and other signals. During the practice phase of the lesson students are more able to use the language in less controlled situations, but the teacher is always alert and grammar and structural errors, which can serve as the basis for subsequent lessons.

Organizational review of the primary task for a teacher by Pittman (1963): 1. Timing; 2. Oral practice, to support the textbook structures; 3. Edition; 4. Adjustment to the special needs of individuals; 5. Testing; 6. Developing of language activities.

The role of didactic materials Situational Language of teaching primarily depends on the textbooks and visual aids. Tutorial Comte modules are tightly organized classes are planned around different grammatical structures. Visual aids may be produced by the teacher or may be commercially available; they consist of wall charts, flashcards, pictures, shapes, and so on. The visual element along with carefully graded grammar curriculum is the most important aspect of situational language learning, hence the value of the textbook. A teacher’s kit, a set of subjects and realities that can be used in situational language practice I, therefore, an integral part of teacher equipment.

Davis also provided comprehensive information on procedures for use with situational teaching of foreign languages. The sequence of activities they propose consists of:

- ❖ Listening to classes, in which the teacher gets his students’ attention and repeats the example of a structure or a word in isolation, several times, probably speaking slowly, at least once separating words.

- ❖ Choral imitation, in which students all together or in large groups repeat what the teacher said. It works well if the teacher gives clear instructions on how to “repeat” or “all” and hand signals to mark time and stress.

- ❖ Individual imitation in which the teacher asks individual students to repeat the model he gave in order to check his pronunciation.

- ❖ Isolation in which teacher isolates sounds, words or groups of words that cause trouble and goes through 1-3 tricks with them before replacing them in context.

- ❖ Conclusions, in which the teacher using pantomimes, lines of words, gestures, etc., gets students to ask questions, make statements or gives new patterns.

- ❖ Replacement drilling, in which the teacher uses the cue words (words, images, numbers, names, etc.,) allows individual students to mix examples of new structures. Program based on learning English is situational language teaching. The structural program is a list of basic structures and samples of the sentence of the English language, arranged according to their submission order.

In situational language teaching structures are always taught within sentences, and the vocabulary is selected on how well it allows sentence samples to be taught. Conclusion Procedures related to situational language teaching in the fifties and sixties are additional and further develop of well-known methods, protected by supporters on an earlier oral approach in British schools of language teaching. They continue to be part of the standard set of procedures protected by many of the current British text methodology (for example, Hubbard et.al. 1983), and since they noted above, textbooks written in accordance with the principles of situational language teaching which is widely used in many parts of the world.

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