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THEORETICAL BASIS OF USING THE EXPLORATORY METHOD IN FOREIGN LANGUAGE TEACHING

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A child is born by a researcher. The unquenchable thirst for new experiences, curiosity, the constant desire to observe and experiment, to independently search for new information about the world, are traditionally considered as the most important features of children's behavior. Research or exploratory, search activity – the natural state of the child, they are configured to the development of the surrounding world. This inner desire for research generates exploratory behavior and creates conditions for the child's mental development initially to unfold as a process of self-development. Exploratory behavior is a special kind of behavior and one of the most important sources of a child's understanding of the world. In pedagogical psychology and pedagogy there is a special term - "research training". The main goal of research education is to develop the child's abilities independently, creatively develop and restructure new ways of working in any sphere of human culture.

Recently, new technologies based on various methods have appeared. The concept of technology itself is associated with the implementation of the activity approach in learning, since it is a project of the educational process that determines the structure and content of the learning and cognitive activity of students. Nobel laureate L.de Broglie was convinced that "knowledge is the children of wonder and curiosity." The validity of these words can be confirmed by referring to the problem-search technologies in training. Problem-based search technologies are based on different forms and methods of learning and are implemented through three methods: problem statement, heuristic conversation (partial search method), exploratory.

One of the first supporters of the method of research or exploratory as a basis for teaching is J.Komensky. The special importance of the exploratory method in teaching was emphasized by domestic educators and psychologists of the beginning of the 20-th century, dealing with the problem of reform of the "old school" in Russia. But the most ardent defender and propagandist of active teaching methods, which are based on the research method, was VP Vakhterov. And today his words that "not the one who knows much is educated, but the one who wants to know a lot and who is able to get this knowledge" sound very actual.[1]

The origins of the research approach can be found in the didactic ideas of Ya.A. Komensky, J.Locke, M.V.Lomonosov, J.J.Rousseau, I.G. Pestalozzi, A.V. Disterwega, N.I. Pirogov, K.D. Ushinsky, D. Dewey and other eminent scientists. Many leading teachers of the XVII-XIX centuries insisted on the unity of theory and practice in teaching through the obligatory use of research works (exercises in observation, description, finding similarities and differences, comparison, etc.) aimed at developing students' interest in understanding the world, improving the quality of knowledge, shaping and development of intellectual, practical skills and skills that underlie research training activities.

The use of exploratory teaching method has a long tradition. B.E.Raikov in the monograph "Research Method in Pedagogical Work" defines its essence in the following way: "This is a teaching method that focuses on a certain logical process based on independent observation of real facts and proceeding along four levels of logical thinking:

- 1) observation and questioning;
- 2) construction of conjectural solutions;
- 3) investigation of possible solutions and selection of one of them as the most probable;
- 4) verification of the hypothesis and its final approval"

The exploratory method of teaching is distinguished in the classification, the criterion of which is the degree of independence and creativity in the activities of students. In the implementation of the exploratory method of the individual formed elements of creative activity:

- as an independent transfer of knowledge and skills in a new situation;
- the identification of a new function and structure of the object;
- an independent combination of the known methods of activity of the new;
- alternative approach to finding solutions to the problem.


How important is it to develop these qualities in a person? As is known, in the pyramid of needs A. Maslow vertex form cognitive needs (to know, to learn, to understand, to explore) and the need for self-actualization (the realization of his/her goals, skills and abilities, development of self). [2]


Considering the exploratory method as a "method of searching", B. V. Vsesvyatsky noted that the exploratory method (the method of searching) is based not on the knowledge presented to children in the finished form, but on organized searches of children in the surrounding life. Knowledge is not given as ready, but is obtained as a result of the work of the students themselves on this or that vital material. However, the general recognition of this provision at the level of theory has not led to the development of appropriate forms of organization of educational activities, educational technologies of educational research. An outstanding Russian educator I. F. Svadkovskii in the early twentieth century argued that "...only the research teaching methods, widely spread in the world in connection with the introduction of the Dalton plan, project method, brigade-laboratory method, give hope that this perennial problem will be resolved." [3]


The exploratory method in some cases requires students to use a variety of sources. In addition to the teacher's presentation of the textbook, students turn to additional literature, periodicals, documents, etc. The exploratory method provides preliminary tasks of varying degrees of complexity. Of particular importance are the tasks for comparison, which are multidimensional according to the results: ascertain the stability and depth of knowledge, the ability to compare, analyze and synthesize, to separate the most important from the secondary.


The use of the exploratory method in teaching requires from the teacher much more effort, time spent on preparing for the lesson, knowledge and skills.

Stages of the organization of research activities and the role of the teacher at different stages.

 Stage I. Diagnostics. Identification of students predisposed to research. The role of the teacher is dominant. The interaction of the teacher and students is close.

 Stage II. Definition of the theme, goals, objectives. At this stage, the teacher is already acting as a consultant. The role of the teacher is not dominant.

 Stage III. Execution of work. The teacher is a consultant. The student is given maximum autonomy.

 Stage IV. Protection (activity analysis). At this stage, the teacher and the student (pupils) are equal partners.

At the stage of self-analysis, students and the teacher analyze the causes of failures, the chosen solutions.

Organization of educational and research work with students and makes special requirements for the teacher:

- positive attitude towards the student;

- showing respect for the individual and maintaining self-esteem in everyone;
- recognition of the right of the individual to be different;
- granting the right to freedom of choice;
- assessment not of the student's personality, but of his / her activities and actions;
- accounting for individual psychological characteristics of students. [4]

The teacher needs to improve the technology of teaching and remember that when the student is allowed to invent or discover something, his creative activity develops.

Conclusion. The introduction of students to research activities contributes to the development of their creative abilities and in general the development of cognitive interest in the study of the subject. The exploratory method contributes to the achievement of optimal learning outcomes. However, it does not cover the entire learning process. In our daily work, we are faced with different levels of training for students. In order to “light up” everyone, one has to take into account many factors, vary the forms, think over the content and structure of the lesson more carefully. And then, in response to these efforts, the students become more attentive and inquisitive in the classroom, many have questions with which they turn to the teacher, and most importantly, they gradually develop a love for the foreign language and literature and as a result form deeper knowledge on the subject.

Literature

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