

Innovative Methods of Foreign Languages Teaching

Akzhan M. Abdyhalykova*

Kazakh University of Economy, Finance and International Trade, Almaty, 010005, Republic of Kazakhstan;
abdykhalykova_am@enu.kz

Abstract

Background/Objectives: The article reviews innovative methods of foreign languages teaching and different techniques used in the teaching process. **Methods/Statistical Analysis:** Actual materials reflect the history of pedagogy since ancient times to its modern state. Extracts from the works of Russian and foreign specialists let us know the main trends of development, the formation of new directions in the methodology of foreign languages teaching. The main goal is to introduce innovative methodological techniques. **Findings:** It has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance. Modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used competence and culturological approaches. Information and computer technology can improve efficiency and create the conditions for self-study. **Applications/Improvements:** Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.

Keywords: Communication Activities, Educational Process, Foreign Language Learning, Innovative Methods, Modernization

1. Introduction

In modern society foreign languages is becoming an essential component of professional training. Experts in different fields interested in a high level of language proficiency, because it affects the successful solution of issues and professional growth. In many areas there is a need to establish contacts with foreign partners¹.

School would provide a basic set of knowledge that will help to study foreign language in higher educational institutions, training courses or independently. Today, there is a large set of training materials for people with different levels of language knowledge.

The success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational programs^{2,3}.

With this in mind, teachers and students should be familiar with modern methods of foreign languages

teaching. They further can choose the most effective techniques to achieve their goal.

2. Methods and Approaches of Foreign Languages Teaching

According to scientific calculations of national and foreign scientists, the term "method" has two basic meanings:

- A certain path to the goal, means to achieve the result.
- Complete methodological system and the fundamental direction of the learning process, which prevail in the various periods of the science development.

Modern stage is characterized by careful selection of methods of foreign languages teaching. Particular emphasis today is made on modern information technology and actual trends. There is a sort of selection of the

*Author for correspondence

most effective methods, techniques and tools during the preparation of specialists in various fields⁴⁻⁶.

The most important goal, according to scientists is the formation of a secondary language personality. Students must take a new language to a fundamentally new level. To do this, it is important to separate it from the mother tongue, in order to avoid errors in perception.

During selection of innovative methods following criteria taken into account:

- Creating a comfortable and supportive atmosphere for student, promotion of natural interest and desire to learn a new foreign language.
- Involvement of emotions, feelings, experiences in the educational process to stimulate verbal, written and creative abilities.
- Use of the cognitive approach in the educational process.
- Call to work with the language on their own at the level of emotional and physical capabilities.

Various forms of work will help to achieve these goals. Practical experience allows concluding that the personality and interests of the student directly affects the quality of foreign language understanding. To do this, it is important to use a variety of techniques and learning tools.

By the end of the 20th century in pedagogy has accumulated a lot of interesting and effective methods and approaches. Scientists have enriched the methodology of foreign languages teaching, so it has become complex and multifaceted science⁷⁻¹².

2.1 Humanistic Approach

In 1960-1970 formed a humanistic approach to learning. According to it, the learning process is guided directly to the individuality of the student. Bringing his interests and needs contribute to a more rapid studying of foreign languages. Creating game situations, taking into account the individual characteristics of a person stronger involve him in the process. In humanistic approach personality of the teacher becomes less important, although still important enough.

The humanistic approach has led to the formation of a number of alternative methods of learning. Their aim was to study a foreign language, the formation of speaking and writing skills. These unconventional methods include:

- Reliance on physical actions.
- The method of “community”.
- “Quiet learning”.
- Neuro-linguistic programming.

Some techniques have proved their worth and have survived. The pedagogy adopted combined various methods to increase the efficiency of the learning process.

2.2 Communicative Approach

With the development of high-tech usual methods of teaching through books, similar grammar exercises, reading and translation of texts go on the back burner. The humanistic approach eventually led to the formation of the communicative approach, on which is based the whole procedure.

Traditional grammar-translation methods do not form language skills. The student is capable to read and translate various texts at high-level, but he is not able to apply the knowledge of a foreign language in real life situations. The communicative approach allows the use of grammatical knowledge in a form of speaking and writing skills.

One of the key tasks is the enriching of vocabulary. However, new words must be stored not only in a passive, but also in active form. In other words, the student must not only know the translation of a word, but should be able to use it in speech or in writing of own texts.

As a simple exercise to develop skills can be noted spontaneous group dialogues. Students are divided into pairs and try to communicate on various topics. Usually the teacher oversees the conversation or helping with leading questions.

During learning of new words used exercises with cards. On them written new words, and then they are turned and mixed. One student draws a card and tries to explain the meaning of a foreign word so the others can guess it. This exercise allows you to “feel” new words and remember situations in which they are used correctly.

At a certain stage of development can be implemented into the learning process different movies in a foreign language. Students are asked questions, the answers to which should be identified directly from watched videos.

Within the communicative approach there is almost no simple reading and translation of texts. Most often, teachers organize some group discussion. One of the

options is a creative answers to questions about the material covered.

Teachers are moving away from the traditional grammar and translation exercises. They use a variety of techniques and combine them with each other to achieve the desired result. Students use grammar knowledge to form conversational skills. Exercises involve listening, reading, writing, and so on.

2.3 Culturological Approach

When you create a methodical system of teaching a foreign language is often taken into account culturological approach. Its main objective is the formation of intercultural competence. On this based particular model of learning and key principles. The teacher may choose a set of exercises, taking into account the task.

The described method is based on the principles of private teaching, describing culturological direction of foreign language learning.

Experts identify the following principles:

- Verbal orientation of training.
- Taking into account characteristics of speech activity in a foreign language.
- Modeling a situation of intercultural communication in the learning process.
- Taking into account consciousness and modularity.
- Rational use of native and foreign language.
- Taking into account personal needs of students.
- The desire for systematicity in the preparation of exercise set.

Exercises of verbal and conditionally verbal nature are always have bigger priorities. This is evidenced by the principle of the speech focus of the learning process in the culturological approach. Through this we can form intercultural communication skills.

In the modern methods of foreign language teaching accepted division into vocabulary, spelling, phonetics, grammar, speech, language, receptive and productive skills. However, the practical goal of learning still amounts directly to the ability to maintain intercultural communication.

An important role played the principle of exercise adequacy. They are designed to simulate situations for intercultural training. To do this, you must consider the

culture, values, communication intentions and expectations, as well as background knowledge. The teacher should select tasks, taking into account various aspects, so students will be able to participate in intercultural communication at various levels.

The possible exercise could be dialogue between students, discussing various texts and films, comparing features of native culture and the target language culture. Simulation of different situations allows you to expand your language skills and train your speaking skills.

2.4 Problem Approach

In the area of improving the efficiency and effectiveness of the training studies conducted continuously. One of the key areas - a problem-based learning, affecting the development of various aspects of a foreign language. Experts are looking for means to solve the problem tasks - development of cognitive activity, including in the work of all mental powers, stimulating creativity and independence.

Pedagogy has concluded that the student should not be simply a passive object, perceiving the information, but a full participant in the process. Problem learning today refers to innovative methods of foreign languages teaching. It acts as a mean for skills self-development and students' thinking.

The specific of the problem approach to learning is the involvement of students in the process by which they make their own specific findings, get new knowledge, it is the next stage of learning. They make assumptions and arguments in favor of certain conclusions, not just learn information provided. Thus, problem-based learning stimulates self-reliance and contributes to the formation of skills of teaching and research activities.

Teachers who use the problem approach in training should pay attention to the systematic development of independent work of students in the group. The main goal is to help them to get knowledge by themselves. Development of creative imagination, speculations and attention to detail help in further training.

The main aspects of this method:

- The development of logical, creative and dialectical thinking.
- The conversion of conventional training material in a more demonstrative.
- Regular working of problematic situations.
- Creation of a training system.

The main varieties of problematic situations are pedagogical and psychological. They are appearing at all stages of education, affecting both the activities of students and the learning process itself. The teacher creates a problematic situation for the development, consolidation and control of acquired knowledge.

Objectives for creation of problematic situations:

- Motivation to the theoretical explanation of the various facts.
- An analysis of life situations with a detailed analysis.
- Independent search of practical application of knowledge.
- Motivation to generalize, and comparison of new facts.

In practice it is used in various ways. The teacher creates a problematic situation that students subsequently study. They are looking for contradictions, new information and facts. After this, they have independent work on the systematization and analysis.

It can be concluded that in the problem approach students face different tasks that leads to self-discoveries.

2.4.1 Examples of Innovative Methods of Foreign Languages Teaching

2.4.1.1 Problem Method

For several decades in education system dominated mainly training with an authoritarian approach. As a result, students played the role of passive objects, which rarely take the initiative. Currently at the forefront there is personality-oriented education designed to change the situation and to involve students in the process.

Problematic method allows to develop in a person the necessary qualities for being an independent person. Through this the process of learning a foreign language goes more effectively.

Leading didacticians identify several basic ways of organizing the learning process using the problem method. They are based on certain activities emerging in the forefront:

- Monologic.
- Dialogic.
- Research.

- Reasoning.
- Heuristic.
- Programmed.

Most often, students are given a new text in which there is a new vocabulary and unknown information. As a monologic activity they write a story or essay, where express their opinions and produce new facts.

Dialogic activity involves the construction of a dialogue between teacher and students, who have to answer questions. For this used information from the new text.

The next stage of study is thinking activity. Students write the presentation, which make certain conclusions. This allows to check logic and reasoning, as well as the correct understanding of the text as a whole.

Heuristic tasks is a special form of activity in which students themselves must do some sort of discovery of a new rule or law. For example, they can identify the particular use of the verb or time in text.

Research tasks is a higher level of performance. Students are required to independently uncover new phenomena and essence. As a specific form of organization of classes, you can choose the experiment, reports, simulations, surveys, data collection, analysis of the facts, and so on.

Subsequently, to secure the teacher can use a programmable tasks. Teacher makes exercise so that this knowledge can be used and new rules can be trained.

2.4.1.2 Modeling a Lesson with the Problem Method

Subject: Environment.

Targets and objectives: The development of language competence and critical thinking, the formation of a responsible approach to team targets.

- Organizational stage.

Welcome words and opening remarks of the teacher. A brief introduction to the key environmental issues. The call for reading a new text and discussion of new information in the classroom.

- Preparing students for independent and informed understanding of the material (updating of knowledge).

Suggesting students to name the causes of negative impact on the environment, to find the relationship between the industry and the economy.

- Formation of skills and abilities.

Text reading, identifying of new vocabulary, re-reading with comprehension, making certain conclusions about environmental issues. Grammatical analysis of sentences. Translation.

- Summarizing.

In this lesson, the usual reading and working with new words mixed with dialogues and arguments, thereby realized problematic approach. As an exercise you can give making a report or an essay about environmental issues.

2.5 Communicative Approach

The act of communication is the main unit of communication activities that play an important role in the development of foreign languages. The student must be able to communicate in a new language. In the training needs to be given enough attention to the formation of speech skills and development of communicative competence.

Communication is always accompanied by a number of conditions to ensure the adequacy of:

- The individual characteristics of each person.
- Speech focus.
- Functionality.
- Contextuality.
- Novelty.

Subject to these conditions, we can talk about communication. Otherwise, the feasibility of communication will be open to questioning. In learning these issues need to be addressed.

Development of lexical speaking skills performed using specific exercises. E.I. Passov and other scientists spoke about the appropriateness of conditional speech exercises. They can be divided into several subspecies:

- Imitative (expression of thought on the model).
- Substitution (selection of appropriate statements within the meaning).
- Transformation (change replicas to transfer other information).
- Self-reproductive (student independently makes suggestions for statements).

Students gradually pass the different stages of development of their own skills. In the future, they need to engage dialogue on their own, using the acquired skills.

The system of exercises helps to achieve a high level of speaking. They must be applied at various stages of training. This allows you to develop speaking to a proper level.

To begin the lesson you should ask a warm-up questions like:

- How are you?
- What were you doing at home?
- What topics have you done before that?

A similar situation occurs during the development of new material. The teacher should regularly ask questions about studied topic, offering each member of the audience to give their answer. Thanks to this two basic problems are solved:

- Assimilated new vocabulary.
- Language skills developed.

Adequate communication contribute to this. By providing novelty, functionality and contextuality, they let you form speech and thinking.

According to many experts, the development of dialogue and monologue speech should be spontaneous. To do this, offered to answer questions or talk on various topics without preparation.

2.6 Interactive Methods

At present, widely used interactive learning tasks and exercises. They demonstrate high efficiency, depending on the age group. To such actions are usually related:

- Speech warm-up.
- Group work in teams (round tables, discussions, mini-conferences and so on).
- Various games.
- The use of audio and video materials.

Warm-up implies some dialogue between teacher and students, allowing you to enter a class in a subject. It also serves to master language skills and vocabulary repetition. As the games improvisation, theatrical performances, contested dialogues and so on are good. Each student can have a role that he should play. With these games solved several problems:

- Provided novelty of communicative situation.
- Appearance of opportunities to use new and old vocabulary.

- Development of creative abilities.
- Freedom from fear before speaking in a foreign language.

For the development of speech and other skills today used audio and video materials. They allow to gain new information, listen to texts and practice pronunciation. On lessons used tape recorders, interactive whiteboards, projectors and a variety of multimedia equipment. This ensures diversity in the process of learning a foreign language.

3. The Modernization of the Process of Foreign Language Learning

Mobile and qualified people are needed to the social, economic and spiritual development of the government. To solve the problem modernization of the learning process is made in accordance with the relevant requirements. In particular it relates to foreign languages teaching.

Modernization involves changing of goals, the volume of mandatory content, as well as methods and tools for the development of new knowledge. Today there is a tendency to individualize the learning process and the use of new information technologies in the education system.

Modern processes are focused on the saving of fundamental education. In this case, in learning of foreign languages can be traced the problem to strengthen practical and activity orientation. As a result, the traditional system of formation of knowledge and skills is undergoing some changes.

Competent-active approach implies changes in the content of education in order to create competence of the student. The development of new knowledge has activity manner, so students are trying in various ways to apply their knowledge in practice.

Characteristic features of competencies are:

- The versatility and the ability to use in daily life.
- Interdisciplinary and versatility.
- Forming the basis for the further development of thought, reflection and self-assessment.

It can be concluded that formed competences are a valuable asset in the learning process. In the future, the student has the opportunity to develop skills and to analyze new information.

To solve the problem, and for the development of competences of students used a variety of methods. Teachers should organize the learning process taking into account different requirements. They actively implement approaches and use a variety of tools to solve key tasks.

The key moment in the modernization of the educational process is the introduction of modern information and communication technologies. In our time, they not only help in training, but also become a means of communication for millions of people around the world. Anyone faced with innovative technologies in the educational, professional and personal relationships, so in the process of training particular attention should be paid to this.

The computer makes it easy to simulate a situation, access a variety of educational materials, exercises and multimedia data. Because of this there is a formation of systemic thinking.

In studies of foreign language students are able to use educational programs and to perform various exercises. Teachers, in turn, have better control of learning.

At various stages of study the students will take advantage of the Internet and various multimedia tools. This makes it easier to use humane methods and cultural studies. Teachers will be able to model problem situations much faster and easier, and students become more involved in the learning process. With the help of modern technologies it is much easier to gather information, analyze and organize it.

Many institutions goes to a new level the use of multimedia capabilities for sending and receiving information. The use of computers and other devices determines the success of the whole educational process. Multimedia textbooks and teaching materials are available in digital format. The Internet opens up opportunities to communicate with native speakers virtually anywhere in the world. This was almost impossible even 10-15 years ago. Most teachers today are actively developing these technologies, because it concerns the issue of professionalism and career development.

4. Conclusion

It has been proven that traditional studies directed only to the transfer and maintenance of knowledge, skills and abilities, and do not demonstrate adequate performance. Modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and systematization of new knowledge. For this purpose, used

competence and culturological approaches. Information and computer technology can improve efficiency and create the conditions for self-study.

Innovative methods is an integral part of the modernization of the whole system. Teachers should familiarize themselves with the most progressive approaches and later combine them and use in work.

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