



«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ  
ԶԱՐԳԱՑՈՒՄ»  
ՀԻՄՆԱԴՐԱՄ



ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ  
ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ  
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ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

ԹԵՄԱ	- <u>Օտար լեզվի դասավանդման</u>
<u>Ժամանակակից մեթոդներ</u>	
ԱՌԱՐԿԱ	-- <u>Անգլերեն</u>
ՀԵՂԻՆԱԿ	--- <u>Մարինե Չոիրաբյան-</u>
ՄԱՐԶ	----- <u>Արարատի մարզ</u>
ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ	--- <u>Դալարի միջնակարգ դպրոց</u>

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Introduction

Learning foreign languages, particularly English, is one of the necessary components of general education. It is difficult to overestimate the necessity of studying foreign languages and their practical significance as a means of communication, recognition, and self-expression.

Knowledge of foreign languages is also important in everyday life, during interpersonal and intercultural contacts. In this regard, the mastery of foreign languages at a proper level, especially as internationally approved languages, is a primary condition. The purpose of teaching foreign languages is to form a person who knows different languages, who is able to communicate and act in the modern multilingual and multicultural world, the courses in this field are aimed at the formation of the following abilities defined by the State Standard of General Education:

- Language literacy and ability,
- Ability to learn to learn,
- Self-cognitive and social ability,
- Democratic and civic capacity,
- Digital and media capability,
- Cultural competence,
- Mathematical and scientific and technical ability,
- Economic capacity.

The effective means and principles of foreign language vocabulary delivery using modern teaching methods are considered in the individual research work, as well as the content, features, sequence of teaching steps, effective use of class time, correct distribution of material in time, and other methodological nuances. Reference is also made to the learning styles that underlie the choice of method. The roles, rights and responsibilities of the teacher and student in the teaching process are determined by them. Some methods aim to develop all language learning skills: listening, speaking, writing, reading, while others emphasize specific skills. When choosing a method, it is also important to take into account whether the course is individual or group, what abilities and knowledge base the learner has, etc.

### Modern methods of teaching foreign languages

There are three approaches to studying the language and all methods are conventionally divided into the following groups:

Structural approach (language is seen as an interconnected system of grammatical elements)

*The Grammar Translation Method* - This method has been known to us since Soviet times, which is based on written translation and reading. In this case, texts are usually composed aimed at developing some grammatical rules. Underlying teaching is vocabulary, spelling, grammar and the written translation of grammatically rich texts. Now this method is used to study dead languages.

*Audio-lingual method* - The essence of this method is that the learner constantly listens and repeats the recording in a foreign language.



*Proprioceptive method* - The goal of the method is to involve the cognitive, neurological and auditory functions of the brain at the same time. Proponents of this method claim that the learner should use his language, oral speech, constantly during learning, even when completing written tasks.

A functional approach, where language is a set of functions

A way to express and implement /functions/.

*Situational language teaching (Oral approach)*

Based on the structure of the language. The learner learns the most frequently used words and phrases and them through repetition

immediate use in practice. Here, the spoken word rules over the written word on speech and maximum attention is paid to mistakes that can be made during oral speech.

### *Directed practice*

In this case, the learner constantly repeats the phrases until they are memorized mechanically. In this way, the learner's vocabulary and language flexibility are affected, but we achieve automatic mastery of basic/base/expressions of the language.

Interactive approach: language is a tool for creating and establishing social relations.

### *The direct method*

It is planned that the foreign language is taught in the same way as the native language, that is, the teaching process itself is carried out in the foreign language, and in the native language usage during that time is maximally excluded. The idea of the method is the ``natural'' assimilation of a foreign language, as in the case of a native language.

### *Communicative language teaching*

Plans to use the language being studied not only to complete assignments but also to communicate with the teacher and other learners. It includes interactive exercises such as dialogues, role plays, group work, etc.

### *Silent Way*

In this case, the teacher is more silent than talking. When teaching pronunciation in elementary grades, the teacher uses various colored charts, where each color or symbol represents a sound. In this way, new words are also taught.

### *Teaching proficiency through Reading and Story telling*

Considered a sub-branch of the Physical Response Method. The teacher tells small stories with rich vocabulary to the students and then asks questions about the story. The latter must answer

the questions using the words of the material. Current or modern teaching methods can be studied in the following table.

### ***TEACHING APPROACHES***

- (TEACHER CENTERED)
- (LEARNER CENTERED)
- (SUBJECT-MATTERED CENTER)
- (LEARNER CENTERED)
- (TEACHER DOMINATED) ( INTERACTIVE)
- (“BANKING” APPROACH)
- (CONSTRUCTIVIST )
- (DISCIPLINAL)
- ( INTEGRATED )
- (INDIVIDUALISTIC)
- (COLLABORATIVE)
- ( INDIRECT, GUIDED )
- (DIRECT )

The teacher does not only say, but also presents and shows what he teaches. The needs and requirements of the learners, as well as their skills and abilities, are taken into account in the teaching process. He must be sure that the learner learns all the material depending on his ability. He should present the facts by comparing them with reality and giving examples. They must use appropriate techniques and methods to make learning accessible and effective. It is important to note that each method has its own advantages and they are stimulating and encouraging to every learner. Different methods are used depending on the course.

Here we can give examples of several methods.

In advance, you are instructed to read the text and answer the questions to use the word journalist to use brainstorming

The mosaic task can be used in the classroom in different ways.

- Through a jigsaw puzzle, students can read different sections of a given textbook chapter on the same topic, different short stories, or different stories by the same author.
- Can explore different areas of focus within the assigned topic. For example, the vocabulary of the text, grammar, main ideas, style, the way to compose dialogues, etc.

Students can apply the mosaic task to independent research projects. Each group is responsible for the study of a specific area within the general theme. Application includes the following steps:

1. Review material related to important topics in the given lesson. Take into account the knowledge of the student performing the task and, if necessary, select passages of varying complexity and saturation. For example, for a secondary school assignment on the UK's climate or economy, a teacher can gather a variety of interesting material from a variety of sources for students to learn.
  - A. An excerpt from a professional book
  - B. An excerpt from a magazine
  - G. An excerpt from the encyclopedia
  - D. A little text from fiction
  - E. An excerpt from the newspaper, etc
2. Students form cooperative groups of 4-6 people, one person from each group is responsible for reading a passage. Depending on the nature of the groups, either the teacher assigns the selected passages or the children choose as they wish.
3. Learners read the assigned passage independently. Students are encouraged to take notes or make a chart of important ideas.
4. Students are regrouped according to the assigned texts (All those who have read and studied the same text are gathered in one group) so they will be able to compare notes and discuss information, their thoughts and opinions. Each group is tasked with summarizing the knowledge gained from the text. The next day, everyone in the class should have their own personal copy of the collection.
5. Learners are instructed to return to their original groups. Now one "expert" of all the texts presented for discussion at the beginning of the class is gathered in one group. They can



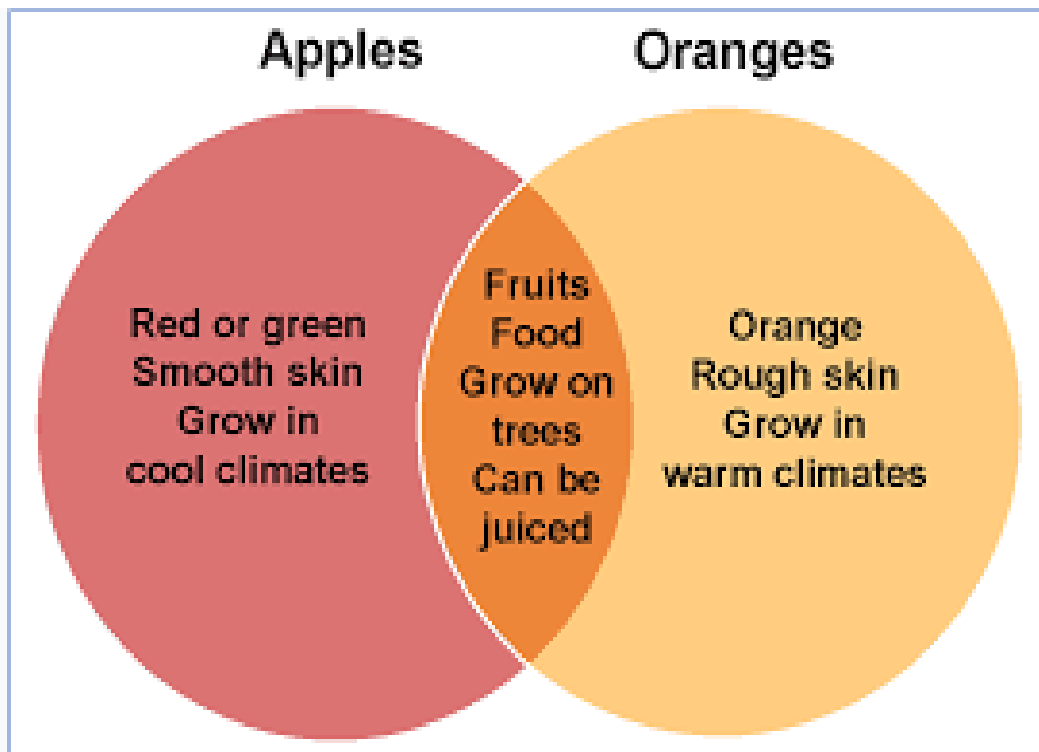
communicate important information about their section to others using pre-written handouts. The rest of the group is responsible for assimilating new information that will be evaluated during the evaluation of the given material.

1. The advantages of this method are that students get to know a wider range of material than would be possible if each of them studied all the results independently.
2. They can choose for mastering the materials that best suit their abilities and preferences.
3. They receive support from their courses to assimilate what they have learned from the reading.
4. Acquire the skill of selecting and combining the important from the read passage as they take on the role of teacher for the rest of the group.

### *Venn diagram*

A Venn diagram is constructed using 2 or more circular figures with a large cross-sectional area in the center. This diagram can be used to contrast ideas or show what they have in common. If we try to compare the Venn diagram with the T-table, it will be obvious that the Venn diagram clearly separates and emphasizes the commonalities of the 2 (3) concepts and emphasizes the specific features of each.

For example, the teacher wants the students to find their commonalities and differences after reading about the management systems of English-speaking countries, the United Kingdom, and the United Kingdom. He asks pairs of students to draw a Venn diagram, describing the systems of one country in one circle and the systems of another country in the other. And in the middle, write their commonalities.



*Snowball*

*10<sup>th</sup> grade*

The purpose of this method is to exchange, select, collect, and group ideas among participants.

Demonstrating the advantage of working in small (2-4 people) groups. The process:

1. The teacher presents a story or task to the students

2. Individual work, what comes to mind first. Write a list of your opinions about this story or task (4 minutes).
  3. Get into pairs and present your personal opinions to each other. Then together formulate 3-5 common opinions for the two of you, taken from your list of personal opinions. Write them on paper (6 minutes).
  4. Form groups of 4 people. Present the opinions in pairs and again formulate 4 general opinions for the whole group. The group writes them on a separate piece of paper (8 minutes).
  5. Binary groups of 4 combine to form larger groups of 8. Groups present their opinions, identify similarities and differences. (They may also add new reviews in the process.) Again formulate 4 general opinions for the whole group.
  6. Present all the opinions formulated by the groups to the class.
  7. Reflect with students by asking follow-up questions.
    - How do you feel about working alone?
    - What was the advantage of working with 2 compared to working alone?
    - At what stage did everyone participate equally and actively?
    - At what stage was decision making easier?
    - Did everyone participate in the discussion when working in groups of 8?
- Face-to-face group interaction should be monitored and the student's attention drawn to it if necessary, especially in groups of 8. It becomes obvious for the students that the hardest part was working in a group of 8 people.

### *The grammar-translation method*

The grammar translation method is a language teaching method to learn a foreign language. GTM is derived from the classical/traditional method of teaching Greek and Latin. This method aims at studying and analyzing the grammatical rules of the target language. In this method, a practice of grammatical structures was carried out through the means of translating both into and from the mother tongue. The GTM is totally based on the written word and texts.

The grammar-translation method remained dominant foreign language teaching method in Europe from the 1840s to next 10 decades and even today this method is widely used in some region of the world. However, during mid-19th century, theorists started questioning the principles behind the grammar translation method. Because at that time, there was a greater demand for ability to speak foreign languages, and many renowned reformers began reconsidering the nature of language and learning. Because of the struggle of theorists, changes were beginning to take place but could not replace it totally and we can see practice of GTM even today.

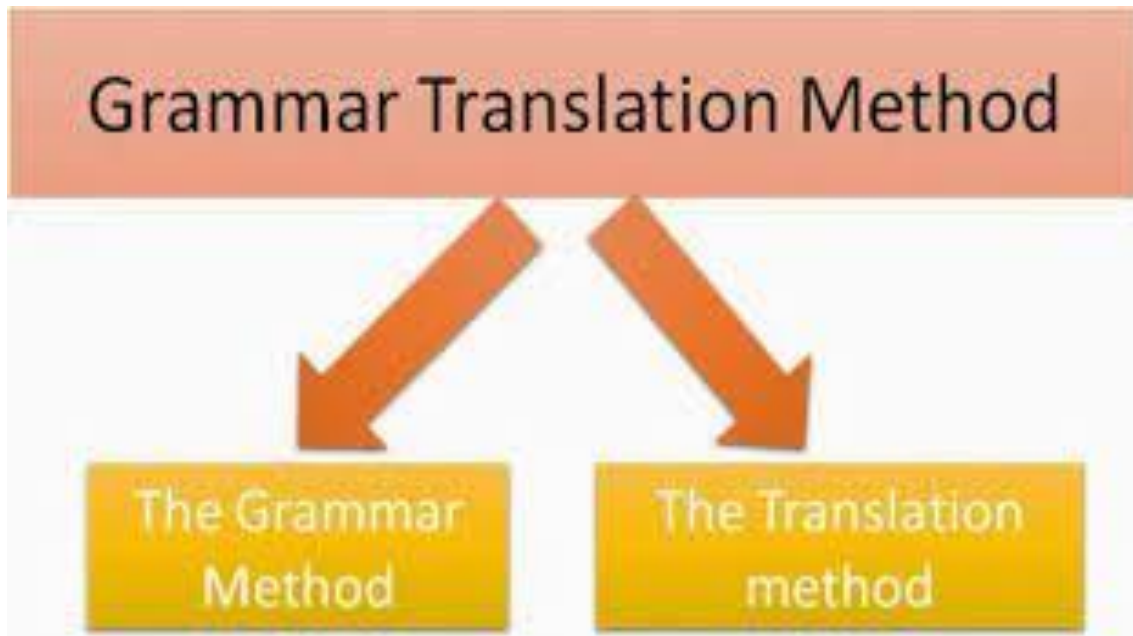
### **Objectives of the Grammar Translation Method:**

There are some main objectives of grammar–translation classes.

- GTM develops reading ability to a level where a student can read literature written in the target language.
- This method improves students' general intellectual capacity.
- Forming good academic knowledge of the target language is a key objective of GTM.
- GTM focuses on learning grammar rules for better accuracy.
- Moreover GTM develops students' memory

### **Goals of Grammar Translation Method**

The GTM has two main goals. First is to enable students to read and translate literature written in the source language, and second is to develop students' general intellectual discipline.



## Conclusion

Դպրոցականերին սովորեցնելով կարդալ, ունկնդրել, խոսել և գրել օտար լեզուներով, թարգմանել մի լեզվից մյուսը՝ մենք հարթում ենք նրանց ճանապարհը դեպի այլ ազգային մշակույթներ և դրանց միջոցով դեպի համաշխարհային մշակույթ, հնարավորություն ենք ընձեռնում հաղորդակցվելու այլ ազգերի հետ՝ միավորելու համար ջանքերը՝ հանուն երկրի վրա խաղաղության և կյանքի պահպանմանը:

Պետք է յուրաքանչյուրն իր դասին օգտագործի համապատասխան մեթոդներ, որոնք հնարավորություն կընձեռեն դասապրոցեսն իրականացնել հաջողված: Յուրաքանչյուր մեթոդ օտար լեզվի ուսուցման համար ունի իր առավելությունները և դրանք հիմք են հանդիսանում ուսուցումը առավել հաջողված կազմակերպելուն:

Ես ուսուցման ընթացքում օգտագործում եմ այնպիսի մեթոդներ, որոնք կհետաքրքրեն սովորողներին և ավելի կքաջալերեն ուսման նկատմամբ նրանց հետաքրքրությունները: Հատկապես կարևորում եմ դասարանի մասնակցությունը դասապրոցեսին, այլ ոչ թե՝ անհատի:

Սակայն յուրաքանչյուր դասարան ունի իր առանձնահատկությունները, և այդ է պատճառը, որ տարբեր դասարաններում օգտագործում եմ տարբեր մեթոդներ:

Օրինակ՝ Վենի դիագրամը, որը շատ է տպավորվում երեխաների մոտ ես օգտագործում եմ ավելի ցածր դասարաններում:

Օրինակ՝ մրգերը և բանջարեղենները անցնելիս օգտագործեցինք Վենի դիագրաման և անմիջապես նրանք սովորեցին և հիշեցին մրգերի և բանջարեղենների անունները:

Եվս մեկ դաս անցկացրեցի grammer- translation մեթոդով 9-րդ և 11-րդ դասարաններում, և իմ կարծիքով դասս ավելի հաջողված ստացվեց 11-րդ դասարանում, քանի որ դասարանը ավելի ծավալուն էր անցել քերականությունը և ավելի հեշտ էր ստացվում թարգմանությունը:

Օգտագործելով տարբեր մեթոդներ տարբեր դասարաններում եկա այն եզրակացության , որ յուրաքանչյուր դաս և դասարան կարող է ստացված համարել , եթե օգտագործենք ճիշտ մեթոդը: Ինչպես նաև բարձր դասարաններում օրինակ 10 -12 –րդ դասարաններում կարելի հաճախ օգտագործել grammer – translation , Communicative language teaching և Ven Diagram մեթոդները, որոնք զարգացնում են աշակերտների խոսելու, գրելու և հաղորդակցվելու ունակությունները;

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