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COMPETENCE-BASED APPROACH IN TEACHING FOREIGN LANGUAGES

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This article deals with the problem of teaching English. This article also discusses different problems faced by teachers of English. Teaching students getting maximum knowledge of a target language, and how to use their knowledge in a real-life situation.

Teaching profession is highly creative, aimed at improving methods and techniques, forms and means of education. Real teacher is characterized with constant dissatisfaction of the achieved results, the search for effective innovation. How to teach our students to think? It's a lifelong skill with broad applications both inside and outside the language classroom. We can't cope with this problem immediately. It is reached by our activity day by day, step by step. The aims and objectives of education of XXI century are:

- to teach students to get knowledge;
- to teach them to live;
- to teach them to communicate.

Teaching is the most important part of the educational process, and it depends solely on a teacher whether or not a student will fall in love with a subject. Everyone has favorite teachers, those whose lessons are truly enjoyable and pleasant. The success of any particular person, as teacher, depends on many factors, and it is impossible to find particular characteristics that will make any person a good teacher. The teaching view of a student who attends will be described from the point a lesson and from the teacher's side.

In a school, students all get used to the fact that a teacher provides students with all the necessary information about a subject: textbooks, class notes, additional reading and, of course, verbal explanation.

The essence of the new technology is to create a learning environment where the development of student turns into a major problem, both for teachers and for the most student. This complex pedagogical problem is solved sequentially on the first stage (primary school the first 4 years) - by forming the child's needs and the ability to self-development, and in subsequent years - due to strengthening of the capacity and creating conditions for its maximum implementation. Students often show weakness when it is required independence, initiative and creativity. Unproductive training methods is operated at schools. They are memorization, repetition, exaggerated work with textbooks,

etc. Imitation, repetition, duplication remain a prominent part of teaching methods. Educational process primarily is oriented to the model of «teacher as the center of learning» to «on the average student» being far from the inquiries, capabilities, plans of students. The main problem of the implementation of foreign language teaching is a pedagogical competence of the teacher, his ability to organize independent activities of children to acquire knowledge. Education system in the XXI need a new type of teachers who understand the psychological regularity of student's development and possess the skills of educational activity on the basis of dialogue, not a monologue.

The processes taking place in the modern world on the means of globalization creates a powerful incentive. Today knowledge of foreign languages in our country is becoming increasingly not only political, but also cultural and economic needs of the Kazakhstan's people. In our opinion, in the teaching of foreign languages has created a new station: practice outstrip the theory. We need to develop a new direction- intensive language training. We need to set new goals and objectives that would encourage and support the needs of contingent. It's time to move from the old techniques to intensive method - verbal communication, speaking. Intensive method is based on the high motivation of communication, including all kinds of educational materials: textbooks, dictionaries, phrasebooks, audio and video recordings, guides and game incentives. Intensive technique does not dose introduction of vocabulary, pupil's lexicon of memory is wider than assumed traditionally. Peculiarity of intensive method - relying on their native language. Parallel representation promotes accelerated mastering material because in any case students use their native language as a foundation on which they build new linguistic task. Intensive method is versatile and with its help can be trained and specialists with higher education and people with zero knowledge of language, children and adults.

Teaching a foreign language successfully does not depend only on one's knowledge from books on methodology. Of course, it would be good to be aware of methodology as much as possible, but unless a teacher is creative, he or she will not be able to give a class that extra spark that truly inspires learning.

The secret to being a successful teacher seems to be unpredictability. When students do not know what you are going to do next, they pay attention. Students might enjoy a surprise lesson. Students always wait for something new from their teachers, especially on a holiday or on the eve of a holiday.

Low motivation is observed by students to learn a foreign language, because a foreign language is a difficult subject that requires a lot of effort, time and perseverance. Belief in the impossibility of overcoming these obstacles, frustrating, and sometimes unwillingness to overcome certain difficulties, leads to reduced interest in a foreign language. Therefore, the main task facing the teacher is to unlock the creative potential of students to find such teaching tools that would have prompted the mental activity of students and interest in a foreign language. When learning a foreign language in the first place should be the motive, which according to B. A Sosnowski there are needs, its direct psychological manifestation [1. p. 83]. Requirements find itself in specific motivation and realized in them. Motive – to answer the question: what does it take to satisfy the needs?

Currently there are active search for new methods in teaching foreign languages, capable of stimulating sustainable educational interest in the learning process. There are different approaches in the teaching of foreign languages, different strategies in teaching. As noted, I.L. Bim [2] recognition of a student-centered approach as a new paradigm of education and training has led to changes in the formulation of objectives, selection of content, principles and techniques of teaching foreign languages. Most importantly, according to I.L. Bim, a differentiated approach to the student, to take into account his capabilities, aptitudes, needs. In relation to the content of teaching foreign languages it is necessary problematic set of materials, showing features of morals, customs and culture of the people in our country and in the language of being studied in comparison. One important consideration is that the emphasis is not on message of ready knowledge and on motivation of students to thinking of independent

information retrieval to their own conclusions and generalizations, as well as «transfer to himself» that is, an appeal to the life and voice experience students.

Now studying the language cannot be satisfied with only the knowledge of the language, no matter how deep they are. It is necessary to exercise in actual use of language in communicative situations. It is necessary to develop the so-called life skills. It is difficult to imagine a real-life situation, when you have to retell the text or read it aloud with expression.

The task we have set ourselves is worded as follows: «Through the implementation of competence-based approach in the teaching of foreign languages to ensure the formation of a key competence of pupils – their ability and willingness to use the acquired knowledge, skills and ways of working in the real world to solve practical problems. »

They are very different, these children of the digital age, the so-called digital natives. How can we, the adults, might wish it, they do not get to teach with methods familiar to us: book, notebook, dictionary for words read – retold, vocabulary dictation, grammar exercises. The most difficult thing is to realize the teachers at school: to teach the children with the old- fashioned way isn't a method. Yes, there are individuals with an incredible thirst for knowledge, they do not care how, just to gain new knowledge. In any situation they will learn. Unfortunately, experience shows that for the most part, these geeks are realized in adulthood rarely, except to learn, they cannot do anything. Almost a century ago, U.S. President Harry Truman said «The world is run by C - students», – and it is! It's time for teachers to face the usual students and make learning attractive to them. Create the conditions in which they want to become better, which will work intrinsic motivation «I want because it's interesting. » While we try to include extrinsic motivation: «Learn, come in handy. » Unable to get pleasure from study if all that you want – to remember and reproduce! Let's do what it is really useful in life, No more suitable object for this than a foreign language. So, children have changed, and remodel anyone is - a thankless job. Accept them for what they are and try to find new ways of interacting. The next obstacle – our obsession with errors. Teachers are error-correcting machines. The next point – we did not praise. Not accepted. And if it is «kind» teacher, then as a rule, it is accompanied by kindness low requirements. Kids love it, but mostly for the fact that he did not ask. To be professionally successful, modern teachers have a lot to work on yourself. And not only in terms of knowledge of the subject, but in a personal sense. After all, our task in the school – not just to give a certain amount of material to digest, but to create the conditions for the formation of personality. Every subject has issues and problems. Every teacher has complex situations that must deal with. It is normal, but sometimes, those situations just really make you feel upset, angry or just giving up. Well, don't worry, it is part of teaching. I myself, have dealt with many difficulties on teaching English as a foreign language. But I will share with you which, in my opinion, are the biggest problems in teaching a foreign language as English. And I will tell you some possible solutions.

The first problem is trying to deal with the apathy of the students. Most of them are really not interested in learning a new language. Actually, they don't see the point in learning another different language. And this is obvious, if students speak Russian or Kazakh, and we don't have English speaking countries as neighbors, big chances are that they won't feel motivated to study it. You should forget in teaching English, just to speak English. It is a lost battle. What you have to do is teaching the usefulness of learning English. After all, it is the students who will know how they will use the language and its purpose. Being away from the source: And by this, what I mean to say is the problem of just seeing the language in the class, and from then on, nothing. Students don't have the chances of practicing the language outside of the classroom. Use other ways, like music, movies, chat, and internet. Some students like listening music in English, so use that to continue practicing English. My experience says that homework doesn't work, it is an obligation, and they don't enjoy it. Bad behavior brings distraction and causes a mess class. Conduct that behavior in other ways of releasing energy,

like activities, games, contests. Students will enjoy competing. It is too strong to deal with a new language. Students tend to think in their native tongues, so the result is a kind of grammar.

This is really hard, but one way is giving them the steps, the form, the patterns of the grammar. So, even if it sounds a bit boring, they will follow the steps to write a sentence correctly. It seems that English subject is like an island, away from the rest of subjects, which tend to share something in common, Russian language. Create networks with other teachers, even if the subject seems to be so different, do it, because you can use their contents to be worked with the English language. It will seem more relevant because the students will be studying the same twice.

Summing up, in teaching a foreign language, a teacher should be flexible in all directions when working with digital children. This means being on a short leash with IT technologies, soft skills, to possess emotional intelligence to motivate and attract interest in the study of your subject.

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