Irada Baylarova
Azerbaijan University of Languages
bayirada@gmail.com

An Integrated Approach to the Methodology of Teaching Modern English in Schools of Azerbaijan

Abstract

This article is written on a relevant topic. The methodology of teaching foreign languages, including international English in school and university education, is of great importance nowadays. There are a lot of materials on this colossal problem today. Therefore, it was necessary to choose the least studied aspect. It becomes an integrated approach. One of the advantages of the presented article should be considered a close attachment to modernity. This is important, since the vast majority of textbooks on the methodology of learning English were written back in Soviet times. But, it is clear that since that distant time, the methodology of learning English has been significantly updated, and on the basis of recent achievements – (this is clearly evidenced by the author's periodic appeal to the opinions of authoritative scientists) – methodologists, philologists, and linguists – certain techniques are highlighted. They characterize precisely an integrated approach to the chosen topic of work.

Keywords: *integral techniques, comprehensive education, national audience, english, didactic games*

İradə Bəylərova
Azərbaycan Dillər Universiteti
bayirada@gmail.com

Azərbaycan məktəblərində müasir ingilis dilinin tədrisi metodlarına kompleks yanaşma

Xülasə

Məqalə aktual mövzuda yazılmışdır. Müasir dövrdə məktəb və universitet təhsilində xarici dillərin, o cümlədən beynəlxalq ingilis dilinin tədrisi metodikası böyük əhəmiyyət kəsb edir. Bu gün bu vacib problemlə bağlı çoxlu materiallar toplanıb, araşdırmalar aparılmışdır. Bununla əlaqədar məqalədə daha az araşdırılan aspekt seçilmişdir. İngilis dilinin öyrənilməsində kompleks yanaşma bu istiqamətdəndir. Təqdim olunan məqalənin üstünlüklərindən biri müasirliyə sıx bağlılıq hesab edilməlidir. Bu vacibdir, çünki ingilis dilinin öyrənilməsi metodlarına dair dərsliklərin böyük əksəriyyəti hələ sovet dövründə yazılmışdır. Ancaq aydındır ki, o vaxtdan bəri ingilis dilinin öyrənilməsi metodologiyası əhəmiyyətli dərəcədə yeniləndi və ən son nailiyyətlər əsasında metodistlər, filoloqlar və dilçilər tərəfindən fərdi üsullar vurğulandı. Bunu müəllifin nüfuzlu alimlərin fikirlərinə dövri müraciəti aydın şəkildə sübut edir. Onlar seçilmiş mövzuya hərtərəfli yanaşmanı dəqiq xarakterizə edirlər. Qeyd etmək lazımdır ki, məqalənin strukturu məntiqi olaraq onun əvvəlində verilən nəzəri əsasa dayanır ki, bu da öz növbəsində praktikada təbii olaraq təsdiqlənir. Bu cəhət respublikanın məktəb və ali məktəblərində ingilis dilinin tədrisi çərçivəsində bir sıra misal və tapşırıqlarla yekunlaşır.

Açar sözlər: *inteqral texnika, hərtərəfli təhsil, milli auditoriya, ingilis dili, didaktik oyunlar*

Introduction

Any language is a product of social work, unity and the result of people entering into communicative relationships. Consequently, as a social phenomenon, it is associated with various spheres of human activity. English, along with Russian, has been and remains an important means

of international communication. But, like all other languages in the modern civilized world, although slowly, it steadily continues to be updated with new words. Not all neologisms turn out to be commonly used. Some of them become productive and actively entrenched in the language, others to a lesser extent, without receiving proper development in oral and written speech, as well as in fiction. This, of course, definitely complicates language learning. But one cannot do without grammar, mastering new lexemes and repeating the material studied, because any structural changes that are directly and directly reflected in the vocabulary of the modern English language are somehow related to socio-industrial relations, achievements in the field of history, linguistics, philology, lexicography, culture, literature, art etc. Such a wide range of use of this language symptomatically leads methodologists, linguists and ordinary people to the idea of the need to study it. There is no doubt about how significant and literally vital it is to be bilingual today, that is, to speak a second language besides your native one. However, we will leave this point outside the scope of our article, focusing on the choice of methodological ways for accelerated and professionally competent study of both spoken and literary English. Over the past few decades, methodological science has made great strides in this regard, having developed a whole cascade of principles and techniques, as well as criteria for the selection of individual lexical units, expressions of phrases, etc. Meanwhile, they can be considered both in isolation from related linguistic processes, and in a complex way, when one phenomenon is closely related to another, passes into it, or develops in parallel with it. Let's be more specific: a methodical technique actively introduced into the practice of school or student studies does not break away from another, but is presented as part of the whole. Moreover, the approaches are important, effective, accelerating the exchange of skills, knowledge and meeting the latest requirements of methodological science. Put together according to the main sections of English linguistics, they represent a fairly large fragment of the general linguistic picture. In our opinion, this is an integrated approach to the methodology of learning and teaching English in schools and universities of our time. A brief overview of the most important aspects that are directly implemented in practice is the task of this article.

Research

First of all, we emphasize that an integrated approach to the methodology of teaching English consists of at least three fundamental concepts. This is the realization of a practical, more precisely, communicative goal of general education and educational. Each of these targets includes a number of tasks. Thus, the practical one is designed to form communicative competence among students of different ages. In simpler words, the ability to communicate in English. Moreover, both with their peers, schoolchildren and students, and with teachers.

The general education goal includes knowledge of linguistic and regional studies, that is, geography and the history of Great Britain from different eras, but, of course, within the framework of educational and school and university programs approved by the Ministry of Education. This goal also involves comparison with the native (in our case, Azerbaijani) language. Only it can be used in schools and universities as necessary, according to the circumstances, in a dosed manner and taking into account the age characteristics of each student, as well as the level of his intellectual abilities, traditionally considered in the methodology under the heading IQ. In this way, the educational goal stimulates the development of memory, thinking, distributive attention and cognitive abilities. In turn, the educational goal is mainly to form a positive attitude towards England as a whole, its history, the protection of cultural values, etc. If we summarize the tasks included in these goals, then the material contained in them indicates precisely an integrated approach to the chosen topic in schools and universities of Azerbaijan.

However, this approach is based on both theoretical and practical aspects. E.M. Galkina-Fedoruk correctly emphasizes that "the basis of the first at the present stage of history is objectively recognized as such a developmental education, in which an experienced teacher has a real opportunity to rely in every possible way on acquiring new knowledge" (Galkina-Fedoruk, 1964, p. 333). They should be based not on outdated routine methods of teaching a number of disciplines, including English, but primarily on the formation of the original thinking abilities of the students themselves. In order for these abilities to be revealed, as they say, to the maximum, complex

learning techniques that contribute to the intellectual work of the brain come to the rescue, when students independently propose hypotheses for consideration, while manifesting new knowledge and skills. It should be stated with confidence that such a form of education should ideally be conducted by a teacher in schools and universities consistently and purposefully. In the process of comprehensive English language teaching, its most important feature is its close connection with some related disciplines. For example, with literature, history, philosophy, psychology, geography, ethnography, folklore, etc.

We emphasize that the comprehensive training is based on the search work of the students themselves. It is most clearly reflected in various types of integrative techniques. Nowadays, in a number of Russian schools and universities, comprehensive education using integrative techniques in Russian language classes is actively used in the XXI century. However, it is carried out with caution in Azerbaijani universities these days. A significant interference to this process is the relatively weak school base, followed by clearly insufficient knowledge of a foreign language by Azerbaijani students (especially at the initial stages of education - I and II courses).

Comprehensive training is based on the following integral techniques. First of all, the teacher must create a problematic situation. It involves making assumptions, followed by hypotheses. If necessary, an extracurricular (optional) or university seminar (laboratory) lesson is supplemented with a philological commentary. At this point, the main functions of the teacher, in fact, can be considered completed. Any further mental operations under the supervision of a teacher are done exclusively by a contingent of students themselves. This is the general structure of comprehensive education. It retains its norms and rules when teaching English in a national audience.

The time has come to show in our article how all the goals, tasks, forms and ways of influencing students in the aspect of teaching them English are implemented in practice. The easiest way, in our opinion, is to demonstrate this in the most problematic, complex and controversial examples. So, until now, cognitive linguistics has certain difficulties in the study of English speech verbs. National (i.e. British) cadres, Russian and European scientists are still struggling with this problem. In the second half of the 20th century, Academician Vinogradov and such outstanding professors as L. Elmslev, S. Bally, E. Benveniste, V. V. Humboldt and others contributed. They also have separate works among Azerbaijani linguists. In particular, these are the works of academician Kamal Abdulla, professors Galina Udalykh, Lidia Granovskaya, Aslan Mammadli and some others who raised the question of the syntactic properties of Russian and English speech verbs, most often in their comparative aspect.

The question is, which methodological approach is more appropriate for domestic teachers to apply in schools and universities in Azerbaijan? In order not to follow the line of least resistance, first of all, it is established which specific English verbs traditionally belong to speech. These are: to say, to tell, to speak and to talk They denote the speech process and manifest to varying degrees messages, conversation or story (Belyayeva & Khomyakov, 1985, p. 37).

At the next stage, we propose to divide the spoken English verbs into two central groups. First of all, they include those that do not have additional (i.e. accompanying) characteristics and do not need explanations or comments, respectively. The second group includes verbs that have a narrower scope of use. These are: express, declare, repeat, narrate. They also participate on an equal basis in speech production. Finally, at the third and final stage, the essence of the expression of these verbs is explained to schoolchildren or students in the most accessible form (Ryan & Deci, 2000; Sailer et al., 2014; Schiefele & Schreyer, 1994).

Modern methodist theorists (L. G. Babenko, N. S. Bolotnova, Yu. V. Kazarin, V. A. Kukharenko and others) are mainly concerned about how to choose the right synonyms for them in order to vividly and visually compare them with the vocabulary already familiar to students (Shiryayev, 2004, p. 82). Along with the named English verbs, words such as "valor", "glory", "dignity", "honor" and similar in content can be written in active emotive vocabulary. At the same time, practical teachers, who bear the responsibility for the correct interpretation of these and similar English verbs, strive to explain their meaning not in an isolated, but precisely in a complex way. In other words, they bring them together semantically, distributing them into groups. One part

of them goes back to scientific discourse, the other should be demonstrated by the example of use in fiction. It is clear that the latter for teachers in English classes can be presented as a more vivid, figuratively emotional phenomenon. In our opinion, there is a simple and logical explanation for such a methodical technique: the artistic fabric of the work itself is accompanied by the English original. This makes it easier for speech verbs to be remembered and then reproduced by students in the process of communication.

Following this path further (taking into account the specified compatibility factor), scientists divide speech verbs into three groups: a) the actual processes of speaking; b) speech processes and related communicative tasks; c) the process of speech associated with other facts, phenomena and events of human life. The latter provision separates the actual process of speech from the semantic content of certain verbs of speech and expresses one or another manifestation of personality behavior.

The first group of English speech verbs does not express the content of the utterance and, accordingly, does not reflect the connection with facts and phenomena. Therefore, they only indicate the very pronunciation of phrases, words, expressions, etc. The second group expresses both the actions of speaking themselves and determines its character. It can be a topic or a rhyme of an utterance. There is a very large linguistic literature on this aspect (topic and reme), which in this case goes beyond the scope of our article. Therefore, we will limit ourselves to just stating the fact. Every Azerbaijani word with the same meaning is translated into English if necessary. Finally, the speech verbs of the third group denote certain actions that have signs of an external manifestation of speaking, more precisely, directly expressing will. If all three groups are brought under figurative designations, then, undoubtedly, they are much easier to remember, especially as part of an English sentence. In turn, combinations of English speech verbs with words such as immediately, carefully, strongly, perfectly, precisely, easily, indicate the energy, attentiveness, intensity, thoroughness of actions thought out by the subject and at the same time indicate his active character. "First of all, the value of dividing into groups and subgroups by steps lies in the fact that a careful analysis of the compatibility of the specifically considered speech verb to one degree or another reveals their connections with different forms and types of other words or whole expressions in sentences in order to most the exact definition of their dependence on the lexical and semantic meaning of speech verbs" (Dvornik, 2003, pp. 15-16).

An integrated approach helps the teacher in explaining issues such as the grammatical structure of modern English. If it is compared with the Russian or Azerbaijani language, then its distinctive features are all the more clearly visible. For example, it indicates some ways of using a noun in the function of the subject.

A). Light is a form of energy – İşıq enerji formasıdır.

With a slight change in the phrase, the noun organically appears already in the definition function.

B). We study light diffusion –Biz işığın diffuziyasını öyrənirik.

A certain interest and at the same time difficulty for reproduction is a word modification in modern English. Unlike Azerbaijani and especially Russian, English has only a very small number of word-formation suffixes, which serve primarily as stable indicators of the belonging of a particular lexeme to a specific part of speech.

Students are previously informed that there are only five inflectional suffixes in modern English, and, from the point of view of grammar, only three of them are ambiguous. The ambiguity, in turn, is compared with the tropes in the other two languages of the Slavic and Turkic groups. Here it turns out that they perform strictly individual functions. More precisely, "-ing", "-er" only formally coincide with the corresponding functions of the word-formation order. Next, we recommend writing out two types of these suffixes in a column, moreover, with mandatory use (and a teacher's comment) both with a noun and a verb.

What is the result? Each of the suffixes performs a strictly assigned role. However, considered exclusively in isolation (based on the material of the function alone), it is capable of confusing the process of learning the language as a whole, since it will be firmly attached in their minds either to

the name or to the verb. But in the course of learning English, the material studied is invariably soon replaced (say, grammar – syntax) by another. This only complicates the task of students once again, because without mastering the first, they simply will not be able to overcome the second (Heckhausen & Heckhausen, 2008, p. 7).

Here is a simple and uncomplicated example: "Last year, imports exceeded exports" and "Last year, exports exceeded imports". In Russian and partly Azerbaijani languages, with a free (and relatively mobile word order, respectively), an absurd modification of the meaning of the expressed thought occurs. But in English, the limitations of morphological means determine an incomparably firm word order. Only an integrated approach to these rules in grammar, syntax and other sections of the English language allows you to count on success in its accelerated and effective learning (Kapp, 2012, p. 203; Kelle, Klemke, & Specht, 2013, p. 280).

So, comprehensive training provides teachers with ample opportunities in terms of using all kinds of new methodological techniques or approaches in school lessons or electives and seminar (laboratory) classes. We would like to conclude the article with a brief coverage of such a technique as the use of didactic games in Azerbaijani schools and universities in the process of teaching English. The element of entertainment is never removed anywhere. Moreover, it is even actively postulated in teaching. The main task of the teacher is the preliminary selection of such vocabulary that would fully correspond to a specific section of English linguistics (Danes, 1974, p. 113).

The fact that these are very effective and effective forms of comprehensive education is emphasized, for example, by the well-known modern theoretical methodologist E. A. Gulieva: "Didactic games with various problem tasks, in particular, the researchers note, mainly contribute to the systematization and consolidation of knowledge about various signs and actions of objects, as well as about their main meanings. Problematic situations teach students of different ages – from schoolchildren to students – to be able to define a sign, a concept, an action in the most accurate words, to express their thoughts in a non-native language in a form understandable to others" (Kuliyeva, 2017, pp. 48-49).

Conclusion

What, in general, does a well-organized didactic game by a teacher contribute to? First of all, it causes students to have emotional responses and the ability to empathize with an initially posed problematic situation. A comprehensive study of a foreign language in the process of such a logical game combines the Technique of attractiveness. He orients teachers and educators to organize a didactic game, with the creation of a problematic situation, which ideally becomes bright and interesting for students. It helps to awaken the desire of pupils and students to compete with others in a class or group. Then we fix the availability reception. A didactic game with a problematic task should be chosen by the teacher with the expectation of its accessibility, the possibility of relatively simple implementation. Consideration of the psychological and age characteristics of the student is closely related to this requirement. This technique, based on didactic play and game exercises, involves the harmonious development of the creative abilities of a student or student at the preliminary stages of learning modern English.

References

1. Belyayeva, T. M., & Khomyakov, V. A. (1985). *Nestandartnaya leksika angliyskogo yazyka*. Izdatel'stvo Leningradskogo Universiteta.
2. Dvornik, O. D. (2003). *Funktsional'naya kategorizatsiya glagolov govoreniya v sovremennom angliyskom yazyke*. Avtoref. diss. ... dokt. filol. nauk.
3. Danes, F. (1974). *Functional sentence perspective and the organization of the text. Papers on functional sentence perspective*. Academia.
4. Galkina-Fedoruk, Ye. M. (1964). *Sovremennyy russkiy yazyk. Chast' II. Morfologiya. Sintaksis*. MGU.
5. Heckhausen, J., & Heckhausen, H. (2008). *Motivation and action: Introduction and overview*. Motivation and action (2nd ed., pp. 1-9). Cambridge University Press.

6. Kuliyeva, E. A. (2017). Didakticheskiye igry ka metodicheskiy priyom. *Russkiy yazyk*, 3, 45-53.
7. Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. Pfeiffer.
8. Kelle, S., Klemke, R., & Specht, M. (2013). Effects of game design patterns on basic life support training content. *Journal of Educational Technology and Society*, 16(1), 275-285.
9. Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55, 68-78.
10. Shiryayev, Ye. N. (2004). Glagoly rechi, vospriyatiya i mysli v roli razgovornykh modal'nykh sredstv. *Sokrovennyye smysly: Slovo. Tekst. Kul'tura,* 77-89.
11. Sailer, M., Hense, J., Mandl, H., & Klevers, M. (2014). Psychological Perspectives on Motivation through Gamification. *Interaction Design and Architecture Journal*, 19, 28-37.
12. Schiefele, U., & Schreyer, I. (1994). Intrinsische Lernmotivation und Lernen: ein Überblick zu Ergebnissen der Forschung. *Zeitschrift für Pädagogische Psychologie*, 8(1), 1-13.