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ТЕКСТКЕ НЕГИЗДЕЛГЕН ОКУТУУ ЫКМАЛАРЫ

МЕТОДЫ ОБУЧЕНИЯ ОСНОВАННЫЕ НА ТЕКСТАХ

TEXT-BASED TEACHING PRACTICES

Аннотациясы: Бул макалада ар кандай деңгээлдеги тексттерди колдонууга негизделген тил үйрөтүү ыкмалары талкууланат. Күнүмдүк жумушта тил мугалими көп учурда ар башка мүнөздөгү тексттерди колдонот. Тексттер талдоо үчүн да, жазуу жүзүндө да, оозеки түрүндө да ар кандай тапшырмаларды аткаруу үчүн колдонулушу мүмкүн. Макалада тексттер менен иштөөнүн негизги методдору жана жолдору жана студенттердин тил үйрөнүүдө колдонгон тексттердин бардык иш -аракеттери көрсөтүлгөн.

Негизги сөздөр: тексттер, окутуу, класс, аудитория, окуучулардын катышуусу, текстти талдоо, анык материалдар, инструкция

Аннотация: В данной статье рассмотрены методы преподавания языка, основанные на применении текстов разных уровней. В повседневной работе преподаватель языка зачастую применяет тексты разного характера. Тексты можно применять как для анализа, так и для выполнения различных заданий как письменно так и устно. В статье даны основные методы и способы работы с текстами и всоприятия текстов студентами при обучении языка.

Ключевые слова: тексты, обучение, класс, аудитория, участие студентов, анализ текстов, аутентичные материалы, инструкция

Abstract: This article discusses language teaching methods based on the use of texts of different levels. In everyday work, a language teacher often uses texts of a different nature. The texts can be used both for analysis and for performing various tasks, both in writing and orally. The article presents the main methods and ways of working with texts and all the activities of texts by students in teaching a language.

Key words: texts, teaching, classroom, class, students' participation, analyzing texts, authentic materials, instruction

Topicality of the article. Texts are part of our social environments and human relationships, so learners are attuned to recognition of texts, to working with texts, and to learning with texts, and they expect texts to make meaning. The aim of teaching is to immerse students in experiences with texts

in order to reflect the richness of students' everyday experiences of texts. The teacher's role is to select and sequence texts for planned and direct instruction for a class to learn the texts for participation in the class community and the community they aspire to beyond schooling. Programming involves selection of texts for students' participation in targeted language practices specific to students' purposes for learning the language. The main idea is for students to work to understand relevant texts, to respond to texts, and to express meanings in texts. The activities based on texts include observing texts in action, reacting to texts, analyzing texts, and composing texts [7, p. 67].

Experiencing and observing texts

A class is a local area with continuous freedoms to notice texts utilized practically. Texts are arranged in settings. The instructor as text is a model for understudies to notice target language in real life in various ways—utilization of the objective language for class the board, for example association, for showing content, and for social connections. The instructor is an understanding educator, a test instructor, and a chatting instructor. The educator clarifies the reasons for texts and their capacity in friendly practices. Understudies notice texts in real life to encounter the capacity of texts in settings of utilization.

Responding to texts

In traditional teaching learners' experiences of authentic texts were limited. In text-based instruction the aim from the beginning is to build students' discourse resources for textualizing meanings by working with texts. Teaching with texts integrates language skills or modes, so that a text selected to stimulate discussion is read aloud by the teacher, while students listen to and read the written script. When a text type has been selected for instruction, the teacher reads with the students several examples of the text type. The text is the stimulus for comment, discussion, and argumentation. The wording of a text is examined and examples composed together to support students' composition of texts [4, p. 108].

Analysis of the language of texts

The analysis of grammar is as functional components of texts. Through the observation and analysis of many texts students recognize texts and their functions [1, p. 77]. They analyze authentic instances of texts as preparation for the formulation of their own texts. The teacher's task is to guide students' recognition of distinctive features of texts and the different functions of texts. Together teachers and students analyze text types selected for building students' discourse resources. They examine the distinctive structure and lexical grammar of texts. These vary from text type to text type according to social and cultural function. The analysis of wording reveals relationships of wording to function, so an invitation is written differently from a recipe, or a letter of complaint, or a response to an article.

Composing texts

The communicative goal of language programs requires students to apply their knowledge of the wording of texts in the expression of meanings in conversation and in composition. The study of text types prepares students to make language selections for joint and for individual compositions. They apply text analysis to the language choices they make for talking together and for composing texts. Students gain knowledge of the lexical grammar of texts so that they express meanings in the kinds of texts they produce, whether personal or technical.

Theoretical framework: Language as social semiotic

The cycle for figuring out how to mean starts right off the bat throughout everyday life and proceeds all through life. It is a social course of correspondence among and with individuals from networks of practices. We learn language through support in language rehearses, both as eyewitnesses and as benefactors. Despite the fact that individuals utilize an assortment of assets for making implications, in numerous circles of life language is an imperative asset for importance making. Training is a model where guidance, errands and texts rely upon language use.

Text-put together guidance is based with respect to Halliday's hypothesis of language as friendly semiotic; that is language is an asset with which individuals make implications. Individuals' utilization of language is as texts. Language use is arranged in settings. Language as a framework is

coordinated practically so that occurrences of utilization identify with what is happening in settings and who is involved. From many experiences with language individuals construct potential for comprehension and for articulation of implications in numerous texts. Individuals figure out how to choose phrasings from the language framework to acknowledge purposes in settings. They word and construction texts through determinations from the language framework to shape text types for the outflow of implications. What's more, they recognize texts types to decide the elements of texts in settings.

The idea of language as an asset, with which individuals make implications, makes express a hypothesis for language getting the hang of—learning language is figuring out how to mean. Hasan composed that texts of significance call for somebody who _means' and somebody to whom that importance is implied: there is a _meaner', some _meaning' and a _meant to'. Language instructors are occupied with an ordinary, consistent, and normal course of significance making with understudies.

The semiotics of learning additional languages

In terms of social semiotics, the learning of additional languages is learning to mean with new language resources, but building on known discourses and texts. Learners expect to mean because this is their experience of language. Language learners know much about actual language use from their initial language experiences. This familiarity is the basis for learning new languages through engagement with texts.

Language learners expect to work with authentic texts to express meanings and to share meanings so they can participate in community practices with language. We underestimate the capacity of learners to engage with texts, and we undervalue the relevance of the first language experiences of learners to work with texts in an additional language. The challenge is to apply text-based curriculum design and pedagogy to teaching languages in different contexts and systematically to document and to share the experiences [3, p. 89].

Unfortunately, much of the material that is used in English curriculum lacks passion, intellectual excitement, and fun. Literary texts are meaningful, authentic, and relevant to learners' lives. They yield greatest opportunity for engagement, reflection, and hence, learning exists in them. Literature is intellectually stimulating because it allows a reader to imagine worlds they are not familiar with. This is done through the use of descriptive language. In order to understand, the reader will create his vision of what the writer is saying. In this sense, the reader becomes a performer or an actor in a communicative event as he reads. Literature-based programs focus on personal interpretation of the language so students begin to experiment with the language and incorporate this into their everyday speech and vocabulary.

Like never before previously, the two students and instructors approach data from an assortment of genuinely worldwide sources on an excellent scale. Facebook, Twitter and the web as a rule imply that students are imparting globally both as far as their vocation and public activity [4, p. 5]. Subsequently the interchanges themselves have turned out to be progressively identified with issues which cross limits and outskirts.

The test is to furnish the two students and instructors with texts that have widespread intrigue, that are significant, yet are somehow or another not officially exhausted by advanced media. Picking texts which are content rich improves the probability that they will produce distinctive reactions and purposes of premiums from various people, and this incorporates the instructors. Keeping up the excitement of an educator managing the material for maybe the fifth or 6th time ought not be belittled. What's more, countless realize English in a General English class, however progressively they have a more characterized reason in learning than they did previously. In one gathering for instance, an educator may discover students who need to pass a test, need to enhance their English in a business situation, or need to concentrate more on social English. A truly generative text gives the chance to lead into gainful work in something beyond one of these zones.

As previously mentioned, students want to feel that what they spend their time reading and listening to in the classroom, has real world application. A text that satisfies this criterion should

ideally create a desire in readers or listeners to discover more. Consequently, texts need to be authen-tic and *googleable*, and this should be true for all levels. So, while a text chosen for elementary learn-ers will need to be adapted in terms of language, we need the content to be real. A student can then go away and find out more for themselves.

Therefore, literary texts help them to acquire the language as a means of communication. This literature would make them native-like speakers because grammar is acquired implicitly, therefore, it is very important for making teaching English based on use and function-focus. Teachers of language should try to understand that the importance and effectiveness of teaching language lies in its spon- taneous and impressive use by the learners. As Obedient states, literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and ana- lytical learners. English students, those studying literary texts, are reading a version of the language which is rich in metaphor, simile, allusion and ambiguity, and these are the elements which deepen their thinking and understanding of the material they are reading as well as English language. When English is taught through literature, it creates the power of self-belief in students, and hence, influ- ences learner's behaviors, motivation and attitudes towards English language learning.

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