

CLUSTER APPROACH IN TEACHING FOREIGN LANGUAGES IN PRE-TERTIARY EDUCATION

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ANNOTATION

The article provides a brief overview of the newly developing cluster approach in teaching foreign languages and gives methodological instructions on preparing different types of exercises to improve students' professional communicative abilities in foreign languages using authentic materials.

Keywords: cluster approach, speech exercise, communication, professionally oriented teaching, objectives

INTRODUCTION

To date, a cluster approach to foreign language teaching is emerging. This approach can be called professionally oriented and specialized teaching of foreign languages. Its distinctive feature is that it implies that vocational guidance should be provided at almost all stages of education. Given the fact that secondary special education in academic lyceums is also an important stage in the training of qualified specialists in the system of continuing education, it is expedient to apply the cluster approach to this educational process as well.

Teaching a cluster approach-based foreign language, which implies the development of communicative competence, should be carried out on the basis of certain principles, requirements and rules that take into account the needs of the student, the goals and objectives of the educational process.

MATERIAL AND METHODS.

1. Instructors must apply an individual approach to teaching, take into account the abilities, interests, needs of students who differ in the level of language training, personal qualities, life priorities, etc. As an example, we can cite groups of students formed on the basis of the level of foreign language proficiency. When selecting the material and content of the lesson, the teacher should focus on the existing knowledge of students, the degree of formation of their speech skills. As a rule, groups of students are divided into levels Elementary, Pre-Intermediate, Intermediate and Upper Intermediate. The teacher should take into account this classification, select and adapt the material so that students have the opportunity to use it expediently and effectively for the development of speech skills and communicative competence in general. [1].
2. It is essential to create a psychologically comfortable working atmosphere in which students can and want to learn, interact with each other, discuss social and professional problems, jointly perform tasks without fear or self-doubt during class, actively speak out, use the acquired knowledge .
3. One of the most important requirements for the learning process in this context is the use of relevant, interesting and professionally relevant material in the classroom. As an example we can take the process of teaching a professional foreign language on cluster approach at direction

of natural sciences of academic lyceums. If the teacher works with a group in the direction of "Natural Sciences", then the educational material of this particular area should be used.

The teacher should be guided by the general didactic principle of visibility, the psychological principle of phasing in the development of speech skills, the methodological principles of complexity, interconnected teaching of types of speech activity and taking into account the native language, as well as the principles of communicative teaching of communication: speech-thinking activity, functionality, situationality, informativeness and professional orientation of training. [2].

RESULTS

Particular attention should be paid to the didactic supports used in the process of developing speech skills in the classroom in a professional foreign language. These tools contribute to the improvement of the learning process and help the teacher present the material, and students to navigate the variety of information, professional vocabulary, terminology and actively use them. The most relevant and frequently used didactic supports are the text (usually scientific or popular science), drawings, tables, graphs, diagrams, instructions, etc.

Analyzing the process of teaching foreign language based on cluster approach at academic lyceums, it should be noted that on the basis of these supports, exercises are formed that develop speech skills.

To form a system of exercises for the development of speech skills in teaching cluster approach-based foreign language, it is necessary to take into account the specifics of the material used in the learning process for a specific profile orientation, the availability of terminology, and the main aspects of communicative competence. Speech exercises should develop all aspects of speech skills, therefore, they are compiled subject to certain rules and requirements:

1. Speech exercise is a speech-thinking task of different levels.
2. Speech exercise provides a natural situational learning.
3. Each speech exercise is a new speech situation.
4. Speech exercise provides a motivated initiative of the speaker.
5. A speech exercise is a special case of a student's speech activity.
6. Speech exercise ensures the combinability of speech material.
7. Speech exercise is monolingual (if it is not translation training) [3].

In the process of teaching cluster approach-based foreign language, when compiling a system of exercises for the development of speech skills, it is necessary to determine whether this system is suitable for prepared or unprepared (spontaneous) speech, since there are some differences between these two systems.

As already mentioned, this article discusses the learning process and the system of exercises for students of natural sciences direction of academic lyceums.

DISCUSSION

As a teaching material articles and texts of biology and chemistry orientation are used, containing data and terminology on specialties, tables, graphs, diagrams, on the basis of which the corresponding exercises are compiled.

In the described system of exercises for the development of speech skills, the text "Chemical reactions" is used. As a preparatory stage before reading the text, the teacher uses questions that contribute to the gradual introduction of students into the process of speech activity:

What is a chemical reaction?

What takes part in chemical reactions?

What information about chemical reactions did you learn from chemistry course?

Already at this stage, the gradual development of speech skills is carried out, as students express their opinion, try to apply the experience and knowledge gained even before the lesson on a given topic

After an oral survey, students get acquainted directly with the text.

Whenever elements combine to form a compound, a chemical reaction takes place. A chemical reaction is a change in which one or more chemical elements or compounds (the reactants) form new compounds (the products). In a chemical reaction, a chemical change must occur, but atoms are not lost nor made.

Chemical reactions are determined by the laws of thermodynamics. Reactions can be exothermic (e.g. precipitation and crystallization) in which energy – usually in the form of heat – is given out to the surroundings, or endothermic, in which energy is taken in. Chemical reactions can be classified into a few categories. The simplest is probably synthesis, where two or more simple compounds combine to form a more complicated one. The opposite of synthesis is decomposition, where a molecule breaks down to make several simpler ones.

Redox (reduction-oxidation) reactions involve the change of an oxidation number, or transfer of electrons among the reacting substances. Reduction is the removal of oxygen from a substance. Oxidation is the gain of oxygen by a substance. The reducing agent – the compound that loses electrons – is said to be oxidized; the oxidizing agent – the compound that gains electrons – is said to be reduced. An important class of redox reactions are the electrochemical reactions.

Acid-base reactions involve the transfer of protons from an acid (donor) to a base (acceptor). Acids and bases are encountered frequently both in chemistry and in everyday living. Certain fruits contain citric or ascorbic acid (vitamin C), carbonated beverages contain carbonic acid and vinegar contains acetic acid. Soap and detergents, household ammonia, and lye (caustic soda) are common bases. Acids and bases have opposite properties and have the ability to cancel or neutralize each other producing water and a salt (neutralization reaction). [4].

In the lesson, students use the following vocabulary and terminology on the specified topic:

to combine, to form, reactants, laws of thermodynamics, exothermic, precipitation, crystallization, energy, heat, endothermic, synthesis, combined, substances, acceptor, donor

At this stage, it is advisable to use the following exercises:

1. Determine the main topic of this text.
2. Determine the main purpose of the text.
3. Determine the type of text: report, description, instructions.
4. Translate and make definitions for the following words: energy, heat, endothermic, synthesis.
5. Answer the following questions:
 - What law is the chemical reaction determined by?

- What categories can chemical reactions be classified?
- 6. Divide the text into logical parts and title them.
- 7. Formulate the main idea of the text.
- 9. Indicate what information is new to you and what you already knew.
- 13. Explain in a foreign language the processes taking place in the pictures associated with information from text.
- 14. Retell the text on behalf of a new character: a host of a program about the Earth, a scientist, a geologist, a teacher, a representative of an oil company.
- 16. Make up a dialogue in which you share information with your partner.
- 19. Role play / quiz game. Under these conditions, more students participate, which requires considerable preparation, planning and organization of the process of conducting classes, distribution of roles.

CONCLUSION AND ACKNOWLEDGEMENT

In conclusion, we can conclude that, being an integral part of the process of teaching a foreign language, including a professional one, speech exercises contribute to the development of not only speech skills proper, but also form the communicative competence necessary for further professional activity, without a sufficient level of which it is impossible to adequately and effectively carry out foreign language communication. When compiling a system of exercises, one should take into account the main principles, learning objectives, specifics of educational material and specialized terminology.

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