

**Цели , содержание и
принципы обучения
иностранному языку в
средней школе.**

- 1.Цели обучения.
- 2.Содержание обучения
иностранному языку.
- 3.Принципы обучения
иностранному языку.

Communicative Language Teaching



Communicative Language Teaching

(A functional approach since 1970s):
it is an approach, not a method; a unified but broadly based theoretical position about the nature of language and of language learning and teaching.

Communicative Language Teaching

This approach is learner-centered and emphasizes communication in real-life situations.

M.Halliday, D.Hymes, W.Littlewood,
D.Nunan, J.Richards

CLT

In 1966, that Dell Hymes put forward the idea of 'communicative competence', i.e. 'competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner' (Hymes 1972). Communicative competence involves more than having a command of the sum of the grammatical structures It involves being sensitive to such contextual factors as the purpose of the exchange and relation between the participants.

CLT

In 1994, H.D. Brown posed the question 'Is there a currently recognized approach that is a generally accepted norm in the field?' and he answered it by saying, 'the answer is a qualified yes. That qualified yes can be captured in the term communicative language teaching (CLT)'. A quarter of a century later, the answer is still 'yes', and still qualified.

The definition of CLT

Communicative Language Teaching is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language instead of studying the language.

In CLT the teacher serves as more of a **facilitator**, allowing students to be in charge of their own learning.

Learner-Centered

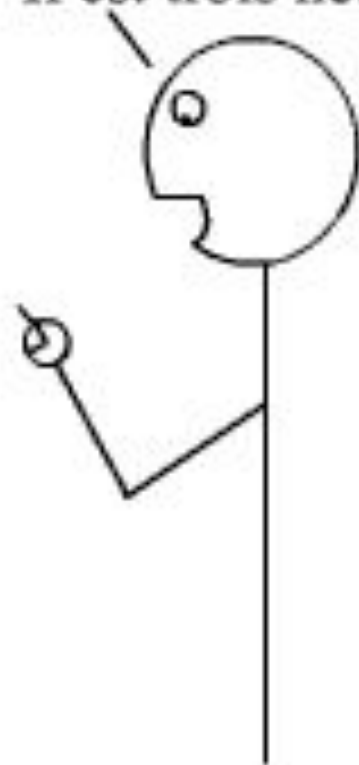
The role of the instructor in CLT is quite different from traditional teaching methods. In the traditional classroom, the teacher is in charge and "controls" the learning. In CLT the teacher serves as more of a facilitator, allowing students to be in charge of their own learning.

CLT emphasizes **real-life situations** and communication in context, for example, buying food at the market or asking someone for directions.

Excusez-moi, quelle heure est-il?



Il est trois heures.



Communication

- Language is used for communication. Whereas traditional language teaching places a lot of emphasis on grammar rules, CLT emphasizes real-life situations and communication in context.

Пассов Е.И.

- Основы коммуникативной теории и технологии иноязычного образования



Коммуникативная компетенция

- лингвистическая компетенция;
- речевая компетенция;
- социолингвистическая компетенция;
- компенсаторная компетенция;
- учебно-познавательная компетенция.

Коммуникативное обучение

НОСИТ **ДЕЯТЕЛЬНОСТНЫЙ**

характер.

Обучение строится на основе

ролевой игры (role play),

работы с проблемой (problem solving) и в работе с текстом

(text activities).

Акцент делается на

непроизвольное запоминание.

Речевая направленность
урока предполагает:

- речевые цели;
- речевую организацию занятий
- речевое поведение учителя и учеников.

2. Содержание предмета на иностранном языке

-это умения и навыки;

-это тексты и темы;

-это лингвистический материал;

-это трудности усвоения;

-это культурологическая информация;

(фоновые знания / background knowledge)

Частно- методические
принципы коммуникативного
подхода

- принцип коммуникативности;
- принцип ситуативности;
- личностно-ориентированный подход;
- принцип коммуникативной достаточности;
 - принцип учета родного языка;
- принцип комплексного подхода.