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Beder A.O¹ Doganay Y²

¹MA., *Suleyman Demirel University, Almaty, Kazakhstan, e-mail: aichimaru@mail.ru*

SPECIFICITY OF FOREIGN LANGUAGE TEACHING IN MIXED LEVEL CLASSES/АРАЛАС ДЕҢГЕЙЛІ СЫНЫПТАРДА ШЕТ ТІЛІН ОҚЫТУДЫҢ ЕРЕКШЕЛІКТЕРІ

Андатпа. Бұл мақаланы біз аралас сыныптарда шет тілінің оқытудағы ерекшеліктерін атап өттік. Және аралас сыныптарда шет тілін арнайы әдіс-тәсілдердің тиімді қолданылуын көрсеттік.

Кілт сөздер: аралас сынып, ерекшелік, әдіс-тәсіл, шет тілі

Introduction

Mixed level classes means, that students in the class have different age or maturity, intelligence and multiple intelligences, learning style, language aptitude, language levels, learner autonomy, motivation or attitude towards the subject, cultural background and in teaching mixed level classes teachers should be aware about these factors. Students come to a classroom with varied educational backgrounds. Some students have had little or no education. Others have

completed the equivalent of high school, while still others have attended college or university. As literacy is tied to educational background, students in the same classroom can range from illiterate or low-literate to high academic proficiency. A student's individual personality is another factor that affects instruction. Personality plays a huge role in a student's willingness to participate in activities, take risks using English, and become part of the larger classroom community. And the major factor is the student's goals. Research on student persistence is clear that the more specific a student's goal(s), the more motivated that student is to attend class. Students, for example, who are coming to learn English so they can get a better job, will be more motivated to come to class than those who are coming simply "to learn English." One significant factor is the age difference in the classroom. Students' age may be different, for example from 6 to 60. Generally speaking, the older the student, the more challenging it will be for the student to retain information. Personality and motivation, however, tend to have a greater impact on acquisition than age. The student's learning style. A teacher must be cognizant of the three learning styles - audio, visual, and tactile - and ensure that classroom instruction and activities accommodate these different styles of learning. Of course, a good student book and teacher's edition does this automatically.

And final factor is the use of English outside the classroom. Finally, the number of opportunities students have to use English outside the classroom can impact instruction. While some students may live in a closed community where everyone everywhere speaks their first language, others do not and must use English to communicate in everyday situations and/or at work. Of course, the more language learners use English in their everyday lives, the more quickly their acquisition and proficiency improves.

In planning teaching for a mixed level class, teachers must first regard the varied ability levels of their students. Generally, many students perform at the same or similar level; however, there are always students who perform "below" level and others who perform "above" level. Students who have below level are struggling to keep up with instruction. They need extra time to complete activities and are often dependent on peer support to be successful. These students may have feelings of inadequacy and low self-esteem and are usually very cognizant of the fact that everyone else in class is learning more rapidly than they are. Below-level students are at risk because they often become frustrated and blame themselves for their inability to learn more efficiently. At-level students are doing well with their current level of instruction and are progressing as they should. Above-level students may have more language proficiency than the at-level students, or these students may be able to "get it" more quickly than their classmates. Above-level students are at risk because they can become frustrated with the teacher for not providing more challenging lessons. They can also become bored or disruptive while waiting for the other students to "catch up."

A discussion of levels of proficiency cannot be complete without first addressing that a student's abilities in each of the four language skills - reading, writing, speaking, and listening - may also be at varying levels. The same student can be an above-level speaker, an at-level listener, an at-level reader, and a below-level writer. A teacher must be cognizant of each student's strengths and weaknesses during instruction and when assigning tasks. Teachers may feel frustrated by the challenges they face in their mixed ability classrooms and may not know how to create successful learning and teaching environments that meet the needs of all learners in a single class. S. Bremner states that the 'biggest stumbling block to effective mixed ability teaching would seem to be teacher attitude. Teachers lack the knowledge of strategies to use in the classroom for a wide range of ability.

Teachers who are familiar with the different abilities and needs of their learners and use mixed ability teaching strategies effectively are much better equipped to meet the diverse

learning needs of their learners [4]. We selected several useful strategies for guiding mixed level classes are listed further. First is the supportive learning environment. It is important to create a supportive learning environment in the classroom, where students feel confident and able to perform to the best of their ability. Second strategy is a classroom management. By managing classes effectively, teachers can ensure that learners will be involved as much as possible in the lesson. Classroom management techniques include organizing the classroom layout for maximum learning potential, involving all students, learning and using learners' names, teachers cultivating a positive attitude through their own attitude to the class, praise and encouragement, grading and using relevant teacher talk, using the board effectively and managing learning activities by giving good instructions, asking concept checking questions, using pair and group work, setting time limits, monitoring the activity and including feedback on the activity. Next strategy is a learning to learn. Teach learners about different learning styles and the different learning strategies for visual, auditory and kinesthetic learners. Teach learners how to be resourceful so that they know where to find help if they get stuck. Provide learners with the goal for the lesson and encourage learners to review and assess whether they have achieved the goal by the end of the lesson. Variety is methods of teaching, focus, materials and activities. Variety will generate learner interest and motivation; and lessons will accommodate different learners' levels, abilities and learning styles. Strategy of grouping use a range of interaction patterns in class. Learners should work in groups, pairs and individually. Groupings should be changed often, thereby giving learners an opportunity to work with different learners. Teachers must be mindful of the pace of their lessons. Teaching a class too slowly or too quickly may lead to boredom or frustration. A teacher must be aware of his/her learners' abilities and pitch the pace of the lesson accordingly. Teachers need to make the lessons interesting in terms of content, topic and activities. To find out what interests the learners, teachers could find out what interests the learners outside the classroom, allow learners to share their interests with the class through project work and personalization activities, such as 'show and tell', or allow learners to choose the content, topics or activities for lessons, where appropriate. Strategy of collaboration getting learners to work together and cooperating has a number of benefits for the learners and teacher. Learners develop their learner autonomy and learn from their peers, rather than always being reliant on the teacher. Learners who collaborate on tasks learn how to compromise, negotiate meaning and develop self-evaluation skills. Collaboration tasks can involve project work as well as pair or group activities. About individualization strategy Hess [12] describes individualization as 'providing opportunities for students to work at their own pace, in their own style and of topics of their choosing'. Individualization can be promoted in the classroom through portfolios, self-access centres, individualized writing or personalized dictionaries. Personalization – Ur [3] suggests including activities which allow learners to respond personally. Such tasks increase learners' motivation and interest as they are based on something the learners have experienced and can relate. Open-ended activities allow learners to respond to tasks and questions which have a variety of possible answers rather than one correct answer. Open-ended tasks allow learners to perform at their level of ability. Such tasks include sentence completion activities, story completion activities, brainstorming, writing own definitions for words, and answering questions in a range of ways. And last strategy is adapting materials. Course books are designed for a particular language level and do not offer much flexibility. As a result teachers may need to adapt the materials to make them easier or more challenging.

Conclusion

Studies have shown that teachers who view their learners' differences in a positive way and embrace strategies for teaching mixed ability classes are better equipped to teach in mixed ability classroom contexts. Mixed level of the learners is universal and we find mixed ability

students in almost all classes. There are problems for the teachers to deal with such classes because there is variety and teacher feels out of control in such cases. But if we try to apply the benefit of such classes and apply learner centered methods inside the classroom it can be the easiest way to deal with stronger as well as weaker students. Teacher can apply different strategies for teaching four skills of the language, especially by specifying the different task for stronger as well as weaker students.

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Варава С. В.

*ст.преп., Харьковский национальный университет имени В. Н. Каразина, Харьков,
Украина, e-mail: varava22@gmail.com*

ФОРМИРОВАНИЕ ЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНТНОСТИ ИНОСТРАННЫХ СТУДЕНТОВ В ПРОЦЕССЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ РКИ

Abstract. The paper discusses possible ways to form linguistic competence in Russian language using e-learning on the example of training foreign students specialized in Engineering. Objectives, types and correlation of different tasks and exercises of the distance course are analyzed. Examples of possible tasks, exercises and texts are demonstrated.

Key words: linguistic competence, e-learning, exercise system, Russian as foreign language, foreign students.

Формирование профессионально-ориентированной лингвистической компетентности в русском языке у иностранных студентов подготовительных факультетов предполагает изучение иностранными студентами определенного минимума лексико-грамматических, синтаксических конструкций и терминологической лексики, что позволит студентам адекватно участвовать в процессе общения в учебно-профессиональной сфере на первом курсе вузов в соответствии с выбранной специальностью. С. А. Хавронина отмечает, что «цель обучения иностранцев русской грамматике – научить практически пользоваться теми грамматическими средствами, которыми пользуются носители русского языка в процессе общения», «овладение грамматической единицей направлено на расширение возможностей иностранного учащегося в понимании и выражении различных значений, смыслов, интенций» [13, с. 344]. Лингвистическая компетентность студентов формируется в процессе грамматически ориентированного преподавания русского языка на основе функционально-семантического принципа, при котором учебный материал по научному стилю речи отбирается, организуется и активизируется с учетом актуального для