

ного обучения. В отличие от большинства суммирующих оценок, которые сознательно отделены от обучения, формирующие оценки интегрированы в процесс обучения и воспитания. Например, метод формативной оценки может быть таким же простым, как учитель, просящий учащихся поднять руки, если они чувствуют, что поняли новую тему, или он может быть таким же сложным, как выполнение учащимся самооценки в виде письма (помогают учителям определить потребности и проблемы в обучении, во многих случаях они также помогают учащимся развить более глубокое понимание своих собственных академических сильных и слабых сторон. Учащиеся восприняли формативное оценивание как обнадеживающее в плане того, что процесс обучения и оценивания стал более увлекательным и интерактивным. Когда учащиеся знают, что они делают хорошо и что им нужно работать больше, это может помочь им взять на себя большую ответственность за свое собственное обучение и академический прогресс. Такие подходы к обучению могут быть особенно важны для детей, которые не имеют дополнительной поддержки для обучения дома. Продвижение и использование качественного формирующего оценивания на уроках может внести существенный вклад в улучшение самооценки учащихся, в подготовке к саморегулируемым навыкам обучения, чтобы можно было улучшить активное участие учащихся в обучении и оценивании.

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## **NEUROLINGUISTIC APPROACH TO TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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#### **Аннотация**

Өзектілігі. Қазақстанда білім беру саласында жаңартулар кешені жүзеге асырылуда. Осы тұрғыда білім беру саласының жүйесінің алдында оқытудың заманауи әдістері мен тәсілдерін меңгеру, оқыту деңгейін көтеру, қоғамдық сананы жаңарту, функционалдық сауаттылық пен үштілділікті дамыту міндеттері тұр. Нейролингвистикалық тәсіл – бұл шет тілін оқытудың инновациялық тәсілі.

Мақсаты. Бұл мақала нейролингвистикалық тәсілдің ерекшеліктерін зерттеуге, сонымен қатар орта мектепте ағылшын тілін шет тілі ретінде оқытуда нейролингвистикалық тәсілді жүзеге асыруға болатын жаттығуларды зерттеуге бағытталған.

**Түйінді сөздер:** нейролингвистикалық тәсіл, жаттығу, шет тілі, оқыту, мектеп.

#### **Аннотация**

Актуальность. Казахстан реализует комплекс обновлений в сфере образования. В этом контексте перед системой образования стоит задача овладения современными методами и подходами обучения, повышения уровня преподавания, модернизации общественного сознания, развития

функциональной грамотности и трехязычия. Нейролингвистический подход – это инновационный подход к обучению иностранного языка.

Цель. Данная статья направлена на исследование особенностей нейролингвистического подхода, а также изучение возможных упражнений, которые могут быть применены для реализации нейролингвистического подхода в рамках преподавания английского языка как иностранного в средней школе.

**Ключевые слова:** нейролингвистический подход, упражнения, иностранный язык, преподавание, школа.

#### **Abstract**

Relevance. Kazakhstan is implementing a complex of updates in education. In this context the system of education is tasked with mastering modern teaching methods and approaches, improving the level of teaching, modernizing public consciousness, developing functional literacy, and trilingualism. The neurolinguistic approach is an innovative way to teach a foreign language.

Goal. The following article is aimed to investigate the distinctive features of the neurolinguistic approach and examine the possible activities that can be used for the implementation of the neurolinguistic approach in the classroom of secondary school for teaching English as a foreign language.

**Keywords:** neurolinguistic approach, activities, foreign language, teaching, school.

Kazakhstan is implementing a complex of systemic updates for the development of education and science. In accordance with the "Instructional-methodological letter "The principles of organization of educational process in secondary schools of the Republic of Kazakhstan in the 2018-2019 academic year", an effective education system is one of the main factors in ensuring the sustainable growth of the Kazakhstani economy and society [1]. In new conditions, the education is required to be of high quality and lifelong. Therefore, the Kazakhstani education system is tasked with mastering modern teaching methods and approaches, improving the level of teaching, modernizing public consciousness, developing functional literacy, and trilingualism [2]. In turn, the trinity of languages is Kazakhstani strategy aimed at further strengthening the country. The strategy emphasizes multilingual education, which is considered as a tool for preparing the young generation for real life. Mastering the Kazakh, Russian and English languages is becoming an integral component of the personal and professional activity of modern Kazakhstani society [3]. This situation led to the transition from bilingualism to multilingualism. This makes language learning one of the main indicators of adaptation to the new socio-political and socio-cultural realities. The qualitative change in education is impossible without the formation of a new view on teacher's role in the educational process and students in it. In this context, new educational technologies, methods, and techniques of teaching have evolved. One of them is the neurolinguistic approach. The neurolinguistic approach fully meets the requirements of the updated system of education [4].

The aim of this work is to investigate the distinctive features of the neurolinguistic approach and examine the possible activities that can be used for the implementation of the neurolinguistic approach in the classroom of secondary school for teaching English as a foreign language.

The results of the study will contribute to the development of the following science branches: psychology, pedagogy, methodology, and psycholinguistics. Our research aims to assist language teachers in planning and executing their language lessons in secondary schools' foreign language classrooms. In addition, the outcomes of this research will lead to the students' success as language learners. As for university and college students, this research will put a ground for further investigation of this area.

The neurolinguistic approach to foreign language teaching is an innovative way to learn and acquire a language for the communication, in a regular classroom situation. The neurolinguistic approach is based on theoretical concepts of psychology and neurology. The neurolinguistic approach to foreign language teaching was developed in 1997 by Joanna Netten (Memorial University of Newfoundland) and Claude Germain (Université du Québec à Montréal) [5, p. 86]. According to their research, this approach creates the necessary condi-

tions in the classroom for the development of speaking and writing skills. In view of Claude Germain, the neurolinguistic approach is a new paradigm. This is a new method of conceiving the relationships between appropriating (acquiring and/or learning) and teaching a second or foreign language. The following approach is aimed at the creation of the appropriate conditions, in a classroom setting, for spontaneous communication and successful social interaction [5, p. 87].

Claude Germain claimed that the neurolinguistic approach for the teaching of foreign languages may be applied to all language-learning classroom situations. This approach is based on the relationship between grammar skills taught in the classroom and the skills used by students in their speech [6, p. 4]. The foundation of the neurolinguistic approach is the theoretical view of Michel Paradis, the professor of linguistics at McGill University [5, p. 90]. In addition the neurolinguistics approach is connected with Vygotsky's concept of social interaction. Nick Ellis, a research scientist of the Michigan English Language University. Norman Segalowitz, the professor of Concordia University Canada, made a great contribution to the development of the approach. Originally, this approach was used in teaching French in Canada. Nowadays, this approach is being actively approbated in teaching different foreign languages around the world [6, p. 8].

Joanna Nett and Claude Germain identified five fundamental characteristics that should be presented in the programs based on the neurolinguistic approach.

1. *Creating conditions in the classroom and use of learning strategies for the development of internal (mental) or unconscious grammar:* For the acquisition of an internal grammar it is necessary to use and revise the limited number of structures in authentic communication with sufficient frequency. It will allow the brain to detect the regularities and develop neuronal connections. These neuronal connections are called pathways. The pathways are recorded by the students' procedural memory. Thus, the following process engages students to communicate. In order to provide the opportunities to use and revise a limited number of structures in authentic conversational situations, it necessary to include less vocabulary, fewer structures and more interactive activities. In addition, it is necessary to set three or four communication functions per unit related to each other and to the unit topic. Each function is presented only ones and used separately in several different situations. The aim of this action is to create short, personal conversations between the students. By the end of the unit, teachers need to combine the functions in order create more complicated discussion on the topic.

2. *Using a literacy-based approach to language teaching to change the focus from language learning to language use:* A literacy language aspect is focused on both its oral foundations and nature as a skill. Literacy is ability to use language. Literacy gives the opportunity to the language learning as developing habits rather than knowledge, to emphasize the oral language development and confirms the sequence of oral development before reading and writing.

3. *Using projects to guide learning so that students focus on the message they want to express, rather than learning language forms:* Language learning should be based on the use of interesting cognitive tasks that are aimed at creating an intellectual challenge for students. The project method seeks to create meaningful situations, cognitively challenging tasks for students. The teaching project is organized as a sequence of the mini-projects.

4. *Using authentic language exchanges that are not based on learning grammatical rules and forms:* Germain claimed, according to neurolinguistic researches, the use of authentic language allow acquire the internal grammar. This aspect plays a great role in spontaneous communication. Paradis highlighted the benefit of using authentic language to learning the language structures to occur.

5. *Social interaction:* In the classroom, constant interaction of students is required. The use of interactive teaching strategies is essential. Opportunities for group activities, pair work

and other forms of interaction are built into the units to ensure that interaction among students is a regular part of the classroom activities [5, p. 93-103].

In view of Lorena Sadiku, the professor of Aleksandër Xhuvani University, in teaching a foreign language, it is important to pay attention to the development of all four language skills: speaking, writing, reading, listening [7]. Keeping this in mind, we decided to compile the classifications of activities that can be used for teaching speaking, writing, reading, listening in English in the context of the neurolinguistic approach. The following activities will best serve Kazakhstani middle secondary school classroom, 5 through 9 grades. It is important to mention the fact that the following activities meet the requirements of the Kazakhstani updated educational program.

Thus, the Table 1 “Activities for teaching writing” represents the examples of the possible activities that can be used for teaching writing skill in the context of neurolinguistic approach.

Table 1 “Activities for teaching writing”

№	Activity	Procedure	Recommendation
1	Text message	Students imagine that they have to write a text message to a friend or family member. They write about what they have done in their English class.	Students have a chance to summarize what they have learned in written form. This writing activity may be related to any topic.
2	Sentence-Chain	<ol style="list-style-type: none"> <li>1. The teacher writes a short sentence on a piece of paper.</li> <li>2. The students take turns completing the sentence.</li> <li>3. The game is played as long as players can expand the offer.</li> <li>4. The winner is the one who finished the sentence last. He/she also writes a new proposal.</li> </ol>	The following activity is appropriate for the online format.
3	Writing a response	<ol style="list-style-type: none"> <li>1. Students read an article (of their choice).</li> <li>2. Write a response “Letter to the editor” giving the dis/approval or concerns regarding the article.</li> </ol>	Another variation of the following activity: The teacher may provide the newspapers by own and then suggest students to choose any articles from the suggested newspapers.

The Table 2 “Activities for teaching reading” presents the detailed explanation of reading activities.

Table 2 “Activities for teaching reading”

№	Activity	Procedure	Recommendation
1	Be attentive!	<ol style="list-style-type: none"> <li>1. Students are divided into pairs. (Student A, Student B)</li> <li>2. Student A gets the full text.</li> <li>3. Student B gets the text with gaps.</li> <li>4. Student A must read clearly with accurate pronunciation and Student B must fill in the gaps on their sheet as they are listening with the words they hear.</li> </ol>	If students have gaps at the end of the activity, the Student A must read the whole text again.
2	Walking reading	<ol style="list-style-type: none"> <li>1. A teacher prints out a few copies of a text.</li> <li>2. The teacher cuts down the text into paragraphs.</li> <li>3. The teacher numbers the paragraphs and sticks them around the room.</li> <li>4. Students get sheets of paper with comprehension questions.</li> </ol>	A teacher can support learners who need it with an indication of the paragraph number. Thus students will know where to find the answers to the given

		<ol style="list-style-type: none"> <li>5. Students go around the class read the paragraphs and answer the questions according to the text.</li> <li>6. Students check the answer during the group discussion.</li> </ol>	questions.
3	Summary	<ol style="list-style-type: none"> <li>1. Students are divided into pairs.</li> <li>2. Each pair gets a text.</li> <li>3. Students read their texts.</li> <li>4. Students prepare summaries of the texts.</li> <li>5. Students change partners.</li> <li>6. Students retell each other the texts.</li> </ol>	The teacher should prepare 5-6 different texts (in accordance with the number of students in a group). The size of the text should be about 60 words.

The Table 3 “Activities for teaching listening” demonstrates the examples of activities that can be used for teaching listening skill.

Table 3 “Activities for teaching listening”

№	Activity	Procedure	Recommendation
1	Listen and draw	<ol style="list-style-type: none"> <li>1. Students sit back to back with their partners. One student is given a picture and he/she must describe the picture to their partner.</li> <li>2. The other student draws the picture according to their partner's instructions.</li> <li>3. The students compare their pictures to the original.</li> </ol>	At the end of this activity the students may swap roles and describe a new picture. The online format of this activity can be organized by sending the pictures in a chat.
2	Describe the way!	<ol style="list-style-type: none"> <li>1. The teacher suggests students describe their route to school. (The whole class discussion)</li> <li>2. Students work in pairs. (Student A– blindfolded, Student B- instructor.</li> <li>3. Student B gives instructions to Student B (giving directions: Turn left/right, two steps etc.)</li> </ol>	The following activity can be organized in the form of a competition. For this, a teacher can determine the finish for each pair.
3	Slap it!	<ol style="list-style-type: none"> <li>1. Students sit opposite each other in pairs.</li> <li>2. The teacher prepares the lists of words.</li> <li>3. The teacher gives a list of words to each pair.</li> <li>4. Students listen to an audio, they have to slap the correct word when they hear it.</li> <li>5. The fastest student wins a point.</li> </ol>	During this activity, each pair should keep a tally.

Table 4 “Activities for teaching speaking” represents the examples of activities for teaching speaking.

Table 4 “Activities for teaching speaking”

№	Activity	Procedure	Recommendation
1	Bet you can't	<ol style="list-style-type: none"> <li>1. The teacher prepares coins (paper models).</li> <li>2. Each student gets the same amount of coins.</li> <li>3. Students go around the class betting each other that they can't do something. (e.g. "I bet you can not jump two meters".)</li> <li>4. The students bet using paper coins.</li> </ol>	The more conversations students have, the more coins they get. It is necessary to encourage students to ask at least four people.
2	Question Ball	<ol style="list-style-type: none"> <li>1. The students sit in a circle.</li> <li>2. The teacher throws a ball to one student and asks a question. The next step may have two variations:</li> <li>3. Variation 1: A student throws the ball back to the teacher and the teacher throws it to another student asking a different question.</li> </ol>	The online variation of the following activity is conducted without a ball. A teacher tells the name of a student and asks a question. Then student answers and asks another

		4. Variation 2: A student throws the ball to a different student and asks that student the same question.	student.
3	Speaking about past	1. The teacher writes the time indicators on the board (e.g. yesterday at 8 o'clock, last year, on the 7 of September, etc.) 2. Students choose two indicated written on the board and tell what they were doing at these times. (In pairs/group/class discussion)	It is necessary to give students some minutes for speech planning; The teacher should encourage students to ask clarifying questions.

According to the “Strategy Kazakhstan-2050” Kazakhstani citizens by the year 2050 should represent a society who fluently speaks three languages Kazakh, Russian and English [3]. New language policy has caused a number of updates in the educational system as well as a change in the status of foreign language proficiency. The updated system of education requires new approaches to the understanding teacher's role in the educational process and students in it. The neurolinguistic approach meets the criteria discussed by the Kazakhstani updated educational program. Once implemented, the approach can help students deal with difficulties in language learning, overcome language barriers and cultivate fluency in speaking.

The main goal of the research was to study the distinctive features of the neurolinguistic approach and examine the possible activities for the implementation of the neurolinguistic approach in the classroom of secondary school for teaching English as a foreign language. We described the core features, notion, principles of the neurolinguistic approach and compiled the classification of activities that can be used for teaching English as a foreign language in secondary school. Since there was no a lot of research in this field the theme of our research is novel. We understand that the following research is just an attempt to analyze and systematize the activities, but the results of the study can be used by language teachers in planning and executing their lessons in secondary schools' foreign language classrooms. In addition, the outcomes of this research will lead to the students' success as language learners. As for university and college students, this research will put a ground for further investigation of this area.

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