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**Creative approach to teaching of a foreign language**

*The article deals with range of activities and applied research for creative teaching of foreign languages.*

The ability of planning of a lesson and a creative approach to teaching a foreign language is especially necessary to the teacher in the work with Educational Methodical Complex. In the usage of the textbooks it is necessary to take into consideration the following facts: the level of development and informativeness and in some cases the peculiarities of mentality of pupils. Creative teaching moves pupils in particular, to nominate them. Such lessons are not identical from day to day, even if there is an element of predictability. They are more mercurial, prone to flashes of inspiration. They are commended for their good sense of humor, itself a sign of imaginative bent.

Creative teachers have bucked the trend towards uniformity, reasserting that teaching and learning are essentially human, rather than mechanical activities. Here is the range of activities and applied research as a part of the curtiative including:

* The creation of media centre equipped with state of the art media production equipment to facilitable research and enable content providers to develop their skills and extend their portfolio on technologically innovative projects.
* New compression techniques and standards for on line vision and audio transmission.
* Efficient image retrieval from databases.
* Techniques to produce photo realistic virtual environments.
* Motion control equipment.
* Improving the indexing, retrieval and reuse of film and video.

What is being considered –

* Investigation of shared virtual environments on the new generation of multimedia platforms to support design projects, shared space interfaces, distance learning, presales consumer support and multi-user games.
* Improve virtual Reality Set design and interaction with virtual characters.
* Techniques to extract foreground from background on still and moving images.
* Improved platforms for in flight entertainment. All the participants are aspiring to be, practitioners within the new industries employing this creative skills.

There are two core modules supplemented by electives and a two stage project .The core consists of Creative Technology Systems, which provides a critical study of the range of creative technologies and extra plates current rapid developments in them into future opportunities and challenges and Research and Development Methodology in which high level project management techniques studied applied to the various creative technology sectors.

Electives allow study in a variety of domains: Multi-media Technology; Computer-Based Music; Computer-Generated imagery; Animation and Effects; Video-Technology; Audio Technology;

Language laboratories play a very important role in teaching foreign languages,especially their creative teaching. In creative listening the text has occasional brief gaps represented by silence or some kind of visual aids. Learners write down what might be the missing word. It is needed to determine the best proportions of listening to tape repeating, recording and comparing at different levels. It is needed on the quality of tape, on the length of pauses, how many repetitions, what is really most effective medium than tape for modeling a foreign language and the accompanying behavior patterns. Meanwhile the showing of a film can usefully be followed by audio exercises which use the visual component.

TV programs and video cassettes have several advantages over audio cassettes.

* Students can see as well as hear what is being said. The visual element contextualizes listening material in as very beneficial way.
* They are real sample of authentic language use. The recording is close to real life.
* They are easier to understand as the facial expressions, the gestures and the physical background all give additional information.
* They are entricically more interesting as many people are more familiar with watching TV and Video than listening to audio material other than music and song.
* They are useful for reinforcing a language point and giving a summary for a language unit.

Guessing definitions: The teacher provides brief oral definitions of a person, place, thing, action, or whatever, learners write down what they think it is.

Longer responses: paraphrasing and translating, learners rewrite the listening texts in different words: either in the same language(paraphrase) or in another (translation).

Here the listening is only “a jump-off point” for extended reading, writing or speaking, in other words these are “combined skills” activities.

Problem solving. A problem is described orally, learners discuss how to deal with it, and/or write down suggested solution.

Interpretation. An extract from a piece of dialogue or monologue is provided, with no previous information, the listener try to guess from the words, kinds of voices, tone and any other evidence what is going on. At a more sophisticated level a piece of literature that is suitable for reading aloud (some poetry, for ex.) can be discussed and analyzed.

Tuition throughout the course involves the lectures, tutorials, practical work, computer- based learning and team teaching. All the study areas are brought together through case studies and projects.

Assessment is by a combination of in-course assignments reports, casework, formal examinations, work experience and a final year project/dissertation.

There are 6 factors making for interest:

1. Elimination of Bewilderment. Difficulty is one thing, bewilderment is another. The student must in the ordinary coarse of events, be controlled with difficulties, but he should never be faced with hopeless puzzles. Rational explanations and good grading well eliminate bewilderment and in so doing, well tend to make the course interesting.
2. The fence of progress achieved. When the student feels that he is making progress, he will really fail to be interested in his work.
3. Competition. –The spirit of emulation adds zest to all study.
4. Game – like exercises. –Many forms of exercises go resemble games of skill that they are often considered as interesting as chess and similar pastimes.
5. The relations between teacher and student. –The right attitude of the reacher towards his pupils will contribute largely towards the interest taken in the work.
6. Variety-change of work generally adds interest an alternation of different sorts of monotonous work makes the whole work less monotonous.

The embedded award of post-gratiduate diploma is available upon completion of the core modules, electives and the first stage of the project. Students individually identified projects, which may be a practical or theoretical nature are normally located in or around professional practice.

Students develop critical reflection of their own and their peer’s work throughout the course via student-focused seminars, in which the concepts, ideas and progress of the project work are reviewed. This is designed to encourage multi-and interdisciplinary working practices essential in the industries applying creative technologies.