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CONTEMPORARY METHODS OF TEACHING LANGUAGES

Abstract

This article describes the features of the language teaching contemporary methods. The goal of this article is to analyze theoretical aspects of the contemporary methods and to identify the features of practical implementation, their advantages and disadvantages. Much attention is given to communicative, conscious and intensive methods. This article describes principles of communicative, conscious, audio-lingual and audiovisual methods. The text gives valuable information about the specific features of the development of learners' communicative competence.

***Keywords:** teaching methodology, language, communicative method, communicative competence, interactivity*

1. Introduction.

An approach to teaching is a system of general methodological bases that explains the nature of the education subject and ways of mastering. There is not any unified classification of approaches in the teaching methodology. Shchukin A. N. analyzed language teaching approaches and classified them. From the point of view of the object of education he allocates the linguistic approach, the speech approach and the speech activity approach. From the point of view of the method of instruction the author allocates the direct approach, the conscious approach and the activity approach. The personality-activity approach and the sociocultural approach were formed on the basis the activity approach.

2. Materials and Methods.

The linguistic approach was implemented in the grammar-translation method. A teacher should direct students for mastering the lexical and morphological features of the language. Lexical and morphological information is explained in rules, tools, tables, schemes. Speech patterns are entered into the text. Students should use speech patterns for making sentences. Patterns are practiced through training exercises. Students work on reading skills and translation, but skills of listening, writing, speaking are lost. The linguistic approach does not develop the ability of using the language for communication.

Speech approach guides a teacher to teaching speech as a way of formulating thoughts in the process of communication by units of the language. This approach was realized in direct, audiovisual and audiolingual methods. The approach involves mastering speech patterns. Linguistic units appear in disparate form.

The speech activity approach is characterized by the examination of speech as the most important means of receiving and transmitting information. It is defined by a situation of communication and the system of language. The goal of teaching is the formation of a secondary linguistic personality. This approach was put on the basis of a practical and communicative method of teaching. It promotes the formation of communicative competences.

The main bases of the direct approach were taken to create the foundation for the direct, audiovisual and audiolingual methods. This approach pays a lot of attention to the simple, rote memorization of words.

Language units are studied through understanding the linguistic processes, they are strengthened in the memory of a learner through various exercises in the conscious approach. Students should use language units in their speech. The material passes through four stages of assimilation: familiarization, fixation, application and control. This approach was realized in the social practical and conscious comparative methods.

The activity approach is based on the active character of language learning. The approach was implemented in the communicative and intensive methods. Language learning occurs through using different role-playing games, construction of problem situations, solution. Solutions require cognitive activity and free communication. The activity approach is used in language teaching, it favors the formation of linguistic and speaking skills, the elimination of the communicative barrier in communication.

Communicative activity approach creates conditions for active contact among learners. The bases for this approach were realized in the communicative and intensive methods. This approach contributes to the development of all types of communicative activities: listening, reading, speaking and writing. Various exercises are used at a lesson. For example, verbal orientation exercises and grammar exercises for the parallel assimilation of grammatical features are used. The ultimate goal of learning in this approach is the formation of a communicative competence.

The essence of the sociocultural approach involves learning a language inseparably from learning the characteristics of a culture. Cultural and social life is reflected in a language - in proverbs and sayings, phraseological phrases. The sociocultural approach can be realized in language teaching, it is aimed at development of the students' communicative competence. It contributes to the formation of multiculturalism and multilingualism.

3. Results.

We consider the teaching methods developed within the framework of these approaches and the implementation of these methods in the teaching.

«Audiovisual method is a method of language teaching in a short time period on a limited lexical and grammatical material» [A. Schukin, 2003, p. 186]. In the audiovisual method the main attention is focused on the study of basic constructions which are necessary for communication. Language is a way of communication, so the subjects of study are models of verbal and non-verbal behavior. Learning is conducted in several stages: at the first stage there is familiarization of the material, a learner determines main features. At the second stage, there is explanation of the material, with the attraction of visual and auditory vividness. The third stage is a reinforcement, learners do exercises. At the fourth stage, speech skills are formed. The advantage of the method is the functional selection of lexical and morphological materials. Learners study material if it only needs for communication. The disadvantage is the uneven development of speech skills: listening and speaking ones develop, but translation is excluded from the system of classes.

The audio-lingual method includes using the auditory channel to perceive new material and to repeat phonemes, words or sentences. The basis of this method is the concept of behaviorism. The theory develops basics that people can learn the language through imitation, formation of words and sentences through analogy and repetition of speech patterns. Learning is conducted in four stages: memorizing the selected material through imitation, conscious choice of a model for comparing acquired speech patterns, the practice of using, and the free use of the acquired material in communicative situations. The advantage of this method is the development of oral speech, functional choice of lexical and grammatical material. The shortcomings include the predominance of intuitive forms of work.

The conscious practical method of teaching is characterized by the fact that all units should be recognized by the learners as the units of the language system with certain lexical-morphological characteristics, and as a means of communication.

Researchers S. Lebedinsky and L. Gerbik define the leading principle of the conscious-practical method: «The leading principle of this method - the principle of communicativeness - is that a learner in the educational process must exchange information (oral or written) in order regulated by

the needs of a foreign language team, in conditions close to the real speech situation». [S. Lebedinsky, L. Gerbic, 2011, p. 38]. Learning is characterized by the parallel mastery of all types of speech activity in the framework of this method, the material is divided into active and passive, the particularities of the native language are taken, the main goal of learning is the formation of communicative competences, therefore the priority is given not to the information about the language, but practical mastery of speech.

The conscious comparative method is characterized by awareness of linguistic phenomena value and their practical using by learners, comparison of the studied material with the similar material in their native language. A comparative study of linguistic phenomena also involves comparing and contrasting phenomena in a native and studied language with the aim of overcoming negative interference. At the same time, all types of speech activity develop on the basis of written language, since the text is regarded as the main source of the formation of speech skills.

Specificity of the communicative method lies in the fact that in the classroom real communication conditions are created. It is impossible to create exact conditions for a real communication situation, however, key moments are necessary. «To create the learning process as a model of the communication process, in the opinion of developers of the communicative method, means to model only the basic, fundamentally important, essential parameters of communication» [S. Lebedinskiy, L. Gerbic, 2011, p. 41]. The goal of teaching within the communicative method is the formation of a communicative competence. Lexical and morphological material is introduced gradually and functionally due to the situation of communication. Communicative method involves active interaction between a teacher and a student.

We should note the interactivity of the communicative method of learning. Interactive learning involves communicating in the language of instruction, it changes the teacher's style of communication, teacher switches to cooperation, abandons the authoritarian forms of communication with students, teacher uses the reflecting on learning and use innovative forms of learning, such as debates, brainstorming, "round table". Interactive teaching contributes to the removal of language barriers, the formation of a favorable climate in the group.

The communicative method involves the using of speech exercises which are divided into four types: imitative, substitution, transformation and reproductive. Imitative ones involve the completion of communicative tasks on the basis of lexical and syntactic units, they are taken from the sample. This is the simplest kind of exercise, the learner must use the language units in their answer without changing. The lexical units of the already existing grammatical form are supplemented in the substitution exercises. We should change a lexical, grammatical or syntactic form in transformational speech exercises. For example, to change the number of a noun, to select a suitable verb form, to replace the word with a synonym, etc. Students need to reproduce the material studied and practice their skills, so these exercises are acceptable for securing knowledge.

Intensive teaching methods are aimed at practical language mastering in a short time period. The intensive methods are characterized by the increased attention to the psychological climate in a group in contrast with other teaching methods. The desire to avoid possible language barriers and the activation of all the psychological reserves of an individual are main characteristics of method. Advantages of the method are the ability to master a large number of speech units in the shortest time, to create conditions for active using of speech units in communication.

The using of business games provides effective learning. «During a game, a student works creatively, purposefully, freely. To relieve the tension and stiffness of the participants, one should think up for each of them a new name and a legend (history). Thus, students acquiring a new role, build their own behavior with the others» [S.Seitenova, 2013, p. 132]. Students develop a game plan, define their own roles in the game and make possible answers to questions. Business games contribute to the development of interpersonal relationships in a group, awareness of the importance of each participant in the process.

4. Conclusions.

The main methods in teaching language are to be the communicative, conscious and practical, consciously comparative and intensive methods. The presented methods combine the principles of consciousness, communication, activity of learners, the functional mastery of lexical and morphological means, the focus on practical mastery of the language.

In addition, the audiovisual and audio-lingual methods can be used because these methods are oriented to use visibility, perception of information through the visual and auditory channels. However, methods can be used only as additional ones, because they are oriented to intuitive learning and provide uneven development of skills.

We believe that the communicative method ensures the development of communicative competences. The conscious practical method ensures the use of the language for professional and practical purposes. Comparative practical method helps to overcome negative interference in the study of languages, helps to understand better the features of the language. Intensive methods contribute to the activation of students' thinking abilities, ensure the mastery of the language in a short time.

Interactivity of the given methods provides active interaction between the teacher and learners, a high motivation, learning in cooperation, the removal of language and psychological barriers. The combination of the indicated methods in the teaching of the language corresponds to the set goals, principles and are directed toward the effectiveness of teaching.

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ТІЛДЕРДІ ОҚЫТУДЫҢ ЗАМАНАУИ ЕРЕКШЕЛІКТЕРІ

Мақалада тілдерді оқытудың заманауи ерекшеліктері айқындалады. Бұл мақаланың мақсаты – қазіргі әдістердің теориялық аспектілерін сараптау және оларды қолданудың ерекшеліктеріне, артықшылықтары мен кемшіліктеріне көз жеткізу. Мақалада коммуникативтік, саналылық, аудиовизуалды, аудиолингвалды әдістердің принциптері ашылады. Мәтін білім алушылардың қарым-қатынас құзыретін қалыптастыру ерекшеліктеріне бойынша құнды ақпарат береді.

Мақаланың мәнін ашатын сөздер: оқыту әдістемесі, тіл, байланыс әдісі, коммуникативтік құзыреттілік, қарқындылық.

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СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ЯЗЫКОВ

В работе раскрываются особенности современных методов преподавания языков. Цель данной статьи – проанализировать теоретические аспекты современных методов и выявить особенности их практической реализации, достоинства и недостатки. Особое внимание уделяется коммуникативному, сознательному, интенсивным методам. В статье рассмотрены принципы коммуникативного, сознательного, аудиовизуального, аудиолингвального методов. Текст дает ценную информацию о специфических особенностях формирования коммуникативной компетенции учащихся.

Ключевые слова: методика преподавания, язык, коммуникативный метод, коммуникативная компетенция, интерактивность.