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**СПЕЦИФИКА СОВРЕМЕННЫХ МЕТОДОВ В
МЕТОДОЛОГИИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ**

**MODERN METHODS SPECIFICITY IN METHODOLOGY OF
FOREIGN LANGUAGE TEACHING**

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Статья рассматривает специфику современных методов и подходов в обучении иностранному языку; особое внимание уделяется коммуникативному подходу, а также практике применения смешанных методов в процессе обучения иностранному языку.

Ключевые слова: метод; подход; критерий; речевой навык; вторичная языковая личность.

The article considers the specificity of modern methods and approaches in teaching a foreign language; special attention is paid to the communicative approach, as well as to the practical application of mixed methods in the process of learning a foreign language.

Keywords: method; approach; criterion; speech skill; secondary linguistic personality.

The study of foreign languages in modern society becomes an inseparable component of the professional training of specialists of different profiles and the quality of their language training largely depends on the successful resolution of the issues of professional growth and expansion of contacts with foreign partners.

At the present stage of the development of foreign language teaching methods, a special emphasis is put on new trends in the choice of methods

focused on the purpose of learning - the formation of the main features of a secondary linguistic personality among students.

A number of criteria determines the choice of modern teaching methods.

Therefore, the methods used should create an atmosphere comfortable for the student in which his desire to practically use a foreign language would develop. They should be personality-oriented thus affecting the personality of the student as a whole, namely should involve his emotions, feelings and sensations in the learning process, stimulate his speech, cognitive, and creative abilities.

The methods used should shift the focus from the teacher's personality to the student's personality, i.e. create situations in which the student is the central figure.

The teacher, using these methods, should teach the student to work on the language independently at the level of his physical, intellectual and emotional abilities. With this approach, the very form of work in the educational team, the interaction of students and the teacher also varies. It can be individual, group, collective, which allows the teacher to fully stimulate the activity of students, their independence and creativity.

As part of the use of the methods that meet the above criteria, it is assumed that the presented material is perceived by students as a tool and means of social interaction with a potential communication partner.

The last decades of the last millennium were marked by the emergence of different, sometimes contradictory, but still interesting methods and approaches in the methodology of teaching a foreign language.

Thus, in the 1960s and 1970s, a humanistic approach to learning was developed. Its essence lies in focusing on the personality of the student, on his interests, needs and opportunities, as well as on the ways of learning that correspond to his individual characteristics.

The humanistic approach in its turn led to the emergence in the foreign methodology of a number of new, alternative methods of mastering a foreign language. These include the method of relying on physical actions, the so-called total physical response, the silent way method, the method of community language learning, neuro-linguistic programming, etc.

It should be noted that the use of individual organizational forms and techniques characteristic of these methods helps to significantly increase the efficiency of the learning process and the motivation of the trainees.

Due to the development of the humanistic trend in psychology and didactics, the communicative approach has emerged in the methodology of teaching foreign languages. It is widely spread throughout the world nowadays.

At present, this approach is the trend within which the main objectives of training are formulated, the components of communicative competence are

identified and described, the role and nature of the materials used and teaching methods are defined.

However, some shortcomings of the communicative approach in teaching a foreign language, which on the whole is positively welcomed by foreign methodologists and teachers of a foreign language, should also be mentioned.

Many modern foreign scientists believe that the learning process should be based only on the content aspect, real communication and should exclude the work on the language form. To achieve this, it is necessary to use genuinely communicative tasks that are adequate to the set goal. In this case the principle of consciousness of learning in this case is underestimated and does not take into account the cognitive processes characteristic of mastering a foreign language.

Unlike Western colleagues, the majority of Russian scientists and methodologists accept an interpretation of the communicative method, according to which the learning process should reasonably combine systemic and substantive approaches, including the work on both form and content aspects of speech.

Such an interpretation of communicativeness allowed methodologists to introduce the term 'communicative-cognitive method', that is, to draw attention to the cognitive aspect of the process of mastering a foreign language when the language is studied outside the language environment and many features of its use, namely socio-cultural, are learned at the knowledge level.

In accordance with this understanding of the communicative approach in teaching a foreign language, the Passov's communicative method and Shatilov's communicative-cognitive method were developed and introduced into the teaching practice.

It seems that the most successful strategy in teaching a foreign language is the use of mixed methods, which are widely used throughout the world because of their successful combinatorics and universality of application.

Among the numerous representatives of this trend, we would like to dwell on the activities of P. Hagboldt and B.V. Belyaev in detail.

According to the American methodologist, Professor Peter Hagboldt, the method is a set of techniques aimed at achieving a specific goal for a certain period with certain textbooks taking into account the age and general development of students, as well as the school and society.

The method is never permanently frozen, it must be adjusted when teaching conditions change. He relates the following methodological principles:

- 1) the interrelation of various types of speech activity and the transfer of skills from one type of speech activity to another;
- 2) the difference between active and passive language proficiency;
- 3) the use of associative links and analogies;

- 4) the use of translation as a means of learning;
- 5) the role of foresight and additions [2, p.21].

The interrelation of various types of speech activity can, according to P. Hagboldt, be a reliable principle in teaching, if one is well aware of the essence of each of these types and makes efforts to transfer skills from one's native language to a foreign one or from one type of speech activity to another inside a foreign language.

In our country, the mixed method was justified in the works of Professor B.V. Belyaev. The author calls the method proposed by him consciously-practical. He calls it conscious, because he believes that language learning should begin with the awareness of the linguistic facts being studied, and practical, since practice — various kinds of exercises, especially speech and, first of all, oral exercises — play a dominant role in his proposed method [1, p.51].

It seems that the goal of the communicative approach to bring the student to speech should not be limited only by the construction of statements using the model and their repeated reproduction, although, of course, such speech exercises are important when teaching a foreign language.

However, it seems to us, that it is worth paying more attention to the content aspect of the issue, to teach the student, first, grammatical and syntactic specificity of the language being studied. After that, having in his disposal the apparatus for constructing a monological utterance, the student is able to enter into a dialogue, producing an infinite number of utterances, without thinking about them, or rather, not recalling the learned cliché remarks. To successfully communicate with a foreign language partner, mechanical memorization is not enough, and it is impossible to memorize all possible replies with their diverse lexical content, subtleties of syntactic structure, compliance with grammatical norms.

Knowing the grammar of the language being studied, constantly enriching his own vocabulary, performing exercises to develop oral skills, the student will be able to feel free in any speech situation, as he will be able to answer and ask questions, and express his own opinion.

Thus, when choosing an approach and methods of teaching a foreign language, first, it is necessary to proceed from the real abilities (physical, cognitive) of the students, their personal characteristics and the immediate tasks of teaching a foreign language. In addition to the common goal to teach the student to read, write and speak a foreign language, it is necessary to pursue the main goal, the one that constitutes the essence of the language as such, namely, to teach the student to use a foreign language to communicate with a foreign partner.

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