

Basic Concepts of the Methodology of Teaching a Foreign Language in Higher Educational Institutions

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Abstract:

The article is devoted to the problem of studying the methods and techniques of teaching a foreign language to students of a non-linguistic university. As an example, several modern and relevant methods of teaching a foreign language are given. This article pays special attention to the specifics of the application of these methods in the educational process. The effectiveness of methods of teaching a foreign language is also considered, since it contributes to the formation and development of various abilities, skills, general educational and professional competencies that are significant for a modern specialist.

Keywords: components, methods, discipline, principles, process.

The teaching methodology, like any independent discipline, has its own conceptual apparatus. The basic concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training. Taken together, they make up a system of methodological categories that allow to adequately describe the options for teaching a foreign language in different conditions.

The listed components are systemic formations and are aimed at achieving a single goal - language learning. They are closely related to each other and are manifested in each specific act of educational activity. They are formed under the influence of the environment, which dictates the requirements of what and how they should be taught in relation to the needs of society and are united with each other through training.

All components of the training system are in a certain hierarchical relationship among themselves. But the dominant role in the system belongs to the goals of learning, which are formed under the influence of the environment and influence the choice of approach / approaches to learning, methods, principles, means and organizational forms of learning. Through the abovementioned components, the training system is implemented (functions) in the form of an educational process, the organizational and structural unit of which is a practical lesson in language practice classes.

In the educational process, such a component as the goal of learning is very important. The goals are understood as the expected results of joint activities of the teacher and students. Objectives influence the choice of content, principles, forms, methods and means of teaching. Usually there are three main goals: practical, general educational and educational.

The practical (communicative) goal is to form students' communicative competence, the ability to communicate in a foreign language. Language is a universal means of communication. Other sign systems (gestures, facial expressions, signals, signs) are used only in specific conditions and convey information limited by these conditions, therefore, when they talk about learning to communicate, they mean learning to speak. The communicative goal in this case is the formation and development of speech skills, the ability to communicate, by language means.

Much attention is paid to the formation of non-verbal communication skills, or the ability to use non-verbal means of communication (gestures, facial expressions). Practical goals are set in different educational options: at school, university, in language courses. When preparing philologists - language specialists, future teachers and translators, along with practical language courses, theoretical ones are also read: courses in theoretical phonetics, morphology, syntax, etc. But these courses in the future are aimed at the same communicative goal - increasing the level of practical language proficiency. The general educational goal is to form in foreign students:

- regional knowledge about geography, history, culture of the country;
- knowledge about the language in comparison with the native one (to learn a new system of concepts);
- general educational skills (working with a book and a dictionary, expressing your thoughts in writing and orally), etc.

The educational goal is to form students:

- a positive attitude towards the country, its history and culture;
- motives of language learning;
- views, beliefs, norms of behavior, value orientations;

Teaching Direct Methods (not translated) methods. The group of methods of teaching foreign languages is so named because the representatives of this method strove in the classroom to create a direct association between lexical units and grammatical forms of the language and the corresponding concepts, bypassing the native language of students. The direct method is a method of teaching oral speech that simulates the conditions of the natural way of mastering a foreign language (i.e. the way of mastering a foreign language in the process of communicating with its native speakers).

This method is similar to how a child acquires a native language. A foreign language is learned by imitation of ready-made samples, repeated of what was heard and reproduction of new material by analogy with what was learned.

The emergence of the direct method. In modern methodological literature, the term "direct method" is used as a collective designation of a group of concepts for teaching oral foreign language speech that arose in a number of Western European countries and the United States in the 70-80s. 19th century Their appearance was caused by the public need to master oral foreign language (this was facilitated by the expansion of international contacts, colonial policy, population migration).

The activities of scientists and teachers, aimed at the development of these methodological concepts and their introduction into the learning process, in the history of the methodology was called "Reform Movement in Teaching Foreign Languages." Germany is considered the birthplace of the Reform Movement, and the creators - M.D., Berlitz (USA), F. Guen, P. Passy, M. Laudenbach, S. Schweizer E. Simono (France), V. Fietor, B. Eggert, M. Voltaire (Germany), G. Suite (Great Britain), O. Espersen (Denmark), etc.

The methods that appeared during the years of the Reform were called differently: natural (they tried to recreate the natural mastery of a foreign language), direct (it was supposed to directly master a foreign language without the mediation of the native language), imitative (the imitation mechanism was considered as one of the main in the learning process), visual (visual techniques of semantization were used), intuitive (intuitive mastery of the grammatical side of speech is

assumed). Common features of direct methods. The following was common to all variants of direct methods.

The main goal of training is proclaimed the mastery of oral speech. Reading and writing are considered only as a means of teaching oral speech. In the lesson, the language environment is recreated. Students' native language is excluded from the teaching process. Training is conducted in the target language. The new vocabulary is semantised not through translation, but through visualization and interpretation in the target language.

The content of the training is speech samples and sentence models, selected in accordance with the topic of oral communication. The main type of educational activity is oral and speech practice. In the process of practice, students use the techniques of imitating the teacher's speech and constructing new sentences by analogy with the studied samples. The main type of work is a dialogue with the teacher and students with each other.

The activation of the learning process occurs due to the strengthening of emotional moments, satisfaction from the results obtained, and increasing the motivation for learning the language in general.

The practical goal of the training was the complex mastery of all types of speech activity with primary attention to oral speech and reading. It was assumed that the best means of practical language acquisition is "being in the element of language." At the same time, in accordance with the directives of the direct method, classes began with an introductory course (up to one and a half months), within which the listeners got acquainted with the sound system of the language and mastered the minimum of words and structures necessary for understanding elementary speech and communicating with native speakers within a limited set of topics and situations. During the introductory course, an oral lead was maintained, in which the students moved from listening to the teacher's speech to repeating sounds, sound combinations, words and phrases, and then to reading and writing.

The main task of this period is, in addition to getting acquainted with phonetics, to learn to clearly understand a foreign speech in the volume of several dozen phrases and without difficulty, quite confidently to speak simple phrases, but necessary for communication.

The new language material was initially introduced orally, and only at the final stage of its development was written support in the form of text used. The vocabulary for the introductory course was selected mainly from the sphere of everyday communication and was introduced thematically. When explaining the meanings of words, preference was given to uninterrupted semantization, for which clarity, demonstration of actions and context were widely used.

The use of translation was not excluded, however, it was recommended to refer to the native language or the intermediate language when explaining abstract, polysemantic words, as well as words from the sphere of professional communication, and mainly at the final stage of the initial stage. The study of grammar, which was assigned a service role in the course, was carried out in parallel with classes on the development of speech. The grammatical material was introduced functionally, and the study of morphology took place on a syntactic basis, which to the greatest extent ensured the practical orientation of training.

The assimilation of grammatical material took place during the performance of imitative and substitution exercises. The absolutization of the direct method did not meet with universal support from teachers. The advantages of the method (the ability to use the language in oral communication) were recognized, but it was noted that this is only a task at the initial stage of training. In the subsequent stages, the main focus should be on teaching methods. Work on the text

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taking into account the professional interests of the audience. It was also noted that when working with adult students, one cannot completely exclude their native language and rely only on intuitive mastery of the language.

A better idea of the direct method can be given by the textbook of M.D. Berlitz and L.L. Breitfuss (1895). The textbook began with guidelines for teachers. The authors of the textbook advised to keep in mind that the language is difficult, so you need to go through the lessons slowly, repeat a lot and do a lot of exercises. It was noted that it is necessary to enter vocabulary in a visual way, work it out orally and write words on the board in order to accustom the student's eye to drawing letters.

The main thing is to teach the correct pronunciation from the first lessons. Introducing each new expression, the teacher asks several questions and answers them himself, and then makes the student answer. If the student is not able to answer the question, the teacher should prompt him, and if necessary, write the entire phrase on the board and ask the student to repeat it several times.

Evaluation of the direct method. The most typical results: students in a short period of time mastered oral speech within a limited range of communication situations. However, they did not have systemic grammatical knowledge. The formed speech skills were fragile, which was expressed in a large number of errors in speech. At the turn of the 20-30s. they begin to refuse to apply the direct method. In Western Europe and the USA, the concept of the direct method continues to evolve. Modifications of the method appear - the oral method (G. Palmer), the audiolingual method (C. Freese, R. Lado), and the audiovisual method (P. Guberina).

Applying advanced teaching methods and tools, it is possible to significantly increase student motivation and effectiveness, respectively, to achieve the depth of knowledge and skills that were previously possible only with a long stay of the student among native speakers.

Thus, the use of modern techniques in teaching foreign languages encourages a creative search not only for students who study languages, but also for teachers, and in general ensures the achievement of the main goal - obtaining solid knowledge in the field of language communication.

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