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ТИЛДИ ОКУТУУ ЖАНА ОКУТУУНУН КӨНДҮМДӨРҮ

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ПРЕПОДАВАНИЕ ЯЗЫКА И НАВЫКИ ОБУЧЕНИЯ

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LANGUAGE TEACHING AND SKILL LEARNING

Макалада сүйлөө көндүмүн автоматташтыруу маселелери жана анын тилди үйрөтүүдөгү мааниси каралган. Азыркы учурда чет тилди үйрөтүүдөгү негизги милдет болуп студенттердин оозеки кептик көндүмдөрүн өркүндөтүү эсептелет. Ошондой эле педагогикалык мүмкүнчүлүк жана тилдик аудитория маселелери да зор мааниге ээ.

Негизги сөздөр: сабак берүү, тил, аудитория, окутуу, педагогика, теория.

В данной статье рассматриваются вопросы автомизации навыков говорения и его значение в обучении языку. Главной задачей в настоящее время в обучении иностранному языку является совершенствование навыков устной речи студентов. Немаловажное значение имеют также вопросы педагогических возможностей и стратегии языковой аудитории.

Ключевые слова: преподавание, язык, аудитория, обучение, педагогика, теория.

This article discusses the automization of skills and its importance to language teaching. The article's primary concern is the foreign language classroom and improving students' oral production skills. Pedagogical possibilities and strategies for the language classroom will also be discussed.

Key words: teaching, language, audience, teaching, pedagogy, theory.

The application of skill learning to second language teaching faces several theoretical difficulties. Some language and cognition researches follow the thinking of Chomsky (1988) who contends there is a special mental faculty, a language acquisition device, for language acquisition. According to this view, language develops in specialized modules that are discontinuous from the rest of the mind. On the other side of this complex debate are those who claim that language learning is based on what E. Bates (1994) calls, "a relatively plastic mix of neural systems that also serve other functions". Skill acquisition-based theory rejects the idea that language is both uniquely acquired. Anderson (1995) claims "little direct evidence exists to support the view that language is a unique system" Other theoretical issues are involved in applying skill acquisition theory. Tonkin (1996) points out that skill acquisition theory fails to explain some parts of the language learning process. Why do learners tend to acquire before others and why does the influence of the first language on the second language vary? These issues indicates that learning language is not the same as learning other skills. In his papers he reviews the evidence and argues that both declarative and procedural knowledge are part of language competence. These kind of researches is trying to find explanation for cognition language better. Someday, no doubt, we will understand the nature of language and its relation for other skills. Until then, teachers should prepare for all possibilities, which bring us to discussion of the ways in which classroom activities can facilitate the automization of language. Language teaching that emphasizes the acquisition of skills is not a radical departure from what most teachers are currently doing. As Deckecer (1998) says, skill acquisition theory "is not blueprint for a new language teaching method". It is not a change of direction, but an extension of current approaches. Skill learning is compatible with the communicative approach to language teaching and Littlewoods (1992) even places it within the communicative approach. The kind of activities that are conducive to skill acquisition theory is just another lens through which we can explore what we do. Deckecer (1998) claims that as far as traditional language teaching method go, practice does not make perfect. He contends that most methodologies have ignored the basics of skill acquisition and are, therefore, doomed to only partial success. He claims that most current and past methods conceive of practice in a way that is incompatible with temporary skill theory. Early practitioners, using the Grammar translation method, for example, were not even interested in the automization of their students' productive skills. Later, structurally-based methods went too far the other way and tried to instill behaviors through mechanical drills before the requisite declarative knowledge was established. More communicative methodologies were better, he goes on, but tended to lack sufficient declarative knowledge, and placed too much weight on structures, but not enough on truly meaningful communication. Indeed, with the introduction of the communicative approach, there appeared a strong tendency to overlook linguistic forms and to downplay the teaching of grammar. This, according to Deckecer (1998) ignored the importance of establishing declarative knowledge.

This is not to say that skill-based learning is totally new and unrelated to the methods that teachers currently use in the classroom. What Deckecer is claiming-based on Anderson's theory is that proceduralization is achieved by engaging in the target behavior while temporarily learning on declarative crutches. Repeated behaviors of this kind allow the restructuring of declarative knowledge. The knowledge is proceduralized, so there is less load on working memory. Once this critical point is reached strengthening, fine-turning and automizing the skill becomes a function of practice.

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