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ЧЕТ ТИЛДЕРДИ ОКУТУУНУН МЕТОДОЛОГИЯСЫ

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МЕТОДОЛОГИЯ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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METHODOLOGY OF TEACHING OF FOREIGN LANGUAGES

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Макалада чет тилдерин үйрөтүүнүн айрым усулдары каралат жана чет тилдерин үйрөтүү методикасы менен башка предметтердин байланышы тууралуу сөз кылынат.

Негизги сөздөр: методология, чет тилдер, окутуу, дидактика, билим, лингвист, сүйлөө, физиология, психология.

В этой статье рассматриваются некоторые методы преподавания иностранных языков и их связь с другими предметами.

Ключевые слова: методология, иностранные языки, обучение, дидактика, образование, лингвист, речь, физиология, психология.

This article considers some methods of teaching foreign languages and the relation of the methodology of foreign language teaching with other sciences

Key words: methodology, foreign languages, teaching, didactics, education, linguist, speech, physiology, psychology.

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and others educational institutions. It covers three main problems:

- aims of teaching a foreign language;
- content of teaching, i.e. what to teach to attain the aims;
- methods and techniques of teaching, i.e. how to teach a foreign language to attain the aims in the most effective way.

Methods of foreign language teaching is closely related to other sciences such as pedagogics, psychology, physiology, linguistics and some others.

Pedagogics is the science concerned with the teaching and education of the younger generation. Since Methods also deals with the problems of teaching and education, it is most closely related to pedagogics. To study foreign language teaching one must know pedagogics. One branch of pedagogics is called didactics. Didactics studies general ways of teaching in schools.

Methods, as compared to didactics, studies the specific ways of teaching a definite subject. Thus, it may be considered special didactics. In the foreign language teaching, as well as in the teaching of mathematics, history and other subjects taught in schools, general principles of didactics are applied and, in their turn, influence and enrich didactics. For

example, the so-called "principle of visualization" was first introduced in teaching foreign languages. Now it has become one of the fundamental principles of didactics and is used in teaching all school subjects without exception. Programmed instruction was first applied to teaching mathematics. Now through didactics it is used in teaching many subjects, including foreign languages.

Teaching a foreign language means first and foremost the formation and development of pupils' habits and skills in hearing, speaking, reading, and writing. We cannot expect to develop such habits and skills of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formerly acquired habits 'on the formation of new ones, and many other necessary factors that psychology can supply us with. At present we have much material in the field of psychology which can be applied to teaching a foreign language. For example, N. I. Zhinkin, in his investigation of the mechanisms of speech came to the conclusion that words and rules of combining them are most probably dormant in the kinetic center of the brain. When the ear receives a signal it reaches the brain, its hearing center and then passes to the kinetic center. Thus, if a teacher wants his pupils to speak English he must use all the opportunities he has to make them hear and speak it. Furthermore, to master a second language is to acquire another code, another way of receiving and transmitting information. To create this new code in the most effective way one must take into consideration certain psychological factors.

Effective learning of a foreign language depends to a great extent on the pupils' memory. That is why a teacher must know how he can help his pupils to successfully memorize and retain in memory the language material they learn. Here again psychological investigations are significant. In learning a subject both voluntary and involuntary memory is of great importance. In his investigation of involuntary memory P. K. Zinchenko came to the conclusion that this memory is retentive.

Grammar-Translation Method

This method has been with us through the centuries and is still with us. It has had different names; at one time it was called Classical Method since it was used in the teaching of the classical

language, Latin and Greek. The method involves many written exercises, much translation and lengthy vocabulary lists. The teacher describes in detail the grammar of the language, focusing on the form and inflection of words. This method aims at providing an understanding of the grammar of the language in question expressed in traditional terms, and at training the students to read and write the target language, rather than mastering the oral and aural skills. To do this the students need to learn the grammar rules and vocabulary of the target language. It was hoped that, by doing this students would become more familiar with the grammar of the native language and that this familiarity would help them speak and write their native language better. It was also thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

Students study grammar deductively: that is, they are given rules and examples, they are told to memorize them, and then are asked to apply rules to other examples. They also learn grammatical paradigms such as the plural of nouns, degrees of comparison of adjectives and adverbs, verb conjugations. They memorize native language equivalents for foreign language vocabulary lists.

The techniques of G-TM imply bilingual vocabulary lists, written exercises, elaborate grammatical explanations, translation, and total involvement in reading and writing.

The objectives of G-TM are non-utilitarian – confined to understanding of literature which gives keys to great classical culture.

The advantages of this method lie in its limited objectives: understanding of written language and some basic writing and translation. The method is not demanding for the teacher (simple preparation from a textbook and little physical endeavour).

The disadvantages of this method include a total neglect of spoken language, communication skills, use of esoteric vocabulary, and monotonous procedure in class.

Thus the Grammar-Translation Method is simply a combination of the activities of grammar and translation. The teacher begins with rules isolated vocabulary items, paradigms and translation. Pronunciation either is not taught or is limited to a few introductory notes. Grammar rules are memorized as units, which sometimes include illustrative sentences.

Harold Palmer's Method

Harold Palmer the great English authority and teacher, experimented extensively with the question-answer method. He considered question-answer work to be "the most effective of all language learning exercise ever devised".

Palmer insisted, however, that if this technique was to be carried out successfully, all questions asked by the teacher must be carefully planned and thought out beforehand. Questions should never be haphazard, either in form or content. Specifically, H. Palmer thought that any question asked by the teacher should be of a nature that admits the following:

- an obvious answer, not an answer that requires one or more complicated acts of judgement on the part of the student;

- an easy answer, not one that requires the use of word, facts, or constructions unknown to the student;

- a relevant answer, direct answer involving only a moderate change through the process of conversion, substitution, or completion of the material contained in the teacher's question.

In H. Palmer's view, there are three stages of learning:

- Receiving knowledge.

- Fixing it in the memory by repetition.

- Using the knowledge by real practice.

The teacher who employs DM asks the students to self-correct their answers by asking them to make a choice between what they said and alternate answer he supplies. There are, of course, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said using a questioning voice to signal to the student that something was wrong with it. Another possibility is for teacher to repeat what the student said, stopping just before the error. The student then knows that the next word was wrong. There are also other options of remedial work.

The main principles of DM can be summarized under the following headings:

- Techniques

- FL used throughout.

- Audio-visual approach.

- Speech before reading.

- No translation-meaning conveyed through visual/mime.

- Objectives

- Fluency in speech.

- Capacity to think in target language.

- Meaningful everyday language.

- Grammar to be include from practice.

- Explanations in foreign language.

- Pros

- Lively procedure in classroom.

- Correct pronunciation.

- Absence of rule-giving.

- Learning through doing

- Cons

- Plunges learners too soon into unstructured situations.

- Foreign-Language learner not like infant native-language learner.

- Dangers of including wrong rule.
- Tremendous energy needed be teacher.

The Audio-Lingual Method like the Direct Method we have just examined, has a goal very different from that of the Grammar-Translation Method. The Audio-Lingual Method was developed in the United States during the Second World War. At that time there was a need for people to learn foreign languages rapidly for military purposes. As we have seen G-TM did not prepare people to use the target language. While the communication in the target language was the goal of DM, there were at the time exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioural psychology.

We can trace the Audio-Lingual Method rather directly to the "scientific" linguistics of Leonard Bloomfield and his followers. Both behaviouristic psychology and structural linguistics constituted a reaction against a vague and unscientific approach to the questions of human behaviour. Including the acquisition of knowledge.

Every language, as it is viewed here, has its own unique system. This system is comprised of several different levels: phonological, lexical, and syntactical. Each level has its own distinctive features.

Everyday speech is emphasized in the Audio-Lingual Method. The level of complexity of the speech is graded so that beginning students are presented with only simple forms.

The structures of the language are emphasised over all other areas. The syllabus is typically a structural one, with the structure for any particular unit include in the new dialogue. Vocabulary is also contextualized within the dialogue. It is however,

limited since the emphasis is placed on the acquisition of the patterns of the language.

The underlying provision of this method include five maxims to guide teachers in applying the result of linguistic research to the preparation of teaching materials and to classroom techniques:

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