

MODERN APPROACHES TO THE TEACHING OF FOREIGN LANGUAGE IN HEI СУЧАСНІ ПІДХОДИ ДО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ В ВНЗ

Learning a foreign language in today's world is an important component in the life of a modern person. Mastery of the foreign language by a student is relevant, because this knowledge provides new opportunities in communication, in learning and in the field of professional development.

Learning a foreign language is a creative and interesting process that contributes to the development of a person's worldview, improves logical thinking and develops the ability to express somebody's thoughts clearly.

Nowadays a clear social order is being formed in society for specialists who know foreign languages. The entry of Ukraine into the world and European space creates the need for certain changes in the field of education and especially in the field of teaching foreign languages in higher education.

The role of a foreign language in the education system has changed significantly as a result of global changes in the social life of Ukraine, as well as in other countries of the world. If earlier a foreign language was only an educational subject then in the modern world it has turned into one of the basic elements of the modern education system, a means to achieve professional realization of the individual.

In the system of education in the XXI century reforms are taking place which are influenced by the globalization and universalization of political and cultural life, increasing the pace of social life and the growing importance of using modern information technologies.

The process of teaching a foreign language is very important and diverse. The principles of teaching are understood as basic provisions which determine the nature of the teaching process and which are formed on the basis of the chosen direction. Clearly formulated principles of teaching help to resolve the question of what materials and techniques can be used.

Learning a foreign language is an integral part of students' professional training. This step is very important and requires considerable effort. In order to achieve a high level of a foreign language, it is important for a teacher to know the latest teaching methods, special teaching techniques and techniques in order to optimally choose one or another method according to the level of knowledge, needs, interests of students, etc. The rational and motivated use of teaching methods in foreign language classes requires a creative approach of the teacher, because «pedagogy is science and art at the same time, therefore the approach to the choice of teaching methods should be based on the teacher's creativity» [2, p. 159–160].

This article presents methods of modern principles of teaching foreign languages. The role of the student in this method is described. The student acts as an individual when learning a foreign language. The best communication training is communication.

Key words: *communicative method, cognitive aspect, individual approach, developing aspect, educational aspect, individuality.*

Вивчення іноземної мови в нинішньому світі – є важливим компонентом у житті сучасної людини. Володіння іноземною мовою студентом є актуальним, тому що ці знання дають нові можливості у спілкуванні, навчанні і у сфері професійного розвитку.

Вивчення іноземної мови – це творчий і цікавий процес, який сприяє розвитку світогляду людини, дозволяє покращити логічне мислення, розвиває вміння виражати свої думки чітко та ясно.

В наш час у суспільстві формується чітке соціальне замовлення на фахівців, які володіють іноземними мовами. Вихід України у світовий та європейський простір, створює потребу певних змін у галузі освіти, та особливо в галузі викладання іноземних мов у вищій школі.

Роль іноземної мови в системі освіти значно змінилася внаслідок глобальних змін в суспільному житті України, як і в інших країнах світу. Якщо раніше іноземна мова була лише навчальним предметом, то в сучасному світі вона перетворилася на один з базових елементів новітньої системи освіти, у засіб для досягнення професійної реалізації особистості.

У системі освіти у XXI ст. відбуваються реформи, на які впливають глобалізація та універсальна політична і культурного життя, підвищення темпу суспільного життя і зростання важливості використання сучасних інформаційних технологій.

Процес викладання іноземної мови є дуже важливим і різноманітним. Під принципами викладання розуміють основні положення, які визначаються як основні положення, які визначають характер процесу викладання і які формуються на основі обраного напрямку. Чітко сформульовані принципи викладання допомагають вирішити питання про те, які матеріали і прийоми можна використовувати. Вивчення іноземної мови є невід'ємною складовою професійної підготовки студентів. Цей крок надто важливий, і потребує значних зусиль. Для досягнення високого рівня іноземної мови викладачеві важливо знати новітні методи викладання, спеціальні навчальні техніки та прийоми, щоб оптимально підібрати той чи інший метод відповідно до рівня знань, потреб, інтересів студентів тощо. Раціональне та вмотивоване використання методів навчання на заняттях іноземної мови вимагає креативного підходу з боку викладача, адже «педагогіка є наукою і мистецтвом одночасно, тому і підхід до вибору методів навчання має ґрунтуватися на творчості педагога» [2, с. 159–160].

У цій статті представлені сучасні принципи викладання іноземної мови. Описана роль студента в цьому методі. Студент являється індивідуальністю при навчанні іноземній мові. Краще навчання спілкуванню – це спілкування.

Ключові слова: *комунікативний метод, пізнавальний аспект, індивідуальний підхід, розвиваючий аспект, навчальний аспект, індивідуальність.*

UDC 378.147:811.11
DOI <https://doi.org/10.32782/2663-6085/2023/65.2.42>

Tokman V.V.,
Lecturer at the Foreign Languages
Department
Sumy National Agrarian University

Problem statement. In the course of the development of foreign language teaching methods, crises of shortage and «overproduction» of ideas is necessary for the formation of a new methodological direction replaced each other. For example the transition to communicative learning was carried out in conditions of a clear lack of fruitful and truly new ideas. The crisis brought to life an active methodological and methodical search which contributed to the development of modern methodological concepts of teaching foreign languages.

In order to understand what the modern methods of learning a foreign language are based on, it is necessary to consider in detail the methodological principles that underlie these methods.

Analysis of recent research and publications.

The analysis of research by domestic and foreign authors shows that the correct application of modern teaching methods makes it possible to achieve impressive results in terms of the amount of learned material to develop students' listening and speaking skills in a foreign language using more lexical material in a shorter period of time. The nature of the social order sets foreign language teachers the task of enriching the knowledge of students of higher education in the foreign language of their professional field. The learning process is a process of joint activity of a teacher and a student with the aim of transferring knowledge (experience) by teachers and perception and assimilation by students. During the lesson the teacher directs the students' educational actions, motivates them to study, using an individual approach, tries to achieve the best possible result, provides material for learning and guidelines for independent study and also monitors the effectiveness of mastering the material. Relying on erudition, acquired knowledge, experience, intuition, the teacher strives to present the necessary material in a concise form and in a short period of time and to achieve the set goal, which determines the principles, content, methods, methods and means of teaching. Experience confirms the fact that a high level of training at school is a guarantee of an effective educational process at a university. If a student has mastered all four types of speech activity (listening, speaking, reading, writing) at the appropriate level in a general educational institution then he is ready to communicate in typical situations: listens, reads and understands authentic texts of medium complexity, knows how to record and present in writing easy-to-understand information. Motivation of educational activity is one of the requirements for the methodical organization of the modern learning process. Using the effect of increased motivation is a psychological feature of subconscious learning of a foreign language. Motivation depends on what was shown and what students can understand from what they saw and heard. Understanding brings

satisfaction and adds faith in one's abilities and desire to further improve skills. Thus, the teacher should strive for students to enjoy the plot precisely because they understand the language, and not just because of the interesting plot [6, p. 7–8].

An important requirement for the successful activity of the teacher and students is "... a favorable emotional atmosphere of the class, which should be provided by all aspects of the lesson: pedagogical (appropriate organizational and didactic conditions), psychological (optimistic mood, benevolence, artistry of the teacher), methodical (interesting types of work, their novelty, availability ...)" [5, p. 263].

Identification of previously unresolved parts of the overall problem. The study of the question of the method and its choice was and will remain relevant since the integration of a foreign language into all spheres of life is a continuous process and mastering a foreign language becomes an indispensable attribute of a highly qualified specialist. Since the term "method" has different interpretations, the classification of teaching methods causes certain difficulties because their names are based on a wide variety of features. Depending on which aspect of the language prevails in learning, the method is called grammatical or lexical. According to the role played by the native language and translation in the process of learning foreign languages the methods are divided into translational and non-translational (direct). The name of the method may be determined by the type of speech activity that is the goal of learning, in connection with which a distinction is made between the oral method and the method of teaching reading. The name of the method may reflect the method of revealing the meanings of foreign words: direct (untranslated) and indirect (translatable), as well as the main channel of receiving foreign language information: visual, audio-visual; the connection between the teaching method and the mental processes of mastering a foreign language: conscious and intuitive, artificial and natural [4, p. 72].

Presenting the main material. When choosing modern teaching methods, it is necessary to take into account the following criteria, according to which the methods used should:

- to create an atmosphere in which the student feels free and comfortable, to stimulate his interests, to develop the desire for practical use of a foreign language;
- to encourage the student as a whole, affecting his emotions, feelings, etc.;
- to stimulate his language, cognitive and creative abilities;
- to activate the student, making him the main active person in the educational process, actively interacting with other participants of this process;
- to create situations in which the teacher is not the central figure, i.e., the student must realize that

learning a foreign language is related to his personality and interests, and not to the teaching methods and means used by the teacher;

- teach the student to work on the language independently at the level of his physical, intellectual and emotional capabilities - at the same time ensure differentiation and individualization of the educational process;

- to foresee various works in the classroom: individual, group, collective, to a certain extent, stimulating the activity of students, their independence, creativity.

High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally oriented foreign language learning, project work in education, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), remote technologies in foreign language learning, use of Internet resources, creating presentations in the PowerPoint program, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (creating a bank of diagnostic materials from the course of the subject “Foreign Language” for conducting computer testing for the purpose of monitoring learning students).

At this stage of the development of methodological science the main methods of teaching foreign languages are the communicative method. This method is the most appropriate for the institution of higher education because in the process of studying using this method students acquire communicative competence – the ability to use the language depending on a specific situation. They learn communication in the process of communication itself. Educational content: the texts should show conflicts that encourage the student to express his own opinion. Learning is not guided by grammar but by communicative intentions. The student finds himself in the center of learning. Linguistic plane: the dominance of language production over language correctness, mistakes are allowed. Language becomes a means of communication. Exercises: communicative direction exercises. Accordingly all exercises and tasks must be communicatively justified by the lack of information, choice and reaction (information gap, choice, feedback). The most important characteristic of the communicative approach is the use of authentic materials that is, those that are actually used by native speakers. Speech interaction of students sometimes, although far from always takes place with the participation of the teacher in various forms: open pairs, triads, small groups, with the whole group. From the very beginning, students master all four types of speech activity at the extra-phrase and text levels with limited use of their native

language. Advantages of the method: students improve their oral communication skills overcome the fear of making mistakes. Disadvantages of the method: due attention is not paid to the quality of the language, communicative competence reaches its limits rather quickly [2, c. 159–160].

The structure of the communicative method includes cognitive, developmental and educational aspects aimed at educating the student. Given this and the content of the concept of “communicativeness”, as well as the multifaceted nature of the education system. the following methodological principles of communicative methodology can be formulated:

- The principle of mastering all aspects of foreign language culture through communication. The communicative method first put forward the proposition that communication should be taught only through communication. In this case, communication can be used as a channel of education, knowledge and development.

Communication is a social process in which there is an exchange of activities and experiences embodied in material and spiritual culture. In communication, emotional and rational interaction of people and influence on each other is carried out. Communication itself is the most important condition for proper education.

Thus, communication performs the functions of learning, cognition and development and education in the communicative teaching method.

- The principle of interconnected learning of aspects of foreign culture.

The complex character of foreign language culture is revealed in the unity and interconnection of its educational, cognitive, educational and developmental aspects. Each of these aspects is, in a practical sense, equivalent. But true mastery of one is possible only on condition of proper mastery of others.

- The principle of modeling the content of aspects of foreign culture.

The volume of country studies, linguistics and linguistics knowledge of the real reality cannot be fully assimilated within the framework of the educational course, therefore it is necessary to build a model of the content of the object of knowledge, that is, to select, depending on the purpose of the study and the content of the course, the volume of the specified knowledge that will be sufficient to present country's culture and language system. At the same time, it is also necessary to take into account the cognitive needs of individual students, related to their individual interests, etc. Certain frameworks of the education system and its final tasks require, for methodological purposes, the creation of a model of the content of development, that is, a certain minimum that is necessary to solve the tasks facing the subject.

- The principle of systematicity in the organization of teaching foreign languages.

This principle means that the communicative learning system is built in a reversible way: first, the final product (goal) is planned, and then the tasks that can lead to this result are determined. This occurs across the whole course, each year, cycle of lessons and one lesson and applies to all aspects. This approach ensures systematic learning with all its inherent qualities: integrity, hierarchy, purposefulness.

Thus, the situation acts not only in the role of the so-called language situation, but also in a broader status – the situation of educational activity.

– The principle of individualization in mastering a foreign language.

In the communicative method, the student is perceived as an individual.

Each student, as an individual, has certain abilities, both general and partial. Communicative training is aimed at identifying their initial level and their further development. For this purpose, special means are used to detect abilities - special tests, for development – exercises and supports.

The third leading component of the principle of individualization is the so-called personal individualization. It involves taking into account and using the parameters inherent to the personality: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. All this makes it possible to cause real communicative and situational motivation in students.

To prove this, it is enough to take into account two facts: 1) communication, in this method, is a means of supporting life in society and 2) learning this concept independently, is a model of the communication process.

It is important to note that the more independence a student shows, the more effective the learning will be. Therefore, in this methodology, great attention is paid to the development of independent thinking, in particular, in the process of discussing problems.

And finally, independence related to control. In communicative learning, such a strategy is used, which plans to transform control through mutual control into self-control.

– The principle of functionality in foreign language learning.

This principle assumes that every student must understand what not only practical command of the language can give him, but also the use of the acquired knowledge in cognitive and developmental aspects.

This principle also consists in mastering the functions of speech activities as means of communication, i.e. those functions that are performed in the process of human communication are realized and mastered: reading, writing, speaking, listening.

– The principle of novelty in teaching foreign languages.

Communicative learning is built in such a way that all its content and organization are imbued with novelty.

Novelty dictates the use of texts and exercises that contain something new for students, the refusal to repeatedly read the same text and exercises with the same task, the variability of texts with different content, but built on the same material. Thus, the novelty ensures rejection of arbitrary memorization, develops speech production, heuristics and productivity of students' speaking skills, arouses interest in educational activities.

In conclusion, it is important to note that all the considered principles are interrelated, interdependent and complement each other. Therefore, the follow-up added to the system involves compliance with all the above-mentioned principles and their comprehensive application.

Conclusions. As can be seen from all of the above, the activity method has a number of specific tools inherent in it alone, which are described in more detail in Chapter 3. And if the previous methods can be used with children at the primary level of education, then this method does not have such a possibility.

The methods described above can be summed up under one heading: "The best communication training is communication."

And yet, despite the large number of similar features, it is impossible not to notice the differentiation of methods, techniques, content of foreign language learning, depending on the goals and planned levels of mastery of it, on the characteristics of the contingent of students and learning conditions. This is where the specific features of English language teaching methods emerge, which will be discussed in the next section.

In conclusion, it is important to note that all the considered principles are interrelated, interdependent and complement each other. Therefore, the follow-up added to the system involves compliance with all the above-mentioned principles and their comprehensive application.

REFERENCES:

1. Козубай В.І., Морська Л.М. Використання новітніх технологій формуванні мовленнєвих навичок та комунікативної компетенції : Соціальногуманітарні та психолого-педагогічні науки : Київ: Вища школа, 2005. 195 с.
2. Кузьмінський А.І., Омеляненко В.Л. Педагогіка: Підручник. Київ: Знання-Прес, 2008. 447 с.
3. Красновська І. Сучасні методи викладання англійської мови для студентів-моряків. Проблеми та перспективи розвитку науки на початку третього тисячоліття у країнах СНД : зб. матеріалів доп. учасн.

XVIII Міжнародної науково-практичної інтернет-конференції : ПереяславХмельницький, 2013. С. 105–106.

4. Леган В. П. Сучасні методи викладання англійської мови. Науковий вісник Ужгородського національного університету, Випуск 23. с. 72.

5. Панова Л.С., Андрійко І.Ф., Тезікова С.В. Методика навчання іноземних мов у загальноосвітніх навчальних закладах: підручник. Київ : ВЦ «Академія», (Серія «Альма-матер»), 2010. 328 с.

6. Сковронська І.Ю. Актуальні проблеми навчання іноземних мов для спеціальних цілей: Збірник наукових статей : Львів: ЛьвДУВС, 2019. 102 с.

7. Методика інтенсивного навчання іноземним мовам / за ред. В.А. Бухбіндера, Г.А. Китайгородскої. Київ: Вища школа, 1988. 344 с.

8. Brown, H.D., & Rodgers, T.S. Doing second language research. Oxford : Oxford University Press 2020. 184 p.