

Bobrovnyk S.M.

NTUU “Kiev Polytechnic University”, Ukraine

METHODS OF TEACHING FOREIGN LANGUAGES

Nowadays many people need to know English and they are trying to find the ways to do it as quick as possible. Modern market can offer a lot of products and techniques. Different methods are used to study a foreign language, among them there are: communicative methods. The essence of this method is aimed at development of the necessary language skills (reading, grammar, speaking, writing and listening) by means of unconstrained, live communication on interesting topics which are topical and interesting for the learners. This method provides for different game elements. The learners take part in discussions; work in pairs or in groups.

Audio-lingual method appeared in 70-s of the 20th century. It contemplated using earphones and audio-tapes by learners for frequentative listening and remembering phrases and grammar structures. Efficiency of this method considered to be a controversial because of the lack of reverse connection, as the swatted phrases from the audio-tapes are not always suitable for live communication.

Grammar-translation method appeared in 50-s. The main task of the language learning was in studying grammar first, and then through the grammar, learners should master reading, learn to understand foreign texts. The exercises compiled according to this method were based on translation of the texts into a foreign language and vice versa. The main drawback of this method was the lack of development of oral speech.

At the end of the previous century many methods of teaching foreign languages were developed by different linguists, for example, the method of Nikolay Zamyatkin. This teaching method consists of repeated listening of the fragment (a dialogue or a text) read by a native speaker until the material is engraved in people's memory, and then repeated pronouncing of the same text aloud by the learners is put

into practice. The main criterion is to do it as loud as possible. It affects the deepest, unconscious brain structure, linking micro-movements of the vocal apparatus with typical phonemes, sound combinations, as well as visual images of the studied language, making them familiar. It works as training in sport. This leads to a "not-thinking" in their native language that is such a state when the head becomes free from the thoughts in their native language. The work is done only with that material which is interesting for the learners "here and now".

The peculiarities of the method of Alexander Dragunkin in the following points: integrity, i.e. all the main topics of grammar are considered practically, the alternative grammar is created, which is simple to understand. High speed of mastering the studied material is implied by this method of teaching. 10-20 days are usually enough for learning of the whole course. After this, individual work is implied. Principal significance has the understanding of phrases' construction. From the first lesson the learners with the teacher form sentences of any level of complexity. The target is to lay the foundation, after that, increasing of vocabulary takes place, mastering the grammar, etc.

Peculiarities of the method of Ilona Davydova lie in presenting of definite words and phrases or dialogues in sound. The course is created for listening, though its computer versions with graphics and color have already appeared in the market.

One of the main principles of the methodology of Vladislav Mylashevych is systemacy of the material synopsis. All the key topics of the language are covered, visual methods are used, simple and understandable picture-schemes are used which allow mastering many complicated grammar rules quickly, e. g. preposition, tenses, etc. This teaching method is orientated to the speed mastering. This methodology was created for teaching of scientific workers to understand and translate English text quickly; therefore, the speed of mastering the language material was the main peculiarity of this method. After several lessons the learner was supposed to be able to understand the materials of foreign magazines and journals.

Emotional-sense approach of teaching English by Igor Shekhter has a great interest for teacher of foreign languages. The main principles of Igor Shekhter methodology are not in teaching the language, but teachers should create conditions where the learners would be able to speak a foreign language. He considers that people can learn a foreign language without knowing the structure of the language. In his method live speech is generated. Teaching goes in dynamic activity colored by emotionality; every learner should have freedom of choice and transfer the sense of the topic with words which correspond to his life experience. The teacher defines only the starting point of the event, and culmination only by hint. The culmination is not predictable, that is why it is so interesting. This course includes three cycles every per 100 hours. Between cycles there are intervals for 1-3 months during which the learners read in English, see and discuss movies, listen to the songs of the English singers.

Speed method of learning English by Dr.Pimsleur provides video lessons containing different dialogues for every day speech. Learners are supposed to master English and develop their speaking skills with the help of the video materials.

Although, many experienced teachers of foreign languages consider that the ideal method of teaching a foreign language is a mix of methods with taking into account individual peculiarities of the learners.

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