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AUDIO-VISUAL METHODS OF TEACHING A FOREIGN LANGUAGE AND VISIBILITY

Audio-visual methods of teaching a foreign language contain a modern form of using visibility. It is important that their success is due to two reasons: firstly, the rapid development of technical means of teaching and, secondly, the new trends in the methodology of teaching foreign languages.

Visibility and sound film.

Sound film is a completely new kind of visibility when teaching foreign languages. It allowed the sensual-visual representation of the action link in the communicative chain of speech. And this turned out to be very essential for teaching oral speech in a foreign language. As we know from the communicative theory of speech, the speech act and the communicative situation that includes it are the decisive link in the communicative chain of speech. Speech action determines the sound and lexical composition, syntactic structure and stylistic features of each phrase of dialogue or text. The situation of communication allows you to convert a sentence into a phrase, that is, to implement a specific, real verbal act.

Human speech acts are performed in space and time. That is why in the language very much is connected with space (prepositions, adverbs, cases, etc.) and time (verb, conjunctions, adverbs, syntactic constructions, etc.).

Psychologically, the following varieties of action film visibility are possible:

Show of everyday life in a graphic and expressive perspective;

Film modeling of situations of daily life or special situations;

Movie lessons for theoretical and practical mastering of any unit of language or its rules;

Special classes for the assimilation of domestic, professional or special details of verbal communication;

Special films for the implementation of audio-visual method of teaching a foreign language;

Films for programmed learning of reading, writing, listening, speaking, understanding and translation;

Special films for teaching the sound composition and intonation of a foreign language using training machines and without them.

Visibility in comprehensive and aspect-oriented teaching of a foreign language.

Visibility in aspect-based learning a foreign language is not particularly difficult. These are all kinds of visibility, expressively representing in the objects, images and schemes the sound composition of the language, its vocabulary, grammar and stylistic originality. For example, when training phonemes, tape recordings, visual photographs, schematic tables with intonations and spectral graphs are usually used.

The situation is incomparably more complex in the case of comprehensive teaching a foreign language, especially when teaching the understanding of texts and oral speech. Here, visibility should facilitate such a perception of expressively presented models of the language, which would prompt the students to control the language rules. The model to be demonstrated should help students to reveal its communicative, linguistic, semantic and modal essence.

Comprehensive teaching of the traditional type is known to be characterized by the fact that one teacher teaches phonetics, vocabulary and grammar, and the fact that programs on these aspects of the language are coordinated one with another. As far as it is known such teaching does not have any specific features of the application of visibility.

And in fact they are necessary. In case of comprehensive teaching a foreign language, it is necessary to visualize interdependence, interchangeability and mutual compensation of phonetics, vocabulary and grammar in the studied language. For example, we need to show how the members of the sentence change in some cases, depending on the different intonational division of the phrase into syntagmas; how the concrete syntactic relations of the asyndetic sentence are revealed intonationally; how the case importance depends on the place of the word in the phrase, i.e. on the syntactic structure of the sentence, etc. In modern terms, this is a graphic representation of the relationship of different levels of language. Unfortunately, as far as we know, such a visibility plan for teaching foreign languages is not used by anyone and is not being developed.

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