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THE SACCESFUL METHODOLOGY OF FOREIGN LANGUAGE TEACHING IN MODERN STUDENTS

We want to share the most effective methods of foreign language teaching in modern students. Grammar Translation, Direct Method, Audio-lingualism, Communicative Language Teaching are the main methods of foreign language teaching. Let us recognise them.

Classical methodology for learning English is Grammar Translation. The main characteristic of this method is the study of grammar rules and their application in translating the text from the native language to the foreign one. The main disadvantage of this method is that the use of foreign language occurs only when translating certain grammar constructions or sentences (texts). Direct Method focuses on good pronunciation, spontaneous use of the language, without translation, and little attention is paid to grammar analysis. This method is based on the student's direct practice in spoken English, the understanding of a foreign language in common everyday situations. Audio-lingualism Method - repetition and memorization of standard phrases. This method is aimed at the formation of a mechanical habit, which is formed through the repetition of the basic models. This same focus on repetition and memorization of standard phrases completely ignores the role of context in the process of learning the language. The communicative method is based on the idea that the successful learning of a foreign language occurs through its study in real situations, which in turn leads to a natural mastery and the ability to use a foreign language.

We investigated the most effective method of foreign language teaching in modern students. From mentioned methods the successful methodology is communicative one. The structure of this approach includes cognitive, developmental and educational aspects, which are aimed at the education of the student. Given this and the concept of “communicative” as well as the

versatility of the training system, we can formulate the following methodological principles of the communicative approach: the principle of mastering all aspects of the foreign culture through communication. The process of the courses in foreign language communication is a process model real process of communication on the basic parameters: motivation, focus, information, communication process, innovation, pragmatism, functionality, the nature of the interaction of communicating, and the system of speech means. Because of this, the conditions of learning, adequate to the real, which ensures the successful mastering of skills and their use in real communication. The principle of interrelated learning aspects of foreign language culture. This principle applies not only to metaspectrum, but relationships. So, for example, is the relationship and interdependence of all four types of speech activity (reading, speaking, listening and writing) within the educational process. The importance of linking training is proved by the regularity of teaching, according to which the acquisition occurs, the more successful more of the analyzers involved in it. Interconnection exists not only in learning, but in individual exercises, specially developed in the framework of this methodology. The principle of consistency in the teaching foreign languages organization. First planned the end goal, and then define tasks that can lead to this result. This takes place throughout the course of each year, a cycle of lessons and one lesson and applies to all aspects. This approach ensures training consistency, with all its qualities: integrity, hierarchy, focus. The principle of teaching foreign languages based on the situation. Communicative learning is based on situations understood as a system of relationships. Situation exists, as a dynamic system of social status, role, activity, and moral relations of the subjects of communication. It is a universal form of functioning of the learning process and serves as a way of organizing the speech means, method of presentation, method of motivation of speech activity, the main condition for the formation of skills and speech skills development. Communicative methodology involves the use of all these features of the situation. The teaching situation as a unit of study that models the situation as a unit of communication. So, the situation is not only in the role of so-called speech situation, but the situation of educational activity. The principle of the development of intellectual activity and students

' independence in mastering a foreign language. Intellect tasks designed to develop mechanisms of thinking: the mechanism of orientation in a situation, evaluation of feedback signals and decision-making, the mechanism defining the selection mechanism, the mechanism combining and constructing. It is important to note that the more independence the student shows, the more efficient will be the absorption. The principle of novelty in the teaching of foreign languages. Novelty requires the use of texts and exercises which include something new for students, the rejection of multiple readings of the same text and exercises with the same task, the variability of texts of different content, but built on the same material. So, the novelty provides for the rejection of arbitrary learning, develops speech skills productivity in students, stimulates interest in learning activities.

It is important to note that all the principles of Communicative Language Teaching are interdependent, interrelated and complement each other. Therefore, the following proposed system involves the observance of all the above principles and their integrated application. Communicative Language Teaching method is the most effective in modern students.

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