



Non-Traditional Methods of Teaching Foreign Languages

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ABSTRACT

The principle of success in the process of learning a foreign language is the most important principle and condition for constantly maintaining interest in learning a subject. This is all the more important when teaching a foreign language in ASO conditions, when the loss of motive due to failure harms the learning process as a whole. However, it should be noted that the ASO model itself, when used correctly, always guarantees the successful formation of communicative competence, since the density of work simply makes it impossible to fail.

Keywords:

Suggestopedic method, Two-dimensionality, Consciously-practical method, Explicit methods.

Suggestopedic method (Lozanov method). This method got its name from the terms "suggestology" - the science of suggestion and "suggestopedia" - a section of suggestology devoted to the theory and practice of using suggestion in pedagogy. This method was developed and tested in the 1960s in Bulgaria under the guidance of a psychiatrist and teacher G. Lozanov. A distinctive feature of this method is the disclosure of memory reserves, increasing the intellectual activity of students, the use of suggestion, relaxation. G. Lozanov's method is based on the activation of a person's reserve capabilities, which are not used enough in pedagogy and foreign language teaching methods, but can significantly increase the amount of memory and contribute to memorizing more material per unit of time. The main means of activating the reserve capabilities of a person, according to Lozanov, are the following: Authority. The personality of the teacher plays a leading role in the learning process. Certain qualities that a teacher should have (self-confidence, the ability to conduct a lesson in accordance with the specifics of the method, external data, enthusiasm, etc.) help to increase his authority and help win the favor of students, which is necessary for successful

learning. 35 Infantilization. This term is understood as "the creation in the group of an environment of a reasonably organized team, as a result of which students find themselves in conditions of mutual trust favorable for learning, freed from tension and constraint" [7]. The use of role-playing games, music and comfortable conditions for studying allow students to gain a sense of self-confidence, provide favorable opportunities for mastering educational material.

Two-dimensionality. This means that the teacher or student uses gestures, facial expressions, intonation and a certain manner of behavior in order to influence the interlocutor, to win over others. Such duality, or the second "I" of the teacher, contributes to the creation of his authority, and also helps to emancipate, relax and infantilize the trainees. Intonation, rhythm and concert pseudo-passivity. According to the suggestopedic method, the hearing must be organized in a certain way. Special requirements are placed on the intonation and rhythm of the sounding material. The text material is "performed" by the teacher in a certain rhythm, accompanied by specially selected music. Music, as well as intonation, rhythm should have a certain frequency and

promote relaxation and meditation, which leads students into a state of so-called "concert pseudo-passivity", when they perceive and memorize the material better. The suggestopedic method of G. Lozanov laid the foundation for the development in the domestic methodology of a number of intensive methods, the main of which are: the method of activating the reserve capabilities of the individual and the team G.A. Kitaygorodskaya, immersion method (A.S. Plesnevich), hypnopedia (E.V. Sirovsky), rhythmopedia, relaxopedia, etc. Emotional-semantic method. At the origins of the emotional-semantic method of studying foreign languages is the Bulgarian psychiatrist Lozanov, who worked with patients using his own method of psychocorrection. He created the so-called. "interest groups," and learning a foreign language was a medical tool. In Moscow, Lozanov's developments are used in 2 language schools: "System-3" and "Kitaigorodskaya School". The Kitaigorodskaya school has been working for 25 years according to the methodology of the same name, built by combining Lozan's work with the fundamental course, and accepts both adults and children. The Schechter method assumes free language communication between the teacher and students from the first lesson. Students choose for themselves a second name, familiar to a native speaker of the language being studied, and the corresponding "legend" 36 - an architect from Glasgow, a violinist from Palermo, etc. The essence of the method is that phrases and constructions are remembered naturally. It is common knowledge that many metropolitan nobles who lived at the turn of the XVII-XIX centuries, in the words of Pushkin, "knew Russian poorly." To some extent, the Russian nobles could be considered the forerunners of those who study the language using the Schechter method. In his school "System-3" they refused to install the creator of the method, who claimed that the student should "reach" on his own to the basic grammar rules. Grammar courses serve as bridges-links between the levels of education.

Consciously-practical method. The leading method of teaching foreign languages in the conditions of university education (the

name was proposed in the 60s by the famous Soviet psychologist and methodologist B. V. Belyaev, who substantiated the method from a psychological point of view). This method is conscious, since in the process of classes it is assumed that students become aware of the language forms necessary for communication, but at the same time, the method is practical, since foreign language-speech practice is recognized as a decisive factor in learning. The basics of classes on the conscious-practical method are formulated as follows: 1) the features of the native language of students are taken into account, which contributes, on the one hand, to overcoming the negative impact (interference) of the native language when learning a foreign language and the use of positive transfer from the native language to the studied one, on the other; 2) training is carried out on a syntactic basis with the allocation of a sentence as a minimum speech unit (unit of communication); 3) a practical approach to mastering the grammatical means of the language is carried out; 4) means of communication are studied to the extent that meets the goals and objectives of training, and in this regard, such means are minimized; 5) centrism is ensured in the presentation and arrangement of lexico-grammatical material; 6) the principle of functionality is considered as the leading one in the organization and presentation of educational material; 7) the basis of grammar lessons is formed by sentence models, grouped in accordance with the structural-semantic approach. The following are considered the main methodological provisions of the conscious-practical method: 1) parallel mastery of types of speech activity; 2) organization of training in sequence - from the acquisition of knowledge to speech skills and abilities; 3) awareness of linguistic facts as they are assimilated and how they are applied in speech communication; 4) differentiation of educational material into active and passive and its differentiated assimilation as a result of performing special exercises (language, speech); 5) taking into account the native language of students. The concept of the method is implemented in a large number of textbooks, conventionally divided into grammatical,

grammar-speech and speech. Consciously-practical method retains the position of the leading method when set to the practical mastery of the language through awareness of its structure. It should be considered the optimal method of teaching in the classroom with philology students, for whom a foreign language is not only a means of communication, but also a means of professional activity. Linguistic sociocultural method. Experts rightly call the linguosociocultural method of learning English one of the most serious and, so to speak, comprehensive. This is explained by the fact that with this approach to the language, students consider not only language forms, but also the social environment and culture of native speakers. According to the supporters of this method, the language, being cut off from its culture, becomes dead and useless. Any language is the brainchild of any culture and ignorance of the characteristics of a particular society leads to such widespread speech errors. For example, the phrase "What questions are you interested in" common in business communication is translated by most of our compatriots as "What problems are you interested in?". At the same time, few people take into account the fact that for the British the word "problems" is painted in a stable negative connotation. Thus, the linguo-sociocultural method, so to speak, does not teach the language itself, but teaches to understand its speakers. This technique combines two directions: studying the language of the country and the culture of its population. According to supporters of the linguo-socio-cultural method of learning a foreign language, in particular English, they believe that about fifty-two percent of all speech errors are made under the influence of their native language, and forty-eight percent are due to a misunderstanding of the essence of social life and culture of native speakers of the target language. When studying, for example, English, it is important not what you say, but how the British will understand you. That is, what a native speaker will hear in your phrase, who, in turn, like you, is a representative of a special socio-cultural system. The most prominent representative of

this methodology of language learning is S.G. Ter-Minasova.

Explicit methods. Within the framework of an explicit approach to the formation of grammatical skills and abilities, two methods can be distinguished: deductive and inductive. The name deductive method comes from the word "deduction", which means inference from the general to the particular. With the deductive method, the first stage of the formation of skills and abilities - familiarization - is implemented in the process of getting to know the rule and examples, the second stage - training - includes the development of isolated formal operations, the third stage - speech practice - is organized on the basis of translation exercises. Another method of the explicit approach is the inductive method. The inductive method proceeds from such a form of reasoning as induction, which provides for the transition from single facts to general propositions. The inductive method provides an opportunity for students themselves to formulate a rule based on the phenomena they encounter when learning a foreign language. With the inductive method, students find unfamiliar grammatical forms in the text and try to understand their meaning through the context. Further analysis of the new phenomenon occurs by comparing the foreign text with its translation into the native language, after which the rule is formulated. In this case, if necessary, the tips of the teacher or textbook are used. Then follows a series of exercises to identify and explain a new grammatical phenomenon, to update its forms.

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