



Methods of Foreign Representatives

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ABSTRACT

Language and music have a lot in common in the perception of the brain. Besides the obvious explanation that playing musical instruments develops Broca's area, there is another possibility. As Professor Elbert noted, it is possible that people with a more developed Broca's area are inclined to study music and achieve great success in this psychological method. 5 hypotheses of psycholinguistics. A description of the psychological schools that determined the development of foreign language teaching methods would be incomplete without Stephen Krashen's psycholinguistic model, which has been extremely popular in the United States over the past two decades.

Keywords:

The Acquisition–Learning Hypothesis, deductive, explicit, formal, and cognitive.

The Acquisition–Learning Hypothesis hypothesis emphasizes that acquisition does not coincide with learning, being an inductive and subconscious process, similar to the process of mastering a native language by a child who may not know the rules, but intuitively feels the correctness of the form.

Learning, on the other hand, involves a conscious process of mastering the rules, exceptions from them, and is associated with the terms deductive, explicit, formal, and cognitive. Hypothesis about the natural order of language learning (Natural Order Hypothesis). According to her, by attaching great importance to "learning", we violate the natural order of "acquisition", since some naturally acquired structures have the most complex rules for use. Therefore, the grammatical sequence of the material is of little use, it must be graded according to the degree of "comprehensibility" (comprehensibility) in order to strengthen the "acquisition".

The Monitor Model hypothesis states that learned knowledge cannot be transferred to acquired knowledge, since these types of knowledge are stored in memory in different ways. 44 The role of learned knowledge is reduced only to the monitor (self-control). The

use of the monitor depends on the individual psychological characteristics of the student: "desperate" (monitor under-users) speak without attaching importance to the correctness of the form; "super-cautious" (monitor over-users) are afraid to say something in a foreign language, painfully remembering the rules. Between them there is an optimal variant (optimal monitor users) to which it is necessary to aspire.

The Input Hypothesis postulates that the most important condition for the "acquisition" of a language is the input of information orally or in writing one step above full availability, according to the formula $i + 1$, where the information is understandable. The hypothesis about the role of the sensory filter (The Affective Filter Hypothesis) essentially takes into account the humanistic concept of the influence of the affective sphere on the acquisition of a foreign language. According to her, the acquisition is carried out faster in an environment where the level of anxiety is low, there is no "defensive" reaction at all. These and other barriers to "acquisition" can be eliminated by: clear and accessible when entering information; creating a favorable psychological climate; taking into account the sensory component when entering

information. Frequency storm method. Let's take the 100 most frequently used words of the Gospel of John in Hebrew, ranked by frequency. The first 5 words on this list cover 25% of the Gospel of John, and the first 46 words cover 50%. That is, having memorized only 46 words (there are over 2.5 thousand of them), you will learn every second word of the Gospel of John!

The essence of the frequency storming method is very simple: 1. You take a text, the translation of which you already know in advance. 2. Get a frequency-ranked list of words of the given text. 3. Select the top of the N-words in this list, which covers, for example, 50% of the words of the text. Translate these words into a language you understand. Memorize this tip. 4. Try to read the source text, stepping on known words, and trying to understand the rest of the words based on the fact that you already know the translation as a whole (before all this, you must learn the alphabet and basic reading rules).

This is how one manages to quickly enter the language, to enter the real, unadapted language. Why is this a breakthrough? Because: you reach the level of reading with a dictionary, and this is a significant stage; effort and time for this were as minimal as possible. Then you can repeat the procedure with the next portion in the frequency list so that the total number of words you know covers, for example, 80% of the words of the text (but this will no longer be ~ 2% of all unequal words, as in the case of 50% coverage text, but ~20% of all unequal words). Reading after that will become quite easy, since 4 of the 5 structural elements will be known to you in advance.

It is important to note the second pillar of the frequency assault method: a similar ranked list is created for all types of structural elements of the language (and not just for words). That is, a list is compiled: 1. affixes (prefixes, suffixes, endings); 2. grammatical rules (articles: signs of singular and plural numbers, gender, main cases; nouns: signs of singular and plural numbers, gender, main cases; pronouns: in main cases and main types; verb: personal endings in the present time, modal verbs and function words, adjectives: signs of singular and plural numbers, gender, main cases, syntactic rules:

word order in narrative, negative and interrogative types of sentences; ...); 3. phonetic rules (rules for reading letters, rules for pronunciation and intonation); 4. phraseological units. Analytical and imitative method. At the initial stage, the formation of auditory pronunciation skills takes place, which includes: familiarization with sounds, training students in their pronunciation to form skills, applying the acquired skills in oral speech and when reading out loud. At this stage, the material sound shell has not yet organically merged with the thoughts contained in the sample, and in itself attracts the attention of students.

Therefore, the task of the first stage is to automate the listening skills, directing the efforts of students to an elementary exchange of thoughts. Oral forms of work on linguistic material prevail here. However, in the process of reading and writing, the nature of work on pronunciation does not change. Loud reading - typical for this stage - creates additional opportunities for the development of auditory - pronunciation skills. Writing is also often accompanied by speaking aloud, during which the necessary attention is paid to listening skills. Acquaintance with a phonetic phenomenon occurs through a visual, somewhat exaggerated demonstration of its features in a sounding text. The sequence of presentation of phonetic material is dictated by its needs for communication. Therefore, from the first steps 46 it is sometimes necessary to introduce sounds that are the most difficult, which have no analogue in the native language (the sound [ð] occurs in the very first lessons, since it is necessary to pronounce the article). In teaching pronunciation, the analytical-imitative approach justified itself. Given that the learning unit is a phrase, students repeat the example after the teacher or record. If the students did not make mistakes in pronunciation, they move on to work on the following examples. If the teacher noticed any shortcomings, the sounds that are subject to special training are isolated from a coherent whole and explained on the basis of the articulation rule. This is the analytical part of the work. Then these sounds are again included in the whole, which is

organized gradually: syllables, words, phrases, phrases, and are pronounced by students after the sample. This is the imitation part. This approach to teaching phonetic skills at the initial stage ensures the simultaneous assimilation by students of the phonetic, grammatical, lexical, and intonational features of the English language in an undivided form. With such a formulation of training, it turns out that training an isolated sound is simply unnecessary, since sounds almost never function in an isolated form.

Articulatory rules are approximate (close to correct) in nature. In fact, these are rules-instructions that tell students which organs of speech (lips, tongue) are involved in pronouncing the sound. For example, to pronounce the sound [e], you need to pronounce the Russian "e", stretch your lips into a smile, almost close your mouth, tighten your lips. Experience shows that the shorter, more concise explanation, the more effective it is (the semi-vowel sound [w] will turn out to be correct if you imagine that you are kissing someone; nasal [ŋ] can be compared with the ringing of a bell (bim-bom, ding-dong). The method of communicative tasks (Task-based learning) is a solution to a number of communicative tasks offered by the teacher, solving which, students perform verbal and non-verbal actions, come into contact with each other, with a group of students or with the teacher, trying to find the right ways to solve the problem. In this case, not only speech, but also physical actions, gestures, facial expressions, etc. are often used.

Curricula compiled in accordance with this method are a set of communicative tasks and do not involve the selection and organization of the language material to be mastered. The question of how necessary and in what form the management of students' educational activities can be carried out when using the comm unique 47 tasks, is controversial. It is assumed that the formation of competence in a foreign language does not require the systematization of the studied linguistic phenomena, but the creation of conditions in which students are involved in order to solve communicative problems. To do this, any purposeful formation of grammatical

(linguistic) competence and modeling of speech behavior should be excluded [12]. It should be noted that the method of communicative tasks is in the development stage, the process of its formation as a method has not yet been completed, which allows you to make clarifications and changes in order to optimize the process of teaching foreign languages.

Neuro-linguistic programming (Neuro-Linguistic Programming) is, on the one hand, the art and science of personal development, a study on leadership skills, on the other hand, a direction in the methodology of teaching a foreign language that allows you to successfully reveal and activate the reserve capabilities of the individual in the process of immersion into a foreign language and speech space. Neuro-linguistic programming (NLP) also affects the way of thinking, on which all our achievements depend in general. NLP originated over 30 years ago at Santa Cruz University in the USA. Its founders were John Grinder, then an assistant in the department of linguistics, and Richard Bandler, a student of psychology and mathematics, who was fond of psychotherapy. Grinder and Bandler in their research attempted to "model" the activities of three psychotherapists who had already received international recognition by that time. They were Fritz Perls, a talented psychotherapist and founder of Helstat Therapy; Virginia Satir, a leading family therapist who was able to sort through a number of seemingly insoluble problems in the field of interpersonal relationships; and Milton Erickson, a world-famous hypnotherapist and the founder of modern hypnotherapy. The goal that Grinder and Bandler set for themselves was to reproduce the communication models used by these eminent scientists in order to then use them in their work. The result of this phase of the study was a set of techniques used to increase the effectiveness of communication, optimize the learning process and for personal improvement.

The next significant contribution to the development of NLP was made by Gregory Bateson, a British anthropologist who also worked extensively in the fields of psychotherapy, cybernetics and biology. NLP is

rapidly developing, offering people a variety of ways to achieve success and excellence in various areas of activity, including education. The NLP method is quite complicated, but its name stands for quite simply. Neuro - testifies to the attitude to thinking or sensory perception - to the processes occurring in the nervous system and playing an important role in achieving mutual understanding between people and constituting the core of communication processes. Programming refers to the way in which we organize our thinking in order to ultimately achieve our goals. The project method was developed by the American educator W. Kilpatrick in the 1920s as a practical implementation of the concept of instrumentalism by J. Dewey. The main goal of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is assigned the role of coordinator, expert, and additional source of information.

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