

Щур Карина Анатоліївна

Київський національний університет технологій та дизайну

(м. Київ)

Науковий керівник – Звонок О. А.

MODERN METHODS OF TEACHING FOREIGN LANGUAGES ABROAD

The history of the development of methodology as a science indicates that modern methodological innovations are prepared by the whole process of evolution of attitude and methods that took place in the practice of teaching foreign languages [1]. In fact, the key problems of modern methods are not actually new ones. In today's discussions, we are trying to give a modern solution to the problems that have been repeatedly discussed during the development of the methodology for teaching foreign languages [2]. For example, for the purpose of teaching, changes in methods have always been discouraged by changes in the needs of those who are learning a foreign language. As a result, we can state a gradual granting of the privilege of oral speech over reading.

It is estimated that 60% of the world's population speak more than one language. Bilingualism or multilingualism is, rather, a norm than an exception. Now one of the most common foreign languages in the world is English, while five hundred years ago there was Latin, since Latin covered education, trade, religion and power in Western countries. In the 16th century, French, Italian and English gained an advantage, and Latin was gradually replaced as a means of spoken and written communication.

The introduction of "modern" languages into the curricula of European schools in the 17th century did not lead to significant changes in the methodology of their teaching. New languages were taught the way Latin was taught. Textbooks included grammar rules, lists of lexical units, sentences for translation, texts for reading, analysis and translation. Oral speech was not the goal of learning.

Until the 19th century, this approach, which acquired the name of the grammatical-transfer method, was finally established in schools. He dominated the teaching of foreign languages from the 1840s to the 1940s and in modified form continues to be widely used in some countries of the world today, but the number of his supporters is sharply reduced.

Since the middle of the 19th century, the Reform Movement has spread in Europe, which laid the foundation for the development of new ways of teaching languages and posed problems whose solution is still relevant today [3]. The need for interethnic communication provoked the need to master oral foreign speech, and this stimulated interest in naturalistic theories of language learning, which were the basis for mastering the first (native) language. So there were natural methods that formed the basis for the development of a direct method. The direct method was common in France, Germany, the United States. His adherents asserted that a foreign language can be taught without using the native language, without translation, using only monolingual means, directly and spontaneously using foreign speech in the classroom.

In the 1920s and 1930s, the principles that formed the foundation of the British approach to teaching English as a foreign language were systematized. Their further development led to audio linguist in the US and to an oral approach or situational learning of the language in Britain [4].

In his work "Approaches and Methods in Language Teaching" J. Richards and T. Rogers focus on the basic approaches and methods of teaching common in the 20th century. They consider them in relation to their compliance with the criteria that the researchers suggest are the basis for determining the characteristics of the current method [5]. These criteria relate to three levels: the theoretical basis of the method, the purpose of language learning and the technology of instruction.

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