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MODERN METHODS OF TEACHING ENGLISH AND THEIR IMPLEMENTATION IN NON-LANGUAGE (TECHNICAL) UNIVERSITIES

The following article is devoted to the analysis of the main modern methods of teaching an English language in higher education institutes, the conclusion is made that when teaching English in non-language (technical) universities grammar-translation and communicative methods hold the leading positions and corresponding reasons are given. The analysis of the latest research and publications emphasizes a distinctive role of grammar-translation method in learning professional vocabulary, because it helps a student to construct grammatically correct sentences herewith grammatical structures and vocabulary are remembered for a long time. Communicative method in its turn contributes to student's ability to reflect about the situation and express his opinion independently. Both methods are subjects to detailed analysis in terms of their principles. The importance of using innovative technologies and multimedia as supportive means is emphasized.

Key words: *modern methods of teaching English, non-language universities, communicative method, grammar-translation method, innovative technologies, multimedia at teaching foreign languages.*

The statement of a problem. At all times a foreign language has been an important part of the modern world education system. We should bear in mind that it's not so much a non-core academic subject, but a very important element in the system of education which reflects the general level of the competitive ability of a future specialist on the world labor market. Consequently the level of his foreign language proficiency will be vital for his self-realization opportunities in the profession he's chosen. And the level of his language skills directly depends on the teacher and his teaching methods. The main problem is that teaching English language in non-language (technical) higher education institutes is among general educational disciplines which do not receive sufficient attention. The course is quite short and basically includes only the first year of studies. Hence the teacher should select the most efficient teaching method (or methods) that would ensure learning a language in a short period of time.

Over the last decade a large number of methodological literature which focuses on latest principles, methods and approaches to learning English has been created. Ukrainian teachers and methodologists such as Alyoshina O., Kovalenko O., Kunchenko V., Ostapchuk O. and many others are studying into innovative methods of English language teaching.

Not a few foreign scientists and teachers have investigated into the methods of teaching English, among them Scrivener J. («Learning teaching»), Dmitrienko T.A. («Methodology of teaching English in universities»), 2009; Galskova N.D. («Modern methodology of teaching English»), 2003; Pinker S. («The language instinct»), 1994; Lightbown P., Spada N. («How languages are learned»), 2006; Jenkins J. («English as Lingua Franca: Attitude and Identity») and many others.

The purpose of the article: to research into the main modern methods of teaching an English language in higher

educational institutions and determine the most useful ones for teaching an English language in non-language universities.

The statement of the main material.

Nowadays university teachers mostly use the following classical methods:

- grammar-translation method;
- communicative method;
- direct method;
- audio-visual and audio-lingual method;

In this article we will consider each method in details.

Direct method: under this method the teacher pays greater focus on learning directly a spoken language that is used in everyday life. The developers of the method believe that an auxiliary language, the language used while teaching, impedes learning. Thus, the students are artificially induced into the language they're learning. The whole lesson is taught in English as well as the explanations and new topics. Only authentic English literature is used.

Grammar-translation method is the main method in the modern educational system. This is a classical method that has been used for not a few decades. Such prevalence is resulted from the fact that a number of teachers were taught using this very method. The aim of the method is to learn how to read and translate according to grammatical rules.

Audio-visual and audio-lingual methods.

The core of both methods lies in the transmission of the language through clear structures. Learning is conducted through audio and video recordings. Audio-visual method implies illustrating speech with corresponding pictures. That is students are shown videos, feature films and documentaries in English. In this case two perception channels, visual and auditory, are involved simultaneously. As a result learners tend to associate them with relevant objects that enables learners to memorize the language better. The aim of the method is to master a live, spoken language. Both methods are based on induction-learning is

conducted from the rule to an example. In the view of the above one can point out that these methods are suitable only in case they are used along with other learning programs [1].

Communicative method.

Nowadays more and more learners turn to a communicative method of learning an English language. The objective of the method is the speech itself that means the method is all about communicating. The communicative method implies greater activity of students. Teacher's objective in this case is to involve all the students in the classroom into the conversation. It's necessary to exploit all the perception channels for better understanding and using of the language. The essence is in the creation of a real communicative situation. When recreating the dialogue students have an opportunity to put into practice all the knowledge they've acquired. A major advantage of the communicative method is a variety of activities used: role plays, dialogues, simulation of real communication. A communicative method sets forth the leading position along with a traditional grammar-translation method.

Basing on the above I can make a conclusion that the most efficient and advisable teaching method at teaching an English language in non-language universities is a combination of grammar-translation and communicative methods inasmuch both direct and audio-lingual methods are proved to be ineffective when used independently in view of a low level of language competence of students after school. Foreign language teachers in non-language universities are called upon to meet a social demand to provide in a short term a specialist proficient in a foreign language. To achieve this goal that is to teach a student to speak, understand, extract different kinds of information in a limited period of time is possible when combining traditional and innovative teaching methods [2].

Most methodologists and teachers believe that the purpose of teaching a language is transmission of knowledge about its general structure and applying a grammar-translation method is a perfect means of embodiment of this idea.

The purpose of the method is specialized academic reading wherein other methods are used as teaching tools. Particular attention is given to grammar: texts are selected according to the subjects taught. Learners compare grammatical system of a mother tongue and that of a language learned. Teaching vocabulary is done basing on materials of texts: bilingual dictionaries are used that is vocabulary lists translated into a mother tongue. Every unit of a textbook used also contains a definite block of vocabulary according to the area a university specializes in. Consequently the textbook comprises learning vocabulary and mastering certain grammatical structure at a time which in my opinion is an ideal way to learn a language at non-language universities, because of both its conciseness and informativeness.

Translation takes a leading position in the teaching process based on the method: first learners translate from a foreign language into a mother tongue and then the opposite. The method is appropriate for the learners of rational and logical type who perceive a language through mastering grammar rules. Analysis and synthesis of the language learnt

used when applying a grammar-translation method are considered major processes of logical thinking. In this context in the process of teaching a great deal of attention is given to the synthesis of the text from grammatical point of view, learning grammatical rules and sentence construction. Learners read unadapted texts, learn how to quickly find the information they need and understand a general idea. Teaching translation is considered as the most effective forms of work with the language learnt and translation itself as the best means of control over the level of mastering grammar and vocabulary in higher educational institutes. In the course of the lessons learners are gradually going through word-for-word translation to an adequate accurate translation in compliance with all grammatical rules of a language learnt.

Today some of educational institutes have rejected a grammar-translation method in favour of a communicative one, but it's still used in many others and it's fully justified, because all the typical tasks of a grammar-translation method or rather its modifications are used until now. They are:

- translation from the language learnt into a mother tongue;
- comprehension;
- finding synonyms/opposites;
- coherence between native and foreign vocabulary;
- deductive application of the rule, their learning with further application;
- gap-filling;
- memorizing vocabulary, grammar rules;
- writing essays.

On the other hand the specificity of foreign language teaching to a large extent lies in the fact we don't train undergraduates but average students and we shouldn't teach them foundations of languages but to use language skills that in turn requires sufficient verbal practice. The goal of teaching a language is not only in acquainting students with the system of a foreign language which is the main task of a grammar-translation method, but first thing to teach them how to use a language as a means of communication. This is what a communicative method exists for.

The major principle of a communicative approach is full immersion into the language environment of the language learnt. A challenge to use only a second language helps students eliminate a language barrier and develop their language skills. Such an approach is aimed into teaching students building up the sentences directly in the language learnt using appropriate grammatical structures. That is communicative approach suggests first memorizing words and expressions and only after that analyzing them from grammatical point of view. The teacher then explains the meaning of new words using words, expressions and grammatical structures that are already familiar to the students.

Another principle of the method is creation of real communicative situations. When creating a dialogue a student has an opportunity to put into practice all the knowledge acquired. An important advantage is that the method offers a large variety of activities: role plays,

dialogues, simulation of real-life communication. Lessons are held in a fun and educational way. Learning is supposed to be interesting and is based on the areas that encourage students to learn new information. Topics are selected according to learners' preferences, their age and aims.

At first a communicative approach was rejected, but at present it also takes a leading position along with a grammar-translation method. Most teachers in higher educational institutions prefer these very methods whereby they are often used together. This approach is used by teachers at all stages of a modern system of education as it enables them to use and control students' knowledge both by means of exercises but also through communication with a teacher.

It's also difficult to imagine a modern educational system of language learning without using innovative technologies: multimedia and the Internet. Teaching foreign languages with the help of innovative means of technology is first of all resulted from social demand for specialists in various fields of science with proficient level of English that is in its turn enforces a necessity for more active and motivated learning. Since multimedia technologies are a part of technical means, both the process and the result of their usage while teaching a language should be considered in greater details. Multimedia covers such a broad range of technological means as electronic textbooks, lesson plans in electronic format prepared by the teacher, making presentations in PowerPoint, video method and using of e-mail. Using multimedia makes it possible for the learner to perceive information not only in the form of texts, but also to add audio files and video clips. E-textbooks facilitate lessons mostly due to their compactness as students can store them in their portable devices instead of buying a paper version. Except these common human factors e-textbooks can also simplify teacher's work by providing an opportunity to adapt the material of the lesson to students' level of language proficiency and contributing to visual presentation of the material. Multimedia, presentations in Power Point in particular, plays a great role not only at teaching material (both grammar and vocabulary), but also in the process memorizing and assimilating information as they are able to create highlights, help organize and capture the material learnt [7].

Conclusions. Modern teaching of foreign languages can be characterized as a state of struggling between traditional teaching and innovations. Of course domination of one method leads to extremity. If traditions prevail over the newest, we have stagnation of science and practice and if in pursuit of innovations we will forget about traditions, science will have nothing to rely on. That's why we need most optimal balance between traditions and innovations so that basing on experience we will be able to advance pedagogical science to progress and a grammar-translation method is one of the pillars on which conventional component rests [5, 10].

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**СУЧАСНІ МЕТОДИКИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ
ТА ЇХ ЗАСТОСУВАННЯ У НЕМОВНИХ (ТЕХНІЧНИХ) ВИШАХ**

Стаття присвячена аналізу провідних сучасних методик викладання англійської мови в вишах, робиться висновок, що у немовних (технічних) вишах провідними є граматики-перекладний та комунікативний методи та пояснюються відповідні причини. У статті підкреслюється важливість використання інноваційних технологій та мультимедійних засобів у викладанні іноземних мов.

Ключові слова: сучасні методи викладання англійської мови, немовні виші, технічні виші, комунікативний метод, граматики-перекладний метод, інноваційні технології, мультимедіа.



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