

## ***THE MAIN TECHNIQUES IN TEACHING FOREIGN LANGUAGES***

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*The article is devoted to the main techniques of teaching international languages.*

***Key words:*** *techniques, teacher, learner, traditional, level, to take attention to, communication.*

## ***ОСНОВНЫЕ МЕТОДИКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ***

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*Данная статья рассматривает основные виды методик преподавания иностранных языков.*

***Ключевые слова:*** *методика, преподаватель, обучающийся, традиционный, уровень, уделять внимание, общение.*

Our world is open and close at the same time. People want to communicate, to visit foreign countries, to get good jobs. That's why foreign languages are of great demand today. Hundreds of schools and courses are organized to supply the clients' needs. They try to outdo each other, the language market is full of various offers. As a result, there are different kinds of old and modern techniques, which are widely used in teaching foreign languages. Every teacher tries to choose the best and more suitable ones. The choice depends on goals, which are expected to be achieved at the end of the teaching process. Besides it is necessary to take attention to learner's level. Let's try to look through all possible techniques and understand their advantages and disadvantages...

1) Fundamental technique; It is an old traditional technique, which requires a lot of time for teaching to get positive results. Usually it is used at language universities, because the students of these institutions must know the foreign languages at the highest level to work as professional translators, for example. That's why they learn every international language very carefully: grammar, vocabulary, country study etc. The process of learning takes a lot of time, usually some years, including minimum a half of a year abroad. The students have 3 -4 lessons every day to train and form deep knowledge in all aspects of international languages: listening, reading, speaking (both dialogues and monologues), written skills. A great attention is taken to the right pronunciation.

2) Classical technique; This traditional technique has changed a bit, however the main principles are kept. It is used at the lessons for people of different

age, who begin learning from “zero”. The teachers take attention to correct pronunciation, liquidating language barriers. They develop harmonically oral (listening, speaking) and written skills in comparing with Russian grammar. The learners are suggested to do different exercises, so called drills, to avoid typical mistakes and remember clichés for speaking in different situations. It requires rather much time too. Usually learners work in small groups, because it simplifies the process of learning. Besides they have possibility to communicate not only with their teacher, but also with the other learners.

Lingua-socio-cultural technique; It is one of the most serious techniques. Short to say: Learning foreign languages from the view of the social and cultural aspect. The language structures are combined with such factors as type of thinking, world outlook. For example, in England one question can sound different: for everyday communication and for special cases (more polite). There are two expressions: “Don't you want to go?” and “Would you like to go?” For British people it is fundamentally, because the first variant is not the best tone. Or a usual Russian question "What problems are you interested in?" In English the word "problems" has negative meaning. It's better to ask: "What issues are you interested in?"[1] Or a favorite Russian word combination “of course”...They use it in every case, communicating with different people. Englishmen are more careful with this expression, it is only for using between close people (relatives, friends).

3) Communicative technique; It takes the first place in teaching foreign languages, because it develops speaking skills, which are of great importance today. Many modern people have profound knowledge in their fields, they read and translate international books without efforts, but are very afraid of speaking. This method helps to “kill” this fear and become sure in typical situations abroad (staying at a hotel, visiting a café, asking the way, shopping etc). This technique is widely used in non - language universities, where the teachers are in short – term conditions to give necessary communicative skills to their students. So my colleague docent Kapsargina S.A. said in one of her articles: “Students take an active part in workshops with the participation of foreign representatives, which also provides an excellent opportunity for the formation of communicative abilities of the students” [2]. This idea is also brightly discussed in the works of docent Antonova N.V. and docent Shmeleva Zh.N. They describe the experience of implementing this technique in the Institute of International management and education of KSAU through developing competences with the help of communicative technique [3, p. 241-242], [4, p. 223-224], [5, p. 103-105], [6, p. 270-272], [7, p. 164-165], [8, p. 156-157].

4) Intensive technique; It is very popular today between people, who follow the motto “Business before time”. The modern businessmen travel very much, because they live in a world of growing international trade and expanding contacts. They need to communicate with partners in hotels, restaurants, airports and be able to speak to common themes in their internal environment. They haven't time to learn a language during a long period of time, that's why they choose intensive courses. The

teaching process is very quick and really intensive. The learners know the main clichés, which allow to understand their companions in typical situations. Grammar material is given very short, only those aspects, which are required in these situations. This method requires 2-3 months, the knowledge is not deep, but enough for communication. You won't be able to read the English classic in the original and you needn't it. You have the other purposes, which are more pragmatic. The learners take private lessons or work in small groups, usually 3 – 5 people.

5) Emotional-notional technique; The teaching process is organized in the groups of like-minded people, who deep into learning routine psychologically. They try to play different roles and live the other lives, following the principle “If I were you...” Grammar is used here a bit later and doesn't play an important role. The learners take an active part in conversations, discussions. This method requires close contacts with native speakers. The main problem is to find these native speakers. But the result is getting good communicative skills and real “British” or “American” pronunciation, plus additional knowledge about the country, people, its customs and traditions. The process of learning goes independently from strict plans and recommendations, the learners are free in their actions and meanings. They feel satisfaction knowing something new, enjoy the process of getting knowledge. If they have possibilities to go abroad, they certainly use them. In such case they use for living families of native speakers.

What to choose? The question is asked, but the answer must be found by everybody according to his/her personal wishes, possibilities and purposes. The evolution of new environments imposes a range of new language skills. Both teachers and learners involved in this process need to operate necessary expertise. Many teachers make their own experiments, the others combine their personal background with the practices of colleagues. In order to work efficiently teachers are required to improve their methodical strategies. They need to be flexible in their efforts of choosing these educational strategies. But all of them have one common aim: to make the process of learning international languages interesting, positive and fascinating. All mentioned techniques are based on different approaches. There are no universal solutions, only particular solutions for particular problems, and teaching foreign languages seems to be very particular.

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