THE THEORETICAL PRINCIPLES OF COMMUNICATION SIMULATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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The article is devoted to basic principles of simulation in the teaching of a second or foreign language. It describes the definition and advantages of this learning technology and proves the necessity of using the simulation techniques in the process of education.
Key words: foreign language learning, education, real situations, communication, speaking skills, innovative technologies.

ТЕОРЕТИЧЕСКИЕ ПРИНЦИПЫ ТЕХНОЛОГИИ СИМУЛЯЦИИ ОБЩЕНИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Статья посвящена основным принципам техники симуляции общения в обучении иностранным языкам. Обсуждаются определение понятия симуляции, преимущества данной образовательной технологии, а также подтверждается необходимость использования этой технологии в образовательном процессе.
Ключевые слова: обучение иностранному языку, образование, реальные ситуации, общение, навыки говорения, инновационные технологии.

Generally, simulations have been used as a technique in education for a long time but it has only recently been applied to language teaching. Simulations are gaining increasing popularity because they are 'ideally suited to language practice

The definition of the word 'to simulate' means to do or make something that looks real but is not real [3]. In other words, to simulate means to imitate exactly. This skill is used by teachers and students in the classroom by playing some role without any preliminary training i.e. extempore or without any rehearsal.

In the simulated teaching method the students are only acquainted with the conditions. Therefore, they discuss and go ahead with the subject matter.

Simulated play is an area in which specific communication skill is developed or educational process is carried on in artificially created situations. Simulation skill which is a form of role playing is used in the subject of history science and literature.

At present such techniques as simulation, role-play, drama and games play similar roles in language teaching. They are supposed to bridge the gap between the

classroom and the real world. These activities also introduce a variety of ways to make the whole language learning process more interesting and challenging.

According to Ken Jones`s explanation of this phenomenon he defines three characteristics of simulation:

- a reality of function which means the participants in a simulation must step inside the role they have accepted and act accordingly.

- a simulated environment where there is no contact with the real world.

- a structured environment where the participants have all the facts and information provided for them [1].

Basic reasons for using simulation technique in language teaching are:

- motivation, which allows students to participate when mistakes are inevitable and desirable. Simulation activities give learners a chance to be involved in language use.

- interconnection and interdependence of ideas help to generate a richer group dialogue.

- injecting an atmosphere of realism and relevance into the classroom.

Simulations promote the use of critical and evaluative thinking. Because they are ambiguous or open-ended, they encourage students to contemplate the implications of a scenario [2].

The situation feels real and thus leads to more engaging interaction by learners. An assessment technique which means oral examinations can make use of simulations where students are given different roles to play in groups of fours or fives and left to interact on their own. The accuser observes and scores the students based on a marking scheme.

Nevertheless, along with lots of advantages of simulation in ELT some limitations should be taken into account. Firstly, to carry out a simulation in class requires time and in most language syllabuses, time is a constraining factor. Secondly, some criteria will have to be set before selecting the appropriate simulation. Factors to be considered include the language level of the learners, relevance to the students, clear instructions and so on.

In fact, language teaching can be an interesting process when teachers make the effort to explore a variety of approaches. With both the teacher and learner playing active roles in the classroom, language classes can become more lively, more challenging and much more rewarding.

Литература

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