

ANALYSIS OF MODERN METHODS OF A FOREIGN LANGUAGE LEARNING

Shmelev Roman Vitalievich, assistant, Foreign Languages Faculty,
Krasnoyarsk state pedagogical university named after V.P. Astafiev, Krasnoyarsk, Russia
e-mail: romao2000@mail.ru

Abstract. In the article, the author analyzes the current methods of teaching a foreign language, pointing out their advantages and disadvantages.

Key words: foreign language, methodology, advantages, disadvantages, Survival English, skills, knowledge, practical application.

АНАЛИЗ СОВРЕМЕННЫХ МЕТОДИК ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

Шмелев Роман Витальевич, ассистент, факультет иностранных языков,
Красноярский государственный педагогический университет им. В.П. Астафьева, Красноярск, Россия
e-mail: romao2000@mail.ru

Аннотация. В статье автор анализирует актуальные методики преподавания иностранного языка, указывая на их преимущества и недостатки.

Ключевые слова: иностранный язык, методика, преимущества, недостатки, Survival English, навыки, знания, практическое применение.

Being a student of the linguistic pedagogical university and a future teacher of a foreign language, the author of the article has always been interested in different methods and techniques of a foreign language teaching. The foreign language knowledge helps not only to communicate with the native speakers, but also to understand the culture, traditions of the studied language country, to adapt and socialize, to develop cross-cultural tolerance, empathy and emotional intelligence [4-12]. It can help people find a common language with foreigners when traveling, get a new position, find friends from all over the world, or even arrange a personal life. It is not surprising that more and more people want to learn foreign languages, especially English that is acknowledged to be the international means of communication. Modern methods of a foreign language teaching appear almost every day, especially with the development of ICT and distant learning [1-3].

So what is the technique and why is it so important to choose the right one? Simply speaking, the methodology includes methods and means of teaching, ways of learning a foreign language. The author of the article will make an attempt to analyze the most relevant methods that have already been helpful for the language learners and have helped to achieve the good results [21-27].

1. *Communicative methodology of learning English*

The communicative methodology follows from the main problem of all students of foreign languages: "I can actually understand what people are saying, but I can't speak myself". The communicative approach appeared abroad in the 60s of the last century, and in Russia – in the mid-90s. From the very beginning, this practice was a group lesson with a native speaker. It is not difficult to guess that this technique is based on the conversational practice of the language being studied directly. Thanks to this, the language barrier is overcome with incredible ease. Over time, the communicative approach, like any other, has certainly undergone some changes. But its fundamental principles have remained the same allowing this method to remain one of the most effective ways to learn English. The basic principles of the communicative method of teaching will be enumerated further. First, it is mastering competent and fluent speech. And this should be perceived as a consequence of constant practice, something that will develop intuitively. The student will speak the language during classes, starting from the first lesson. And this applies not only to students with a high level, but also to those who are learning the language from scratch. Secondly, it is the use of modern and authentic manuals. The textbooks are designed so thoughtfully that you will use this practical material in real life. Thirdly, this technique is suitable if you want to hone the skill of fluent and competent speech; to understand English by ear without difficulty; to stop translating your thoughts verbatim from Russian to English; to skip "cramming" the grammar theory. Using a communicative approach, you will practice the rules only through repeated practical application [28-36].

2. The methodology of learning the language through reading in the original (Ilya Frank)

From the title it already becomes clear that the essence of the methodology is reading. But it's not easy for you to read Agatha Christie in the original, so the books based on this method include an adapted text, a Russian-language translation, an explanation of individual words and transcriptions. There are good reasons for this to prove that this method is really productive. First, it involves the so-called passive learning. The training takes place in the "light" mode. That is, you learn in the process of interesting and fascinating reading, without performing sophisticated tasks at the same time. And you should not even bother to remember something, because our brain perfectly assimilates new material due to associative thinking, under the condition of passive learning, it does this much more effectively. Secondly, there is the productive assimilation of the material. Based on Frank's concept, a person is inclined to remember new words better, experiencing vivid emotions or impressions. It is important to relax and enjoy reading. This can be achieved very simply: you just need to choose a book to your taste. After all, reading should be fascinating and exciting. In general, the conclusion suggests itself: this approach is more suitable for those who have a low level of foreign language proficiency. In turn, for those who have a higher level of knowledge, this method is not very suitable, since they no longer need a parallel translation in Russian. Reading books in the original will be much more useful for them.

3. Audio-lingual method of learning English

The essence of this technique is to understand foreign speech orally. A characteristic feature of this is the method of analogy used when memorizing new words. You memorize the main language constructions and frequently used vocabulary. This, in turn, makes it easier to build sentences and communicate on everyday topics. This technique is also distinguished by the fact that you will memorize a variety of dialogues. First, it will be working out the basic grammatical and lexical structures using a basic set of words. Then, gradually, the vocabulary will be replenished with new lexical units. It is also worth noting that only one-fourth of the lesson is devoted to theory, and the rest of the time is completely devoted to practice. This technique will serve as a good addition when learning the language for both experienced students and beginners, especially if you need to prepare for the exam in a fairly short time. It can be used as a group training option, or an individual one.

4. Game methods of learning English

This is just the case when being a gamer is not only cool, but also useful. Various games are one of the most effective methods in the English language learning since all successful interactive courses are somehow connected with this methodology. At the same time, they are suitable for both children and adults. The advantages of games in learning English are as follows. The game allows to combine the useful with the pleasant, while learning takes place naturally and naturally, like in young children. If we talk about games in the classroom, they serve as a kind of break and help to switch attention from one task to another. Consequently, the concentration of attention and, of course, the mood increases. The didactic function lies in the fact that students can learn new facts directly through the game, expand their general knowledge, while communicating in English. Games are used at any stage of the lesson, whether it is working out phonetic rules, grammatical or lexical topics, reading rules, as well as for listening practice. Also, do not forget about computer games, some of which are published only in English.

At first glance, this may seem like a paradox, but teenagers who play computer games get a large vocabulary compared to their peers who do not play. Those who play ordinary commercial computer games know more English words. Some of the most popular games are Counter-Strike; Warface; Warframe; Dota-2; Assassin's Creed, Minecraft and others.

5. Methods of learning the language by Igor Shekhter

The next of the methods we are considering belongs to Igor Shekhter. It is based on an individual approach to each student. And we must pay tribute to the significance of this approach. A thick layer of Shekhter's concept is based on the belief that the language being studied should be born in mind in the same way that his native language was born once. Shekhter developed situations that simulated direct communication and naturally help to assimilate new knowledge. Thus, the mechanism that once helped him in the development of the speech apparatus, sharpened for communication in his native language, is activated in the human mind. All training according to the Shekhter method can be divided into three stages, which simulate the steps when mastering the native language. To begin with, the center of a new speech is generated. This happens with the help of special "implementations" of speech samples endowed with a certain meaning. They are brought to automatism on a subconscious level. Then there is the assimilation of grammatical skills and lexical units. Thus, the psychological barrier removed at the previous stage will not interfere with the natural learning process in any way. Then there is the so-called preparation for "going out into the world". An emotional and semantic ground is created for further assimilation, roughness is smoothed

out. The so-called linguistic “childhood” is coming to an end, and you are ready to go to the school of life, which is associated with a new language. This technique is kind of unique. And therefore, people who work with groups undergo quite serious training, acquiring the skills not only of a teacher, but also of a psychologist and an artist. In addition, they should be able to direct situations in the form of scenes that are as close to life as possible.

6. *Method of learning English by Alexander Dragunkin*

This method is fundamentally different from others, since Alexander found in English exactly those patterns or features that clearly distinguish it from the Russian language. And he built his methodology precisely on the study of these patterns, arguing that it is possible to understand a foreign language only by studying its differences from the native one. Features of English according to the Dragunkin’s approach are as follows. There are changeable and unchangeable words in English. In the second grade, there are only 27 lexical units, which are the “central figures” in learning. The author invents his own schemes that allow him to sort out everything incomprehensible “on the shelves”.

7. *“Polyglot” by Dmitry Petrov*

To begin with, it is worth saying a few words about the author. Petrov is a fairly famous psycholinguist, the author of the book “The Magic of Words”, as well as other literature. In addition, he is the host of the show “Polyglot” on the Russian TV. His methodology includes 16 hours of intensive training, after which preschoolers will also be experts in English (and not only in English). The advantages of his method are as follows. He gives simple explanation of complex rules and is used to explaining in such a way that even the most complex rules fall under the category of simple ones and no longer cause difficulties for students. After Dmitry Petrov’s courses, you will literally forget what stiffness is due to ignorance and will be ready to use all previously worked-out skills and will have good conversational English. But definitely there are the disadvantages of his method. You will acquire only the basic vocabulary. “Polyglot” is in some sense a good starting “kick”, but for more advanced levels it will be weak. Everything takes a lot of time. The grammatical rules that are worked out in the “Polyglot” according to a certain scheme seem absolutely simple, but they are only partially so. After all, good practice is needed to consolidate the theory, which in turn takes time.

8. *Modern method of learning by Nikolai Zamyatkin*

The principles of the methodology are: listening to audio materials, reading texts; the use of English at all stages of learning, and, if possible, the rejection of the Russian language. For many people, learning this technique resembles meditation. The training is based on matrices with excerpts from the text or dialogues arranged according to the principle from simple to complex. Each of the dialogues requires a lot of effort. At first, you listen to excerpts for several hours in a row, at least 2 hours a day. You should not try to translate the text at this stage. It is recommended to just listen until all the phonemes become clear, until all the words are distinguishable. Then, simultaneously with listening, you read the text, which contributes to deeper assimilation. This stage continues until the dialog is automatically stored in your memory. And in the end, you should say this dialogue out loud many times, trying to imitate the intonation and expressiveness of the speaker. From all the above, we can draw the following conclusion: this option is suitable for students who already have some basic level in the language, and who are ready to work hard and purposefully.

In conclusion the author will try to answer the question: “How to choose your own method of learning English?” The choice of a method is quite an individual matter, but we can only recommend the criteria that must be taken into account to choose the most suitable method for you: the level of training; the amount of time that you will be able to devote to classes; financial opportunities; own priorities and desires.

Also, you need to understand how it is easier for you to perceive information: by ear, through a textbook, with the help of video tutorials, in a playful way, etc. If you choose a method that suits your mindset, character and interests, a successful study will develop by itself. By the way, this advice is also suitable for teachers in order to help students as much as possible, it is necessary to understand their channels of perception and, accordingly, the direction of tasks [13-19].

References

1. Ambrosenko, N. D. Preliminary results of the university participation in the project “modern digital educational environment” / N. D. Ambrosenko, O. N. Skuratova, Zh. N. Shmeleva // *Azimuth of Scientific Research: Pedagogy and Psychology*. – 2019. – Vol. 8. – No 1(26). – P. 16-19. – DOI 10.26140/anip-2019-0801-0002.
2. Antonova, N. V. Lifelong learning as the way of modern personality development in Russia on the example of higher educational institution of technical and natural-scientific profile / N. V. Antonova,

Zh. N. Shmeleva, N. S. Kozulina // Journal of Physics: Conference Series, Krasnoyarsk, 08–09 октября 2020 года / Krasnoyarsk Science and Technology City Hall. – Krasnoyarsk, Russian Federation: IOP Publishing Limited, 2020. – P. 12146. – DOI 10.1088/1742-6596/1691/1/012146.

3. Bagdasarian I., Stupina A., Vasileva Z., Shmeleva Zh., Korpacheva L. Accreditation of the university education as a guarantee of the competencies quality in the labor market//19th International Multidisciplinary Scientific GeoConference SGEM 2019 2019. С. 3-8.

4. Frolova O.Y., Fomina L.V., Shmeleva Zh.N. The importance of the agrarian sector in the socio-economic systems development: methodological aspect// В сборнике: III International Scientific Conference: AGRITECH-III-2020: Agribusiness, Environmental Engineering and Biotechnologies. Krasnoyarsk Science and Technology City Hall of the Russian Union of Scientific and Engineering Associations. Krasnoyarsk, Russia, 2020. С. 22023.

5. Kapsargina, S. A. Innovative Methods of Working with the Text in the Process of Teaching a Foreign Language in a Non-Linguistic University / S. A. Kapsargina, Zh. N. Shmeleva, J. A. Olentsova // Proceedings of the International Scientific Conference "Far East Con" (ISCFEC 2020) : Vladivostok, 01–04 октября 2019 года. – Vladivostok, 2020. – P. 545-550.

6. Kapsargina, S. A. The use of modern software on LMS Moodle in teaching listening and speaking in a foreign language at the non-linguistic university / S. A. Kapsargina, Zh. N. Shmeleva // Azimuth of Scientific Research: Pedagogy and Psychology. – 2019. – Vol. 8. – No 1(26). – P. 147-150. – DOI 10.26140/anip-2019-0801-0036.

7. Shmeleva, Zh. N. Development of profession-oriented textbooks on the English language as a prerequisite for accreditation by the European Council for business education / Zh. N. Shmeleva // Russian Journal of Education and Psychology. – 2018. – Vol. 9. – No 1-1. – P. 5-20. – DOI 10.12731/2218-7405-2018-1-5-20.

8. Shmeleva, Zh. N. Learning a foreign language at the Krasnoyarsk SAU as the factor of the competitiveness increase for graduates of economic specialties / Zh. N. Shmeleva // Проблемы современной аграрной науки: Материалы международной научной конференции, Красноярск, 15 октября 2019 года / Ответственные за выпуск: Валентина Леонидовна Бопп, Жанна Николаевна Шмелева. – Красноярск: Красноярский государственный аграрный университет, 2019. – P. 524-529.

9. Shmeleva, Zh. N. Life-long learning of the foreign language at Krasnoyarsk SAU as the prerequisite for receiving ECBE accreditation and a means of implementing UNESCO educational standards / Zh. N. Shmeleva // Azimuth of Scientific Research: Pedagogy and Psychology. – 2019. – Vol. 8. – No 2(27). – P. 267-270. – DOI 10.26140/anip-2019-0802-0061.

10. Shmeleva, Zh. N. Socialization of KSAU students by means of the English language learning / Zh. N. Shmeleva // Наука и образование: опыт, проблемы, перспективы развития : материалы международной научно-практической конференции, Красноярск, 22–23 апреля 2015 года / Ответственные за выпуск: Е.И. Сорокатыя, А.А. Кондрашев. – Красноярск: Красноярский государственный аграрный университет, 2015. – P. 229-231.

11. Shmeleva, Zh. N. Teacher's preparation, conduct and analysis of the foreign language lesson / Zh. N. Shmeleva // Проблемы современной аграрной науки: материалы международной заочной научной конференции, Красноярск, 15 октября 2017 года. – Красноярск: Красноярский государственный аграрный университет, 2017. – P. 185-188.

12. Shmeleva, Zh. N. The facilitation of students' professional self-determination in the training direction 38.03.03 "personnel management" at the Krasnoyarsk SAU / Zh. N. Shmeleva // Azimuth of Scientific Research: Pedagogy and Psychology. – 2020. – Vol. 9. – No 1(30). – P. 317-320. – DOI 10.26140/anip-2020-0901-0074.

13. Shmeleva, Zh. N. The general cultural competence formation in the process of the foreign language learning by students-managers / Zh. N. Shmeleva // Era of Science. – 2018. – No 15. – P. 220-224.

14. Shmeleva, Zh. N. XXIX World Winter Universiade in Krasnoyarsk as a factor of motivating students for learning "survival English" / Zh. N. Shmeleva // Azimuth of Scientific Research: Pedagogy and Psychology. – 2019. – Vol. 8. – No 2(27). – P. 263-266. – DOI 10.26140/anip-2019-0802-0060.

15. Shmeleva, Zh. Professionally-oriented teaching of a foreign language for future human resource managers at the Krasnoyarsk state agrarian university / Zh. Shmeleva // 20th International Multidisciplinary Scientific GeoConference SGEM 2020, Albena, 18–24 августа 2020 года. – Sofia: Общество с ограниченной ответственностью СТЕФ92 Технолоджи, 2020. – P. 845-850. – DOI 10.5593/sgem2020/5.2/s22.104.

16. The university digital transformation as a tool for human capital development / I. S. Bagdasarian, A. A. Stupina, O. E. Goryacheva, Zh. N. Shmeleva // Journal of Physics: Conference Series,

- Krasnoyarsk, 08–09 октября 2020 года / Krasnoyarsk Science and Technology City Hall. – Krasnoyarsk, Russian Federation: IOP Publishing Limited, 2020. – P. 12184. – DOI 10.1088/1742-6596/1691/1/012184.
17. Vyatkin, A. V. Empathy, emotional intelligence and decision-making among managers of agro-industrial complex. The role of tolerance for uncertainty in decision-making / A. V. Vyatkin, L. V. Fomina, Zh. N. Shmeleva // IOP Conference Series: Earth and Environmental Science, Krasnoyarsk, 20–22 июня 2019 года / Krasnoyarsk Science and Technology City Hall of the Russian Union of Scientific and Engineering Associations. – Krasnoyarsk: Institute of Physics and IOP Publishing Limited, 2019. – P. 22081. – DOI 10.1088/1755-1315/315/2/022081.
 18. Vyatkin, A. V. Empathy, tolerance for uncertainty and emotional intelligence among the agro-industrial complex managers to predict the decision-making efficiency in the antagonistic game / A. V. Vyatkin, L. V. Fomina, Zh. N. Shmeleva // IOP Conference Series: Earth and Environmental Science : conference proceedings, Krasnoyarsk, Russia, 13–14 ноября 2019 года / Krasnoyarsk Science and Technology City Hall of the Russian Union of Scientific and Engineering Associations. – Krasnoyarsk, Russia: Institute of Physics and IOP Publishing Limited, 2020. – P. 32037. – DOI 10.1088/1755-1315/421/3/032037.
 19. Антонова, Н. В. Групповая работа как форма совершенствования коммуникативных навыков студентов-менеджеров / Н. В. Антонова, Ж. Н. Шмелева // Проблемы современной аграрной науки: материалы международной заочной научной конференции, Красноярск, 15 октября 2015 года / Ответственные за выпуск: А.А. Кондрашев, Ж.Н. Шмелева. – Красноярск: Красноярский государственный аграрный университет, 2015. – С. 164-167.
 20. Антонова, Н. В. Изучение страноведения при подготовке менеджеров как способ формирования общекультурных компетенций студентов неязыковых специальностей / Н. В. Антонова, Ж. Н. Шмелева // Вестник КрасГАУ. – 2015. – № 4(103). – С. 270-274.
 21. Антонова, Н. В. Изучение страноведения при подготовке менеджеров как способ формирования общекультурных компетенций студентов неязыковых специальностей / Н. В. Антонова, Ж. Н. Шмелева // Вестник КрасГАУ. – 2015. – № 4(103). – С. 270-274.
 22. Антонова, Н. В. Интернационализация образования на примере Красноярского государственного аграрного университета / Н. В. Антонова, Ж. Н. Шмелева // Современные исследования социальных проблем (электронный научный журнал). – 2018. – Т. 9. – № 1-1. – С. 55-73. – DOI 10.12731/2218-7405-2018-1-55-73.
 23. Антонова, Н. В. О роли иностранного языка в формировании компетенций менеджера / Н. В. Антонова, Ж. Н. Шмелева // Тенденции формирования науки нового времени : Сборник статей Международной научно-практической конференции, Уфа, 18 февраля 2015 года / Ответственный редактор: Сукиасян А.А. – Уфа: ОМЕГА САЙНС, 2015. – С. 103-106.
 24. Антонова, Н. В. Опыт внедрения практико-ориентированного подхода к обучению в аграрном вузе / Н. В. Антонова, Ж. Н. Шмелева // Современные исследования социальных проблем (электронный научный журнал). – 2017. – Т. 8. – № 4-1. – С. 75-85. – DOI 10.12731/2218-7405-2017-4-75-85.
 25. Антонова, Н. В. Повышение мотивации студентов на уроках иностранного языка в неязыковом вузе / Н. В. Антонова, Ж. Н. Шмелева // Вестник КрасГАУ. – 2015. – № 3(102). – С. 223-228.
 26. Антонова, Н. В. Проблемы внедрения и перспективы развития Болонского процесса в вузе (на примере Красноярского агроуниверситета) / Н. В. Антонова, Ж. Н. Шмелева // Вестник КрасГАУ. – 2011. – № 12(63). – С. 308-313.
 27. Антонова, Н. В. Проблемы трудоустройства выпускника современного учреждения высшего профессионального образования / Н. В. Антонова, Ж. Н. Шмелева // Вестник КрасГАУ. – 2014. – № 3(90). – С. 209-213.
 28. Вахрушев, С. А. К вопросу о создании познавательных мотивов у детей младшего школьного возраста / С. А. Вахрушев, Л. П. Вахрушева, Я. С. Бабик // Культура. Искусство. образование: сборник научных и методических трудов / Красноярский государственный институт искусств. – Красноярск: Красноярский государственный институт искусств, 2016. – С. 218-223.
 29. Вахрушев, С. А. К вопросу о трансформации роли учителя в педагогическом процессе при переходе на ФГОС второго поколения / С. А. Вахрушев, К. Н. Мельник, О. О. Пудалева // Образование и социализация личности в современном обществе: материалы X Международной научной конференции. – Красноярск: Красноярский государственный педагогический университет им. В.П. Астафьева, 2016. – С. 165-176.

30. Вахрушев, С. А. Некоторые проблемы внедрения проектной деятельности в школьном образовании / С. А. Вахрушев, В. А. Дмитриев // Азимут научных исследований: педагогика и психология. – 2021. – Т. 10. – № 1(34). – С. 40-44. – DOI 10.26140/anip-2021-1001-0008.
31. Вахрушев, С. А. Обучение старшеклассников решению изобретательских задач: специальность 13.00.01 "Общая педагогика, история педагогики и образования": диссертация на соискание ученой степени кандидата педагогических наук / Вахрушев Сергей Александрович. – Красноярск, 2002. – 180 с.
32. Вахрушев, С. А. Разработка курса по выбору "постановка голоса у студентов педагогических вузов" / С. А. Вахрушев, А. Е. Уфимцев // Образование и социализация личности в современном обществе: материалы XI Международной научной конференции, Красноярск, 05–07 июня 2018 года. – Красноярск: Красноярский государственный педагогический университет им. В.П. Астафьева, 2018. – С. 384-387.
33. Вахрушев, С. А. Системный подход к проблеме здоровьесбережения в рамках инновационного образования / С. А. Вахрушев, В. А. Дмитриев // Физкультурно-оздоровительная деятельность и социализация молодежи в современном обществе : материалы Всероссийской научно-практической конференции. – Красноярск: Красноярский государственный педагогический университет им. В.П. Астафьева, 2017. – С. 9-17.
34. Шмелева, Ж. Н. Влияние дисциплины "иностраный язык" на профессиональное самоопределение и успешную социализацию студента управленца персоналом в Красноярском ГАУ / Ж. Н. Шмелева // Профессиональное самоопределение молодежи инновационного региона: проблемы и перспективы: Сборник статей по материалам Всероссийской научно-практической конференции, Красноярск, 21 октября – 14 2019 года / Под общей редакцией А.Г. Миронова. – Красноярск: Красноярский государственный аграрный университет, 2019. – С. 330-331.
35. Шмелева, Ж. Н. Метод "карты памяти" как средство запоминания материала на уроках английского языка / Ж. Н. Шмелева // Наука и образование: опыт, проблемы, перспективы развития : материалы международной научно-практической конференции, Красноярск, 18–20 апреля 2017 года / Красноярский государственный аграрный университет. – Красноярск: Красноярский государственный аграрный университет, 2017. – С. 195-198.
36. Шмелева, Ж. Н. Целесообразность имплементации стандарта ENQA по студентоцентрированному обучению при изучении иностранного языка / Ж. Н. Шмелева, С. А. Капсаргина // Современные исследования социальных проблем (электронный научный журнал). – 2018. – Т. 9. – № 3. – С. 111-126. – DOI 10.12731/2218-7405-2018-3-111-126.