
**ON THE ISSUE OF THE EFFECTIVENESS OF THE MAIN METHODS OF
TEACHING FOREIGN LANGUAGES**

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Abstract

The article presents a comprehensive review of the basic teaching methods. The advantages and limitations of each method are analyzed, as well as the problems faced by researchers and practitioners in their application. The purpose of the article is to provide the reader with a comprehensive understanding of existing teaching methods, their features and scope, as well as to help in choosing the most appropriate approach to solving specific tasks in the field of teaching a foreign language.

Keywords. Method, methodology, principles of teaching a foreign language, language systems

Introduction

Learning foreign languages is becoming an integral part of the professional training of specialists of any profile. The professional growth of young specialists directly depends on their level of proficiency in one or even several foreign languages. At the present stage of development of the methodology of teaching foreign languages, attention is focused on completely new trends in the choice of basic teaching methods. Teaching methods are one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to achieve the set goal, implement the intended content, and fill learning with cognitive activity.

Along with the change in methods, the very concept of “teaching method” developed both in Russian science and in foreign theories of teaching and learning languages. Currently, this concept does not have an unambiguous designation in the scientific literature.

The term “method in modern foreign literature can correspond not only to the term method, but also to ”approach“, which means ”approach“; in some reference books for teachers, the term ”method“ is not used at all, only the ”methodology“ of teaching is considered.

Preference is given to methods that focus on the formation of the main features of a secondary linguistic personality. Among the methods of teaching foreign languages, traditional methods can be distinguished: grammatical-translational, textual-translational, natural, direct, mixed, indirect, audiolingual, audiovisual, the reading method, mixed, consciously comparative, communicative; as well as non-traditional (innovative) methods: "community", or "adviser", suggestive, "quiet" learning, reliance on physical actions, teaching a foreign language using a computer, consciously oriented, communicative tasks, neuro-linguistic programming, theory of multiple intelligence [2].

The most popular methods from traditional and non-traditional ones:

1. The **grammar-translation method** can be called one of the most common methods among the traditional ones. The beginning of the grammatical translation method was laid down by thinkers at the end of the XVIII century, but the official appearance of this method illuminated the middle of the XX century. Representatives of the grammatical-translation method were Margot (France), Lesson, Ollendorf (England), Meidinger (Germany).

Despite its scholastic nature, the grammatical-translation method gave positive results in understanding reading and translating a foreign text. It was widely used in Germany and in tsarist Russia, where it was the main, officially accepted method in educational institutions until the Great October Revolution. Its roots go back to the Middle Ages, its heyday dates back to the XVIII-XIX centuries.

The grammar-translation method is based on understanding language as a system based on a cognitive approach to learning. The purpose of the training is to read literature. The offer is the basic unit of study. Writing is the focus of attention, and listening and speaking are only learning tools. The main achievements of this method can be considered teaching techniques for working with text: analyzing difficult places in the text, searching for lexical and grammatical material, and setting analogies. Its main disadvantage is the emergence of a language barrier. The fact is that a person in the process of learning a foreign language stops expressing himself and, instead of speaking, begins to simply combine words due to certain rules. This method prevailed until the end of the 50s and was practically the only one, with its help everyone was taught. However, despite the very fair complaints, the grammatical-translation method has many advantages.

Firstly, it really allows you to learn grammar at a fairly global level. Secondly, this method is very useful for people who are inclined to logical thinking, who tend to perceive language as a set of grammatical formulas. However, despite the very fair complaints, the grammatical-translation method has many advantages. Firstly, it really allows you to learn grammar at a fairly global level. Secondly, this method is very useful for people who are inclined to logical thinking, who tend to perceive language as a set of grammatical formulas. The modern lexical and grammatical method provides an opportunity to learn a language as a system. It includes four basic language skills – speech, reading and writing. That is why almost all the students' attention was focused on parsing texts, as well as writing expositions and essays. This system also conveys the structural and logical foundations of the language being studied. The main thing is to be able to relate it to your native language, to see similarities and differences. And without careful study of grammar and without the practice of two-way translation, the task becomes impossible.

2. **Lexical translation, or analytical method**

The method has been used in different European countries (England, France, Switzerland). In Russia, it is less widespread than the grammatical translation. The

focus of this method was vocabulary. The vocabulary was created by memorizing original works. A literal subscript translation was used. Grammar was relegated to the background and studied haphazardly as a commentary on the text. The lexical-translation method pursued mainly general educational goals and ensured the development of reading and translation skills. Representatives of the lexical-translation method - Chauvann (Switzerland), Jacoto (France) and Hamilton (England).

Alexander Chauvann (1731-1800) emphasized the educational role of learning foreign languages. In his opinion, it is necessary to study foreign languages after students master their native language and other subjects related to their future profession. He proposed a comparative study of a foreign and native language. The abstract study of grammar gave way to the analysis of linguistic phenomena, which was carried out on the original texts. The main focus was on the accumulation of vocabulary, after which grammar was studied.

James Hamilton (1769-1831) also based his studies on the original text and its verbatim subscript translation. The text was read repeatedly by the teacher and students, with a literal and adequate translation, with an analysis of individual phrases, with numerous repetitions by students following the teacher in chorus and individually. Observations on grammar followed the reading: the meanings of the sentence members and the forms of their expression were determined. Later, translation from the native language into a foreign language was introduced; the training ended with the development of oral speech skills.

Jean Joseph Jacoteau (1770-1840) in his pedagogy proceeded from the fact that anyone can achieve what he wants, since he has sufficient natural data for this, in particular, everyone can learn everything. He believed that every original text contains all those linguistic facts, having mastered which, one can understand any other text and language as a whole. Jacoto recommends that you first memorize one foreign text with a translation, and then, when reading subsequent texts, compare the new material with the already studied one. From the point of view of psychology, the Jacoto method is based on the law of creating analogies. The pedagogical learning process consisted of three stages: mnemonic (mechanical memorization of the sample); analytical (analysis of the memorized); synthetic (application of the memorized to a new material). The text was memorized along with the translation, which was carried out in parallel. To consolidate knowledge and develop skills, oral and written exercises were performed: telling what was read, imitation, commenting on individual parts of the text, etc.

The lexical-translation method was more progressive in comparison with the grammatical-translation method due to the use of literary texts reflecting the norm of the studied language and the absence of scholastic grammar study.

If we compare the grammatical translation method with the natural one, then we can say that the natural method aims to teach oral communication. When using the natural method, it is important to use the same mechanisms as with natural language acquisition by a child (this is why the name of the method is "natural" or "natural"). The main purpose of teaching with the natural method is to teach students to speak a

foreign language. Proponents of this method proceeded from the premise that, having learned to speak, students will be able to read and write in the language they are learning, even without being taught the technique of reading and writing. They developed mainly the methodology of the initial stage and taught students mainly the everyday language, pursuing exclusively practical goals.

M. Berlitz is known in the history of foreign language teaching methods as the creator of adult courses, as the author of textbooks on the study of European and some Oriental languages. His method was purely practical. Berlitz's textbooks in different languages were based on the same material and on the same model. Berlitz put forward the following as methodological provisions:

The perception of language material should be direct, not translated: the student associates a foreign word with an object or action, and not with a word of his native language; grammatical concepts are perceived intuitively, from the context, and not by comparison with known forms of his native language.

Francois Guin (1831-1898), like M. Berlitz, was a representative of the natural method. He is known in the methodology of teaching foreign languages due to the use of internal visualization, which allows, based on sensory experience, to link individual phenomena and actions into a continuous chain. Watching the play of children aged 2-5 years, Guen came to the idea that the basis of learning a native language is the need to accompany their activities with statements in a logical and chronological sequence. Hence F. Guen concludes that the process of learning a foreign language should be similar. Based on this, he puts forward the following main provisions of his method: natural language learning is based on a person's need to express their feelings; teaching should be based not on a word, but on a sentence; auditory perception is the most reliable and effective, as a result of which oral speech should be the primary and main means of language learning, not reading and writing.

M. Walter was a major representative of the natural method. He linked learning a foreign language with the active activity of students, attaching great importance to the sensory side of perception of the surrounding world.

3. The direct method originated on the basis of natural. He received this name because his supporters sought to associate the words of a foreign language and its grammatical forms directly with their meaning, bypassing the native language of the students. Psychologists and linguists V. Fietor, P. Passi, G. Sweet, O. Jespersen, B. Eggert and others, as well as methodologists Sh. participated in the development of the direct method. Schweitzer, G. Wendt, E. Simoneau, et al. Representatives of the direct method set themselves the goal of teaching students practical command of a foreign language. Since translation methods, the antipode of which was the direct method, brought educational goals to the fore, linking them with the need to teach how to read a text, practical knowledge of a foreign language was first identified with the opposite task - to teach students oral speech.

A slightly different position was held by the prominent linguist G. Sweet. Sharing the view of other representatives of the direct method about the practical purpose of

teaching, he believed that the way to this in school conditions lies through the study of texts reflecting a living spoken language - the basis for teaching oral speech.

4. "Audiolingual method". This method of learning foreign languages, which is worth telling about, originated in the late 70s. This method is divided into two stages. The audiolingual method of learning a foreign language was developed by Ch. Frieze and R. Lado. Its essence lies in memorizing grammatical and phraseological structures of the language by repeating them frequently in ready-made educational dialogues. At the first stage, the student repeatedly echoes the teacher or the phonogram. And only when he reaches the second level, he is allowed to speak a few phrases from himself, everything else consists again of repetitions. This method has a significant drawback. The learning process takes place within the framework of programming, the student is not given the opportunity to study the language more extensively, he is driven into template repetitions. On the other hand, the student gradually replenishes his vocabulary each lesson and constantly listens to correct speech. But this method is definitely tedious, and this has a detrimental effect on the student's learning ability. The 70s are also famous for the discovery of a communicative method, the main purpose of which is to teach a person to communicate in a foreign language so that his speech is understandable to the interlocutor. To learn this method, a person should immerse himself in "natural conditions".

A modern, more advanced, communicative method is a harmonious combination of a large number of ways of teaching foreign languages. This technique has surpassed all its relatives, and is dominant among a very wide variety [1]. One of the key innovative methods is the "community" method developed by C. Curran. The essence of it is that people need the help of an adviser. Features of the method: students are given a leading role in the organization of the course (they choose the appropriate pace and schedule of training); the teacher is an adviser who suggests phrases necessary for communication in a foreign language (the teacher is not a leader, should not force students to participate in communication) [3]. The "community" method is great for first-year students. All students must be proficient in English at the Pre-Intermediate level, which is sufficient for independent communication and exercises. However, there are difficulties in understanding grammatical topics, for example, the topic of "Time matching". Students find themselves unable to figure out the ratios of main and subordinate clauses and the "shift" of tenses without the help and explanations of the teacher. Neuro-linguistic programming (NLP) is a science and art in the process of personal improvement. NLP appeared over 20 years ago in the USA. Its founders are John Grinder and Richard Bandler. Many consider NLP methods ineffective and even misleading

5. The founder of the conscious-comparative method is academician L. V. Shcherba. At the heart of this method is the comprehension of action, not the mechanical development of a skill, conscious rather than intuitive mastery of language. The comparative method solves a wide range of tasks: practical, general education and educational, and is based on principles related to the specifics of learning a foreign language, with the need to overcome the interference of the native language. However,

this method underestimated the role of activity in learning the material, and consistency in language acquisition was not ensured. The significant expansion of the field of foreign language teaching in the twentieth century led to the intensive development and further development of direct methods focused on both reproductive and receptive language acquisition. Among them is the method of Harold Palmer, which originated in the 20s of the twentieth century and became not only widespread, but also significantly influenced the formation of audio-linguistic and audiovisual methods. Palmer puts forward imitation and memorization as the basic principles of learning a foreign language. The indisputable merit of Palmer is the consolidation into a system of numerous various exercises, which are combined by the main task to form the correct oral speech skills. The disadvantage of Palmer's methodological system is the artificial restraint of speech activity.

6. The audiovisual method originated in France in the fifties of the twentieth century. Its creation is associated with the names of outstanding linguists and psychologists such as P. Gubernin, P. Rivan, R. Mishea and others. The name of the method reflects the principles underlying it. All new material is perceived by the student for a long time only by hearing "audio", and its meaning is revealed with the help of visual non-verbal clarity - transparencies, filmstrips, films "visual" [4, c56-70]. This method is also called structurally global. The audiovisual method is appropriate in a multinational audience in the country of the language being studied, when classes are supported by daily practice of communicating with native speakers, and the goal is to master the spoken language within the tourist theme. Among the disadvantages of this method, it should be noted the negative consequences of the complete exclusion of the native language, which may occur, as well as the great difficulties that arise in the process of revealing the meanings of certain linguistic phenomena, in particular, words with abstract meanings, phraseological units, using non-verbal visualization.

7. One of the most comprehensive methods of learning a foreign language is the linguocultural methodology, which includes two aspects of communication - linguistic and intercultural. Its purpose is to teach understanding of the interlocutor's linguistic culture and intercultural interaction. The purpose of learning a language using this method is to understand the interlocutor, to form perception on an intuitive level. The development of foreign language teaching methods leads to the emergence of new, more effective teaching methods that take into account the psychological characteristics of students. One of them is the tendency to strengthen the communicative orientation of the educational process. The Lipetsk School of Methodologists, led by E.I.Passov, is developing a concept of a communicative method of teaching a foreign language, where communicative situations are a necessary condition for mastering language tools and speech examples.

Conclusion

Modern teaching methods strive to form students' value attitude to language, to reveal it as a reflection of socio-cultural reality, as a phenomenon of national and universal

culture. This is one of the main ways to create (through language learning) an effective basis for international understanding.

For most existing concepts of language learning, there is also an indisputable need to rely on the skills of independent activity of students, which in turn ensure the formation of creative activity of the student.

Summarizing the above, it should be noted that according to didactics, there are no such universal teaching methods and tools that would always give success. And none of the teaching methods, being used by itself, provides the desired results. The use of any teaching methods should not be carried out by itself, but in the context of the pedagogical system, taking into account its elements and characteristics, the contingent of students, the goals of education and upbringing, the content of education, etc. The application of a particular method must be methodically ensured, without which its learning capabilities will not be realized

Therefore, it is safe to say that a foreign language teacher needs to know: the age and individual characteristics of his students, their level of development, current interests and plans for the future; his subject, which involves not only knowledge of the language itself, but also knowledge of the psychological and physiological mechanisms underlying the assimilation of language tools, operations and actions with them, providing speech communication, as well as the features of modern teaching methods. In order to justify the choice of methods, it is necessary, first of all, to know the possibilities and limitations of all methods of teaching a foreign language, to understand which tasks and under what conditions are successfully solved using certain methods, and for which tasks they are useless or ineffective.

The study of the history of the development of the system of teaching foreign languages shows that the teaching methodology was based on the formation of a goal, concretization of the content of teaching, clarification of methodological principles and techniques, identification of specific features of a foreign language, solving the question of the relationship between language and speech. Only an optimally selected teaching method is able to provide favorable conditions for all students, provide difficulties and prevent those qualities from manifesting themselves that will lead to lagging, gaps in the assimilation of knowledge, in the formation of skills and abilities.

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