

Thus, the problem of development, improvement of methods of training by a foreign language always was one of actual problems of education. The conducted researches of pedagogical work in this area showed that training in foreign languages in educational institutions is impossible without innovations.

In the light of modern requirements to the purposes of training in a foreign language the status as trainee, and the teacher which pass from the scheme «the teacher – the pupil» to technology of training in dense cooperation changes.

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NEW AND OLD METHODS IN TEACHING AND LEARNING ENGLISH

Since the builders of the Tower of Babel spoke different languages, society has become in need of translators. Until recently a foreign language had been more of a hobby than a reality and to know it meant to be a person belonging to a privileged class. But times are changing and today there are so many proposals on a variety of methods of teaching and learning a foreign language, e.g. English, that the actual point is to put the question on the technique used for this purpose.

It is a habitual thing to see people puzzled before the bookshelves of linguistic literature, media guides or long lists of advertisements. There are so many new and unheard methods of learning a language that there appears a hint of challenge and discredit towards them.

It is a known fact that at the end of the 20th century in Russia certain changes occurred in the English teaching methods. Before that all the priorities had been given to grammar, reading and literary translation skills. Those were the principles of «old school» and they had been fruitful, of course. But at what cost?

Mastering of a language could have been brought about through long routine work. The tasks to be done had been rather monotonous: reading and translation of a text, learning of new words and paraphrase exercises. Very rarely, just for a change there had been writing or dictation. It is no wonder that only hardworking and well motivated people could have mastered the language. Today the scheme remained the same – to achieve a goal you need to be diligent, persistent and to work every day. But the methods of teaching and learning the language became greatly simplified. Moreover, the forms became more diverse: a kind of tutoring when a student and a teacher are face to face to work together; online teaching and learning, e. g. Skype and some others.

In this article we plan to consider some of the basic methods; of course, they are not fully comprehensive.

Fundamental technique

It is the oldest and the most traditional method. Language universities rely mostly upon this fundamental technique. It is assumed that a translator could never be confident in their knowledge of a foreign language as they know that speech situations occurring are numerous and unpredictable. This technique does not give any promises that learning a language will be easy and there won't be any necessity to work over it at home. More than that, it does not guarantee you that the experience of a teacher will save you from making mistakes in grammar and pronunciation. Nonetheless the fundamental technique offers you a lot of questions to be addressed and an exciting and complex world of the language system to plunge into.

The classical approach to the study of a foreign language

The classical approach has also undergone some changes but there are some old principles of linguistic techniques that are preserved. They are often used in schools and areas of school teaching with different methodical approaches. The classical approach is aimed at students of all ages and most often involves the study of language from the outset. The tasks of a teacher include traditional but no less important aspects of the pronunciation and grammar perfection, the elimination of language barrier, etc. Thus, the understanding of the language is in the basis of this approach.

Linguistic and socio-cultural approach

It is one of the most important methods of learning foreign languages. Those who support the approach are firmly convinced that the language loses much – we may say it loses its life – when teachers and students aim just to acquire lexical and grammatical forms of the language. This method takes into account the simple fact that 52 % of all the

errors are usually made under the influence of the students' mother tongue, while 44 % are regenerated by the language under study itself. In the recent past teachers used to monitor the speech to be correct; now it is considered to be more important to strive for improving the meaningfulness of speech. So to say, the final goal of communication is to transmit information and to be understood.

The method involves two aspects of communication – language and intercultural. The purpose of language learning using this method is to facilitate the understanding of conversations and the formation of perception. So every person who has chosen this approach should refer to the language as a mirror which reflects the geography, climate, history, the life conditions, traditions, everyday life, behavior, creativity.

Communicative approach

Communicative approach is the first among different methods of learning foreign languages due to its mission to facilitate communication. It works perfectly well in Europe and the USA. As it can be evident from the name of the approach it is focused on the possibility of communication. There are four traditional aspects in language training: reading, writing, speaking and listening comprehension; communicative approach concentrates on the latter two. In the classroom you won't hear complex syntactic structures and vocabulary. It is known that oral speech of any literate person differs a lot from writing or written speech. However, it would be a mistake to think that communicative approach is intended only for a small talk. Those who want to be a professional in a specific area regularly read foreign editions. Having a great vocabulary, they are easily oriented in the text, but to keep the conversation with a foreign colleague on the related topic worth a lot of effort. Communicative approach is meant to remove the fear of communication in the first place. A man armed with a standard set of grammatical structures and vocabulary of 600 – 1000 words, can be easily understood in a foreign country. So, this approach is primarily intended to remove the fear of socializing.

A foreign development-oriented approach

The main objective of this approach is to teach a man first to speak a foreign language freely, then to think in the language. The most important thing is that there are no routine exercises to be done and the time is given to game situations, work with a partner, special exercises to search for mistakes and to compare and contrast involving and implying not only memory but also logic. In other words, all the exercises of that kind are designed to develop the ability to think analytically and graphically. Very often the text-books contain citations from English-English dictionaries and that is the point as this approach develops and trains not

only language skills but also creativity and general outlook. Each lesson should consist of several sections.

The first section is usually dedicated to the development of spoken language skills and analysis of some grammatical structures and a written test on the practice of communication; discussions of different topics in pairs; creation of dialogues based on the proposed tips; listening to audio cassette, as well as revision of material covered on previous sessions.

The second section aims to develop language skills by performing oral and written exercises. It is followed by working with text. Each session usually ends with listening part.

Intensive method

It is particularly popular among those students of English or any other foreign language who value the following saying «time is money» or «money is time» as both of them are equal to each other. It includes memorizing and practicing of a certain circle of collocations that can help you explain and understand your interlocutor. Intensive method is aimed at forming expressive verbal behavior and therefore it often is of linguistic (language) category. As for timing, it is accepted to be true that to master a foreign language for two weeks is not just difficult but impossible even in a fantastic dream. But in fact it is achievable to manage it for two or three months.

To conclude we would like to say again that there is really a great variety of different methods and approaches on teaching and learning foreign languages, new and old. Practically, all of them have positive and negative sides. That means that the choice of the approach to study English, e.g. is up to all of us – we can look for something that is special for us and we should remember that it is possible to combine the best aspects from different approaches. But there is really something particular about foreign approaches – they have a number of distinctive features that are very significant while generating the skills necessary in modern business life such as the ability to make a report, conduct presentations, do correspondence, etc. Perhaps foreign approaches are the best for those who want to learn «real English».

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