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THE MAIN BRANCHES IN THE METHODS OF TRAINING OF FOREIGN LANGUAGES IN 60-80 YEARS OF XX CENTURY

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Compulsion to the historical and pedagogical analysis of foreign languages formation and development processes permitted to distinguish the period of the 60-80th of the XX century as a particularly important one from the point of view of the foreign languages training. In this chronological space a requirement in preferment of quality of students' foreign languages knowledge is reflected in research and educational knowledge and practice, that is connected with the Government Regulation "About improvement of foreign languages studying" from May 27, 1961 the Government Regulation arose new methodological aims tendencies in foreign languages training and in the subsequent change of educational paradigm. This period is marked with application of foreign languages training innovation technologies and with complex solution of up-breeding, educational and developing aims as well.

Purpose: to describe the main directions of foreign languages training methodics development in the 60-80th of the XX century.

Methodology. Systematization of historical literature and pedagogical sources; methods of comparison, correlation and generalization of facts and ideas extracted for research; methods of abstracting and concrete definition.

Results. It is shown that foreign languages are possessing a great potential for personal development; different points of view represented by pedagogues of the 60-80th of the XX century on the problem of preferment of quality of students' foreign languages knowledge are characterized; the directions of foreign languages training process improvement are described.

Practical implications. The article materials may be a point of interest for specialists in languages studying and in history of foreign languages training methodics formation and development.

Keywords: knowledge quality, personal development, active training methods, intensive methods, suggestology, educational technologies.

ОСНОВНЫЕ НАПРАВЛЕНИЯ В МЕТОДИКЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В 60-80-Е ГГ. XX В.

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Обращение к историко-педагогическому анализу процессов становления и развития обучения иностранным языкам позволило выделить период 60-х-80-х гг. XX в. как особо важный в плане иноязычной подготовки. На данном хронологическом отрезке в научно-педагогическом знании и образовательной практике в связи с Постановлением «Об улучшении изучения иностранных языков» от 27 мая 1961 года рефлексировалась потребность в повышении качества знаний студентов по иностранным языкам. Указанное Постановление вызвало к жизни тенденции новых методологических установок в обучении иностранным языкам и последовавшей за этим смены парадигмы образования. Данный период отмечен внедрением инновационных технологий обучения иностранным языкам, а также комплексным решением воспитательных, образовательных и развивающих задач.

Цель – раскрыть основные направления развития методики обучения иностранным языкам в 60-80-е гг. XX в.

Метод и методология проведения работы: систематизация исторической литературы, педагогических источников; методы сравнения, сопоставле-

ния, обобщения фактов и идей, отобранных для исследования; методы абстрагирования и конкретизации.

Результаты: показано, что иностранные языки обладают огромным потенциалом для развития личности; охарактеризованы различные точки зрения педагогов 60-х-80-х годов XX века на проблему повышения качества знаний обучаемых по иностранным языкам; раскрыты направления совершенствования процесса обучения иностранным языкам.

Область применения результатов. Материал статьи представляет интерес для специалистов, занимающихся изучением языков, а также историей становления и развития методики обучения иностранным языкам.

Ключевые слова: качество знаний, развитие личности, активные методы обучения, интенсивные методы, суггестология, технологии обучения.

The currently existing concept of the training methods of student respondents and students of foreign languages bear the imprint of the experience of its development at different historical stages. Given the different links from the past-standing and future, structuring them in a kind of harmonious system-network, you can promote the performance of the process of teaching foreign languages, allowing for the variability of approaches, flexibility of using of various methods and forms.

Foreign language education in Russia in the 60s of the twentieth century was given to the necessary of increasing quality of students ' knowledge of foreign languages. The solution of this problem required a reform not only with the support of education and improvement of existing forms and methods of teaching foreign languages, but also created a need for searching ways in solving the tasks set by the government document «On improving the learning of foreign languages» of 27 may 1961.

The decision States: «knowledge of foreign languages for specialists of the different fields of science, technology and culture and broad circles of our country is of particular importance» [14, p. 14].

The knowledge received by students in a foreign language, shall also promote more intelligent, understanding of vocabulary and grammatical system of the native language, to enrich the language learner, make it more spokesman Noi and accurate, i.e. largely contribute to the successful mastering of the native language-com. Studying foreign languages, personality starts to learn the relationship between language thinking, she formed the view of the laws of thought and speech.

However, in the resolution noted serious flaws in the study-research Institute of foreign languages. The main lack of training in foreign languages was that the school did not provide a practical knowledge of language as a means of communication. This fact is explained by the vicious target is to teach the students read and translate the text with a dictionary, to arm a certain amount of words and give concise information about grammatical structures. The task of developing oral speech of students was not done by school [14, p. 14].

The resolution of identified The ways of restructuring of teaching foreign languages at school were been by the resolution.

In the 60s of the increasing importance of active methods of training foreign language. If in the previous periods was used passive transfer methods of teaching foreign languages, in these years prevails non-translation, consciousness and practical orientation of the process in learning language. Characteristics of the active method of teaching a foreign language is represented in the work of the teachers of Leningrad [13, p. 52].

Lesson of a foreign language, from their point of view, evaluated on the following criteria:

- 1) the utilization the using of the teacher and students foreign and native language;
- 2) the relative duration of use of the oral speech of students;
- 3) the relation between the duration of the words of the teacher and students;
- 4) the readiness of the trainees to answer the questions of the teacher and pupils and the quality of their answers;
- 5) the number of questions asked by the students of the teacher and fellow;
- 6) to repair the students own mistakes and errors comrades.

In connection with these criteria methodology of teaching foreign languages is formed by the following requirements:

1. On each section of the work should start with the practice rather than theory. Teach us the language, not the theory of unknown or unfamiliar language. Not to learn the sounds and grammar abstractly, to familiarize the students with a part of the language material in which there are sounds, or which has been distributed rules of grammar. From theory to return to practice, to the practical application of generalizations, for the consolidation and expansion of knowledge, turn them into skills and to develop skills.

2. Both in vocabulary and grammatical topics more logical to teach concentric not only in the sense of returning for the course, but also in the sense that in some cases mastering the more will promote a stage of one or another language phenomena - words, shapes or syntax construction – rapid using his (or her) corresponding to the General section of the program course. For example, before the verb form Perfekt not to refuse the use of proposals such as «wie-derhole was du gesagt hast».

3. Individual work with individual students (with the participation of the whole class), as a rule, mean choral work with the whole class.

4. Only be active kinds of work: provide students with the opportunity to correct errors, to learn to ask questions comrades and teachers, to prepare young people for independent work on the language.

In accordance with the new requirements of the new trends in the practice of teaching foreign languages [11, p. 16].

Firstly, the leading place on the lessons of a significant part of teachers ranging-only to hold exercises in oral speech, increasing the proportion of oral exercises, including choral, more time is devoted to oral front work as a teacher with a class. Thus, to a lesser degree teachers when running about to explanations and interpretations, achieving comprehension of theoretical Information in the process of practical language acquisition.

Secondly, among the various exercises, performed by students at foreign language lessons, increasingly find non-translation exercises, exercises of using visual materials, didactic materials.

Thirdly, in the classroom when teaching oral foreign language and more attention is paid to the statements of the students, answering questions in accordance with a particular theme, and not a simple retelling of the texts.

Fourthly, is becoming increasingly common lexical way of mastering the grammatical forms. Gradually overcome Faure minimal grammar of a foreign language.

Fifthly, increases consequently educational value practice a foreign language.

In the 70s attention Methodists was drawn to the activation of reserve possibilities of the person. Traditional approaches criticized for underestimating the significance of both the individual student and the personality of the teacher. Developed methods, the main motive forces which should be of interest, joy, purpose and justification of speech acts. The basis of such methods were based on the principles of organization of personal communication in the educational process, the principles of the principle of personality development through group communication, through role play and other talking about an intensive methods.

Intensive methods are subdivided into a) methods based on ideas, Lozanov in a way assumed practical application suggestology (science on the use of psychological reserves the identity of the person in training by the process) and b) methods based on other concepts based of training for language.

The first group of intensive methods provides for reliance on domestic Deposit reserves of the individual student, hidden in the sphere of his mind, and the use of techniques suggestion (suggestion). The second group of intensive methods based to focus on other scientific grounds, oriented on solving approach to learning and achievement of communicative linguistics. The scientific concept of these methods are not always can be seen quite clearly that gives rise to some researchers decrypting such methods as technology training (educational technology) as methods of learning

aimed at mastering the language chosen by the students to the field of communication at maximum using their speech capabilities. Such methods (technologies) include: cooperative learning, computer training, centered on student learning, distance learning, online education, language-side portfolio as a technology of training and supervision, technology education «case study» [15, p. 19].

Distinctive features of all of intensive methods are: a) the maximum possible activation of students during the classes; b) to mobilize hidden psychological reserves the student's personality; c) global exploitation of all means of influence on the personality of the pupil (bearing not only on visual and auditory perception, which is typical for traditional methods, but also on the sphere of the subconscious perception) [15, p. 11].

Using these methods attempt to realize the idea of rising supporting learning and identify psychological impact on the personality of a student by means of the subject «foreign language». Specifically the organization of communication was seen as the main condition for integrated solution of the training, educational and development tasks. Other important tasks in the intensive method were: organization of activities of students, the creation of the student team, establishing cooperative relations, friendly psychological climate. They were all on-focused on overcoming barriers, uncertainty and the potential student. The concept of intensive methods for the first time talking about the integration of psychological and methodological provisions for the development of the individual student by means of the subject «foreign language» [2, p. 6].

Experience in the use of intensive methods suggests that factors such as behavior of a teacher and he creates the atmosphere of the lesson, the technique of its communication with students are the most important factors disclosure of unused reserves of the pupil's personality, providing him with a conscious activities and self-discipline. To create a favorable emotional - psychological climate at the lessons of foreign language teacher should give situation of communication: to provide the learner to most fully Express themselves, be included in statements and, if necessary,

correct errors by using repetition and requests connect to the evaluation speech activity of individual students, to change partners.

But also in the use of intensive methods are discovered certain specific difficulties and unsolved problems. So, in working with intense methods focuses on the speech activity and insufficient attention is given to work on the language means of communication that leads to sustainable errors in the speech of students. Attempts were made to overcome resolved this lack of inclusion in the system of courses training exercises and grammar explanations. And there were elements of traditional and innovative methods [15, p. 11-12].

In General, should recognize that many intensive methods, in particular: suggestion method, Lozanov in a way, the emotional-semantic method Schechter, the method of activation capabilities of the individual and collective Kitaygorodskaya have proved positive.

In the 70s of the continued search for rational organization of the lesson foreign language to senior stage of training. Referring to the experience of teachers Deutsche of cities of Lipetsk and Yelets (O.N. Ivanchinova, L.V. Kibereva, E.I. Passov, N.V.Semenuchenko).

In an attempt to make the lesson of the most rational and effective methodic professionals and teachers decided to fix his organization a number of weak elements [6, p. 69-73]:

1. Students do not always grasp in full the material studied at the lesson, so they have to form a holistic perspective of scraps of information acquired during the lesson.

2. Not all students are actively working on the lesson: the percentage of speaking of each student is still small. Usually develops situation: say, one or two students while the others listen that way enhance their cognitive activity. Lesson should base speaking skills of each student.

3. Poorly individual training. The reason for this is the lack of organization of independent work of students in the classroom.

Meanwhile properly organized independent work contribute to effective learning, knowledge acquisition, teaches methods of acquisition of knowledge, creates the atmosphere of speaking. It is very important there is a choice of one or another form of independent work on a material of scrap and the search for optimal combinations of these forms. The choice of form determines by the work and nature of the material. Most often front work in combination with individual is held on the first and last stages of work on the topic (at the first stage in the primary language material mastering require explanations teacher, instructions and illustrations of samples, their initial consolidation; at the last stage of summarizing the work on the topic). On average or on the second stage students in the process of independent work master the individual portions of the material studied in the classroom to complete mastering it (the assessment). The prevailing work in pairs in combination with front-horizontally and individual. In this period it is important to involve all teachers is in active work and to provide adequate pronunciation of the language material. Home, laboratory work complete this cycle of studying the language-acoustic material. The functions of the teachers at this level are management of the process of mastering.

Students can speak the text in a low voice to their speech articulated and they heard themselves and his partner, trying not to disturb others and in turn completely disconnecting from the rest of. After monitoring and evaluating the assimilation of the studied teacher starts to work over the next portion of the material. Independent work is stimulated by the evaluation that the student receives for each stage of the work on the material.

So, the share of the lesson should take independent work of students, learning should be phased with speaking to a full understanding of the studied; the teacher to control his learning of and evaluate the students ' knowledge.

To the beginning 80-ies in the system of foreign language education there has been difficult crisis. He was called controversial circumstances. On the one hand, the reduction of number of hours of training to foreign languages in school curricula terms of secondary school (this reflects the low status of foreign-assisted language as

an academic discipline) and, on the other, changed in the country social-and-economic and political situation, gradually made the knowledge of foreign languages is claimed in the daily life category [4, p. 80].

It became obvious that neither the advanced program on the subject, nor the revised and reworked CTP will not dramatically improve situation in the field of language teaching. A way out of this, the situation began to see the potential bears the subject «Foreign language» for the development of the student.

Theory and practice of teaching foreign languages were faced with the need to develop the spiritual sphere of pupils, increase of human the content of learning more fully realize the educational potential of the subject in relation to the individuality of each student.

Namely in this period, foreign language, like any other academic discipline becomes the unique factor which shapes individuals. This means a leading goal of learning a foreign language at school - upbringing, development and education of pupils by means of this subject on the basis and in the process of practical possession of foreign language speech activity.

It was noted that the comprehensive strengthening of the educational-educational and development focus of the training will contribute to its effectiveness in practice.

This goal to be disclosed in the unity of four components: learning, developmental, educational and practical.

The educational component was formation of the means foreign language socially active person, which is characterized by ideas of the conviction, the sense of patriotism and internationalism, activity, , diligence.

Developing component objectives envisaged the development of the language act-the ability, communicative culture, General skills, sustainable interest foreign language studies and training activities in General, perceptive, mnemonic and intellectual processes, and such personality traits, as feelings, emotions, will, etc.

The educational component of the goals expressed in the admission of students to the progressive culture, in expanding linguistics and philological students' competence, their knowledge and outlook. Foreign language should be an effective means of knowledge and realization of intersubject communications, introduce students to the various spheres of human economic activity.

The practical component of the goals was formation of the speech on the skills and skills of oral and written speech in the foreign language that would violate the basic cognitive-communicative needs of students at each stage of training and possibility of their involvement in cultural valuable professions of the people who hold the studied languages [3, p. 13].

It was supposed to strengthen the educational-educational and developmental orientation of learning content through the use of authentic, valuable in cognitive terms of training materials, the application of linguistic and geography approach to their selection and the organization in a more targeted development of General skills, including skills related to self work. When selecting the topics of speaking and reading must take into account the characteristics of students each age period, their interests, and aims.

The stated objectives reflect the diversity of educational on-the needs and abilities of a student. It has changed the status of a foreign language as a school subject. The functions of the foreign-assisted language were to students acquire them as a means of communication for the establishment of mutual understanding with people speaking this language; as a means of upbringing, education and comprehensive development of the personality activities.

Detailed, full development of the idea of personal development of pupils at lessons of foreign language received in research E.I. Passov. In his works the process of foreign language education is considered as the integration of the four processes: knowledge (aimed at mastering culture with-holding of foreign cultures), development (aimed at mastering the psychology -oppression content of foreign language culture abilities - mental-commercial functions, etc), education (aimed at mastering

pedagogical skim content of foreign language culture - verbal skills). The essence of the proposed concept of the author sees in the development of individuality in the dialogue of cultures.

Relying on the ideas of communicative didactics allowed to a certain extent, to balance the practical and educational aspects in terms of their adequacy to the terms of the study of foreign languages.

The most important ways of organizing the educational process E.I. Passov believes fellowship way of familiarizing the student to the values, mutual understanding in a dialogue from the position of the pupil as a subject of education, the experience of the fact of a foreign culture as a fact of personal life, the formation of self-consciousness and self-determination of the pupil, communicative, as the simulation of a real process of dialogue in the educational process, development of the experience of a relationship to the facts of culture.

In the 80s the categorical apparatus of domestic methodology included the notion of «communicative competence». Communicative competence is «the ability to solve means of a foreign language relevant to pupils and society communication goals of the household, educational, industrial and cultural life; the ability to use the facts of language and speech for the implementation of the purposes of communication» [5, p. 90]. The practical objective of teaching a foreign language begins to be interpreted as the purpose of formation of communicative competence.

Learning a foreign language, in our opinion, has extensive personality-developmental potential. Many researchers pay attention to the educational opportunities of a foreign language: the development of the intellectual sphere, development of cognitive interests and motivation, creative opportunities of students.

I.L. Bim emphasizes that learning a foreign language develops thinking, memory, language ability students, improving their auditory-new, visual and motor sensations, improves speech forecasting increases arbitrary possession of generalized techniques for speech activities based on the analysis and synthesis, comparison and generalization [1, p. 43].

R.P. Milrud comes to the conclusion that the language skills of the students are needed to cognitive techniques of intelligence appeared in full when mastering a foreign language, and cognitive techniques intellects, important for successful educational activity, largely depend on the General intellectual abilities of students and at the same time, the determination by these peculiarities [10, p. 12].

T.A. Mazurik argues that the personal factor is the regulator for the successful mastering of foreign languages. The researcher identifies several communicative skills, contribute to the successful implementation of the spoken howl activities. One cannot but agree with T.M. Mazurik that communications positive personality traits, developing in the process of learning, have there-had a significant effect on the rate of mastering speech activities in a foreign language. Communication skills of students contribute to their easy adaptation of the linguistic group and the successful mastering of a foreign language in the process of the communication [8, p. 73].

However, foreign language as a school subject you will be able to fully-perform their functions only if all aspects of the learning process will be considered on equal terms, which means equality in plane of significance for the formation of a student's personality [14, p. 29].

We must recognize that the 70-s and 80-s years of XX century were characterized how high levels of research in methodology of teaching foreign languages: researching of means of education, forms of control of knowledge of foreign languages; development of oral speech; the goals, content and methods of learning.

In 1971 in Pyatigorsk state pedagogical Institute was the first national workshop supervisors in foreign languages. Particular attention of the participants of the seminar attracted a joint report by the staff of the Department of methods of Gorky, Leningrad and Moscow pedagogical institutions on the theme «Main features of the modern method of teaching foreign languages in the Soviet school» (O.E. Mikhailova, E.I. Passov, S.F. Shatilov). The main characteristics of a modern method of teaching were concentrative in the following provisions:

1. Modern method of teaching foreign languages to ensure seek such an organization of the whole training process, which creates real opportunities for students the main types of foreign speech activity in a given real high school within. Educational and upbringing objectives are solved in unity with the practical.

2. A differentiated approach is expressed in the account of specificity of each type of speech activity, accounting relationship, interaction of different types of speech activity at different stages of mastering them, and in choosing the administration of the methods and forms of work suited to the specifics of speech activity, type of material, stage of study, age peculiarities of pupils.

3. Complex approach to the organization of reading material makes it possible to mastering pronouncing, grammatical and lexical parties' speech in their unity on the basis of the speech.

4. Communicative orientation of teaching finds its expressions of the nature of the exercises.

5. The intensification of the educational process is provided to the rational organization of activity of each student on lesson planning for recovery providing clear-cut the whole learning process, planned development of independent work, the full development of interest to foreign language [7, p. 88].

In the report «Basic problems of modern methods of training foreign languages» of G.V.Rogova has revealed the reasons of restructuring methods of the pupils-giving foreign languages, has substantiated the necessity of creation of scientific method-using the technique of learning, the need to create a theory that would allow pre-подавателям to the achievements of related Sciences more effective to teach foreign languages, and students learn. While stressing the close relationship of the teacher with the cognitive activity of students. Promising areas of research were as follows: to study conditions and to ensure the active interested attitude of the students in the subject; the relationship of the subject and the personality of the teacher; nature relationship between the teacher and students in the educational process.

Conclusion

The study is devoted to the most interesting period in expanding foreign language education - 60 to 80-th years of the twentieth century. The urgent necessity of the need to select this period is caused by the fact that at this stage forms necessity to improve the quality of students' knowledge, foreign languages, namely: fluency in a foreign language and oral and written speech. With the change of the target towards the practical knowledge of foreign languages, sought ways to improve the learning process (methods change, contents and forms of organization).

In 60 - 80s of the XX century, named the priority directions in the method of learning of foreign languages. Among them: the dominance of the methodological concepts, focused on teaching of speech activity, communication, foreign language (concepts consciously practical method, communicative method, suggestion method etc); development of concepts concentrative and interconnected teaching of different speaking activities; development of concepts of intensive teaching of foreign languages and other

In a number of listed research areas for us the areas-importance introduced the idea of personal development at the lessons of foreign language (E.I. Passov), where a specially organized communication explained as the main condition for the solution of integrated training, educational and developmental tasks.

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