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МЕТОДЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА С ТОЧКИ ЗРЕНИЯ СТУДЕНТА

В данной работе мы постарались отразить те основные тенденции, которые происходили и происходят в настоящее время на рынке образовательных технологий, изобилующем предложениями по самым разнообразным приемам изучения английского языка. Многообразие методик и сложность в освоении и понимании их сути самими учащимися - всё это вызвало необходимость упорядочить уже имеющийся по данной теме материал.

Today the knowledge of the English language has become an integral part of our life. But hardly anybody interests in how you have acquired this knowledge. The level of mastering the language, in my opinion, directly depends on the technique you were engaged in to reach the aim. A choice of a correct way of studying a language, in my opinion, is already 50% of the success.

The middle of XX century up to the end of the seventies is characterised by the atmosphere of the grammar-translational method (the classical method) whose purpose was making student study grammar [1]. The main disadvantage of the given technique is that the person does not get skills of oral speech, and the knowledge of grammar without its intelligent use is quickly forgotten.

In the 1970s there appeared the audio-lingual method. Supporters of this method considered that it was necessary to learn grammatical and phraseological structures of the language by their repeated recurrence in ready-made educational dialogues and then, they said, at any moment you would be able to use them automatically. However, learning practice showed that in a real situation a student, as a rule, can hardly reproduce the phrase once learnt by him [1]. The great disadvantage of the audio – lingual method is absence of the feedback from a native speaker, the impossibility of using the words and phrases studied theoretically in everyday practice.

The end of the seventies-eighties witnessed the boom of Suggestopedia. This method attaches great importance to psychological and emotional state of pupils. In this technique music, movement, scenic action were actively used [1].

At last the eighties-nineties are marked by the victory of the communicative techniques. In all countries as well as in ours people started to understand the necessity of the dialogue, rapprochement, mutual understanding, communication via the language. Instead of learning lists of words, dialogues, cramming grammar there came another aim: to learn to speak. The communicative method is directed at simultaneous development of the basic language skills (oral and written speech, grammar, reading and audition) during lively, easy communication [1]. This method of studying the English language has its advantages and disadvantages. It is more modern and it follows our needs best of all. But, on the other hand, it lacks the profundity of the comprehension of the grammatical system of the language, the skill of writing translation (the grammar-translational method), using set phrases, expressions, sayings, rhymes (the audio-lingual method)...

To my mind, the new 'designer' techniques of studying English should form absolutely another group of methods.

“LANGUAGE BRIDGE” – the unique technique. Its author, Arcady Zilberman, worked as a translator in Moscow. Basing on his experience, putting experiments on himself, Arcady invented an interesting technique. It asserts: the main barrier is perception of the English language in the course of subconscious translation of English expressions into Russian. It does not always lead us to the desirable results because contradicts our physiology. “LANGUAGE BRIDGE” is based on the exclusion the native language from the process of studying. It is done by: repeated simultaneous hearing, uttering and reading lessons and exercises [2,3].

There is another technique based on the cognition and motivation. Its founder is Denis Runov. The language is presented through the consciousness of the student. Various exercises and fascinating games provoke students into the motivated, conscious use of grammatical forms and lexemes [3,4].

I think that the best method of studying the English language, perhaps, is a combined one: the combination of the classic and communicative methods. To my mind, it gives the best result – on the one hand, it gives a solid theoretical basis, and on the other hand – speech practice. Therefore, the best is the method where the communicative technique combines with correctness of speech.

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