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Гулиева Э.Ф. Классификация активных методов в обучении иностранного языка

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Classification of active methods in learning a foreign language

В данной статье говорится об активных методах в обучении и изучении иностранного языка, а также раскрывает особые черты внедрения новых технологических методов на практике

Ключевые слова: метод обучения иностранного языка, педагогическая характеристика, инновация, стратегия обучения, инструктивное обучение, формы оценивания

This article deals with the active methods in FL teaching and learning and reveals the most specific features of implementing new technological methods in practice

Key words: foreign language teaching method (FLT method), pedagogical characteristic, innovation, training strategy, instructive teaching, forms of assessment, direct instruction, cooperative teaching method, instructor/teacher centered method, learner-centered method, lecture method

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The ability to use different methods gives foreign language teachers a good background reference to their own stand on pedagogical issues and classroom practice, and moreover, helps them realize the process that FLT has undergone, particularly through the last century. Taking into consideration FLT as a process means that teaching is not static but changing to respond to modern needs and requirements as teachers, applied linguists and educationists can prove.

So, the main features, the psychological bases and the pedagogical characteristics of the main FLT methods are considered chronologically, presenting the contributions and imitations of the different strategies and methods. A connection is established between FLT methods, innovation and classroom research, as a way of trainers development and of learning educational improvement.

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instructive teaching. The trainer's choice of teaching method depends on what fits him/her – his/her educational philosophy, classroom demographic, subject area(s) and school mission statement. A teaching method includes the principles and methods used for instruction to be implemented

by teachers to achieve the desired learning in students. These strategies are defined partly on subject issue to be taught and partly by the specific nature of the learner.

Reasoning and original thought enhances creativity. The strategic teaching can be widely classified into teacher-centeredness and student-centeredness. In Teacher-Centered Approach to Learning, teachers are the essential authority figure in this model. Students are considered as “empty vessels” that supremacy role is to passively receive information (via lectures and direct instruction) with a final goal of testing and assessment. It is the primary role of teachers to deliver knowledge and information on to their students. In this model, teaching and assessment are viewed as two separate entities.

Student-Centered Approach to Learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation (1.45). Teaching and assessments are interrelated; student learning is currently measured during teacher instruction. Generally used teaching methods may comprise class participation, demonstration, recitation, memorization, combinations of these ones.

Various teaching methods are penetrated into teaching-learning process so as to meet the purpose of making the students understand the subjects. In present time, technological gadgets like computer, cameras are often used to enhance the impact of understanding of a definite topic. The followings are some of the types of FLT methods:

Cooperative teaching method – this type of teaching implies more interest about the subject amongst the learners. Sharing information, ideas is one of the important aspects of this learning method. Since this method is research oriented, it inspires the students to be more passionate about the subject, draw and increase their attention towards the topic. In the process of interaction, the students understand the subject better. It is necessary for the teacher to teach the students the ways of learning in group. In this way the teacher is left free to discreetly monitor progress and give help, advice and encouragement where and when it is needed.

Disadvantages of this method are depending upon the personality of a student, the results of assessment criteria differ here. Intelligent students try to dominate in the group while lazy or less-confident ones do not develop in a proper way.

Instructor/teacher centered methods. Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Patterns of such methods are expository or lecture methods – which demand little or no involvement of learners into the teaching process. It is also for this shortage of involvement of the students in what they are taught that such methods are called “closed-ended”.

Learner-centered methods. In learner-centered methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Sten-

house, the teacher plays a dual role as a learner as well “so that in his classroom extends rather than constricts his intellectual horizons”. The teacher also learns new things everyday which he/she didn't know in the process of teaching. The teacher “becomes a resource rather than an authority”. Examples of learner-centered methods are discussion method, discovery or inquiry based approach and the Hill's model of learning through discussion (LTD).

Lecture method. A lecture is well-known as an oral presentation of information by the instructor. It is the method of relying factual information which includes principles, concepts, ideas and all theoretical knowledge about a provided topic. In a lecture process the instructor tells, explains, describes or relates whatever information the trainees are required to learn through listening and understanding. It is therefore teacher-centered. The instructor is very active, doing all the talking. Trainees on the other hand are very inactive, doing all the listening. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction. Since the communication is from only one side, it is difficult to analyze the understanding of the students. The impact of teaching also depends upon the oratory skills of the teacher.

The advantages of this instructional method are measured in recommendation for trainees with very little knowledge or limited background knowledge on the topic. It is also useful for presenting an organized body of new information to the learner. To be effective in promoting learning, the lecture must involve some brainstorming discussions, question and answer period to allow trainees to be involved actively.

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