

THE DEVELOPMENT OF TEACHING FOREIGN LANGUAGES METHODS AT HIGHER EDUCATIONAL INSTITUTIONS

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The development of higher educational institutions in Ukraine in recent years and the growing globalization and movement to the European culture and community have led to the overall tendency of foreign languages learning. Every year the number English learners is growing. The methods of teaching foreign languages are changed and improved rapidly. They must be carefully selected meeting students' interests and wants.

The aim of the given article is to briefly examine and analyze the development of methods that are mainly used in teaching English as foreign language. To our mind, the actuality of the problem is obvious. Nowadays Ukrainian and foreign scientists and language teachers study and put into practice different methods of teaching English (С. Ніколаєва, Т. Рудницька, Н. Мірошніченко, М. Celce-Murcia, J. Wagner, H. Stern and others).

Fundamental methods are the really oldest and traditional ones. They represent a classical approach to foreign language learning. M. Bonk is well-known representative of classical method tested through years. Ukrainian teachers of the language higher educational institutions still use classical method (also known as grammar-translation method). It remains the most popular teaching method because it does not require that teachers be experts or even fluent in the language, and it is the easiest gauge of foreign language ability that can be determined by standardized tests [1, 2]. J. Wagner adds also that "the classical method is still very much alive in the foreign language educational system, although it has never proven itself to be a practical or successful method of learning a foreign language" [1,11].

In the current educational environment one of the most widespread and common methods of teaching foreign languages is lingsociocultural that combines social and cultural components, linguistic structures with extra linguistic factors. We note it is important to be not only understood but also know language in the cultural and meaningful level. "One of the main task of teaching foreign languages is the penetration into the culture the peoples whose language is learnt, into the system of their world perception" [2, 336].

The communicative method of the foreign language teaching emphasizes communication and oral comprehension. The providing of new technologies into educational process has given the interactive training of teaching that is "a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication" [2, 4]. The interactive methods develop communicative skills and help establish emotional contact using group, team work, computer-communicative technologies.

Therefore, it does not matter what method of teaching is used at higher educational institution, old-fashioned or newest or combination of them, it is important to make sure your students get as much time as possible to communicate.

1. Wagner J. *Grammar acquisition and pedagogy* // <http://www.ielanguages.com>

2. Myroshnichenko N. *Modern tendencies in higher school students' language education* // *Гуманізм та освіта. Збірник матеріалів міжнародної науково-практичної конференції.* – Вінниця: УНІВЕРСУМ-Вінниця, 2006. – С. 335-336.