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## CONTEMPORARY METHODOLOGICAL APPROACHES TO THE SECOND LANGUAGE TEACHING

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*The article gives a generalized characteristic of innovative methods and foreign language teaching technologies at higher education institutions of the non-linguistic profile. The emphasis is given on the necessity of implementing an integrated approach when applying the innovative teaching methods. The efficiency of using the newest foreign language teaching technologies in the learning process has been proved. The purpose of the article is to substantiate the feasibility of using an integrated approach in introducing innovative methods and technologies of teaching foreign languages at the higher education institutions of the non-linguistic profile.*

*Key words: innovative methods and teaching technologies, complex approach, web quest technology, case technology, technology of binary lessons, project method, Moodle platform.*

*Давидова Н. В., Декусар Г. Г. Сучасні методологічні підходи до викладання другої мови / Дніпропетровський державний університет внутрішніх справ, Дніпро, Україна*

*У статті подана узагальнююча характеристика інноваційних методів та технологій викладання іноземних мов у вищих закладах освіти нелінгвістичного профілю. Акцент зроблено на необхідності впровадження комплексного підходу при використанні інноваційних методів викладання. Доведено ефективність використання новітніх технологій викладання іноземної мови у процесі навчання. Метою статті є обґрунтування доцільності використання комплексного підходу при запровадженні інноваційних методів та технологій викладання іноземних мов у вищих закладах освіти немовного профілю.*

*Ключові слова: інноваційні методи та технології викладання, комплексний підхід, технологія веб-квестів, кейс-технології, технологія бінарних занять, метод проектів, платформа Moodle.*

**Formulation of the problem.** The changing realities of the modern world require the same changes in educational systems. Therefore, the theme of innovation becomes important for the whole education system, which in particular relates to methods of foreign language teaching. Unfortunately, the system of education at this stage is "overtaking" with regard to economy, techniques and technologies, although education

should predict the specialist future activities and prepare him for this activity [5]. Modern teaching methods of foreign languages provide us with a wide range of training concepts, methods and technologies both traditional and innovative. Educational programs' developers prefer one or another method depending on the learning objectives, the student contingent, the duration and intensity of the training course, and other conditions. At the same time, each of the teaching methods has its advantages and disadvantages, and the success of their use depends on the specific goals and conditions of training. It requires the optimal balance of traditions and innovations, comprehensive technology combinations and foreign language teaching methods. That's why the necessity for an integrated approach is becoming quite obvious.

The recent researches and publications analysis shows that the issues of introducing innovative approaches in higher education are actively investigated by European and American scientists: V. Andrushchenko, M. Artyushina, Y. Bystrova, I. Dychkivska, V. Kremen, A. Kuzminsky, V. Lugov, V. Morozov, G. Romanova, P. Saukhom, T. Turkot, A. Fatkhutdinova, D. Chernilevsky and others. Innovative changes in the foreign languages study and teaching for students of higher educational institutions are considered in the writings of Ukrainian scholars A. Bilichenko, L. Viktorova, G. Korsun, Yu Polikarpova, O. Ponomareva, Yu. Rudnik, L. Shevchuk and others. Some aspects of the application of innovative methods of foreign languages teaching were studied by A. Bilichenko (certain innovative teaching methods peculiarities in the foreign language study), A. Verzina (possibilities of innovative methods usage in foreign language for special purposes). O. Zabolotnaya observes peculiarities of innovative foreign languages teaching technologies introduction in the educational space conditions internationalization. G. Korsun overviews opportunities to improve the quality of teaching English in Ukraine based on the European Union experience.

However, today the issue of integrated approach in introducing innovative methods and foreign languages teaching technologies at higher education institutions remains insufficiently investigated.

The purpose of the article is to substantiate the feasibility of using an integrated approach in introducing innovative methods and teaching foreign languages technologies at higher education institutions of non-linguistic profile.

**Statement of basic materials.** In recent years, the role of the foreign language as a means of communication has considerably increased, which should be taken into account when learning the language. The specific character of teaching foreign language testifies that we teach not the basics of sciences, but skills and abilities, and sufficient language practice is required. The purpose of teaching language is not only to introduce students to the foreign language system, but above all, to

teach them to use the language as a means of communication. Accordingly, the whole structure of classes, and the methods used, should correspond to the real situation of communication, and training should take place in conditions of students' interaction. The means of achieving the objective and mega-subject results, as well as the personal results of students, are educational technologies. The system of the teacher's work to ensure the results of teaching foreign language must necessarily include the implementation of the following technologies: communicative learning technology, the technology of understanding the text communicative meaning, game technology, learning in cooperation technology, design technology, etc. The concept of "technology" borrowed from the sphere of production. "The technology involves a set and sequence of methods and processes of basic materials transformation, which allows you to get products with the given parameters" [8, p. 15]. The teaching foreign language technologies at a higher education institution of a non-linguistic profile is to be understood as a means of planning and language training of a specialist for effective work. The term "innovation" comes from the Latin word "novus" (new)". In other words, the achievements of science, technology, and economics should be used in innovative technologies. The analysis of the scientific literature available allows us to define the concept of "innovation" in relation to the teaching foreign language process as: use of foreign experience and its extrapolation to the Ukrainian educational environment; traditional scientifically grounded methods usage of the past in modern conditions; creation of absolutely new teaching technologies [8].

Innovative technologies of teaching a foreign language are based on a theoretical basis, as well as any branch of research. The authors propose to take the basic theoretical postulates of the systematic approach as fundamental ones:

- 1) dependence of each element detection from its place and functions in the system, taking into account that the properties of the whole system are inaccurate to the sum of properties of its elements [1];
- 2) analysis of how the behavior of the system influences the features of its separate elements and the properties of its structures. In other words, the interaction of all elements [1];
- 3) the interdependence mechanism study [1];
- 4) nature of the system hierarchy investigation [1];
- 5) ensuring multidimensional coverage of the system [1];
- 6) system dynamism analysis [1];
- 7) systems comparative characteristics [1];

It is desirable to dwell on the system hierarchy nature study. In our case, the subordination of low-level elements to the higher elements. Three aspects (grammatical, phonetic and lexical) that can be studied as a subsystem can be separated. Grammatical and lexical aspects are studied

as a subsystem of a higher level than phonetic. At the same time, their interrelated functioning is inseparable with four types of speech activity (oral speech, listening, reading and writing), which can be considered as foreign communication subsystem.

Since we will use the terms method, methodology, reception, approach, system approach, we consider it necessary to recall their definition.

Methodology is a set of teaching methods, practical implementation [7].

The method is the process of interaction between those who teach and those who learn. In consequence, the transferring and mastering of knowledge, skills and abilities are provided by the content of learning [7].

Reception is a way of execution. Approach is the set of techniques [7]. The system approach is the direction of scientific knowledge, the basis of which is to study the object as a system of interconnected elements of the integral complex [3].

Considering the work of system approach supporters in teaching foreign language, it is expedient to identify the basic principles:

- 1) the principle of bearing on the native language;
- 2) semantic and training of lexical material introduction takes place on the basis of previously studied material;
- 3) the mastery of the words combination norms in the sentence gives the opportunity to engage linguistic synthesis, self-construct utterances;
- 4) the principle of primary mastering of language dominant units, that is the study of the most frequent vocabulary;
- 5) parallel lexical material mastering in the relationship with the language grammatical system;
- 6) priority of the verb as the organizer of the sentence;
- 7) a lot of exercises

The first principle, in our opinion is considered to be quite controversial. Most practitioners consider expedient, on the contrary, abstraction from their native language. The second principle is basic in the classical teaching method. Other principles are also not new.

It is positively that the authors of this approach do not claim to new principles, but synthesize them into a separate system, which is aimed at contributing to the formation of foreign language competence. Any author's technique is, above all, a system of specifically-selected techniques.

We suggest reviewing the range of popular foreign language methods.

The classical method is the study of new vocabulary and syntactic constructions, rules, reading and translation of the texts, written tasks on grammar and vocabulary, listening to the text. The drawback of this method is lack of time for practical application of the learned material, that is, on the development of spoken skills.

The communicative method is based on the development of spoken skills. The drawback of this method is misunderstanding of grammatical features, a large number of mistakes in syntactic constructions.

Project method is the previously used material for applying in practice. This method is to be implemented as an additional tool for updating previously acquired knowledge.

Training method is the theory given and immediately involved in practice.

Intensive method - a large amount of material is provided in a short time. Not always achieves the desired assimilation.

Direct method is a method of complete abstraction from the native language. It is efficient only in the foreign language environment.

That is, any methodology, regardless of the methods and technologies applied, has a systematic approach as an instrument for foreign language learning. The theoretical postulates remain the same, and the principles are verified depending on the purpose of learning, the audience and the number of hours assigned to this course.

In the process of foreign language studying, the use of such innovative technologies as binary lessons, project, distance learning, coaching, and multilevel learning are envisaged. At the present time in the era of globalization and global informatization, Ukraine is trying not to lag behind the world imposes an impact on foreign languages teaching. Social and economic changes in Ukraine and the global information explosion require revision of traditional systems, methods and technologies of foreign languages teaching. Education as an integral part of culture is surely under the great influence of informatization, and today it is expedient to speak not only about the educational role of the foreign language, but also about the media education of students at higher educational institutions. In the new educational paradigm, the student acts as an active participant of cognitive activity, who, with the help of the new forms of educational process organization, is involved into a dialogue with the teacher. "A student today is an active, creative person who must not only possess a certain amount of knowledge, but also be able to learn these diverse resources, including media sources, and constantly develop: to seek and find the information necessary for studying process" [11, 125].

Nowadays there is a need for solving the problem of modern Internet technologies implementation into the educational process, especially in the field of higher professional education. There is a need to organize a special work with such information. Today numerous online resources are available, where the material for educational purposes can be found. One of the modern technologies that allows organizing the cognitive activity of students in a continuously increasing amount of information and educational online resources is the web quest technology. Developed in 1995 by Bernie Dodge, Professor of Educational Technologies at the

University of San Diego (USA), a web quest is a method of learning that involves students of different levels to participate in a special task applying pre-designed online resources [12].

There is a number of other definitions of the web-quest. For example: 1) web quest is a tool used to work with certain content which facilitates the development of research skills of students through the global Internet [13]; 2) web quest is a web-based project, in which some or all students deal with information, which is located on various web sites [3, p. 93]; 3) web quest is a kind of informational, problem oriented individual or group tasks aimed at forming and developing skills of independent search and research students activity in the process of learning, research, processing and presentation of language material [2, 73].

According to B. Dodge method, web quest structure is to be presented as follows: introduction, description of the participants main roles or the quest script, preliminary work plan, whole quest review; task, the problem formulation, the form of final result presentation; resources, an information list of sources; work plan, description of the work procedure that must be performed by each web-quest member of the independent task (stages); assessment, criteria and parameters description of the web-quest assessment; conclusions, a section where the experience gained by the quest participants is summarized.

In E.I. Bagusina interpretation, the web quest appears as informational and virtual didactic space for the application of teaching methods and technologies. First of all, the main is the constructive problem-solving that can be implemented into the training course for specific purposes [1, p. 81]. Web quest is a specially organized research project based on the ideas of problem-based design and research, integrating a number of forms, methods and techniques that promote the information development and analytical skills, and is carried out mainly through Internet resources. The most effective form of a quest project submission is a verbal presentation based on the Power Point illustrative material or a thematic web site creation. The Web quest architecture uses the principle of Universal Design for Learning, which aims to organize the learning process in such a way that it is suitable for all students with different levels of language proficiency. Web quest technology has great educational potential for several reasons: it is a model built in accordance with the "post-method pedagogy". The presented model integrates a variety of approaches, technologies, methods and techniques of the problem-project learning, context learning, communicative approach, active teaching methods, information and communication technologies (ICT). It involves the use of a group work, promoting the development of communication and cooperation skills.

M. Luzon, who explored the use of web quests as a means of teaching English for students of non-linguistic specialties, argues that the

use of web quest technology expands the application of linguistic knowledge and skills [9]. It promotes effective communication in the professional sphere, prepares students for autonomous learning, helping them to deal with semantic constructions and to understand and create all the diversity of existing texts, including electronic ones. Web quests correspond to all the peculiarities of learning a foreign language in a higher educational institution of a non-linguistic profile, as they increase the practical orientation of classes which helps to overcome the time shortage for class work, and promote language proficiency for obtaining the professionally required information.

The technology of binary lessons is also gaining popularity in higher educational institutions. The key point of it is as follows: in one project, different disciplines are combined. For example, for covering the topic "Administrative Offenses in Europe" one is to be familiar with various sciences: jurisprudence, law, geography, history, economics and foreign language. Reproduction of the real situation allows students not only to use knowledge in various branches of science, but also to practice gaining the skills of interaction.

Project method is also based on interdisciplinary and synergistic approach. The author of the project method is William Kilpatrick, a teacher at New York Teachers College. Today, the project method is widely used in the practice of students teaching for various disciplines. This method assumes relying on students' creativity, their participation in the research activities and organization of training in cooperation. Group work on projects allows you to get the skills of working together in a team, to argue your choice, that is, to show yourself, to estimate yourself as a person and see your actions with the eyes of others. Thus, one of the main tasks of the project activity is the development of students' reflexive skills. In the general sense, reflection is self-observation, self-knowledge [14]. The design activity is defined as search and research activity which involves not just achieving one or another result, which is executed in the form of a certain practical output, but also organization of the achieving this result process. The method of projects can become one of the most effective means for the formation and development of the personality who is able to navigate in a huge stream of information, able to make non-standard decisions, to reveal his intellectual, spiritual and creative potential, to increase the motivation for educational and cognitive activity [10].

Organizing the pedagogical support of students in the course of studying the foreign language, the project activity may also take place in the form of a "case" method. Case studies (studying on the basis of actual examples) are traditionally used in teaching when specific practical situations are offered to the students. Teachers who apply the case method interpret it differently as: innovative technology in the methodological context; a complex system in which other cognitive

methods are integrated; form of independent work organization for the students; project; method of organizing educational material (for example, speaking foreign languages); kind of group work; means of professionally oriented communication training in a foreign language. Methodologists and lecturers define certain components in the structure of the case.

A.E. Niyazova believes that each case contains exercises that provide the activation of four components that are allocated in teaching foreign language speaking: motivational, procedural, productive and reflexive [7]. Exercises can be divided into three groups: 1) aimed at providing students with the educational speech situation, topic or problem; 2) aimed at preparing discussions, projects, brainstorming sessions; 3) of control nature.

Another highly effective new method of teaching is the use of training portfolio in the studying at a higher educational institution process, because it is a mean to increase the level of students' independence and their professional and personal development in the process of learning [4]. During its compilation there is a step-by-step documented fixation of student achievements. Students are given the opportunity to show not only their language skills, but also communication skills and self-reflection. During the study, the emphasis is placed on both the learning process and the work outcome; high student's creative and cognitive activity is required. He learns to present the result of his work: the student plays a new role in relation to himself and his learning partners, the teacher role who evaluates. The motivation for learning increases because the student feels like a real participant in the learning process.

Innovative independent work forms also include the e-learning system, which is based on the virtual learning platform named Moodle (full name - Modular Object-Oriented Dynamic Learning Environment). Moodle e-platform is a modern information and communication technology, which is now actively used in teaching foreign languages. This platform can be used for both classroom and extramural studies. This system allows combining the educational process and independent work of students into a single whole. When developing and conducting classes in Moodle system, the teacher uses a set of elements of the course, which includes the following: a glossary, a resource, a task, a forum, wiki, a lesson, a test, etc. For achieving the goals and objectives of specific classes, the teacher can apply different elements of the course, combining them [5, p. 164].

On Moodle platform, for example, you can develop two electronic courses. The content of these courses will correspond to the material studied in the classes. One of the electronic courses involves the student's independent revision of the material covered at the lessons. The tasks in this course are constructed as follows: it is suggested to get acquainted with the text on the topic, to complete the task to this text, to make a presentation on the subject, to write an essay. In addition to lexical



material, students can also work on grammatical tasks. The peculiarity of this course is the ability to communicate between students and the teacher. Students have the opportunity to read essays and review each other's presentations, as well as make comments on the work done and evaluate their work. The second electronic course is designed to carry out laboratory work on the material learnt at the end of each topic. The teacher has the ability to control the process of completing tasks for these courses. The combination of educational process and independent work of the students in the complex gives significant results in mastering foreign language. In the first case, the teacher plays a dominant role in the learning process; in the second case, the greater part of responsibility is transferred to the student himself. Although in the second case the work of the student passes under the control of the teacher.

**Conclusions.** The current state of foreign languages teaching can be characterized as a state of struggle between traditional methods and innovations. Without a doubt, the domination of one type of teaching will lead to extremes. If traditions prevail over new tendencies, then there will be stagnation in science and practice, but if in the run for innovations we forget traditions, then science will not have anything to rely on [6]. It requires the optimal balance of traditions and innovations, a comprehensive combination of different technologies and methods of foreign language teaching and for this there is a need for an integrated approach.

An integrated approach for foreign language teaching can be presented as follows: 1. educational process (the teacher teaches students); 2. independent work of students (the student works independently, the teacher controls); 3. creative (extramural) work of students (joint work of the teacher and students). The teacher plays a big and important role in the learning process. He acts as a connecting link between the discipline being taught and the students. But in our time this is not his main task. It is not enough simply to transfer knowledge from the textbook to the student, it is necessary to make the student be interested not only in obtaining this knowledge, but also in its assimilation and further use in practice. So, the primary goal is not to teach discipline, but to engage in the very process of learning. Students should be interested and motivated to study foreign language. Motivation plays a significant role and greatly affects the outcome. It can be both internal and external. It is quite natural that students have an external motivation: to pass a test or an exam, receive a diploma. But the most important thing in foreign language learning is the development of internal motivation. Doing this, students have to know exactly what purpose they are learning foreign language for, where and when they can apply it in practice. Based on this, one can make the following conclusion: the teacher remains the main link in the educational process and nowadays he is bearing a double burden;

to interest and involve the student in the learning process and finally to teach him speaking foreign language. Therefore such efficient technologies are required to prepare students for future professional activities.

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