

## PERSONALITY DEVELOPMENT BY MEANS OF LANGUAGE TEACHING

*У статті робиться спроба аналізу методик та підходів викладання іноземної мови в сучасних умовах вищої школи та розвитку суспільства. Особлива увага приділяється гуманістичному підходу викладання іноземної мови як засобу формування особистості студента, що базується на емпатії, повазі, культурних і моральних цінностях.*

*Ключові слова: особистість, гуманістичний підхід, комунікативне викладання, самостійність, емпатія, опанування, соціалізація.*

*It has been attempted to analyze the methods and approaches of teaching of the foreign language on the conditions of modern high school and development of the society. Special attention has been paid to the humanistic approach of language teaching as a means of developing of the learner's personality which is based on empathy, respect, cultural and moral values.*

*Key words: personality, humanistic approach, communicative teaching, self-fulfillment, empathy, acquisition, socialization.*

**The main issue of the article.** In our age of speeds and shortage of time, in the age, when computer memory and its fast-acting is growing with enormous speed, and human memory has already been unable to manage with the all growing volume of information, at the terms of hard requirements to the educational process and high standards, that are put forward to work, comparison of charges of time and efforts in the process of study and mastering of any area of knowledge (foreign language in particular) with advantages, which are got by a student after acquirement of this subject has become the actual task. But, unfortunately, for today there is not a method, that allows to estimate exactly enough, if there is an effective educational process from the point of charges of time and efforts, spent by the student and teacher, and, the more so, if there are methods which allow to improve a coefficient of educational process.

The modern stage of development of the linguistic science is characterized by the system approach to the language, by enhanceable interest to the functional aspect of the linguistic phenomena and issues of nomination, which is fully appropriate, as far as attention of linguists is directed on the study of language as to the means of intercourse and cognition, and also on the problems of correlation of language and reality.

The most faithful factor in the acceleration of development of the universal way of life is distribution of English, as theorists consider. A language is a large agent of homogenization, and wave which a culture is passed on. If English becomes the basic language of intercourse, the consequences of it are obvious: the cultures of the English-language countries will prevail in the whole world.

**The analysis of the latest research works upon the issue.** Data of learning of foreign languages belong to remote times: during the era of blossoming of culture in Syria, ancient Egypt, Greece, Rome foreign languages had practical and general educational value owing to brisk commercial and cultural ties between these countries. Their role didn't weaken as well in the period of the Middle Ages to what literary monuments of that time and lexical borrowings testified in the dictionaries of the West European languages. At first Greek, and then Latin were those main foreign languages which were taught privately and at schools. However, any foreign language throughout all history of cultural development of the countries of Europe didn't play such an exclusive role, as Latin (within fifteen centuries). Only with development of national languages in Western Europe Latin lost its predominating role, remaining, however, in general educational system of for many years. Acquisition of Latin was the first sign of a good education. The translation methods which had further essential impact on the technique of teaching of the West European languages – French, German and English were used for training in Latin.

A method is a way towards a goal consistent with an approach (theoretical teachings), principles (major guidelines emerging from the theoretical approach) and procedures (techniques, activities and exercises). A technique is a way to organize a learning procedure. An activity is a procedure of getting involved in learning. An exercise is a skill-developing procedure. In the general form a method can be shown graphically:

Method → Approach → Principles → Procedures

The way towards communicative teaching has been a long and controversial one with advances and set backs. The focus of attention has gradually shifted from the language as a systematic code to the language as a means of communication with the search for an effective method of instruction and consideration of the learner's personality.

Grammar translation or Prussian method included detailed analysis of grammar rules, translating sentences and texts into and out of the target language, memorizing rules and manipulating morphology and syntax, reading and writing.

Direct method encouraged the use of foreign language in the classroom. Classroom teaching was conducted in the target language only. The learning process was mostly based on imitation and memorization.

Oral approach or situational language teaching was based on selection and organization of the "situations". "Situations" were organized with the use of concrete things and pictures. They were used to introduce the new grammar structures.

Audio-lingual method applied the principles of structural linguistic to language teaching. Pattern practice became a basic classroom technique. Audio-lingual method was the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement).

The Natural approach put emphasis on the exposure to language (comprehensible input) rather than formal exercises. The following hypotheses were at the foundation of the Natural approach: the acquisition / learning hypothesis (only natural-like acquisition can result in mastering the language while

“learning” helps getting language), the monitor hypothesis (explicit knowledge has only one function, that of monitoring correctness of the utterance), the natural order hypothesis (the acquisition of grammar structures proceeds in a predictable order), the input hypothesis (the relationship between the input and language acquisition shows that learners need comprehensible input), the effective filter hypothesis (learners with high motivation, self-confidence, low anxiety generally do better in language acquisition).

While discussing the ways towards communicative teaching one can be recommended to rate in order of importance the items that the students need in order to master the language communicatively (more than one item can get one rank):

Items		Rating
1.	Vocabulary	
2.	Grammar	
3.	Pronunciation	
4.	Knowledge of typical situations	
5.	Target culture	
6.	Skills in speaking	
7.	Skills in writing	
8.	Skills in reading	
9.	Skills in listening	
10.	Non-verbal means of communication (gestures, etc)	
11.	Knowledge of how to deal with people	
12.	Experience of making decisions in communicative situations	
13.	Experience in playing a role	
14.	Experience in problem-solving	
15.	Experience in playing communicative games	

Classification of the methods of training in foreign languages represents a complicated question as far as the most different signs were put in a basis of their names. Depending on what aspect prevails in teaching, the method is called lexical or grammatical; what logical categories are the main, – synthetic or analytical. According to that, development of the very ability is the semantization of the material – translative and direct methods. The name of a method is defined by the reception based upon work over the language, for example, audiovisual, visual. By the principle of the organization of the material the traditional method is opposed to the method of the programmed training. The methods which have received the name by the name of their authors – Berlits, Gouin, Palmer, West, Fries, Ladousse, Lozanov [5;6;1;2;3] etc. are also known. Taking into consideration the set of the methods known in literature, it is possible to allocate, however, two main directions of training in foreign languages – the conscious and intuitive, which names reflect their correlation with mental processes of language mastering.

The history of a teaching technique of foreign languages knows numerous and diverse attempts to find the most rational method of training in foreign languages. The natural method which differed nothing from that method with which the child was trained in the native language was the most ancient. The foreign language was acquired by the imitation of ready samples, by numerous repetition and reproduction of a new material by analogy to the studied. The natural method pursuing purely practical aims – training, first of all, of the ability to tell and read easy texts, - satisfied requirements of the society where productive foreign language skills were the privilege of its upper class.

**The main goal of the article.** Humanistic approach emerged as a reaction to the behaviorist approach to teaching with the rigid teacher’s control over the learner’s behavior. The concern of humanistic tendencies was to enhance people’s self-fulfillment and their role in directing their own lives.

**The conclusions of the article.** Humanistic approach to language teaching emphasized the value of developing the learner’s whole personality, the socialization of an individual in a group, creative activities with music, arts, etc. it was further developed in community language teaching. The method was based on counseling techniques. In lay terms, counseling is giving support to another person. This method was described as humanistic with self-fulfillment and secured self-esteem of the learners.

The priorities of the method were to develop learners’ relationships in the group, to encourage the learners’ feeling of security and belonging to a group as well as asserting their personal identity. “Learner autonomy” became a new and much discussed concept. Affective learning and learner anxiety were taken seriously as an important factor of effectiveness. Instead of formulaic knowledge (the product of behaviorism) teachers tried to develop in learners heuristic knowledge.

Special attention was given to the issue of “debilitating anxiety”, which unlike “facilitating anxiety” could hinder or even block the process of language acquisition. As a result of debilitating anxiety during the lesson, learners usually develop a “defense mechanism”. Some of them withdraw from the work of the class, make a game of a task, fidget and let their attention wander or plunge into the world of fantasy. They can challenge the teacher with unacceptable behavior or passive aggression in the form of “silent protest”. As expression of protest the learners join subgroups of other failure-learners.

An important issue which is tackled by the humanistic approach to teaching is the rejection of the learners by their teachers. The rejection of this type can be hidden and show itself indirectly. These teachers prefer not to look at the learners, which they dislike (gaze of avoidance). The whole teacher’s body movement is in the direction opposite to the learners they dislike. The teachers keep these learners at a greater distance and give them less verbal contact and addresses. These learners are denied with the teacher’s supportive intervention and detailed feed-back that other learners formally enjoy. They are given a reduced teacher’s waiting time.

The humanistic approach advocated “non-conflict”, “non-judgement” and “empathy” in the relations of the teacher and learners. The importance of the humanistic approach lies not just in the effectiveness of language learning but also in the development of the personality.

The humanistic approach facilitates the self-fulfillment of learners. Self-fulfilled people have a healthier psyche and are more capable of a creative non-stereotyped behavior. This helps them to identify easily with the group. They demonstrate a more accurate perception of reality and accept it without unnecessary conflicts. They focus more on cognitive problems and less on themselves. These learners possess the capacity for peak experiences (through love, music, art, nature, etc.) and a greater aptitude for empathy with other people. They are able to see things other than in black and white. Self-fulfillment of learners is achieved through learner-centered teaching by using interactive tasks in pairs and small groups, creating a supportive environment and building confidence in learners.

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