

### References

1. Duhnich Ju. Mobile Learning // Smart-education. 07.11.2013. URL: <http://www.smart-edu.com/mobile-learning.html> (date accessed: 06.04.2015).
2. Titova S. V. Mobile learning today: strategies and perspectives // Moscow university bulletin. Linguistics and Cross-cultural communication. – 2012. – № 1. – С. 9–23.
3. Elias T. Universal Instructional Design Principles for Mobile Learning // The International Review of Research in Open and Distance Learning. – 2011. – Vol. 12. – № 2. – URL: <http://www.irrodl.org/index.php/irrodl/article/view/965/1675>.
4. Herrington A., Herrington J, Matnei J. Design principles for mobile learning // Herrington A., Herrington J, Matnei J. New technologies, new pedagogies: Mobile learning in higher education. – Faculty of Education, University of Wollongong, 2009. – P. 129–138.

Rožanova Ya. V., senior lecturer of TPU  
**National Research Tomsk Polytechnic University**  
E-mail: ioannastar@list.ru

Rau A. A., student  
**National Research Tomsk Polytechnic University**  
E-mail: illusion\_13@bk.ru

Sheshukova Yu. S., student  
**National Research Tomsk Polytechnic University**  
E-mail: sheshukovajulia@gmail.com

*Розанова Я. В., Рау А. А., Шешукова Ю. С.*

## **ПОТЕНЦИАЛ МОБИЛЬНОГО ОБУЧЕНИЯ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА (АНГЛИЙСКИЙ)**

В статье рассматривается потенциал мобильного обучения в изучении иностранного языка (на примере английского языка). Обоснована актуальность мобильного обучения, показаны его отличия от электронного обучения, представлены принципы мобильного обучения, описаны популярные мобильные приложения, экспериментально выявлены преимущества и недостатки каждого исследуемого мобильного приложения.

*Ключевые слова:* изучение иностранного языка, мобильное обучение, популярные мобильные приложения, преимущества и недостатки мобильных приложений.

Розанова Я. В., старший преподаватель  
**Национальный исследовательский Томский политехнический университет**  
E-mail: ioannastar@list.ru

Рау А. А., студент  
**Национальный исследовательский Томский политехнический университет**  
E-mail: illusion\_13@bk.ru

Шешукова Ю. С., студент  
**Национальный исследовательский Томский политехнический университет**  
E-mail: sheshukovajulia@gmail.com

*Plotnikov A. V.*

## **PSYCHOLOGICAL APPROACH IN TEACHING ENGLISH**

The aspect of foreign language learning is one of the most important issues in TPU since its mission is to increase the competitiveness of the country and provide education of engineering elite by the internalization of the research. Thus the question of the most effective approach in teaching a foreign language becomes vital. Most of the standard methods in teaching a foreign language presented here focus on the analysis, instead we suggest to apply a psychological approach which concentrates on the integrity of the language.

*Keywords:* teaching English, standard methods, analysis, psychological approach, language integrity.

Learning English is one of the most important issues in TPU. As it is known, the mission of the National Research Tomsk Polytechnic University is to increase the competitiveness of the country, to provide education and training practices of engineering elite by the internationalization and integration of the research, to generate new knowledge, innovative ideas and to create resource-efficient technologies. In accordance with this, it is especially important to increase the requirements for proficiency in a foreign language for the further implementation of effective professional activity in domestic and international labour markets.

As a consequence there appears the question of the most effective approach in teaching English as today there are many different methods in teaching a foreign language. Modern techniques are gradually moving away from the standard method to the communicative method of language learning. This happened due to the fact that the needs in the use of English language have changed. At the present time the conversational English is thought to be in favour. However, when speaking of the higher educational institutions it is obligatory to note that students and what is more important, graduates should understand the grammar as well.

Thus, there appears the question of the most effective approach in teaching English. But in the first place it is necessary to speak of the existing methods; four basic types of methods or approaches of learning English have been identified here:

- the classical approach;
- the communicative approach;
- the distance learning approach;
- the techniques aimed at a particular type of memory.

Each technique is to be considered separately with the purpose of indicating the pros and cons of each method.

#### **The classical approach**

The technique which is called classical claims to be academic that is a scientific approach to the study of English. It is also similar to the way we study English at schools and universities where the teaching process is controlled by the Ministry of Education. In addition, the classical approach concentrates about 90 % of the time on how to deal with grammar making the learning process even more complicated. This approach has some drawbacks:

- it doesn't teach the students speak;
- the books written by the classical method are abundant in exercises that train the skills people usually don't need or just don't apply in real life.

But there is a positive side as it is valuable for its scientific approach and an attempt to bring a kind of system based on the analysis in the educational process.

#### **The communicative approach**

The first line in the popularity rating of methodologies is held by the communicative approach which, as its name suggests, is aimed at the practice of communication. This technique functions perfectly in Europe and the USA.

Communicative methodology as it follows from the name is directed to the possibility of dialogue or communication. It is a well-known fact that any form of language training is based on four grounds: reading, writing, speaking and listening comprehension; but the attention is mostly paid to the last two grounds. In the classroom you will not hear complex syntax or vocabulary. Verbal communication differs greatly from the writing language; it can be said of any literate person as during the day we don't usually use long sentences and subjunctive constructions.

However, it would be a mistake to think that the communicative approach is intended only for small talk. Those who want to be a professional in a particular area should read publications on their professional subjects in foreign editions. Having a large vocabulary, they are easily guided in the text, but to keep the conversation with a foreign colleague on the same topic is a huge effort for them. The communicative approach is primarily intended to remove the fear of communication.

A man armed with a standard set of grammatical structures and vocabulary of 600-1000 words will easily find a common language with the locals in a foreign country. But on the other hand, their communication will be reduced to a certain set of phrases and poor vocabulary; the situation may be worsened by grammatical errors. All this may create an unfavourable image of you as an interlocutor. To avoid it you should pay special attention to your partners and to the etiquette as well; besides there is one more element of perfection, it is the constant desire for improvement.

#### **The distance learning approach**

The process of study when a student is separated from a lecturer or instructor by the distance is called a distance learning. In this country it has always been known as extramural studies but in the teaching foreign languages process it was not as widely used as in other areas.

Language faculties and colleges were limited to evening time branches since teaching a foreign language in the conditions of occasional meetings with the lecturer has always been considered to be a hopeless idea. Nevertheless, the ways for improving distance learning have long been sought for: television, video, and CD-ROM became widely used along with the printed media. But the fact is that without systematic feedback from the lecturer foreign language courses are usually doomed to failure, despite the various attempts to give them the elements of entertainment and communication.

In recent years a variety of universities have noticed that there is a possibility of computer telecommunication technologies to be used for distance learning including foreign languages. Unlike other forms of distance learning computer telecommunication based education can be achievable as it is characterized by rapid transmission of any information on the distance; storage of the data for any amount of time, an opportunity to easily correct and edit information; interaction with a specially created multimedia and operative feedback from the instructor and other participants of the training course; access to the various sources of information including remote and distributed databases, numerous conferences around the world through the Internet system; the organization of joint telecommunication projects as well as international virtual conferences.

The efficiency of distance learning depends on the four factors:

- the effective interaction of the instructor and the student despite the distance they are separated by;
- the educational technology to be used;
- the efficiency of the developed teaching material and presentation methods;
- the feedback effectiveness.

So to say, the effectiveness of distance learning depends on the organization and methodological quality of the materials used, as well as on the skills of the instructors involved in the process.

Besides, there are some features inherent to any type of distance learning; they help regard it as efficient:

- thorough and detailed planning of education process;
- clear objectives;
- group training;
- motivation;
- modular structure.

The fourth approach to be considered is psychological; it includes the methods aimed at the type of a person's memory or a kind of perception. They are:

- the method of Paul Pimsleur;
- the method of Frank;
- the method of Timur Baytukalov.

#### **The techniques aimed at a particular type of memory**

*The method of Paul Pimsleur* is the system of language learning. It is based on the four basic ideas:

- *graduated interval recall* – based on memory: to remember the words longer you need to be reminded them at gradually increasing intervals;
- *principal of anticipation* – based on sophisticated thought process of automatic speech treatment and anticipation of a correct response that is taken for granted: you need to be systematically asked for understanding, given intervals for a response, reinforced to present the correct outcome;
- *core vocabulary* – based on mastering a limited number of word structures to give the learner a chance to assimilate them before moving on;
- *organic learning* – based on the context of a conversation.

The basic element of the method is listening when the learner constructs the phrases and reproduces them from memory along with listening to the record. It is an active kind of learning in comparison to the traditional passive training by memorizing them with the help of cramming. The method is also focused on the development of speaking skills.

#### ***The method of I. Frank***

The method is focused on reading; it facilitates the reading of books in a foreign language through the special arrangement of the original text and its translation. The books published by using this method have the text divided into small parts: at first you read an adapted passage – the text includes literal Russian translation, lexical and grammatical commentary. This kind of adaptation does not change the original text. Then the adapted passage is followed by the authentic text, without any prompts.

The advantage of the method that contributes to the passive language learning is in the fact that the reader tries to learn how to read original books without any dictionaries, gets used to grammar system of the language and enlarges their vocabulary. The memorization is due to recurrence of words and word combinations in the text; grammar constructions can be remembered subconsciously. The method is a good help for you if your goal is to learn reading in English or enlarge your lexicon.

#### ***The method of Timur Baytukalov***

The method is based on a strong desire to learn a foreign language. The regularity and the intensity of training the language is also very important – about an hour daily; communication is in the spotlight. The main training material for that is video or native speakers. The subtitles in the target language in video facilitate mastering the reading skills; audio books are meant only for the advanced level.

The main way of remembering the learned material is testing it in the context that is similar to what the learner had studied. The other components of the language code: language-audio and language-behaviour are to be mastered and revised simultaneously. The main objectives of a certain exercise are to reproduce the speech of native speakers and practice it in the similar context. Understanding is not the goal of this exercise so far. The time for grasping the content, i.e. read the translation will come only after students have learned the given material reproducing the native speakers. The complexity of the educational material is to be increased gradually. The next level requires the understanding of about 70-80 per cent of new information.

University graduates need to know not only the colloquial but it is supposed they should know the grammar as well. So we think it is worthwhile to combine several methods of the mentioned ones during one lesson.

Why should we do it?

Let's start with psychological point of view.

According to psychological researches a man is able to remember just 10 per cent of the message he has read, 20 per cent of the substance he has heard, 50 per cent of the information he has heard and seen, 70 per cent of the

information he has discussed with other people and 95 per cent of the material he teaches. Thus, it is significant to study new information in discussions or when watching video with subtitles.

No less important is the fact that people tend to remember the information in different ways: visually, when reading, or while listening to or in the process of writing. All these kinds of memory should be taken into consideration.

We suggest to combine several methods or approaches in language training during the lesson. They are the methods focused on the psychological characteristics of a certain individual:

- the method of Paul Pimsleur – affects the auditory perception;
- the method of I. Frank – impacts on visual memory;
- the method of Timur Baytupalov – watching and copying; visual and auditory perception at a subconscious level, excluding analysis.

Let's consider the lesson for beginners taken as a whole; it should be divided into several parts like in any other approaches:

- the 1<sup>st</sup> part – warming up as the time for students' adaptation to the foreign language;
- the 2<sup>d</sup> part – lecturer presents the information in Russian;
- the 3<sup>d</sup> part – reading and translation of the text that contains the information given by the lecturer in Russian;
- the 4<sup>th</sup> part – listening to the conversation based on the context of the whole lesson – 20 % of the lesson;
- the 5<sup>th</sup> part – discussion in both Russian and English at this stage – 40 % of the lesson;
- self-study work: watching video and reading fiction, newspapers, etc. – followed by a discussion in the group.

We think that this combination of methods is able to motivate the students to study English or any other foreign language. Besides it makes the educational material easier to understand. This combination of methods tends to become the psychological approach in the foreign languages teaching and learning process since it is based on the differences in people's perception and special characteristics of their memory. We don't usually possess that kind of information about other people, so different approaches in teaching a foreign language should be combined together to achieve the best result.

We can observe practically the same approaches mentioned in this work including some of the psychological aspects in teaching English in TPU but the emphasis is always on the analysis of what we do and why we do it, too much time is devoted to the explanation of grammar aspects and to the achievement of students understanding those aspects. In this respect we know only one aspect or two of English but to know a foreign language means the inclusion of all aspects in the language as a whole. In this case it would be better to turn our minds to modeling the native speakers in their speech, intonation, and non-verbal behaviour to reproduce the foreign language.

*Scientific adviser S. N. Stepura, PhD in Philology, Associate Professor of TPU*

Plotnikov A. V., student  
**National Research Tomsk Polytechnic University**  
E-mail: andrey-plolt@mail.ru

*Плотников А. В.*

## **ПСИХОЛОГИЧЕСКИЙ ПОДХОД В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА**

Изучение иностранного языка является одним из самых важных вопросов в Томском политехническом университете; его миссия – повышение конкурентоспособности страны и обеспечение подготовки инженерной элиты за счет интернационализации исследований. Так, вопрос поиска наиболее эффективного метода обучения иностранному языку выходит на первое место. Большинство общепринятых методов сконцентрированы на анализе изучаемого материала, разбивающего язык на отдельные аспекты; в данной работе предлагается психологический подход в изучении иностранного языка с акцентом на его целостности.

**Ключевые слова:** обучение английскому, стандартные методы, анализ, психологический подход, языковая целостность.

Плотников А. В., студент  
**Национальный исследовательский Томский политехнический университет**  
E-mail: andrey-plolt@mail.ru