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THE MOST SOPHISTICATED APPROACHES TOWARDS LEARNERS' ACQUIRING FOREIGN LANGUAGE SKILLS AT HIGH SCHOOL WITH CLASS-RESTRICTED SYLLABUS

The ongoing paper discusses the most sophisticated approaches, techniques, that can be implemented in high school teaching process respectively. We have conducted the detailed analysis of findings made in the area of foreign language teaching by such prominent scholars, as: Wyner, Lenneberg, Johnson and Newport, Jenkin and Levis, Choi and Murphy, Jennifer Jenkins.

As a result, we made the summary that, in spite of numerous sufficient results in acquiring foreign language skills by students, a lot of difficulties are still exist in modern education, especially taking into account the fact, that foreign language programs and syllabus is characterized with limited amount of hours.

So, the following controversy appears, which can be worded as: contemporary requirements for specialists and professionals are high, but level of high education is rather weak, restricted and limited.

Consequently, the primary goal of our survey is to find out the most appropriate and time-consuming approaches, highlight urgent problems, challenges modern students come up with in order to accomplish high results in the learning and teaching sphere.

While searching a sufficient solution for the defined controversy, we gave the outlook on four Wyner's principles. Also, during the scientific study we enumerated problems students can have in English pronunciation, grammar and vocabulary. However, besides tutoring factual material, such notion as "appropriate motivational context" was mentioned as of great importance and an intrinsic tool in accomplishing foreign language skills.

To sum up, we finished our piece of research with the outcome along with a great number of various methods, techniques; approaches which are supposed to be used in different learning situations there are many obstacles to be overcome by tutors to accomplish pedagogical aims. Prospects of further investigation were made correspondingly.

Key words: foreign language, principles, challenges, learners, appropriate, officious, motivational context.

INTRODUCTION. The actuality of the current survey was caused by the fact that the most popular language to learn, perhaps the most spoken language around the world is English, and many people choose to learn it simply to place them in a better position to secure work, or communicate more effectively with more people from around the globe. English might be a popular language to learn, but this doesn't necessarily mean it is a simple language to master, there are many challenges people face when learning English and if students are aware of these beforehand they are inclined to stand a much greater chance of mastering English.

The matter is changes education is facing nowadays. It is clear, that the university sector in most western and some eastern countries continues to change at an increasingly hectic rate. There is now an increasing recognition that teaching and learning have been neglected in favor of leaner and meaner universities – and that something needs to be done about it, particularly given that teaching now has a higher priority in most of today's universities. How this came about is rather paradoxical. Twenty years ago, public funding paid for virtually 100% of costs of the tertiary sector, but today that is very far from being the case. Australia, for example, is now heading towards 30% of university funding from the public purse. The bulk of the missing funding comes from student fees.

That is having profound effects on both students and on university teaching. However, the reason for the enormous cuts in public funding was not only to save money and keep taxes low, although that was the rhetoric; it was ideological. It stems from the neo-conservative belief that education is a private good and therefore one should pay for it, like one does for any other goods. That changed the nature of universities and the university mission: they became corporatized and competitive for markets [1,3].

First, let us look at what developments, outcomes were achieved till now in the realm of teaching and learning English.

MATERIALS AND FINDINGS. Recent years have seen a renewed recognition that pronunciation is a crucial element of effective communication and that pronunciation teaching belongs in mainstream, communicative classrooms, students place a high priority on instruction in pronunciation. *Gilbert* describes the relationships between pronunciation and listening comprehension as “a speech loop” between speaker and listener. He considers that adult learners will never speak English with a native accent. A nativelike accent is not realistic goal for them nor is it a necessary one for effective communication in foreign language. The researcher admits the more realistic pronunciation goals are intelligibility, confidence in speaking, and reduction of accent feature that distract the learners’ attention from intelligible messages [2, 3].

Further *Lenneberg* proposed that there is a "critical period" for learning a language natively, which extends up to puberty: neurobiological changes in the brain that culminate at puberty block the native-learning ability thereafter [2].

In the area of grammatical learning, *Johnson and Newport* found evidence for a gradual decline in language learning abilities during the critical period rather than an abrupt fall off at the end [2].

Such prominent researchers as *Jenkin and Levis* point out social-psychological differences between adults and children have also been offered to explain the effect of age. Adults are assumed to have a deeper and stronger attachment to their native culture than children, which may consciously or unconsciously prevent them from fully adopting the norms of a new language and culture [2].

Research has not shown a clear link between personality characteristics and success in language learning. Nevertheless, it is reasonable to suppose that outgoing, sociable learners should have an advantage over introverted, shy learners in acquiring oral-aural skills, including pronunciation. Outgoing students are more likely to participate in conversations with native speakers and will therefore have more opportunities to practice and to hear English. A relaxed classroom atmosphere should also foster pronunciation learning. In an oft-cited experiment on lowering inhibitions, *Guiora* found that learners' pronunciation improved after drinking moderate amounts of alcohol [2].

From the other hand, *Trofimovich* says pronunciation improvements, like improvements in grammatical accuracy, occur slowly. According to Wong, dramatic changes in students’ speech in 3 to 6 months are rare. Because improvements are gradual and often piecemeal, students benefit from reviewing or recycling old topics [2].

Choi and Murphy consider that “micro-level” listening tasks can make students aware of how grammar words sound in connected speech, and thus improve their comprehension.

In addition, *Michaud and Reed* maintain that pronunciation instruction can lead to improvement in writing by making students more aware of errors that occur in both speaking and writing, like missing word endings [2].

Way back in 2000, a linguist called *Jennifer Jenkins* wrote a book about this way of using English, including research on what aspects of pronunciation appear important to produce and understand accurately if a learner’s goal is not to sound precisely like a native speaker, but mainly to communicate intelligibly with other non-native speakers. One result of this research was the

‘Lingua Franca Core’ (the ‘LFC’). This is a list of pronunciation features which appear to be crucial to produce accurately in order for ELF communication to be intelligible. Outside the ‘core’ are all other features of pronunciation that might occur in different varieties of English; but these are probably not necessary for learners to be able to produce if their goal is mainly not to communicate with or sound like native speaker. By teaching features outside the ‘core’ receptively, rather than productively, learners can still understand other accents of English and maintain something of their language accent, which many learners may wish to do, given that accent is an important part of personal identity [2].

It worth mentioning that, in spite of numerous sufficient results in acquiring foreign language skills by students, a lot of difficulties are still exist in modern education, especially taking into account the fact, that foreign language programs and syllabus is characterized with limited amount of hours. So, the following controversy appears, which can be worded as: contemporary requirements for specialists and professionals are high, but level of high education is rather weak, restricted and limited. Consequently, the primary goal of our survey is to find out the most appropriate and time-consuming approaches, highlight urgent problems, challenges modern students come up with in order to accomplish high results in the learning and teaching sphere.

Fundamental investigation review. Having conducted review of main scientific findings in the area of effective language teaching and learning as well as defined controversy and purpose of the study, we would like to emphasize on *Wyners’ principles*, that are efficacious can be freely implemented in modern high school. They are follows.

Make recollections memorized ones. “The brain - a complex filter that is easy to forget the unnecessary and remember important information for you. Foreign words can be classified as unnecessary, because they sound strange, do not seem to be very important and are not related to you personally. You can get around this, and learn to memorize foreign words with the help of the following: learn the system of sounds; relate the pronunciation with images; link visuals with personal experience [3].

Maximize laziness. Slogging away is boring, and long-term memory is not affected. Instead, let's go through for the lazy: study the concept, until you can repeat it in the memory, and at the stop. In the end, "lazy" - means "effective" [3].

Don't repeat, recollect instead. When you successfully manage to remember something, complex chemical dance occurs in the brain that reinforces the memory. In order to increase the efficiency, pay more attention to the recollection than re-reading. This goal you reach, if you can do with the right cards of the words, grammatical structures and pronunciation rules. These cards are associated with images and experiences that will be the foundation of a strong memory of the system [3].

No prompting!!! Tests for memorizing are the most effective when they require much effort. The closer you are to the forgetting of a word, the better it will be remembered, when you finally remember. If you constantly check yourself in that moment, when you have almost forgotten word, each such check will be much more useful [3].

Rewrite the past. Whenever you successfully recall something, you call and rewrite the past memories, adding to them all sorts of things from now on. Recall would be the most successful and effective if the experience of receiving the information will be as it can be remembered. You can achieve this by adding sounds, images and personal relationship to each of studied word. If you really forget, use the feedback to immediately return the forgotten memories [3].

Spaced repetition system. It is an advanced set of flash cards. This system greatly accelerates the memorization through constant tracking of learners’ results and usage of this information to create a personalized list of new words to learn the old ones - for the revision [3].

Having observed Wyner’s principles, it is worth mentioning that they may function like a background for successful solving various difficulties and problems in learning English students can

have. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. The biggest challenges facing an English learner can be presented in the next order.

Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing. When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

An ESL/EFL learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing. English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar [1].

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Vocabulary. Is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations. English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone who's first language is English, though it doesn't often change the meaning of your text, it does weaken it.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

English synonym dictionaries combined with general English dictionaries are an excellent tool for intensively, comprehensively and logically mastering vocabulary for the needs of the learner in real life situations. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English [1].

Grammar. English Grammar is complex, making it difficult to remember, master and use logically. Ensuring you use the correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly fast pace. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulations, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is extremely important, incorrect use of grammar can confuse the person you are speaking to and even change the meaning of what you are communicating, what's more is native English speakers are hyper aware of grammar and will notice almost immediately if a grammatical error is made, even if this is the smallest of errors, English speakers are incredibly proud of the language and look negatively on it being used incorrectly [1].

Slang and colloquialism. With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean [1].

Pronunciation. Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce the 'k' on 'knight', they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before [2].

Variations in English. The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how it's actually spelt, and using informal language, maybe even slang that they have picked up, in formal situations which may perhaps be viewed negatively [1].

However, besides tutoring factual material, such notion as “*appropriate motivational context*” is of great importance and an intrinsic tool in accomplishing foreign language skills. The matter is learners learn best when they feel free to move, are trusted and are able to make decisions and take responsibility for their own learning – consistent with clear policies and procedures and with an organized environment for learning.

Many teaching/learning activities and assessment tasks that address higher level outcomes require an extent of student involvement and a lack of constraints on space and time, such that colleagues, heads of department or boards of examiners may well regard as unacceptably messy: not in the interests of running a tight ship.

The *task provided* – the teaching/learning activity itself – must be valued by the student and not seen as busy-work or trivial. In outcomes-based teaching and learning it is much easier to achieve than in unaligned teaching, because what the student is asked to do is patently in service of achieving the intended outcomes of the course.

The student must have a reasonable *probability of success* in achieving the task. Again, this is patently the case in constructive alignment – if an outcome is intended, then presumably the teacher has set a task that is achievable. Nevertheless, in their informal interactions with students and in their comments on student performances, teachers may convey messages to students that they have little hope of succeeding; for example, by attributing a poor performance to lack of ability rather than to lack of persistence [1, 3].

CONCLUSION. In conclusion, we want to cite Tyler, who admitted: “*Learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does*” [2]. In other words, we can rephrase his words with the explanation, that in the ocean of methodology there are a great number of various methods, techniques, approaches which are supposed to be used in different learning situations. Undoubtedly, they assist, help and can be extremely useful while teaching English for students, but the real professional teacher is obliged to find out, suit ones which will not only consume time on classes, but produce the best result presented by students' communicative competence.

On balance, the overall foreign language methodology lacks many contemporary advancements, that can be created in the area of grammar tenses learning, essay writing, especially for low-level adult students, who need to be taught necessary English phenomenon during short period of learning time.

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**НАЙДОЦІЛЬНІШІ ПІДХОДИ НАБУТТЯ ВМІНЬ ІНОЗЕМНОЇ МОВИ
СТУДЕНТАМИ ВИЩОЇ ШКОЛИ ІЗ ОБМЕЖЕНИМ КІЛЬКІСТЮ ГОДИН
НАВЧАЛЬНИМ ПЛАНОМ**

У даній статті обговорюються найбільш складні підходи, методи, які можуть бути реалізовані в навчальному процесі вищої школи. Ми провели детальний аналіз висновків, зроблених в галузі викладання іноземної мови такими видатними вченими, як: Вайнер, Ленберг, Джонсон і Ньюпорт, Дженкін і Левіс, Чой і Мерфі, Дженніфер Дженкінс.

В результаті ми зробили резюме, що, незважаючи на чималу кількість достатніх результатів в набутті вмінь іноземної мови студентами, до сих пір в сучасній освіті існує багато труднощів, особливо беручи до уваги той факт, що програмам з іноземної мови характерна обмежена кількість годин.

Таким чином, з'являється наступне протиріччя, яке може бути сформульоване, як таке: сучасні вимоги до фахівців і професіоналів високі, але рівень вищої освіти є недовершеним і обмеженим.

Отже, основним завданням нашого дослідження було з'ясувати, які підходи є доречними та трудомісткими, виділити актуальні проблеми сучасних студентів, які гальмують досягнення високих результатів у навчальному процесі.

При пошуку раціонального рішення даного протиріччя, ми провели огляд чотирьох принципів Вайнера. Крім того, у ході наукового дослідження нами були перераховані труднощі, які студенти можуть мати у вимові, граматиці і лексиці. Проте, крім викладання фактичного матеріалу, таке поняття, як «відповідний мотиваційний контекст» набув великого значення і є невід'ємним інструментом в отриманні знань з іноземної мови.

Підводячи підсумок, ми закінчили нашу частину дослідження висновком про те, що поряд із великою кількістю різних методів, технік, підходів, які передбачаються використовувати в різних навчальних ситуаціях, є багато перешкод, що необхідно подолати наставниками для досягнення педагогічних цілей. Перспективи подальшого дослідження були окреслені відповідно.

Ключові слова: іноземна мова, принципи, проблеми, студенти, доцільний, ефективний, мотиваційний контекст.

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**НАИБОЛЕЕ ЦЕЛЕСООБРАЗНЫЕ ПОДХОДЫ ПРИОБРЕТЕНИЕ УМЕНИЙ
ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТАМИ ВЫСШЕЙ ШКОЛЫ С
ОГРАНИЧЕННЫМ КОЛИЧЕСТВОМ ЧАСОВ УЧЕБНЫМ ПЛАНОМ**

В данной статье обсуждаются наиболее сложные подходы, методы, которые могут быть реализованы в учебном процессе высшей школы. Мы провели детальный анализ выводов,

сделанных в области преподавания иностранного языка такими выдающимися учеными, как: Вайнер, Ленберг, Джонсон и Ньюпорт, Дженкин и Левис, Чой и Мерфи, Дженнифер Дженкинс.

В результате мы сделали резюме, что, несмотря на большое количество достаточных результатов в приобретении умений иностранного языка студентами, до сих пор в современном образовании существует много трудностей, особенно принимая во внимание тот факт, что программам по иностранному языку характерно ограниченное количество часов.

Таким образом, появляется следующее противоречие, которое может быть сформулировано, как такое: современные требования к специалистам и профессионалам высокие, но уровень высшего образования является недостаточным и ограниченным.

Итак, основной задачей нашего исследования было выяснить, какие подходы уместны и трудоемки, выделить актуальные проблемы современных студентов, которые негативно влияют на достижение высоких результатов в учебном процессе.

При поиске рационального решения данного противоречия, мы провели обзор четырех принципов Вайнера. Кроме того, в ходе научного исследования нами были перечислены трудности, которые студенты могут иметь в произношении, грамматике и лексике. Однако, кроме преподавания фактического материала, такое понятие, как «соответствующий мотивационный контекст» приобрел большое значение и является неотъемлемым инструментом в получении знаний по иностранному языку.

Подводя итог, мы закончили нашу часть исследования выводом о том, что наряду с большим количеством различных методов, техник, подходов, которые предусматриваются использовать в различных учебных ситуациях, есть много препятствий, которые необходимо преодолеть наставниками для достижения педагогических целей. Перспективы дальнейшего исследования были очерчены соответственно.

Ключевые слова: иностранный язык, принципы, проблемы, студенты, целесообразный, эффективный, мотивационный контекст.

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