

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
КАФЕДРА ІНОЗЕМНИХ МОВ
ЛІНГВІСТИЧНИЙ НАВЧАЛЬНО-МЕТОДИЧНИЙ
ЦЕНТР**

**МАТЕРІАЛИ
X ВСЕУКРАЇНСЬКОЇ НАУКОВО-ПРАКТИЧНОЇ
КОНФЕРЕНЦІЇ СТУДЕНТІВ, АСПІРАНТІВ ТА
ВИКЛАДАЧІВ
ЛІНГВІСТИЧНОГО НАВЧАЛЬНО-МЕТОДИЧНОГО
ЦЕНТРУ КАФЕДРИ ІНОЗЕМНИХ МОВ**

**“WITH FOREIGN LANGUAGES TO MUTUAL
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SOME PRINCIPLES OF LANGUAGE TEACHING

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Any scientific approach to language teaching uses scientific information; it is based on theory and a set of principles which are internally consistent. It measures results. It is impersonal, so that it can be discussed on objective evidence. And it is open, permitting cumulative improvement on the basis of new facts and experience.

The following principles are necessary and sufficient to define the scientific approach. Stated briefly here, they are developed into practical teaching programs in succeeding chapters. The principles are subject to change or elimination as new scientific facts are added to our knowledge.

Speech before Writing. Teach listening and speaking first, reading and writing next. This principle is the basis for the audio-lingual approach.

Basic Sentences. Have the students memorize basic conversational sentences as accurately as possible? This practice, advocated by linguists, has a strong psychological justification not dealt with in published experiments but tested repeatedly otherwise.

Patterns as Habits. Establish the patterns as habits through pattern practice. Knowing words, individual sentences, and/or rules of grammar does not constitute knowing the language. Talking about the language is not knowing it. The linguist, the grammarian, and the critic talk and write about the language; the student must learn to use it.

Sound System for Use. Teach the sound system structurally for use by demonstration, imitation, props, contrast, and practiced.

Vocabulary Control. Keep the vocabulary load to a minimum while the students are mastering the sound system and the grammatical patterns. The attempt of many students to concentrate on learning vocabulary at the beginning is mis-guided. Linguistics shows that words, no matter how many, do not constitute a language.

Teaching the Problems. Problems are those units and patterns that show structural differences between the first language and the second. They will be illustrated in later chapters. The disparity between the difficulty of such problems and the units and patterns that are not problems because they function satisfactorily when transferred to the second language is much greater than we suspect. The problems often require conscious understanding and massive practice, while the structurally analogous units between languages need not be taught: mere presentation in meaningful situations will suffice.

Writing as Representation of Speech. Teach reading and writing as manipulations of graphic representation of language units and patterns that the student already knows. When standard spoken utterances differ from their graphic representation, it is due to inadequacy of the writing system.

Graded Patterns. Teach the patterns gradually, in cumulative graded steps. To teach a language is to impart a new system of complex habits, and habits are acquired slowly.

The Student. Age, educational level, capacity, handicaps, level of proficiency, goals, and linguistic and cultural background are significant variables with regard to the student.

Educational Level. Language teaching must obviously differ for literate and illiterate students. It must also differ for various levels of education, with the college or university level and the primary education level sharply distinguished.

LITERATURE

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