

Kalnychenko Natalia

Assistant Professor of the Language Training Department-2

V. N. Karazin Kharkiv National University

Kharkiv, Ukraine

e-mail: kalnychenko@ukr.net

ACCOUNTING FOR THE NATIONAL METHODOLOGICAL COMPONENTS IN SL TEACHING

With the development of mass communication and the expansion of international economic and cultural relations, the late 1900s witnessed the development of communicatively-oriented method of foreign languages teaching as a means of communication in everyday situations. Among the main principles of this method are the principles of functionality and situationality, which consist in the promptness to use a foreign language as an instrument of speech and thought activity and in the ability to reproduce communicative reality.

These principles are aimed at the formation of linguistic competence: text-forming (discursive) competence - the ability to create texts of different types, as well as the knowledge of differences in the strategies for generating texts in the native tongue and a foreign language; communicative competence - the ability to project on the speech of the possibility on the part of the recipient of information to display content; extra-linguistic competence - knowledge of the culture of the language under study; strategic competence; social competence; informational competence - acquisition of the subject matter of the communication. All these competencies are interrelated and constitute a single, integrated competence of transcultural communication. The definition of these components is of great importance for foreign language teaching, because they determine the main directions in setting learning goals and in determining the degrees (levels and thresholds) in teaching.

Due to the acquisition of informational competence, the students develop informative frames – the sets of necessary concepts to describe a particular situation.

Social competence is achieved under the conditions of an authentic process, which involves not only the use of “material taken from life” in the classroom, but also the creation of conditions for natural educational communication that would allow a sort of a rehearsal of the real use of the language. This competency manifests itself in all areas of life and the student’s ability to navigate in various situations is dependent on how it is formed.

To ensure appropriate communicative training, on the one hand, and to maintain the authenticity of the speech situation, on the other hand, a number of training tasks have been developed, in particular tasks involving "informational inequality" of the participants: a) students receive almost identical drawings with differences that need to be identified by using questions about the differences; b) students have various evidence that needs to be gathered together and juxtaposed; c) one student has information that others need to get to know; d) students have different views on the problem, but it is necessary to develop a common opinion etc.

In addition, it is useful to use communicative games that rely on a methodological ranking technique. They should be created on the basis of different information from different students and provide for grouping or selection of acceptable options. The exclusion of the superfluous, the conjecture, the finding of the similar and the different, the classification, the conclusion, and analogous teaching methods can become the basis of such problematic tasks.

Strategic competence can be characterized as the ability to use strategies in various fields of human activity, that is, to overcome difficulties and achieve maximum effectiveness in its implementation. Strategic competence in learning is the ability to overcome various learning problems. Strategic competence in communication is one of the most important factors in language acquisition [1, p. 17].

It is known that the teaching technologies and behavior in the classroom, to which foreign students are accustomed to at home, for example, the Chinese, differ from those adopted in Ukraine, and in particular, at the preparatory department, which also has the specifics of its own.

Besides, while teaching Ukrainian or Russian to foreign students at the preparatory department, it is necessary to take into account the peculiarities of the national culture of Ukraine and the national culture of the students. A special role is played here by the cultural aspect of the semantics of the texts of Ukrainian culture, primarily “code words” and “code texts”.

The strategic competence of the speech personality includes a number of components, such as the ability to communicate, to learn languages, and, in accordance with various types of strategies, it is possible to distinguish compensatory, discursive, and also educational strategic competence.

During auditoria acquisition of Russian as the SL, pedagogical interference is especially strong at the initial stage, when the learning skills corresponding to the expected technology are not yet acquired, and the use of previous educational experience does not produce the expected results. There is a negative moment of unfulfilled methodological expectations, which must be warned [2, p. 133].

As the main directions of accounting for the national methodological components, the following can be proposed:

- a) the study of national and methodological traditions of each contingent, the consideration of methodological expectations;
- b) identification of the strategic repertoire and strategic priorities of students of the preparatory department;
- c) the ratio of the initial strategic competence of each student with the basic technology of teaching at the faculty;
- d) adaptation of the strategic competence of the teacher with the needs of the student;
- e) the identification of the absent, but necessary strategies for learning and communication;
- f) mitigating national-methodological interference by conducting a preliminary conversation (with translation into the mother tongue) with a previous explanation of the teaching technology;

g) psychological preparation of students to change the learning strategy by evaluating the use of the most creative and effective strategies, new means of implementing educational activities and communication.

The initial strategic competence includes not only a set of strategies of a speech personality, but also the ability to use them, which is determined by a complex set of various factors, such as the specificity of the national mentality, in particular national, linguistic and methodical traditions of school and university education, as well as features of national culture of speech behavior.

References:

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