Methodological principles in the field of philology of modern European methods of teaching a foreign language

Principios metodológicos en el ámbito de la filología de los métodos europeos modernos de enseñanza de una lengua extranjera

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Abstract

The relevance of the research lies in the fact that at the current stage of the development of human civilization, in the conditions of life in a digital society and the introduction of information and communication technologies, learning a foreign language is not only an advantage of a separate circle of specialists in a certain direction, but also a daily need of every person in everyday life. A correctly chosen method of teaching a foreign language, and, as a result, its effective learning by students. In the article, the authors considered the topical issues of foreign language teaching methods that are currently tested and widely used in the European educational space for teaching a foreign language. In the article investigated the main trends observed in the outlined field, and also singled out the general principles of foreign language teaching methods. The purpose of the article is to analyze the main modern European methods of teaching a foreign language. The task of the research was to highlight the general trends that exist in the European educational space at

Resumen

La relevancia de la investigación radica en el hecho de que en la etapa actual del desarrollo de la civilización humana, en las condiciones de la vida en una sociedad digital y la introducción de las tecnologías de la información y la comunicación, el aprendizaje de una lengua extranjera no es sólo una ventaja de un círculo separado de especialistas en una determinada dirección, sino también una necesidad diaria de cada persona en la vida cotidiana. Un método correctamente elegido para la enseñanza de una lengua extranjera, y, como resultado, su aprendizaje efectivo por parte de los estudiantes. En el artículo, los autores consideraron los temas de actualidad de los métodos de enseñanza de lenguas extranjeras que actualmente se prueban y se utilizan ampliamente en el espacio educativo europeo para la enseñanza de una lengua extranjera. En el artículo se investigaron las principales tendencias observadas en el campo señalado, y también se señalaron los principios generales de los métodos de enseñanza de lenguas extranjeras. El objetivo del artículo es analizar los

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the current stage, as well as to highlight their specific features. When conducting the research, the authors used general scientific methods of cognition.

Keywords: foreign language, teaching, method, students, education.

principales métodos europeos modernos de enseñanza de una lengua extranjera. La tarea de la investigación consistió en destacar las tendencias generales que existen en el espacio educativo europeo en la etapa actual, así como resaltar sus características específicas. Al llevar a cabo la investigación, los autores utilizaron métodos científicos generales de cognición.

Palabras clave: lengua extranjera, enseñanza, método, estudiantes, educación.

Introduction

The modern world is experiencing a new era of human civilization, which is characterized by globalization and digitalization processes. Society is facing the question of training specialists in accordance with the new realities, using the latest educational tools and information and communication technologies. In particular, we are talking about replacing traditional methods of teaching a foreign language with new ones, aimed at its thorough study. The educational process involves not only learning a language, but also culture, which would give rise to a high level of motivation to learn it, as a means that stimulates dialogue and close interaction of cultures in the world. It is for the reason that learning a foreign language introduces students to the cultural traditions and spiritual values of other cultures, that the formation of their competencies of interaction in society and the ability to self-development takes place, that choosing the right method of teaching a foreign language becomes an urgent need. In today's world, education standards are aimed at preparing a creatively developed person with a full range of necessary competencies to quickly adapt to the modern socio-economic environment. Therefore, the education system itself is constantly undergoing changes, and experts are developing new methods of teaching a foreign language or improving existing ones. Effective training requires an individual approach to students, depending on their abilities, communication skills, and needs.

Among the methods of teaching a foreign language, widely used in the modern European space, it is necessary to distinguish three main methods, namely: communicative system-activity method; problem method; project method. The advantage of using these methods is the consideration of cultural and other social aspects in learning a foreign language, the ability of students to apply a creative approach in the learning process, as well as identifying a high

level of self-organization and motivation to learn a foreign language.

The purpose of the article is to analyze the main modern European methods of teaching a foreign language. According to the goal, the task of the study is to determine the general trends that exist in the European educational space at the present stage, as well as highlighting their specific features, advantages and disadvantages of certain methods and techniques of teaching a foreign language using innovative information and communication technologies, determining the appropriateness of their application. at a certain stage of teaching a foreign language.

Theoretical Framework or Literature Review

The research of various aspects of the modern European methodology of teaching a foreign language is devoted to the scientific works of many domestic and foreign scientists. Thus, (Chernysh et al., 2020). draws attention to the fact that for the successful and effective learning of a foreign language by students it is necessary not only to use the leading European methods of study but also the appropriate training of teachers and foreign language teachers. The author has analyzed the techniques that are currently used in the European educational space in the organization of the educational process in the preparation of teachers in the field of philology and highlights among them the multisensory approach to learning in non-formal education (Chernysh et al., 2020). It is this method, according to the author, that meets the requirements of the multicultural world, in which interactive information and communication technologies have become widespread (Chernysh et al., 2020). Babash, & Noma (2019) in his scientific work explores the formation of professional competencies in students while studying a foreign language and notes that one of the important factors for the implementation of this task is the use of modern European

techniques The author notes among their main list the profession-oriented teaching of a foreign language, which implies that the students receive not only special knowledge, but also the necessary skills and abilities, which they can use for the future in their professional activities and be more competitive in the labor market in comparison with other professionals (Babash, & Noma, 2019). The importance of using modern methods of teaching a foreign language as one of the conditions for the formation of future professionals with appropriate professional competencies, notes in his work and (Fox et al., 2019). Also, the author notes that the knowledge of a foreign language at a high level enhances the communicative skills of future professionals and on their level of intercultural awareness, which can bring bark not only to them but also to society as a whole. An important aspect of the maximum person-centered methodology of teaching a foreign language notes in his research study (Doughty, 2018). The author notes that in both basic and in-depth study of a foreign language, it is important to take into account such factors as the age of listeners, the level of their prior language learning, and general education to ensure the effectiveness of the final result and to ensure the effectiveness of the teaching methodology itself. Uztosun (2021) in his scientific research draws attention to the fact that regardless of the form of the chosen method of foreign language learning, it is important to develop the students' skills to self-organization and their own motivation in the learning process, especially when it comes to a person-oriented approach to them.

Methodology

During the study, to implement the goal and planned in accordance with it, were used both general methods (analysis and synthesis, comparison, induction, and deduction) and special methods of linguistics (descriptive, typological, structural).

One of the ways to form communicative competence is the implementation of a system-activity approach, which is aimed at independent, active acquisition of knowledge. Techniques of a system-activity approach should be present in almost every lesson of a foreign language, for example, independent (in pairs, groups) work to transform information on new material: the teacher gives a choice form of textbook material processing (table, cluster, algorithm). Step-by-step instructions for working with the material of the study guide are offered, for example: determine what you will study; determine the

purpose of studying this material; decide on the way of work (how you will study: make a table, cluster, algorithm); rework the study guide material in your chosen way so that to make it understandable to other listeners; do practical work, making reasoning according to the method you have chosen; find associations for you for better memorization of new material; protect your choice (method) of studying and processing the material of the study guide; evaluate your work in terms of answering the question: how easily and quickly your method makes it possible to understand, remember and apply the learned rule in practice. This form allows students to discuss the progress of work among themselves, to offer and argue their opinion in a group (before audience), to process the material for the implementation of the plan.

Teaching a foreign language, which involves the creation of problem situations in the classroom and a discussion of possible approaches to solving them, during which students learn to apply previously acquired knowledge and acquired skills and abilities and master the experience (methods) of creative activity, is called problematic. In practical work on teaching a foreign language, it is possible to determine five levels of difficulty:

- the initial first level is characterized by the fact that the problem situation arises as if spontaneously, due to the characteristics of the educational material, it is solved by the teacher in the course of explaining the educational material;
- the second level of students' assimilation of the logic of a problem solution is already determined by the fact that the teacher consciously creates a problem situation, draws the attention of the trainees to it, and solves it himself in the course of the presentation;
- the third level of student involvement is characterized by the fact that the teacher creates a problem situation and involves students in a joint search for its solution;
- the fourth level of setting a system of cognitive tasks and programmed learning involves an independent solution by the student of the formulated problem, making assumptions and proving them;
- the final fifth level provides that the listeners formulate the problem, look for ways to solve it, proof of correctness.

The implementation in practice of the methods of problem-based teaching of a foreign language is possible under certain conditions: it must be

combined with learning how to independently acquire knowledge, the ability to work with a book, dictionary, other educational materials, the ability to reason logically, compare and contrast phenomena, draw conclusions and generalize, the ability to discuss, defend and substantiate their conclusions. Also important when using the problematic method in teaching a foreign language is the formation of stable motives for learning, which can be achieved through the use of an emotional factor, a variety of techniques that increase interest in the material studied, the maximum use in the process of teaching the principle games.

The main function of applying the project method in teaching a foreign language is communicative, since it contributes to the development of communicative competence of students. The unit of the educational model of the project method is the problem situation, and the technology for solving a specific problem lies at its basis. During the implementation of the project method, the condition for effective independent classroom and extracurricular activities of students is intergroup and intergroup interaction. The activity of the teacher should be based on such components as constructive design, organizational, communicative, and he himself should become a coordinator, consultant, and equal participant in the learning process. The project method allows you to simultaneously develop the intellect of students, their personal and professional qualities, as well as teach a foreign language as a phenomenon of the social world. The implementation of the project method in teaching a foreign language contributes to the creation of conditions for the active oral practice of each student, forming skills and abilities in the types of speech activity, which makes it possible to bring the conditions for the formation of communicative competence closer to the conditions of the natural language environment; stimulates independent work on the acquisition of knowledge and its practical application; forms creative competence as an indicator of communicative knowledge of foreign language; involves obtaining a professionally significant final product of activity, preparation, design and presentation of which requires the use of a foreign language and expansion of vocabulary; allows you to model the subject and social content of the future professional activities of students by means of a foreign language; increases the motivation of learning and promotes the inclusion of trainees in dialogue of cultures.

Results

The most effective modern methods of teaching a foreign language can be defined as the following: communicative system-activity method; problem method; project method. The advantage of the communicative-activity method is that the linguistic and communicative problem the listener forms independently and solves it himself, simultaneously with the fulfillment of this task, he makes the necessary conclusions and generalizations. However, the disadvantage of this method is that it is time-consuming, it is impossible to use it often as a permanent method of teaching a foreign language in the context of its limited and rigid plan of the educational process. When using this method, it is necessary to guide the students' thought process, to emphasize the important points when performing tasks, but not to solve the problem instead of them, otherwise, the problem method simply loses its meaning.

As for the project method, it involves active independent work of students, their own search, and the collection of the most important and interesting information within the chosen topic. The project method serves as a kind of supplement to the educational process of learning a foreign language in general. This method, in particular, assumes that the project is an independent work of students aimed at revealing their creative potential and simultaneously solving the problem of in-depth study of the chosen topic. The project method, as well as the communicative method, helps students to reveal their personal qualities and creative potential in learning a foreign language, so this method makes the learning process personally significant and an important aspect of person-centered learning.

Thanks to the project method of learning a foreign language, students express the ideas that come to them in a form that is convenient for them. Projects have many forms, constantly updated with new ones, including, in particular, the following: presentations, games, maps, routes, magazines, newspapers, etc. Regarding the subject composition, it should be noted that the project can be both individual and group. From the peculiarities of the mentioned method of teaching a foreign language, it is also necessary to mention that under such conditions students find the necessary information on their own, and, thus, due to the active usage of this method students' interest in learning a foreign language and their level of independent language learning increases noticeably.

In the process of project preparation, in addition to language knowledge and communicative competences, students acquire basic induction and deduction skills and learn to draw personally meaningful conclusions. Accordingly, before starting to work on the project, it is necessary to consider the fact that:

1. the topic of the projects may relate to the home country or the country whose language the students are studying; they compare and contrast phenomena, facts, and actions. They look for several approaches to solving any problems;
2. it is the formulation of the problem that directs listeners to use facts from other areas of knowledge and various sources of information;
3. the project used in the study of a foreign language can have different forms of design; the topic should be as interesting and understandable to listeners as possible, as well as appropriate to their language abilities.

Work on the project itself in the process of learning a foreign language includes the following stages:

1. choice of topic. Trainees determine the problem that interested and find ways to solve it, discuss the content and focus of the project, formulate a plan for its implementation;
2. work on the project. This stage includes search work, collection of information for revealing the topic of the project, as well as formation of students' independent work skills;
3. project presentation. This stage includes project defense and presentation of the results of the work done;
4. project supervision. Evaluation of the results of the developed project, summarizing the overall result.

In addition, there are such common methods of teaching a foreign language in the European educational space as the intensive method of learning, which involves cyclic work of the teacher or teacher and listeners, repeated repetition of language material, and the use of technical means of learning; communicative method of performing tasks, the advantage of which, in comparison with the traditional methods of teaching a foreign language is that listeners have the opportunity to focus on real communication in a foreign language before learning its grammar, phonetics, and vocabulary;

interactive, the main in the formation of foreign language competence, because it helps to establish contact between listeners, as well as using formulas of speech etiquette to solve communicative tasks in a foreign language.

Discussion

Language and communication play an important role in today's, «since the 1970s, language has been further recognized as a social phenomenon that inherently entails expressing, interpreting, and negotiating meaning» (Hilgendorf, 2020). In addition, there is a tendency in the European educational space that «throughout Europe, there is a growing trend for students to start learning foreign languages at elementary school» (Baumert et al., 2020).

Learning a foreign language in a digital society and globalized world is no longer a privilege for individual professionals, but a daily essential need for everyone, regardless of their level of education, occupation, or even age. Thus, «results report multiple cognitive benefits of language study and bi-multilingualism, particularly later in life, including enhancement of cognitive flexibility, higher cognitive reserve in advanced age, and delay in the onset of dementia» (Fox et al., 2019). In addition, «foreign language attainment depends on both cognitive and affective factors, highlighting the deeper impacts of the former» (Shen, 2021).

However, it is obvious that the ability to learn a foreign language of each individual person is different, so when teaching a foreign language and predicting the success of its learning, no less important is the methodology of predicting the success of its learning. It is the methodology of personality-oriented teaching of a foreign language with maximum consideration of the abilities of each of the students is the key to its effective and efficient learning. «In other words, for any given person, when motivation is high, personality facets are aligned, and the learning context is excellent, differences in aptitude determine ultimate attainment» (Doughty, 2018). It should also be noted that the methodology of person-centered learning of a foreign language has a high level of effectiveness when combined with self-regulated language motivation, as evidenced by the research. «These findings suggest that self-regulated speaking motivation may be one of the predictors of improved speaking competence» (Uztosun, 2021), therefore, one of the effective methods of teaching a foreign language can also be defined as helping listeners to develop their own

motivation for learning a foreign language and desire to independently improve their language knowledge, skills, and abilities. In determining the motivation of a particular listener to learn a foreign language, it is also necessary to consider the motive of learning a foreign language. Thus, «there may be many different reasons for learning a foreign language, but for most language learners developing good speaking skills is essential» (Daskalovska, 2018).

Given the complexity of the requirements for the methodology of teaching a foreign language, the most successful it seems to be a form of integrated teaching of content and language, it is «…a dual-focused approach that promotes the learning of curricular content in tandem with an additional language, usually English» (Banegas, & Beamud, 2022). Even though this method does not pay enough attention to the study of grammar and phonetics of a particular foreign language, it allows students to be integrated into the language environment as much as possible, so it is quite popular for use in European countries. The method of teaching a foreign language, which provides training based on the content, is highly effective. For example, this methodology «…can be considered for use as an effective instructional methodology and an essential aid in generating multiple opportunities to use English if meaningful topics and frequent practice were included» (Vanichvasin, 2019).

It is obvious that the training of specialists of the highest level in teaching a foreign language implies not only the use of leading tested modern European teaching methods but also the appropriate amount of professional competence in teachers and instructors. It is especially important to take this factor into account in the context of transnational processes in the social and cultural life of the world community. **«**Transformational trends of the modern social and political-economic space determine the modernization of the educational sphere, in particular, the system and methods of teaching highly skilled foreign language teachers» (Chernysh et al., 2020). In addition, it should be noted that «educational implications include the importance of research-based, focused teacher professional training both in content knowledge of basic language constructs and in pedagogical knowledge of EFL literacy acquisition» (Vaisman & Kahn-Horwitz, 2019).

Equally important for the implementation and widespread use of the method of teaching a foreign language, which provides training based on the tasks. Thus, «…teamwork is more realistic if the learning process includes application exercises and assessments set in real-life contexts» (Berkson et al., 2020). It is teamwork in learning a foreign language that provides the foundation for professionals to be more competent in their professional tasks in the future, as they learn important teamwork skills during their training. This method focuses on the trainees' needs contained in communicative tasks and the ability to use all available language resources to accomplish them.

It should also be noted that one of the leading modern European methods of teaching a foreign language is vocational training. «Phased training for professionally and oriented foreign language communication contributes to the formation of speech and though activity, the development of a sense language and is part of the professional competence of future professionals» (Babash, & Noma, 2019). It is thanks to the above method of teaching a foreign language, it is possible to train specialists of a certain profile with a high volume of professional competencies. Such a goal can also be achieved by using another method of teaching a foreign language - the method based on the competence of students. «This approach demands an active role of the learner, a facilitating role of the teacher, materials directed to output, and tasks and assessment methods oriented to identify what the learner is able to do with the language being learned» (Boillos, 2018).

The traditional, classical methods of teaching a foreign language can be defined as audiolingual, which assumes that «listening was the first skill to be developed and grammar was taught implicitly through pattern drills prior to brief explicit explanations» (Rilling, 2018) and grammatical-translational, which «…involves very little spoken communication and listening comprehension» (Benati, 2018). However, in the era of the development of information and communication technologies and the increasingly stringent requirements for professionals who speak a foreign language, these techniques are losing their relevance.

Indeed, despite the value of the above methods of teaching a foreign language, it should be noted that the main ones are the communicative system-activity method; problem method; project method. As for the first method, we can notice that «after analyzing the positive and negative traits, we can conclude that the most effective, successful, and harmonious is the communicative method of teaching foreign culture» (Alibekova & Urinboyeva, 2020). It is obvious that the study of a foreign language

involves communication both between the teacher or instructor and the students, as well as directly between them. Given this circumstance, the use of this method also seems appropriate and effective, as well as the problem method, which «…focuses on creating a psychological environment that is related to achieve designing the learning processes» (Fayzullaev & Eshnazarova, 2019). It is obvious that the methodology of teaching a foreign language undergoes changes in accordance with the transformation of economic, political, and social content, respectively, it is necessary to depart from the classical, traditional forms, the formation of a more creative environment of the educational process in order to train competent specialists in different areas of training. Similar in content creative and creative component includes a such method of teaching a foreign language as project-based because it «…the method calls on teachers to respond sensitively to students' needs in the moment, reflect on the processes and products of project learning, and hold space for students to co-construct the school curriculum» (Hsu, 2021). It is for the reasons mentioned above that it is important when teaching a foreign language, to take into account not only the teaching and organization of the educational process in the language of the other country but also the cultural component of the country whose language is studied by students, because «…postsecondary institutions have recognized the need to prepare interculturally competent undergraduates» (Barski & Wilkerson-Barker, 2019).

Conclusions

The knowledge of a foreign language at the present stage significantly increases the chances of career growth of future specialists in professional activities, which opens up new opportunities for them to increase their level of self-realization and independent development of personality. The problem of knowledge of a foreign language is recognized not only as an educational direction but also of great social importance because it forms the ability and readiness of students to communicate in a foreign language based on certain practical knowledge and skills acquired by them. Increase in the effectiveness of the educational process of teaching a foreign language is greatly facilitated by active methods aimed at the development of traditional language skills, as well as improving information and communication language education. Along with the traditional forms of foreign language teaching organization, the application of active methods and progressive

technologies, aimed at achieving optimal results in professionally-oriented communication in relation to the future profession of students, is necessary. The fundamental principles of foreign language teaching in the modern European educational space are multicomponent in their structure. The choice of this methodology depends on a number of factors that may affect the final result of foreign language learning of students. In order to make such a correct choice, it is necessary to take into account the age of the foreign language learners, their previous experience in learning a foreign language, and their general educational experience. However, no matter what methodology will be chosen, in accordance with the realities of the present, the existence of a digital society, world globalization, the active use of information and communication technologies in all spheres of society, as well as in conditions of social and cultural diversity, a person-centered approach to each student learning a foreign language, as well as the disclosure of their language competences and abilities is necessary.

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