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## **PERSONAL-DEVELOPING APPROACH IN PRACTICE OF TEACHING ENGLISH**

*Аннотация:* статья посвящена актуальной проблеме использования лично-развивающего подхода в практике преподавания английского языка. Рассматриваются преимущества активных методов обучения. Даны рекомендации преподавателям-практикам.

*Abstract:* the article is devoted to the actual problem of using personal-developing approach in practice of teaching English. The author talks about the advantages of active learning methods. Recommendations for the teachers are given in the article.

*Ключевые слова:* обучение английскому языку, иностранный язык, лично-развивающий подход, методы преподавания, английский язык.

*Keywords:* English language learning, foreign language, personal developing approach, methods of teaching, English language.

*Students have the energy, imagination, and intelligence.... They need only to be asked to show what they can do.*

*Franklin D. Roosevelt*

In the modern world we observe a development of scientific and technical progress, growth and expansion of international contacts, the international business communication (mail, telegraph, phone, jurisprudence, medicine, commerce, manufacture, culture, education, science, information technologies). That is why the role of foreign

language constantly increases. It is impossible to imagine a modern educated person without knowledge of one of several foreign languages.

The knowledge of foreign language is not only a realization of the communications, a possession of a lexical stock and grammatical forms, but also a capacity to think in a foreign language logically, to build communicative texts in a foreign language (oral and written), to use semantic fields of foreign language concerning different situational problems as means of the communications between representatives of different peoples and cultures, that have different pictures of the world.

In recent years there has been a great deal of development work on teaching process. The core of the teaching process is the arrangement of environments within which the students can interact and study how to learn. Models of teaching are really models of learning. As teachers help students acquire knowledge, information, ideas, skills, values, ways of thinking, and means of expressing themselves, teachers also teach them how to learn. In fact, the most important long-term outcome of teaching may be students' increased capabilities to learn more easily and effectively, both because of the knowledge and skills they have acquired and because they have mastered learning processes. How teaching is conducted has a large impact on students' abilities to educate themselves. Learning is mostly a personal affair.

The past decade has seen several important new methods in teaching English language and significant progress has been made in achieving educational objectives. It was widely considered desirable for EFL instruction to be rigidly programmed. Students proceeded relentless through predetermined material at a set rate. However, now this view of EFL instruction has been vigorously challenged as instruction of this type ignores the personality, needs, abilities, and learning processes of the individual learner. Besides, this type of instruction suppresses the creativity and spontaneity the teacher in responding to the learning situation. The search for alternative approaches has included renewed calls for individualization, and attempts to radically restructure the process of teaching.

This article is based on the following assumptions:

- EFL learning is greatly depended on main functions of university teaching;
- the main functions of university teaching are: to create favourable psychological climate in the classroom; to motivate the learner towards his/her studies; to help the learner meet his/her individual needs, as they arise.

It goes without saying that collective mood, temper and favourable psychological climate are the main factors in EFL learning. Individual mood is determined by the conditions of life and activity. The main type of student's activity is learning. That's why creation of favourable psychological climate in an academic group contributes to the increase of activity and working mood, enthusiasm of learning and success in the course of study.

We assumed that raised interest to the process of EFL learning and enthusiasm of common cooperative activity created the student's positive psychological state of mind favouring to productive academic activity [2, p. 242].

There is a wide variety of current methodologies and approaches to teaching English. The main teacher's task to choose the method or combination of methods which will most benefit the students.

In the process of experimental teaching we have put in practice complex of pedagogical actions: the problem arrangement of practical lessons, teaching with relaxing techniques role plays, theatrical ways and manners. The obligatory components of the whole academic system were: systematic control and self-control, predomination of encouragement over blame, kind and favourable style of communication.

All these ways activated students' reflective activity, provoked their interest, and stimulated their academic work. Common cooperative learning helped the students to increase motivation and retention, to develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills.

Regular testing must serve teaching. This kind of testing is the teacher's «intelligence service». The good teacher always asks «What have my students learnt or failed to learn as a result of my teaching?» By testing periodically, the teacher knows how to plan for further teaching.

Without some incentive, the student will not devote his energies to the process of learning. He may be spurred on by curiosity, interest, needs, desire to conform with social norms parental pressure, professional requirements and so on. Some of these motives are not academically respectable, although they may influence students more often than we would care to expect.

Valid motives are seldom entirely self-generated. They are stimulated to some extent by contacts with the student has with others whose experience is different from his own. So, it is the privilege and the responsibility of the teacher to be involved in students' motivation.

Language is for communication: it is not enough just to know the material, students must be able to convey intended meaning appropriately in different social contexts. So, teachers should work on developing motivation to learning English by establishing meaningful situations, which can occur in real life. The communicative approach emphasizes a different role of the teacher in teaching process. The teacher becomes the facilitator, who promotes interactive situations for students. The students become communicators; they become responsible for their own learning. They actively participate in speaking and try to make themselves understood, even if their knowledge of English is incomplete. The main attention in teaching students is given to performance, the ability to use the language in such situations, which are very close to real ones. They use the language in such activities as games, role-plays, problem-solving tasks. Activities can be carried out in small groups where students get more time for learning and speaking.

The typical problem for those learning a new language is that they cannot transfer what they have learned in the classroom to outside world. So, students must be given

a lot of various tasks, types of exercises, kinds of work which should be both exciting and helping them to learn English in real-life situations [1, p. 13].

For an effective usage of these materials and reconstruction specific reference situations it is necessary to use different types of educational tasks. These are games: situational role, subject, business; different trainings, debates, different types of dialogical and monological speech, imitating exercises, different types of exercises on the basis of business letters, the description of work of artist, especially pictures with the «double» image, which representatives of different groups understand differently, reading of the «coded» texts (especially Japanese poetry), discussion, interpretation of different symbols at representatives of different ethnoses and cultures (color, patterns, graphic symbols and images, etc.) what are present at national art crafts, architecture, the musicians, religious beliefs, holiday actions.

Teachers should try to use many communicative techniques at the lessons which are very helpful in mastering English. They are student-centered, arising students' interest and challenging. In this case we deal with different kinds of games and talk about personal-developing approach in teaching. Students can be very helpful in creating tasks for many games and kinds of activities. You can have it as a homework assignment and then use them during the next lessons. Students are eager to invent their own tasks, so teachers will not need much time to prepare handouts for such activities.

An interactive student-centered approach provides opportunities for students to work together in pairs, pooling together their knowledge and learning from one another. Students work together exchanging information, discussing real issues, solving problems, or performing other specific skills. In all, a teacher functions as a facilitator, guiding the students through the activities and encouraging students to discover and learn about important questions on their own.

We consider that students should be guided to find innovative solutions and apply acquired knowledge to solve typical theoretical and practical problems, to develop their

own abilities independently and creatively. They learn to participate in teams in friendly competitions, to make comments, to pool together important ideas.

Students must be treated as thinkers, who are guided to work out rules of life and behavior for themselves. Teacher should involve students into active communication. That's why the topic «Can I communicate effectively?» is rather interesting and useful. Students get not only comprehensively practical and useful command of English, they also learn about basic principal rules of listening and communicating. This topic establishes basis for the discussion, shows ways of improving one's abilities and skills, as effective communication is very necessary in every profession.

The teacher must adopt a new attitude to his role and resist the temptation to revert to authoritarianism as soon as events do not progress as he has planned. He must develop new talents for production, presentation and management of resource materials. He may well have to learn how to work in a team, with a unity which has not been necessary in academic collaborations he has experienced previously.

Through using new learning technologies students can become real partners in the learning enterprise. Since consequential problems are solved via collaboration, students who learn to work together in an educational setting are better prepared to meet life's obligation. Through these learning techniques students are asked to do things in the EFL classroom that they are asked to do in real life – take charge of and responsibility for their own learning.

To sum up, language skills must be practiced to be acquired and maintained, so students must realize that no one learns a language without practice, and there are the students who are in charge of how much they practice and learn. Encourage your students to use English not only during their lessons but also suggest that listening to radio programs or songs can be good practice in hearing and understanding the spoken language as well as an effective way to gather information. Learning a new language can be an exciting adventure and it is teacher's duty to make it happen. Teach actively and try your students to learn actively.

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