

UDC 378.14

DOI <https://doi.org/10.32840/1992-5786.2021.74-1.11>**N. O. Butkovska**Senior Lecturer at the Pedagogic, Foreign Philology and Translation Department
Simon Kuznets Kharkiv National University of Economics

LANGUAGE COMPETENCE DEVELOPING METHODOLOGY

The article considers the main tendencies in modern methodology which give the opportunity to develop the language competence and strategies of the effective learning process and to participate in the professional communication situations. It compares the principles of the old and new schools, the approaches to foreign language learning, present the nature and benefits of modern pedagogical technologies and techniques which enable to engage students in teaching – learning process. Distance learning cannot but consider the existing combination of new and traditional technologies in hybrid learning. All methods are aimed at the developing of four language skills: reading, writing, speaking and listening. At the same time, they emphasize the use of audio, video and interactive resources. Thanks to a variety of methodological techniques, among which one of the leading places is taken by language technologies, they contribute to the formation of the skills necessary for a person in modern business life (the ability to make a report, conduct presentations, conduct correspondence, etc.). The article considers the principles of the “old school”. Among them are: direct method; grammar-translation method; audiovisual and audio-lingual and suggestopedic methods. Special place is given to communicative method which is based on the idea that the successful learning of foreign languages occurs through learning real situations and leads to natural mastery and the ability to use foreign languages. It is focused on developing not only the language knowledge, but the creativity and general outlook of the students. Among other methods of foreign language learning described in the article are intensive, emotional-semantic, linguo-sociocultural method. The last one involves an appeal to such a component as social and cultural environment. The neurolinguistics approach, blended learning, preparation for tests and qualification exams, which is very popular nowadays, are also highlighted in the article.

Key words: technology resources, language learning, learning approaches, educational environment, knowledge and skills, outlook of students, blended learning.

Formulation and justification of the problem relevance. Significant strengthening of globalization as a complex of communication tendencies makes the internal system of education more active. It is especially important for Ukraine which integrates into the European community. In Ukraine English learning methodology is divided into domestic and foreign schools.

Learning foreign languages gives students the opportunity to develop the language competence and strategies they need, to participate effectively in the learning process and in the professional communication situations in which they could find themselves. As a result, their competitiveness in the labor market increases. The main tendencies in modern methodology can be distinguished as: individual approach to students (student-based); approach with the more active role of students (student-centered); use of online resources in training (training videos, web exercises and tests, online platforms for training); frequent use of game tasks (edutainment); globalization and the ability to use networking for the practice of speaking and writing (social networks, communication platforms, online language exchange); implementation of creative assignments using technology (web collages, projects, web quests, recording audio and video monologues); choosing authentic material for discussion, reading and viewing. There are many different language competences, developing

techniques in educational institutions. A wide choice of techniques points out to the enhancement of the intellectual culture consuming. The methodology development allows teachers to choose the optimal one. Every method has its own peculiarities. It motivates students. Nowadays when the world is dealing with pandemic of coronavirus, schools and universities conduct remote lessons. Distance learning cannot but consider the existing combination of new and traditional technologies in hybrid learning. Teachers should create technology-integrated classroom materials. These materials are focused on learning, not on technology issues [8, p. 95].

Analysis of the recent research and publications. The literature review provides a list of technology resources that can guarantee the best result of learning. Teachers should be aware of the advantages and disadvantages of this or that technology of language learning. There are many authors who describe a key role that different technologies play in language learning. Solanki and Shyamlee supported the view that language learning depends on technology. According to Hennessy, Ruthven, and Brindley and Pourhosein Gilakjani, technology integration is defined in terms of how effectively teachers use familiar methods and how it may change these methods. Such researchers as Peter Skehan, Rod Ellis, Scott Thornbury, Lozanov, Claude Germain,

Michel Paradis, T Sharma and Barrett analyzed the basic principles and tendencies of methodology. Dockstader defined the role of technology in the educational environment and helped learners in adjusting their own learning process and in finding information that the teachers were not able to provide.

Previously unsolved parts of general problem.

Most of foreign language teachers are equipped with out of date books that even natives will find complicating and students only study them to pass examinations and the medium of class communication is mostly not English. Teachers mostly apply old and time-proved technologies without using new ones, for example ICT. It is applied either if the institution forces teachers to use it or there is abundance of ICT resources or the teachers are well equipped in ICT skills. Teachers do not want to use new technologies because they are either lack of necessary skills, the sufficient manpower, device shortage or time and funding issues. In any case schools are adjusting to accommodate society's needs of new technologies and to accommodate the ever-increasing need of resources and their integration in educational process [8, p. 98].

The purpose of the article is to study and present the nature and benefits of modern pedagogical technologies and techniques that engage students in teaching – learning process.

The main material of the study. Previously, the priority was given to grammar, almost mechanical mastering of vocabulary, reading and literary translation. These are the principles of the “old school”. Among them are: 1. Direct method. 2. Grammar-translation method of teaching. 3. Audiovisual and audio-lingual methods.

If to reject American English and the TOEFL test as a kind of language learning results indicator, then two monopolists in the field of teaching British English – Oxford and Cambridge may be distinguished. Both university centers and other educational institutions work with certain publishers, therefore, for example, a textbook developed in Birmingham or Leeds may be offered under different brands. Both publishers compete to maintain their prestige. Their mutual competition is a guarantee of quality. So, to make a summary, the British methods have a number of distinctive features. Most of them are based on the integration of traditional and modern teaching methods. They are differentiated by the age groups and multilevel approaches enable the development of an individual human personality, self-identification, and ability to think. They focus on the popular individual approach. Without exception, all British methods are aimed at the developing of four language skills: reading, writing, speaking and listening. At the same time, they emphasize the use of audio, video and interactive resources. Thanks to a variety of methodological techniques, among which one of the leading places

is taken by language technologies, British courses contribute to the formation of the skills necessary for a person in modern business life (the ability to make a report, conduct presentations, conduct correspondence, etc.). The indisputable “pluses” of British developers are the compilation of a course based on authentic material, paying great attention to the style, the desire to teach “situational” and “live” English through “life” examples of semi-real characters. Some (but not all) techniques are distinguished by a good systematization of the material. Perhaps, British methods are the best option for those who want to study “real English” or pursue a narrowly specific goal of linguistic training [8, p. 97]. On the contrary the essence of the “old school” methods are that a teacher pays more attention to good pronunciation, spontaneous use of language, translation, and attention is paid to grammar analysis.

The grammar-translation method is a classic method that has been used for decades. The goal of the grammar-translation method is to learn how to read and translate using grammatical rules.

The direct method is based on the student's direct practice in spoken English, understanding of foreign language in general everyday situations.

Audiovisual and audiolingual method aims to create a mechanical habit that is formed by repeating basic patterns. It focuses on repetition and keeping in mind standard phrases, completely ignoring the role of context in the process of language learning [14].

Suggestopedic technique has been the most popular method for a long time. It is suitable for a group teaching of trainees. The main principle of achieving success is teamwork. Usually, this technique uses jokes, rhymes, various songs and humorous texts, so the whole learning process is fun and easy. All communication in the classroom is strictly in English. Students think up fictitious names, lives, compose stories, and solve simple and global problems. With the help of this technique, students successfully overcome the language barrier. Speech recognition skills are improved significantly. This method has more in common with the communicative method [14].

Nowadays an increasing number of teachers are turning to the communicative method of learning English. The communicative method is based on the idea that the successful learning of a foreign language occurs through learning real situations, which, in turn, leads to natural mastery and the ability to use foreign language. The communicative method implies a lot of student activities. The object of this method is speech itself, that is, this technique primarily teaches to communicate. The instructor's job is to involve everyone in the classroom. Although the communicative method is relevant, its modifications have developed new approaches in the methodology [1, p. 472]. The main bearer of these approaches is Oxford and Cambridge courses. The Oxford and

Cambridge approaches to the language learning are united by the fact that most of the courses are based on a communicative methodology, integrated with some of the traditional elements of teaching. It assumes maximum immersion of the student in the language process, which is achieved by reducing to a minimum student's appeal to the native language. Its main goal is to teach students to speak fluently in the target language, and then think in it. It is also important that mechanical reproducing of exercises is also absent. Their place is taken by game situations; work with a partner, tasks to find errors, comparisons that are connected not only with memory, but also with logic, the ability to think analytically and figuratively. Textbooks often include extracts from the English-English dictionaries, not English-Ukrainian, English-French, English-Italian, etc. The whole complex of techniques helps to create an English-speaking environment in which students should "function": read, communicate, participate in role-playing games, express their thoughts, and draw conclusions [2, p. 33]. Oxford and Cambridge courses are focused on developing not only the language knowledge, but also the creativity and general outlook of the students. The language is very closely connected with the cultural characteristics of the country; therefore, the courses certainly include a regional aspect. The British consider it necessary to give a person the ability to easily navigate in a multicultural world. Isolation has not been overcome enough to understand the importance and inevitable necessity of this aspect. For all the British traditions, globalization is a serious problem, the solution of which is being sought. They are focused on developing not only the language knowledge, but also the creativity and general outlook of the students. The language is very closely connected with the cultural characteristics of the country; therefore, the courses certainly include a regional aspect [8, p. 98].

Task based learning approach appeared in the late 80s, but gained popularity in the mid-2000s. The theoretical foundations were laid by: Peter Skehan, Rod Ellis, Jane Willis and others. Its basic principles are: 1. TBL (task based learning) is a branch of the communicative method in which students perform authentic tasks; 2. Using materials and exercises that students perform in everyday life. The main thing is to solve a problem (rent a car, conduct an interview) using the language structures that exist in the everyday life of students. Completing the assignment includes: Task> Planning> Report was described by Jane Willis in 1996. Students must tell about how they completed the task and what results they achieved. For example, they make a presentation for the whole class – this is one of the differences from the traditional PPP method (presentation, practice, production). 3. Globalization and the ability to use networking for speaking and writing (social net-

works, communication platforms, online language exchange). 4. Implementation of creative assignments using technology (web collages, projects, web quests, recording audio and video monologues). The choice is given to the authentic material for discussion, reading and viewing [16].

CLIL (Content and Language Integrated Learning) approach has been known since 1994, but gained its popularity in the mid-2000. The term was suggested by David Marsh. The basic principles are 1. To consider other subjects that are taught through the English language, i.e. not only the language, but also the content is learnt. The content should be understandable and accompanied by visual support (illustrations, graphs, diagrams). 2. All types of speech are activity integrated, but the language does not adapt depending on the level. Problems are: lack of material and qualified teachers [14].

Dogme ELT approach appeared in 2001. The theoretical foundations were laid by Scott Thornbury. The basic principles are: 1. "Freedom" from textbooks and lesson plans: the key structures of the language are not prepared by the teacher in advance, but "pop up" in the educational process. Moreover, the lesson can be absolutely unpredictable for the teacher. 2. Content is created by students (dialogues, audio and video recordings); everything that happens in the lesson, including materials, is directly related to the life of students. Disadvantages are: the teacher is not flexible, but is able to switch over quickly and have a lot of experience. This approach is not suitable for specialized courses preparation, such as preparing for exams, and for beginners' level [12].

Flipped classroom approach was introduced in 2007 by Jonathan Bergman and Aaron Sams. Later, this trend was actively used in teaching English. The basic principles are: 1. The task is given to the students to work it out before the lesson (for example, a video lecture on grammar), during the lesson time is not wasted on analyzing the theory, all attention is paid to discussion and productive practice. 2. Students study at their own pace and come to the lesson prepared. Thanks to the independent work of students, teachers have time to cover more material. Disadvantages are: 1. It is suitable for motivated students above intermediate level. 2. It is a lecture-style teaching with students receiving information passively. They are not involved in parsing the topic, guided discovery is not used here. Along with the communicative method of learning English there are linguo-sociocultural method, emotional-semantic method, intensive technique, blended learning and special place is given to the neurolinguistics approach [6, p. 173].

One of the most serious and comprehensive methods of foreign language learning is linguo-sociocultural method, involving an appeal to such a component as the social and cultural environment.

In linguistics sociocultural method appeared on the board of the concepts of language and culture interaction [9]. The supporters of this method believe that a language loses its life when the aim of language learning is to master only "lifeless" lexical and grammatical forms. Someone remarked that "personality is a product of culture". Language is a product of culture too. And the language mistakes confirm this statement the most convincingly. An English learner can use the grammatically correct expression "The Queen and Her relatives", but the native speaker will hardly understand that it means "The Royal Family". If a target tongue student with a very good knowledge of the language says "Don't you want to go?" the native speaker will not perceive it the best tone, because it is accepted to use the expression "Would you like to go?". Usually the business expression "What questions are you interested in?" is often translated as "What problems are you interested in?" This translation doesn't not take into account that that the English word "problem" has a persistently negative connotation. The correct question would sound: "What issues are you interested in?" In most methods such "blunders" are considered as "ignorance of the country". But at present, when the interest in individual cultures and nations is constantly growing, such mistakes are unforgivable. The linguo-sociocultural method takes into account the simple fact that 52% of mistakes are made under the influence of the native language, and 44% are hidden within the studied language. They used to monitor the correctness of speech, but now, they seek to increase its content. The meaning of the transmitted information is important, that is the communicative level, because in any case the ultimate goal of communication is to be understood. The linguo-sociocultural method includes two aspects of communication – linguistic and intercultural. Our lexicon has been added by the new word "bicultural". It is a person who is easily guided by national characteristics, history, culture, customs of two countries, civilizations and if you like, worlds. For a university foreign language student not only a high level of reading, writing, and translation is important (although this is by no means excluded), but "linguo-sociocultural competence" or the ability to deeply analyze the target tongue culture. Most of the techniques initially allow it. Today, language is "not only a vocabulary, but also a person's way of expressing himself. It serves for purposes of communication and is able to express the whole body of knowledge and ideas of a person about the world" [9, p. 191]. In the West, language is understood as a "communication system" which consists of certain fragments and a set of rules used for the purpose of communication. A very important difference between Western linguistic thinking is the understanding of the language not only in connection with a certain state, but also with a certain part of the country, region, etc.

In this approach, the language goes hand in hand with the culture of a part of the country, region, that is, with the ideas, customs of a certain group of people, society. Sometimes culture is understood as the society itself, civilization [9, p. 193].

This definition of the linguo-sociocultural method does not exaggerate the strength and significance of the language in the modern world. The supporters of this method think that, language is "a powerful social tool that forms ethnos, and nation through the storage and transfer of culture, traditions, social consciousness of a given speech complex. According to this approach to language, intercultural communication is, first of all, "adequate mutual understanding of two interlocutors or people, exchanging information belonging to different national cultures". "Then their language becomes" a sign of its speakers belonging to a certain society". However, culture often acts not only as a means of unification, identification, but also as a tool for separating people. Native culture unites people and at the same time separates them from foreign cultures. In other words, native culture is both a shield that protects the national identity of a people, and a blank fence, which boards them from other peoples and cultures". The linguo sociocultural method combines linguistic structures (grammar, vocabulary, etc.) with extra-linguistic factors. Then, at the junction of the worldview of a national scale and language, that is, a kind of way of thinking, a rich world of language is born. The greatest linguist W. von Humboldt wrote about it: "Through the diversity of language, the richness of the world and the diversity of what we learn it is opening up before us ..." The linguistic-sociocultural methodology is based on the following axiom: "Sociocultural structures underlie linguistic structures". The world becomes closer through thinking in a certain cultural field and using language to express impressions, opinions, emotions, perception. The purpose of language learning by means of this method is to facilitate understanding of each other and to form cultural perception at an intuitive level. Therefore, each student who has chosen such an organic and holistic approach should treat the language as a mirror that reflects the geography, climate, history of the people, their living conditions, traditions, and way of life, everyday behavior, and creativity [10].

Intensive method. Particularly popular is the intensive method of teaching English. It is used by those learners for whom the phrases "time is money" and "money is time" are equivalent. Learning English intensively allows a high degree of stereotypes – this language consists of 25% clichés. Memorizing and practicing a certain range of "fixed expressions", allows to explain and understand the interlocutor. Of course, those who choose an intensive course will not be able to enjoy reading Byron in the original, but the goals of this course are completely different.

The intensive method is aimed at the formation of “expressive speech behavior”, and therefore often has a linguistic character. Good courses are likely to provide students with unlimited communication and maximum potential, and it focuses on the students needs. The teaching methods, most likely, will be dialogical communication and trainings. As for the timing, it is difficult to learn English even at the simplest level “in two weeks”. It is a fantastic dream, but in 2–3 months it is more real. “What is our course? – Game, game ...” May the fans of “The Queen of Spades” forgive us – the temptation was too great to alter the textbook phrase. There are many techniques whose motto can be such a line. They are united under the general word unconventional. In fact, none of the techniques is a system that cannot be influenced by the external factors [3].

Emotional-semantic method. The origin of the emotional-semantic method of foreign language learning belongs to the Bulgarian psychiatrist Lozanov, who worked with patients according to his own method of psycho correction. He created the so-called “Interest groups” and learning a foreign language was a medical tool. It was further developed by two language schools: System-3 and Kitaygorodskaya School. Naturally, the methods of Igor Schechter and Galina Kitaygorodskaya are just as different from Lozanov’s system as their students are from the patients of a Bulgarian doctor. The Kitaygorodskaya school has been working on the method of the same name for 25 years, based on a combination of Lozanov’s developments with a fundamental course, and accepts both adults and children [3]. This method assumes free language communication between the teacher and students from the first lesson. Students choose a middle name for themselves, familiar to the native speaker of the target language, and the corresponding architect from Glasgow, violinist from Palermo, etc. The essence of the method is that phrases and constructions are remembered naturally. Grammar courses serve as links between the levels of learning (there are 3 of them). It is assumed that after the first stage the student will not get lost in the country of the studied language, after the second – he will not get lost in the grammar of his own monologue, and after the third stage he will be able to be a full participant in any discussion [3].

The neurolinguistics approach (NLA) for foreign language learning. This approach is used in target tongue learning and is based on oral and written communication skills. Originally it was developed in French language learning. But nowadays there are a lot of programs based on this method. In Canada it is also known as French intensive (*français intensif*). Its authors are Claude Germain, Quebec University in Montreal and Joan Netten, Newfoundland Memorial University. It was developed in the context of growing interest to neurolinguistics in education. This interest

was caused by the Michel Paradis research carried out in 1994–2009. Its aim was to teach students of two constituent parts of effective communication. They are implicit and explicit competences. The implicit competence is the ability to use target tongue in spoken language and explicit competences is the ability to know its grammar and vocabulary. This aspect is based on the Paradis research. The research differentiates the conscious proficiency in a foreign language (explicit competences) and automatic proficiency (implicit competence). There is no direct connection between these two constituent parts. Explicit grammar is taught effectively while it cannot be said about implicit grammar. This is the reason of inability to teach students the spontaneous communication [13]. It concerns even the communicative approach programs, because they often begin teaching with explicit knowledge. According to Germain and Netten the grammar knowledge and writing skills develop the implicit competence [7, p. 85].

Blended learning. Blended learning is considered an efficient technology that joins face-to-face classroom teaching with an appropriate use of technology which includes a wide range of such components as the internet, interactive whiteboards, language labs and others. It is originated with distance learning introduction. First the term “blended learning” appeared in English language learning in 2007. It was introduced by Sharma and Barrett who incorporated a combination of new technology and traditional learning methods. The synonym of the term “blended learning” is “hybrid learning”. In 2010 Sharma suggested the definition of “blended learning” that includes more than one delivery mode and instructor-based training methods that are technologically enabled. Blended learning can bring a larger pool of learning resources, materials and tools that are useful in knowledge expansion [15]. Traditional methods which are interactive, rich in content and facilitated by a teacher limit student to the teacher’s instructions, school library and textbook. Blended learning helps to increase students’ knowledge and reduce the time consumed in language teaching class work by means of computer technologies. Thus, it provides a blend of face-to-face and computer mediated experiences an integrated learning experience that is controlled and guided by the instructor whether in the form of face-to-face communication or virtual presence [4, p. 141]. The question of how to blend is one of the most important in this technology. Blended learning is better to use at the high school level. Not all language courses are well-suited for the blended format. First-year students are not the best candidates, because they are not familiar with this format. Conversation courses cannot fit for the blended format because although it is possible to have conversations online, it is a lot easier to do in the classroom. Second, third and fourth-year stu-

dents fit for a blended format better and finally, any high school students and intensive course students are ready for the self-regulation and have time management skills needed to succeed in this technology. High school also has a scheduling flexibility. These courses are based on tutors' and students' needs, students' knowledge, on teachers' long-term experience, and of course on the positive attitude of ICT students (and not only of them) to modern technologies. While working with blended learning approach it is useful to speak about creation of learning objects. According to the Wisconsin Online Resource Center these are small, independent pieces of knowledge or interactions stored in a database. The following characteristics make learning object attractive both for students and teachers: use of visual methods; lesson material structuring; details none congestion; friendly interface; usage simplicity; topicality; authentic material which allows necessary skills development; individual and self-development learning [5].

Preparation for tests and qualification exams becomes very popular nowadays. This extensive methodological technique consists of the preparation programs for tests and qualification exams. To pass the test effectively, it is better to contact a language school or English courses that have been specializing in preparing students for certain certificates for a certain time (someone collaborates with the USA on the TOEFL method; there are colleges that help to obtain the ESOL certificate from Pitman University (UK); most courses provide the opportunity to get a CAE or GMAT). Tests are divided into levels, and the preparation methodology depends, first of all, on the student's basic knowledge. Tests do not provide any additional knowledge. It is only a check and certification of the already existing knowledge. Therefore, test methods do not serve to study the language: they help students to feel better at the exam, encouraging them to repeat sections of grammar and vocabulary, and orienting to specific forms of work. Although today there are several options for test scales, they do not fundamentally differ from each other. Typically, the scale includes the following 7 levels: beginner, elementary, pre-intermediate (or lower intermediate), intermediate, higher intermediate, advanced (or near native). The majority of foreign language courses are based on the same level principle [11].

Since the placement test has already been adopted, students are offered the entrance test for the selection to a group which determines their level of language proficiency. In addition, progress tests can be used in any English teaching methodology. They are divided into tests that control reading comprehension (Reading Comprehension), freedom of communication (Communicative Competence) and cultural knowledge (Cultural Knowledge). In addition, the teacher is free to offer any other test – for example, to check the vocabulary of a lesson, which

is often called quiz. The top level of the test method is preparation for foreign exams. For the successful preparation, it is important to have not only knowledge, but also quickness, the ability to concentrate, throw off unnecessary information, highlight the main thing, as well as the ability to show maximum creativity when writing an essay. Obtaining a diploma or certificate is obtaining a qualification and a guarantee of employment; therefore, it requires a particularly serious approach [11].

Conclusions. Learning foreign languages gives students the opportunity to develop the language competence and strategies they need, to participate effectively in the learning process and in the professional communication situations in which they may find themselves. As a result, their mobility and competitiveness in the labor market increase. To know different approaches to language learning is very important in the context of the modern complex of communication tendencies of language learning [4, p. 141]. Technological innovation is expanding the range of possible solutions that can be brought to bear on teaching and learning. It enables to use many different forms and methods in foreign language teaching. It indicates that the use of technologies plays a key role in language learning based on their own pace, helps in self-understanding, does not stop interaction with the teacher, and creates high motivation in learners for the effective learning of language skills. On-line courses allow to use many listening texts and video files [7, p. 85]. In order to facilitate the language study to students' hybrid courses of professional English, courses of area studies of English speaking countries, courses of professional German, courses for translators, written business English courses and others are widely introduced in teaching-learning process [14]. The first and practical task in the creation of communicative competence is the development of skills necessary for it. The second task is the adoption of new blended technology of language learning. This technology joins face-to-face classroom teaching with an appropriate use of technological innovations such as the Internet, interactive whiteboards, language labs and others. They present great motivation to language learning, the ability to access the authentic materials and create support for self-development work in distance learning.

References:

1. Азимова С. Коммуникативный подход в обучении английскому языку. *Бюллетень науки и практики*. 2019. Т. 5. № 4. С. 471–475. URL: <https://doi.org/10.33619/2414-2948/41/70> (Last accessed: 20.11.2020).
2. Ибрагимова А.Н. Профессионально-ориентированное обучение иностранному языку в высшей школе: новые подходы, формы и методы. *Иностранные языки в современном*

- муре. Сборник материалов IX Международной научно-практической конференции. Казань : Изд-во Казан. ун-та, 2016. С. 33–39. URL: https://kpfu.ru/staff_files/F41507352/Sbornik_Inostrannye_yazyki_v_sovremennom_mire__1__2_.pdf (Last accessed: 22.11.2020).
3. Китайгородская Г.А. Методика интенсивного обучения иностранным языкам. 1986. 103 с. URL: <https://www.booksite.ru/fulltext/kitaigorodskay/text.pdf> (Last accessed: 24.11.2020).
 4. Костина Е.В. Модель смешанного обучения (Blended Learning) и ее использование в преподавании иностранных языков. *Известия вузов. Серия «Гуманитарные науки»*. 2010. № 1(2). С. 141–144. URL: https://www.isuct.ru/e-publ/gum/sites/ru.e-publ.gum/files/2010/t01n02/humscience_2010_t01n02_141.pdf.
 5. Малинина И. Применение технологий смешанного обучения иностранному языку в высшей школе. *Электронный научно-практический журнал «Современные научные исследования и инновации»*: вебсайт. URL: <http://web.snauka.ru/issues/2013/10/27936> (Last accessed: 22.11.2020).
 6. Bergman J., Sams A. Flipped Learning: Gateway to Student Engagement. *C.E.P.S. Journal*. 2017. Vol. 7. No. 3. P. 173–176. URL: <https://core.ac.uk/download/pdf/95411154.pdf> (Last accessed: 22.11.2020).
 7. Germain C., Netten J. A new paradigm for the learning of a second or foreign language: the neurolinguistic approach. *Neuroeducation*. 2012. Vol. 1, No. 1. P. 85–114. URL: https://www.researchgate.net/publication/321472122_A_new_paradigm_for_the_learning_of_a_second_or_foreign_language_the_neurolinguistic_approach (Last accessed: 22.11.2020).
 8. Gilakjani Abbas Pourhosein. A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*. 2017. Vol. 7, No. 5. P. 95–106. URL: <https://pdfs.semanticscholar.org/fdb5/3756a6484da8d7310a593e124c187dc5d67f.pdf> (Last accessed: 20.11.2020).
 9. John-Steiner V., Mahn H. Sociocultural Approach to Learning and Development: a Vygotskian Framework. *Education Psychologist*. 1996. Vol. 31. P. 191–206. URL: <https://www.tlu.ee/~kpata/haridustehnoloogiaTLU/sociocultural.pdf>.
 10. Larsen-Freeman Diane. Techniques and Principles in Language Teaching: Oxford University Press, 2000. *Вебсайт*. URL: <https://acasearch.files.wordpress.com/2015/03/techniques-in-language-teaching.pdf> (Last accessed: 25.11.2020).
 11. McKraken G., Baker P. et al. Successful Examination Tips and Techniques: How to Properly Revise, Prepare for, Sit and Pass That Exam and Get That Qualification Audible Audiobook. *Вебсайт*. URL: https://www.amazon.com/Test-Preparation-Gary-McKraken-Books/s?rh=n%3A5267710011%2Cp_27%3AGary+McKraken (Last accessed: 22.11.2020).
 12. Meddings L. Dogme still able to divide ELT. *The Guardian*: вебсайт. URL: <http://www.theguardian.com/education/2003/apr/17/tefl.lukemeddings> (Last accessed: 25.11.2020).
 13. Paradis Michel. 2004. Declarative and procedural determinants of second languages. 2004. *Вебсайт*. URL: https://books.google.com.ua/books?id=Enk59NvecH4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false (Last accessed: 24.11.2020).
 14. Richards Jack C., Rodgers Theodore S. Approaches and Methods in Language Teaching. 2nd ed. New York : Cambridge University Press, 1986. P. 23–24, 84–85. URL: <https://www.novaconcurso.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf> (Last accessed: 25.11.2020).
 15. Sharma P., Barrett B. Macmillan. Blended Learning: Using Technology in and Beyond the Language Classroom. Macmillan, 2007. *Вебсайт*. URL: https://books.google.com.ua/books/about/Blended_Learning.html?id=EWZdGQAACAAJ&redir_esc=y (Last accessed: 24.11.2020).
 16. Willis D. & Willis J. Doing Task-based Teaching Oxford University Press: *вебсайт*. URL: <https://ihjournal.com/doing-task-based-teaching-2> (Last accessed: 25.11.2020).

Бутковська Н. О. Методологія розвитку мовної компетентності

У статті розглянуто основні тенденції сучасної методології, що дають можливість розвивати мовну компетентність, стратегії ефективного навчального процесу та брати участь у ситуаціях професійного спілкування. У ній порівнюються принципи старої та нової шкіл, інтеграція традиційних та сучасних підходів до вивчення іноземних мов, крім того, представлено сутність та переваги сучасних педагогічних технологій та технік, що дозволяють залучити учнів до процесу навчання. Дистанційне навчання не може не враховувати наявне поєднання нових та традиційних технологій у гібридному навчанні. Всі методи, які використовуються як у традиційній, так і змішаній методиках викладання іноземних мов, спрямовані на розвиток чотирьох мовних навичок: читання, письма, розмови та слухання. Водночас вони наголошують на використанні аудіо-, відео- та інтерактивних ресурсів. Завдяки різноманітності методичних прийомів, серед яких одне з провідних місць посідають мовні технології, вони сприяють формуванню навичок, необхідних людині у сучасному діловому житті (вміння складати звіт, проводити презентації, вести листування тощо). У статті розглядаються

принципи «старої школи». Серед них – прямий метод; метод перекладу граматики; аудіовізуальні, аудіомовні та сугестопедичні методи навчання. Особливе місце відведене комунікативному методу, який базується на ідеї успішного навчання іноземної мови, що відбувається через вивчення реальних ситуацій і призводить до природного оволодіння та вміння користуватися іноземною мовою. Він орієнтований на розвиток не лише мовних знань, але й креативності та загального світогляду студентів. Серед інших методів іноземної мови навчання, описаних у статті, є інтенсивний, емоційно-семантичний та лінгвосоціокультурний методи. Останній включає звернення до такого компонента, як соціальне та культурне середовище. Також багато уваги у статті приділяється нейролінгвістичному підходу до навчання, змішаному навчанню, підготовці до тестів та кваліфікаційних іспитів, що є дуже популярними в наш час.

Ключові слова: технологічні ресурси, вивчення мови, підходи до навчання, освітнє середовище, знання та вміння, світогляд студентів, змішане навчання.