Problems of Learning a Second Foreign Language and Modern Approaches

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Abstract: In the process of modernization of the educational process, educational goals, content and technologies are changing. The new paradigm of education and training, focused on the personality, puts the student at the center of the learning process, ensures that his needs, interests, inclinations and capabilities are taken into account. This article is devoted to the analysis of the effective use of modern methods in foreign language classes. Serious attention is paid to the socio-cultural orientation of education, the inclusion of students in the dialogue of cultures. When presenting issues traditional for methodology, new approaches to education and new achievements of methodological science are taken into account.

Key words: speech action, communicative situation, foreign language, learning technology, communicative competence.

INTRODUCTION

Any training is built according to the essential characteristics of the activity that is being taught. When teaching a foreign language, the unit of instruction is a speech action - an act of joint intersubjective activity to solve a social and speech task. The condition for the emergence of a speech action is a communicative situation, and the prerequisites for the implementation of a speech action are three mental mechanisms: knowledge, skills and abilities. Speech skill is formed through the gradual formation of a sequence of actions based on knowledge and actualization of phonetic, grammatical and lexical skills [1-3].

Based on these didactic patterns of learning, teaching speech actions in any foreign language includes three necessary stages, due to the laws of the formation of speech action.

MATERIALS AND METHODS

The first stage of the teaching methodology is the cognitive stage or the stage of conceptualization (the preparatory stage for the formation of speech skills). At this stage, the teacher presents the phenomena of language or speech, and the student forms ideas about them. The result of the stage is knowledge — consciously assimilated experience [4-6].

The second stage of the methodology is the stage of internalization - the stage of the gradual formation of language skill or speech ability through the performance of speech actions (reproductive stage). Primary skills are formed, which are characterized by the absence of automation and the presence of extensive self-control in the process of performing an action [4].

At the third stage of the teaching methodology (productive stage), students are trained in the use of speech skills. Skills develop, turn into secondary (highly developed, creative) skills, some of them are automated to the level of complex speech skills.

Each of the stages of the methodology of teaching a second foreign language has features in comparison with similar stages of teaching the first foreign language and is implemented according to the principles of teaching a second foreign language.

The educational stage of knowledge conceptualization consists in the fact that the student observes speech patterns in a foreign language and reflects on their functioning. The student independently forms a primary idea of a linguistic phenomenon, using cognitive techniques known to him (comparisons, transfer). The stage of conceptualization of knowledge takes place in the form of a cognitive conversation, which has the character of a joint solution of a cognitive task. During the conversation, the primary hypotheses of students about the form, meaning, function of the facts of language or speech are clarified or corrected. This set of training techniques is a problem-search technology. Its application at this stage is a feature of the methodology of teaching a second foreign language [2]. Such a set of cognitive actions corresponds to the sequence of cognitive operations used by a person in the natural process of cognition. It is available to students learning a second foreign language and greatly increases the effectiveness of learning.

RESULTS AND DISCUSSION

Let us give an example of the problem-search organization of this stage in teaching the grammatical side of speech. The presentation of grammatical material is carried out in a specific communicative situation, most often on the material of the text [3]. It contains grammatical phenomena unknown to students, the meaning and function of which learners of a second foreign language, as a rule, can judge from the context. The text should not be completely unfamiliar, it should first be used, for example, to train students in speech reading skills. In the course of familiarization with the text, students notice grammatical forms unknown to them. The teacher organizes purposeful observation of their functioning, stimulates a positive transfer, often by comparing with already known phenomena in other languages [4]. Students independently draw conclusions about the meaning, communicative function and rules for the formation of a grammatical phenomenon. When discussing the hypotheses of students, the teacher corrects them and sums up, which includes explanations or verbal instructions, diagrams, tables that summarize the rules formulated by students about the structure and function of the phenomenon.

With such an organization of the cognitive stage, all the principles of teaching a second foreign language are observed:

➢ samples of speech in a foreign language (texts) are authentic (principle of authenticity);

➢ the presentation of the new, the unknown is organized in the logic of ensuring the communicative needs of students. Students feel the need to expand their knowledge due to the realization of its insufficiency for solving the problem - understanding the text (the principle of the communicative orientation of learning, the activity basis of learning, the principle of authenticity, the principle of complexity);

➢ installation on observation and formulation of hypotheses stimulates students to reflect both on the form of a linguistic or speech phenomenon, and on its function (functional principle);

➢ setting for observation-reflection includes advice from the teacher on the use of optimal strategies, for example, comparison, transfer, generalization, etc. (the principle of cognitive orientation of learning);

➢ at this stage, especially in the first years of study, there are regular comparisons of the facts of different languages, which contributes to the more rapid formation of an adequate representation (comparative principle, principles of consciousness, intensification).

➢ At the senior stage of teaching a second foreign language, the stage of conceptualization accelerates. This happens for the following reasons:

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➢ The teacher less often resorts to attitudes about the need to use certain teaching methods, since the regular solution of cognitive tasks by students develops their cognitive skills. Students independently apply optimal cognitive strategies and techniques.

➢ The need for comparisons of linguistic systems is gradually decreasing.

➢ The formed system of cognitive actions of the student allows the teacher to use the verbal instruction - the rule more often when presenting linguistic or speech phenomena. The formulation of the rule by the teacher does not completely replace the problem-search technology [3]. The instruction itself does not form "internal knowledge", but only can support the process of its development in students with developed cognitive skills. Starting from the middle stage of training, the teacher can use the rule-instruction immediately after the students were presented with a sample of speech in a foreign language and the first hypothesis about the meaning of the phenomenon appeared. If the phenomenon under study has a complex form or a complex function, the hasty presentation of the instruction rule is not always effective. Sometimes a "full turn" of problem-search technology is required [5].

Thus, the use of problem-search technology, the most important feature of the methodology for teaching a second foreign language, is not an absolute rule. Its application depends not only on the stage of learning, the age of the students, but also on the specific aspect of speech that we teach. This is due to the fact that in mastering the grammar, vocabulary and phonetics of a foreign language, factors such as:

✓ innate structures of the human psyche, his abilities;

✓ its linguistic environment;

✓ cognitive efforts of the student and conscious control over the process of their learning.

CONCLUSION

The formation of primary skills of calligraphy and spelling is a preparatory stage for the development of writing skills. At the same time, spelling training, which in the first foreign language is carried out for a rather long time on the material of individual words, can almost immediately take place at the level of sentences, and even the simplest texts (business card, for example). Students who study a second foreign language move much faster to the second stage of development of writing skills - reproductive. At this stage, there is a complex development of reading and writing skills. This becomes possible because both types of activity are correlated with each other - they are based on a visual way of presenting information and on the same type of mental activity - interpretation. In fact, these are two sides of the same activity. When reading, you need to understand how the text is built, and when writing, you need to use this knowledge in production.

When learning a second foreign language, the student does not need to step-by-step work on the skills of monologue utterance. For example, when describing something: the name of the object, its quality, functioning, location. Starting from the middle stage (years 2-3), the student is able to learn how to build a coherent statement on the material of a holistic text, learn speech actions based on a prototype text.

The function of the preparatory stage in teaching a monologue statement is performed by the analysis of the communicative intention and structure of the text, carried out at the last stage of teaching reading. The reproductive stage includes exercises aimed at solving communicative mini-tasks based on the text: compare, explain, confirm, give an example, refute, describe, etc. Useful exercises to fill in the gaps in the text, located in the place of linking words, temporary indicators, verbs that introduce author's remarks, etc. Partially reproductive exercises include retelling exercises with an expression of a personal relationship, summarizing a text with a specific communicative task, entailing its partial modification: present the author, book, hero, set out the rules, etc. Conscious at the reproductive stage, the actions to build a coherent speech work are worked out in the conditions of communication.

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