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ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ С ПОМОЩЬЮ ПРИМЕНЕНИЯ МЕТОДА ТИХОГО ОБУЧЕНИЯ

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Аннотация

Развитие наук, а особенно психологии и методологии, внедрение новых технологий повлекло появление нетрадиционных методов, которые приобретают сейчас большое распространение и популярность. Каждый метод имеет свои положительные стороны и недостатки, но все они успешно функционируют при правильном применении и комбинировании. В статье рассматривается метод тихого обучения иностранному языку, который помогает в развитии и формировании иноязычной коммуникативной компетенции у студентов.

Ключевые слова: метод тихого обучения, иностранный язык, иноязычная коммуникативная компетенция, развитие, формирование, эффективность, огден, удержание.

FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE USING THE APPLICATION OF THE SILENT WAY METHOD

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ABSTRACT

The development of sciences, especially psychology and methodology, the introduction of new technologies has led to the emergence of non-traditional methods, which are now becoming widespread and popular. Each method has its positive and negative sides, but all of them function successfully when used and combined correctly. The article discusses the Silent Way method of teaching a foreign language, which helps in the development and formation of foreign language communicative competence in students.

Keywords: silent way method, foreign language, foreign language communicative competence, development, formation, efficiency, ogden, retention.

At the present stage of development of pedagogical views on the use of methodological approaches in teaching a foreign language, special emphasis is placed on the use of modern methods aimed at achieving the goal of training – the formation of the basic elements of foreign language communicative competence of the individual in students. The material learned with the help of innovative approaches and methods acts as a tool and means of social interaction with partners in communications.

History knows the theory of foreign language teaching developed by Stephen Krasheny, according to which students learn a foreign language if they adhere to a “diet” of true communication in the same way as a child learns his native language, and they only learn the language, because they are “fed” exercises. As a result, many foreign language teachers believed that unconscious learning is deeper and better than conscious learning. Such teachers decided that the classroom should become a kind of receptacle for true communication. This attitude persists in many classrooms even now, at the cost of almost complete rejection of conscious language learning [1].

A reflection of this approach to teaching a foreign language is the Silent Way method. This method of teaching a foreign language is based on the structural approach in linguistics and the humanistic direction in psychology. The essence of this method can be conveyed by a line from a famous quote by Benjamin Franklin: “Tell me and I forget. Teach me and I remember. Involve me and I learn”. The name of the method reflects the idea of the author, a well-known representative of cognitivism Caleb Gattegno, that the initiative in the class should come from the students, whose speech should take up most of the time in the class, and the teacher should speak as little as possible, giving only an impetus to search for information. Adherents of the Silent Way method proceed from the assumption that by discovering new knowledge, students succeed in mastering the language more than by memorizing or simply repeating the material. Learning in silence, as opposed to repeating and reproducing after the teacher, becomes a technique that promotes mental activity and concentration of students on completing the task [2]. The main elements of the method are simple speech tasks, in which the teacher models a word, expression or sentence and calls on the student to respond. The student continues to reproduce his own examples, comparing old and new information. Pictures, “color words”, tables and other didactic tools are used. The teacher’s participation is kept to a minimum. Responses to commands, questions and visual cues are the basis of classroom activities [3].

The Silent Way method, which is quite popular abroad, is unfairly little represented in domestic methodology. While it is the problem-searching direction of organizing educational activities, on which this method is based, which involves the development of greater independence and responsibility of students, that has been acquiring relevance in recent years within the framework of modern higher education.

It was the French cognitive scientist Caleb Gattegno who developed such an innovative method at the beginning of the twentieth century. His methodological research concerned the field of teaching mathematics, reading in the native language, and foreign languages. It should be noted that Gattegno was subjected to numerous criticisms about the excessive time expenditure of his method, which requires a certain preparation of visual material, as well as a significant amount of time spent on finding a solution. As a response to his opponents, Gattegno invented his own unit of measurement of efforts applied to learning – ogden. The scientist noted that people are very sensitive to energy costs and always strive to minimize the use of their energy. He noted that some teaching methods are very energy-consuming, while others are practically free. Memorization, for example, is an extremely expensive way of learning in this sense. Moreover, the less interested the

student is in the learning process, the higher the cost of the energy expended. Mechanical memorization of words, dates, rules is not only expensive, but also fragile – much of what is remembered with such difficulty is easily forgotten. According to Gattegno's method, learning a word in a foreign language will cost one ogden, but if you cannot remember this word at the right moment, you can consider that the ogden has not been spent.

In his work, the scientist proposed replacing irrational mechanical memorization with the so-called “retention”. Examples of retention are sensory, visual, auditory images. When we see a beautiful landscape, or just the road from home to the university, this information is involuntarily imprinted in our memory. Or a song heard by chance begins to painfully obsessively spin in our head, proving once again the extraordinary efficiency of the information retention system. Our brain is capable of storing a huge amount of information only from the fact that we have ever heard, seen, touched, etc. According to Gattegno, in order to be effective, “learning must be subordinated to learning”, that is, teachers must understand how children learn. The purpose of the teacher is not just to provide all sorts of facts for memorization, but to put students before a problem that needs to be solved. In the process of finding a solution to this problem, the teacher does not give ready-made answers, but only observes, asks leading questions. The role of the teacher is to stir up the awareness of his students, since only consciousness has the ability to learn. The conscious cooperation of students in the process of solving language problems comes to the fore, while the mentor only gives the instruction to cope with the task and devotes only ten percent of the total learning time to his speaking. The remaining ninety percent of speech activity is provided to students, on whose initiative and independence the success and effectiveness of educational activities depend. Gattegno developed special materials that he used in presenting a new topic (color code, a series of color tables of sounds, color tables of words for working with sentence structure, geoboards, Cuisenaire rods (sticks of different lengths and colors), the Fidel table, designed for teaching spelling, etc.) All these visual materials, along with gestures and facial expressions, helped the teacher adhere to the Silent Way method, express positive or negative assessment of the work of his students. With the help of visualization, students receive many additional opportunities: logically present information, make its structural analysis; delve into the essence of the problem, while turning off attention to secondary things; quickly navigate the material; increase the volume of memory, as a result of which each time retain an increasing amount of material [4].

The use of the Silent Way method has certain limitations, as it presupposes a high degree of student interest and internal motivation, which is not always realistic in the conditions of modern higher education.

This method combines communicative and cognitive goals. Its main principles are [5]:

- movement from the whole to the particular;
- orientation of classes towards the student;
- purposefulness and meaningfulness of classes;
- focus of classes on achieving social interaction with the teacher's faith in the success of his students;
- integration of language and its acquisition with the help of knowledge from other branches of science.

It is equally important that the Silent Way method underlies such methods as brainstorming, role-playing and business games, physical response method, collaborative learning, situational analysis method, pedagogy of surprise and even neurolinguistic programming. Rational use of various methods helps to achieve the main goal of learning a foreign language – to master the ability to communicate, i.e., to form foreign language communicative competence in students.

It is worth noting that not a single, even the most innovative method of teaching a foreign language will be able to cover all aspects of the language. There is a need to find solutions, namely,

turning to other methods. None of the teaching methods, when used by themselves, provides the desired results. The use of any teaching methods should be carried out together and in the context of the pedagogical system, taking into account the contingent of students, the goals and content of training, etc. The use of a particular method must be justified and methodologically supported, without which its teaching capabilities will not be realized.

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