

АСПІРАНТСЬКІ СТУДІЇ

УДК 378

INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Maxim Rutkovskiy, Aliona Rutkovska

*Melitopol Bohdan Khmelnytsky State Pedagogical University***Resume:**

The article is devoted to the issues of innovative technologies in teaching foreign languages. After analyzing the learning situation and using some research from specialists some practical advice is given for the teachers to more effectively organize the learning process.

Teaching a foreign language at a university has its own peculiarities connected with the need to implement the principles of a professionally-oriented approach to learning. Teaching two foreign languages at the Faculty of Philology is a long-standing tradition that acquires new features, adapts to modern conditions and varies in different higher educational institutions. However, the study of the second foreign language demands an innovative approach and requires in our opinion a thorough study. Nowadays, when students so often hear English on television, radio, when they see that English is the language of international communication, they usually have the desire to learn English – they have a motive. So, when studying a second foreign language, the teacher must be able to develop the same motives for students, to cause interest, encouragement and desire. Therefore, the task of the teacher is to target students to work independently to master the second foreign language. An indispensable condition for the effectiveness of the learning process of the second foreign language is its cognitive and communicative character, which implies a conscious assimilation. When teaching a second foreign language, it is very important to use modern educational technologies, and this requires both study guides and the intensity of the learning process, for example: problem learning; collective training; multilevel learning; research methods of teaching; design training methods; technology of business, role and other types of games; learning in collaboration; distance learning technology.

Thus, in teaching English as a second foreign language there are certain methodological features. However, at any stage of learning, the main goal of classes should be the communicative development of students, which lays the foundation for further self-improvement in this language.

Key words:

the foreign language; the contact of two languages; the learning experience; the learning situation; the vocabulary.

Анотація:

Рутковський Максим, Рутковська Альона. Інноваційні технології у викладанні іноземних мов.

Статтю присвячено використанню інноваційних технологій у навчанні іноземної мови. Ґрунтуючись на аналізі навчальних ситуацій та досліджень спеціалістів цієї галузі, надано деякі практичні поради вчителям для більш ефективної організації навчальної діяльності. Навчання іноземної мови у ЗВО має свої особливості, пов'язані з необхідністю реалізації принципів професійно-орієнтованого підходу до навчання. Викладання двох іноземних мов на філологічному факультеті – давня традиція, яка набуває нових рис, адаптується до сучасних умов і варіюється в різних вишах. Однак навчання другої іноземної мови вимагає новаторського підходу і, на нашу думку, – ретельного вивчення. Нині, коли студенти досить часто чують англійську мову в кіно, на радіо й телебаченні, коли вони усвідомлюють, що англійська все більше стає мовою міжнародного спілкування, у них виникає бажання вивчити цю мову, тобто з'являється мотив. Отже, під час навчання іноземної мови викладач повинен не лише вміти змотивувати студентів, викликати в них інтерес і прагнення до опанування цієї мови, а й націлити їх на самостійну роботу з оволодіння іноземною мовою. Неодмінною умовою ефективності процесу навчання іноземної мови є його пізнавальний і комунікативний характер, що припускає усвідомлене засвоєння. Під час навчання іноземної мови дуже важливо використовувати сучасні освітні технології та інтенсивність навчального процесу (навчальні посібники; проблемне навчання; колективне навчання; багаторівневе навчання; дослідницькі методи навчання; дизайн методів навчання; технології ділових, рольових та інших видів ігор; навчання у співпраці; технології дистанційного навчання). Отже, процесу навчання англійської як другої іноземної властиві певні методичні особливості, однак на будь-якому етапі навчання провідною метою занять має бути комунікативний розвиток учнів, який є базою для їхнього подальшого самовдосконалення в оволодінні цієї мовою.

Ключові слова:

іноземна мова; контакт між двома мовами; досвід навчання; навчальна ситуація; лексичний запас.

Setting of the problem. The problem of learning a second foreign language after the first is not new, but its relevance is due to the need to improve methods of teaching a second foreign language. In the modern world, due to globalization and internationalization, more attention is paid to teaching several foreign languages. It is indispensable that the acquisition of a foreign language becomes a necessary component of the professional competence of the individual, a sign of its cultural level, civilization, ability to integrate into European-wide values, and the possession of a specialist in a foreign language is considered by the

employer as an important personal and professional quality. A positive reaction to changing the role of a foreign language in society is felt in the attitude to the discipline "Second foreign language".

Teaching a foreign language at a university has its own peculiarities connected with the need to implement the principles of a professionally-oriented approach to learning. Teaching two foreign languages at the Faculty of Philology is a long-standing tradition that acquires new features, adapts to modern conditions and varies in different higher educational institutions. However, the study of the

second foreign language demands an innovative approach and requires in our opinion a thorough study. Nowadays, when students so often hear English on television, radio, when they see that English is the language of international communication, they usually have the desire to learn English – they have a motive. So, when studying a second foreign language, the teacher must be able to develop the same motives for students, to cause interest, encouragement and desire. And for this purpose, it is necessary to bring language activity closer to real communication, which will enable the use of language as a means of communication. Sometimes the teacher does not have enough classroom hours to spend on studying the second foreign language in high schools. Therefore, the task of the teacher is to target students to work independently to master the second foreign language. An indispensable condition for the effectiveness of the learning process of the second foreign language is its cognitive and communicative character, which implies a conscious assimilation. When teaching a second foreign language, it is very important to use modern educational technologies, and this requires both study guides and the intensity of the learning process, for example: problem learning; collective training; multilevel learning; research methods of teaching; design training methods; technology of business, role and other types of games; learning in collaboration; distance learning technology. In the language learning method, the concept of "second foreign" means that the student has already studied at least one foreign language; it does not matter in what chronological order – as a second, or, in fact, as a third. Each next language will be treated as a second foreign language. In the process of teaching a foreign language as a second student, it broadens its individual picture of the world by attracting the bearers of this language to their linguistic picture of the world, their spiritual heritage, and national-specific ways of achieving intercultural understanding. He also learns to explain their way of life, behavior.

At the same time, in the minds of the student is carried out synthesis of knowledge about the specifics of native culture, culture of the first and second languages, and about the common knowledge about culture and communication. It is through the critical reflection of another's way of life and the process of enriching the picture of the world of what is being learned. When learning any foreign language, communicative purposes determine the general methodological approach to learning. But since students already have the experience of studying the first foreign language, the mastery of the second is made more conscious, they can compare as certain language phenomena of the first and second foreign languages, and the organization of the

learning process itself. Students studying two foreign languages have more advanced reflections and it is manifested where one needs to find any analogies that facilitate assimilation, or, conversely, to identify differences in order to avoid complications.

Unfortunately, it must be acknowledged that today in Ukrainian schools and Universities there are no adapted textbooks, the content of which would be based on the experience of students in learning the first foreign language. The appearance of textbooks will positively affect the development of foreign language skills of students, increase the level of communication, promote the introduction of a person-centered approach to the educational process in a foreign language, interest in learning foreign languages. Thus, in teaching English as a second foreign language there are certain methodological features. However, at any stage of learning, the main goal of classes should be the communicative development of students, which lays the foundation for further self-improvement in this language.

On the basis of the analysis of works of many scholars it should be noted that the various aspects of the methodology of teaching the second foreign language were studied by prominent scholars. Among them, I. Bim (2001), N. Baryshnikov (2003), N. Galskov, B. Lapidus (1990), A. Anisimova, G. Davydenko, B. Marunevych, V. Safonova, N. Forkun, S. Shatilova, L. Moroz, L. Sazhko (2010), V. Smokotina, B. Hoovaizen, T. Stegman who studied the specific conditions for the study and teaching of the second foreign language, G. Neuner, B. Hufeisen etc. investigated the mutual influence of languages and cultures in the study of the second foreign language, substantiated the need to support the first foreign language.

In the works of the mentioned scientists the issues of teaching a second foreign language in higher and general educational institutions were studied. However, despite the availability of scientific, pedagogical and methodological developments, the issue of teaching English as a second foreign language requires additional research.

However, today the problem of learning a second language in the school system remains relevant and requires further study and solutions.

Thus, the purpose of the paper is to highlight the issues of organizing the teaching of a second foreign language associated with the necessity of implementing the principles of a professionally-oriented approach to learning. The problem of learning a second foreign language after the first is not new, but its relevance is due to the need to improve methods of teaching a second foreign language.

Objectively, English is the most commonly used language among the languages studied.

Consequently, in most cases, in the organization of bullsh education, the English language is the first foreign language, and as a second student can choose one of the Romanic languages of French or German.

The affinity of English, German, and French is manifested at all linguistic levels, the study of these three languages is largely facilitated primarily by the lexical component and the similarity of words. It is known that in English there is a huge amount of borrowing from all languages of the world. Thus, almost half of the words in English are words of French and Latin origin. If the learner has the first foreign language at a fairly good level, then the first foreign language (usually English) serves as a good basis for mastering the second one. The presence of common grammatical structures, word-formation models, consistency of words in English (both in the first foreign language) and in German / French (as in the second foreign language) is a good basis for the acquisition of languages. When mastering the speech activity, one who learns, naturally uses his knowledge of the system of the mother tongue, skills in the process of mastering foreign language speech activities. The idea was that the interaction of two foreign languages would always have only negative consequences. Therefore, it was recommended to differentiate between the foreign languages that were studied simultaneously in the schedule of teaching classes teaching methods for them a kind of distinction in the minds of students. But scholars believe that the contact of the two languages brings not only mistakes and confusion, but also positive aspects. Transference results can be positive and negative. In the first case, the transference accelerates the process of mastering the new language, in the second – complicates. When teaching a second foreign language, the main place belongs to the methods and principles of teaching. It should be noted that one of the basic principles of teaching the second foreign language is communicative-cognitive. From the first steps the student is offered a functional language, focused on modeling situations of real communication.

At the same time, the accumulated linguistic and educational experience allows students to learn samples of things and models of communication at a more informed level. Thus, the topics of the oral course are given in two languages. Hello! Goodbye! Guten Tag! Auf Wiedersehen! What's your name? Wie heißt du? Where are you from? Woher kommen Sie? What is your number? Wie ist deine Telefonnummer? The use of the communicative-cognitive principle, combined with the comparative approach, promotes the most effective and informed acquisition of the new language. The unchanging conditions for the effectiveness of the process of teaching the second foreign language, it should be considered its cognitive-communicative nature,

which involves the conscious development of educational material of the second foreign language. With a cognitive approach to learning, all kinds of purely imitative and reproductive exercises go away. The main place in the learning process is given in exercises and tasks of a cognitive nature, when the second foreign language is a real means of achieving unfamiliar linguistic facts and phenomena. The idea of cognition of teaching the second foreign language is realized with the help of methodical techniques (comparison, analysis, etc.) and through the use of textual authentic materials. Authentic text is a source of new information, socio-cultural, country-studies and linguistic-national information, and it serves as a means of learning for all types of communicative activities.

So N. Baryshnikov highlighted the following principles:

- 1) the intercultural orientation;
- 2) cognitive-intellectual orientation;
- 3) integrity;
- 4) rational combinations of conscious and unconscious;
- 5) accounting for the linguistic and educational experience of learning the second foreign language (Baryshnikov, 2003).

In terms of improving the efficiency of teaching a second foreign language, in addition to traditionally known modern approaches to learning a foreign language in general, there is the use of a comparative (comparative approach / principle) that is most appropriate for teaching a second foreign language. The realization of the comparative principle makes it possible to identify both similarities and differences in the systems of different languages, in constructing expressions at the level of the text.

To overcome the interference in mastering two (or more) foreign languages it is desirable to use the exercises that will have an accelerated skills development, while linguistic experience is not just absorbing the amount of knowledge, skills and transferring them to the development of other languages. Using linguistic experience without analysis can lead to interference. In teaching students, the second foreign language it is necessary to produce interethnic relations, to involve associations of the studied languages, interference arises due to the fact that persistent skills are transferred to the second foreign language. In addition, in the active dictionary of Russian, English and French there are about 10% of the international vocabulary. That is why it can be argued that the ability to detect and analyze lexical coincidences of English and French makes the process of mastering these languages easier. However, it should be emphasized that the proportion of positive transference is significant only with visual perception and recognition.

The discrepancy in the meaning of words in French and English generates interference both in the reception and in the products. According to researchers, the first foreign language influences the choice of words in the language into the second foreign language, that is, in the productive forms of speech activity, only if there is a formal similarity (e.g. sound and graphic form) to the words of the first and second foreign languages. Thus, the dictionary coincidence can be divided into two groups: sound and graphic, which, in turn, can be complete and incomplete. The following can be attributed to complete graphic correspondences:

French – English: une question – a question, une table – a table, unvillage – a village, une page – a page. Incomplete graphic correspondences revive interference in a letter (French – English): unetexte – a text, un exercice-anexercise. Of course, in the study of several foreign languages, there are some objective difficulties, first of all, the lack of the necessary amount of time, often lack of self-discipline. In addition, the first foreign language is invariably an obstacle to the study of the second one, since one can never adapt quickly to another sound, to understand the grammatical rules of the new language, even if the similarity of two foreign languages established. In order to eliminate some difficulties in study in the second foreign language, it is recommended to perform the following. For example:

- It is not desirable to start studying a second foreign language without having the solid knowledge of the first one, especially in the field of grammar and phonetics.
- An important condition for a firm understanding of the vocabulary of a foreign language is the production of its method of memorizing new words.
- If you have difficulties switching from one language to another, it is recommended to take a break in classes.

Do not be afraid that the languages are mixed: people have the ability to switch quickly from one language to another. Consequently, it can be concluded that the teaching of a second foreign language should take place on the basis of the same principles that are used when mastering the first foreign language, but because of the limited number of hours the pace of studying from a second foreign language should be much faster than from the first foreign language, and work with exercises – more intensive; the explanation of the new grammatical material should be as concise as possible; the use of grammatical and lexical parallels with the first foreign language is appropriate.

Tasks and exercises should be aimed at comparing and discussing analogies and differences, the purpose of which is to establish links between the mother tongue, the first and second foreign language. For

successful mastery of the second language (German), for example, at the initial stage, M. Zhudenko contributes to the following linguistic features:

- 1) the genetic affinity of the German and English languages;
- 2) latin affinity;
- 3) some common moments in the pronunciation;
- 4) the presence of a common layer of vocabulary of Germanic origin. There are tables and matching lists of similar words in English and German. They should be used to quickly enrich the vocabulary of students;
- 5) similar grammatical phenomena, similar in structure and meaning;
- 6) similar speech samples, which are studied at the initial level.

Thus, an appeal to the experience of learning one foreign language is necessary for the successful entry of the second one. This experience also manifests itself in the fact that students have the skills to memorize a new vocabulary, to compare words and morphemes of foreign languages, and to note the similarities and differences in the grammatical and phonetic phenomena of the studied languages. However, the specifics of teaching a second foreign language at the university are primarily due to the difficulties involved in overcoming the language barrier and the formation of "feelings of speech". So, at the moment we are witnessing the fact that education becomes multilingual, which causes the emergence of a new linguistic phenomenon, which requires a thorough study.

So, when studying the second foreign language E. Shavrukova believes that it is necessary to consider:

1. The degree of influence (both positive and negative) on the part of the first foreign. This degree is determined by the level of ownership.
2. At the appropriate level of formation of the skills of the first foreign language, the probability of their transfer from this language increases, and the influence of the native language becomes weak.
3. The influence of the native language and the first foreign language appears differently on different language levels in different ways.
4. When studying grammar and statement, the positive and negative transference from the first foreign language appears more often, although the influence of the native language is also significant. Interaction of languages that depends not only the degree of formation of abilities and skills in the first foreign language, but also on the complexity of the established phenomena.
5. In order to enhance the positive influence of the second foreign language and to prevent interference, attention should be paid to finding matches and differences in those languages.

6. When working on phonetics, in order to overcome the interference from the first foreign language, differentiated exercises are required, which are accompanied by an explanation of the differences in the articulation of the combined sounds.

Conclusions. Thus, the success is provided by a methodically competent construction of the educational process. An effective teacher can organize a learning process which can be taught by a teacher who knows the psychological and pedagogical features of teaching a second foreign language on the one hand, and is able to conduct a comparative analysis of typologically similar phenomena of the same category from the three contacting languages, on the other side. For example, to develop the technique of reading effectively use a special type of text material – a copy of real posters, etc. At the same time, the words are grouped with this or that reading rule. Reading is not a training, but a real, directly related to the culture of the country, and as a result forms the installation for interesting linguistic discoveries and acquaintance with the rich culture of the country, the traditions, the language of which is being studied. A distinguishing feature in the teaching of a second foreign language is its cognitive-communicative character. In a situation where a person can reproduce several different phrases – a cliché of two, three foreign languages, this is not yet an indicator of fluency in foreign languages. In order for a person to speak a foreign language, it is necessary that the mechanism of bilingualism begins to work. This process consists of organizing the conceptual base of each language learned. Thus, the study of the second and third foreign languages is not merely the accumulation of linguistic material as a result of the choice of lexical units and situations, the perception of grammatical forms and structures. This is a reorganization of speech mechanisms of a person for interaction, and later, the parallel use of two, three language systems, which initially requires the formation of language switching skills, and then – the neutralization of one system to create more favorable conditions for the functioning of another system. So

Zh. Parfenova points out that the practical implementation of the formation of the mechanism of bilingualism involves the development and use of the following methods in teaching:

1. Introduction of other language lexical units is not isolated, but based on their semantic fields.

2. Exercises for the creation and consolidation of sign relations in the form of translation from the mother tongue to the first and from the first to the second foreign language.

3. Development of bilingual and triple-language situations, linguistic microsituations to create and consolidate situational ties.

4. Exercises with words: reading, recording under dictation, digital denominations of days, weeks, months, numerals. Similar work contributes to the formation of switching skills and the creation of parallel bilingual denotative links.

5. Use of visual personal code as a means of teaching monologue speech, which limits the influence of the mother tongue and the first foreign language.

6. Listening to foreign texts. It is a fact that the teacher should predict the difficulties faced by students in studying the second language and take measures to mitigate the interference of language systems (in the schedule it is not necessary to stand in one foreign language, they need to alternate with other subjects, different languages should be conducted by different teachers).

These techniques and the peculiarities of teaching a second foreign language are the most effective ways of solving problems when learning two or more foreign. The setting of such an ambitious task as the study of a second foreign language promotes the mobilization of the student's life potential, demonstrates his desire to use his available expertise and readiness to acquire new knowledge. Maintaining the psychological of the student and creating a supportive environment for the development of high self-organization become the primary tasks of the teacher.

References

- Zhovtyuk, N. P. (2012). Psycholinguistic aspects of the formation of lexical competence in the process of leaning English after German: *Nauk.zap.Ternopil.nat.ped.un-tu.Ser. Pedagogy*, № 3. P. 101–110. [in Ukrainian].
- Kushnirov, M. O. (2014). Modern approaches to teaching a foreign language: focus on the values of personal development and humanism: *Pedagogical sciences: theory, history, innovative technologies*, № 8. P. 348–356 [in Ukrainian].
- Lapidus, B. A. (1990). Teaching a second foreign language as a specialty: Higher school, 173 p. [in Ukrainian]
- Paliy, O. A. (2014). About increase of efficiency of training of the second foreign language: Scientific notes of NDU named after M. Gogol, № 1. P. 121–124. (Series: Psychological and pedagogical sciences). [in Ukrainian]
- Ruzhin, K. M. (2011). Implementation of a comparative approach in the study of the second foreign language in

Список використаних джерел

- Жовтюк, Н. П. (2012). Психолінгвістичні аспекти формування лексичної компетентності у процесі навчання англійської мови після німецької. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія: Педагогіка*, 3, 101–110.
- Кушніров, М. О. (2014). Сучасні підходи до навчання іноземної мови: орієнтація на цінності особистісного розвитку й гуманізму. *Педагогічні науки: теорія, історія, інноваційні технології*, 8, 348–356.
- Лapidus, Б. А. (1980). *Навчання іноземній мові як спеціальності: навчальний посібник для пед. ін-тів за спец. «Іноземні мови»*. Київ: Вища школа. 175 с.
- Палій, О. А. (2014). Про підвищення ефективності навчання другої іноземної мови в ЗНЗ. *Наукові записки Ніжинського державного університету імені*

- secondary schools: Bulletin of Zaporizhia National University, № 3 (16). P. 69 – 74. [in Ukrainian]
- Sazhko, L. A. (2010). Teaching the second foreign language in secondary schools: Foreign languages, № 4. P. 3–7. [in Ukrainian]
- Bim, I. L. (2001). The concept of teaching a second foreign language (German on the basis of English): a manual. Obninsk: Title, 48 p. [in English]

Information about the authors:

Rutkovskiy Maxim Serhiyovych

max.rutkovskiy@gmail.com
Bohdan Khmelnytsky Melitopol State
Pedagogical University
Scientific Town, Street 59, Zaporizhzhia,
Zaporizhzhia region, 69000, Ukraine

Rutkovska Aliona Mykhailivna

Bohdan Khmelnytsky Melitopol State
Pedagogical University
Scientific Town, Street 59, Zaporizhzhia,
Zaporizhzhia region, 69000, Ukraine

doi: 10.33842/22195203-2023-30-157-162

Received at the editorial office 10. 06. 2023.

Accepted for publishing 20. 06. 2023.

М. Гоголя. Серія «Психолого-педагогічні науки», 1, 121–124.

- Ружин, К. М. (2011). Реалізація зіставного підходу при вивченні другої іноземної мови в загальноосвітніх навчальних закладах. *Вісник Запорізького національного університету. Педагогічні науки*, 3 (16), 69–74.
- Сажко, Л. А. (2010). Навчання другої іноземної мови у загальноосвітніх навчальних закладах. *Іноземні мови*, 4, 3–7.
- Bim, I. L. (2001). The concept of teaching a second foreign language (German on the basis of English): a manual. Obninsk: Title. 48 p.

Відомості про авторів:

Рутковський Максим Сергійович

max.rutkovskiy@gmail.com
Мелітопольський державний педагогічний
університет імені Богдана Хмельницького
Наукове містечко, вулиця 59, Запоріжжя,
Запорізька обл. 69000, Україна

Рутковська Альона Михайлівна

Мелітопольський державний педагогічний
університет імені Богдана Хмельницького
Наукове містечко, вулиця 59, Запоріжжя,
Запорізька обл. 69000, Україна

doi: 10.33842/22195203-2023-30-157-162

Матеріал надійшов до редакції 10. 06. 2023 р.

Прийнято до друку 20. 06. 2023 р.