



## METHODOLOGY OF TEACHING FOREIGN LANGUAGES ACCORDING TO DEVI'S IDEAS

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### Abstract:

The article describes useful techniques of teaching foreign languages according to Dewey's ideas. Many scientists have done researches on this topic as well as John Dewey, one of the most talented researchers in the history of modern educational theory. All the life he supported progressive education where a child-centered approach to education places the emphasis of learning on the needs and interests of the child.

**Keywords:** education, approach, method, technique, foreign languages

The theoretical conceptualization of experiential learning theory involves Dewey's ideas. Dewey states that growth comes from a "reconstruction of experience". Therefore, experiential learning theory holds the idea that learning is dependent on the integration of experience with reflection. It puts reflection at the center of learning process. Based on this theory, it can be argued that by reflecting on their own experience, teachers as learners can construct their own educational perspectives and gain new insights from that experience and develop new strategies to use in subsequent teaching. Experiential learning theory is based on a four-stage dialectic and cyclical process: experience, observation and reflection, abstract reconceptualization, and experimentation[2].

This is the fact that, the learning begins with a problem, unexpected event or a troublesome complicated experience. Then, the reflective teachers step back to examine their experience and describe the problem by asking themselves "What was the nature of the problem? What were my intentions?" or "What did I do?" The process of observation and reflection requires the teacher to act as a researcher. Teachers are the first monitors and observe the problem and then, collect data about it including beliefs, values, intentions, attitudes, feelings, ideas and actions of both themselves and the students. Then, critically analyses and evaluates this data in order to make decisions and judgements on them. In the third stage of the learning cycle, the teacher considers alternative ways of thinking and acting. It includes an active search for new information, techniques or process to address the problem[5].

People aim at developing alternative hypothesis to explain the events and guide for her/his action. In the final stage of the learning cycle, the teacher makes a conscious decision to act in a certain way to test these new theories, assumptions and knowledge through experimentation. This stage completes the

cycle and starts another. The next cycle starts and profits from the earlier cycle whether it focuses in a more detailed way on the same problem or another. Therefore, learning and professional development become a progressive and continuing process. This makes teachers lifelong learners[3]. In short, in the process of experiential learning, experience is transferred into improved knowledge and skills, and teachers might become aware of not only what was successful, but also why it was successful. A teacher can gain at least three competencies: empirical competencies which refer planning a research and collecting data; analytical competencies which is about how to interpret the data and evaluative competencies which include making judgements about the educational consequences of the results of a practical inquiry. By using the data, the teacher can analyze the sequence of events to confirm or disconfirm the new hypothesis[6].

Reflection and developing theory the process of reflection can be considered as a form of educational theorizing because in reflective process, teachers make more conscious and articulate their implicit, practical theories explicit in and subject them to the other's criticism. As a result of engaging in reflective teaching, teachers can gain inquiry skills. They might also become effective teachers because effective teaching requires teachers to have not only a knowledge of subject matter, students and their learning needs, and the use of a variety of teaching techniques but also the investigative or inquiry skills in order to examine continuously their practice, their students' learning problems, and to respond immediate problems occurred while teaching to improve teaching[7]. Otherwise, it seems a little inappropriate to suggest that teachers who have not experienced inquiry in their lives will be able to create classroom settings in order to educate students who are able to question, to pose and solve problems, and self-directed learners[8].



Having inquiry skills can help teachers enhance the understanding and awareness of their practices, beliefs and values. Since teaching often reflects an unquestioned acceptance of values, norms, and practices defined by others about what is in the best interest of students and teachers, and a lack of awareness of alternative practices, teachers mostly act without knowing why they do what they have been doing. In Dewey's view, the teacher should observe the interest of the students, observe the directions they naturally take, and then serve as someone who helps develop problem-solving skills[1].

For the realization of communicative abilities of speaking, texts are distinguished: by the nature of presentation (message, discussion, description), by the type of attitude to the specialty (various scientific articles and texts from textbooks, reference books, dictionaries, etc., as well as by the means of transmission (oral and written).

It is necessary to start with elementary descriptions and characteristics, processing them in a monological form, and further to use texts more complex in structure and style which will help to develop in pupils an algorithm of activity in a mode of communication the teacher/audio and multimedia - schoolboy and schoolboy - schoolboy. Teaching material should be selected on the basis of the learner's preliminary knowledge of the language and specialization, the purpose and type of communication, and the level of education[9].

Communicative and oral-oriented exercises include the following: availability (presentation) of the source material or model; explanation of the material or model (optional); simulation of the model; reproduction of the model in different ways; own communication. The main thing is the ability to select the main topic of the problem, correctly describe, formulate and express opinions.

Most language teachers know about the importance of authentic materials and the advantages of using them in English language teaching. Any materials in English which are not specifically designed for the classroom can be called authentic materials. Authentic materials can be both written texts (such as newspapers, postcards, menus, fliers) and oral texts (such as radio or TV programs or films)[10]. Authentic texts are extremely useful in language teaching because they are samples of real language and help to bring the 'real' world into the classroom. If carefully selected, they motivate learners and involve them thinking about real problems and situations. Students can be deceived about the true nature of the language

if they are always offered textbook texts. From time to time learners need to assess themselves against real language[4].

When developing oral skills, the monological element is not inferior to the dialogic one; therefore, gradually increasing the volume of monological replica in a dialogue, later on we will move to purely monological forms of oral speech - summary, abstract, annotation, description of a scheme, phenomenon or process with further recording of what we have heard[11].

Thus, innovative technologies of teaching foreign languages at school consist of a combination of traditional and intensive teaching methods based on a functional communicative linguistic model of the language and the development of a holistic system of teaching speech communication on professional topics. Today, when computer technologies have covered all spheres of human activity, there is a need to improve the process of teaching a foreign language, since the knowledge of a foreign language is one of the factors influencing the competitiveness of a young specialist on the world labor market.

The improvement of the learning process means the use of innovative methods, in particular, the introduction of modern innovative technologies - computer and network facilities. The implementation of modern innovative technologies in the process of foreign language teaching can be achieved by using the Internet technologies. The diversity of Internet information resources allows schoolchildren to perform various types of search and research tasks[12].

In addition, the Internet provides schoolchildren with a unique opportunity for visual communication with native speakers in real time, which contributes to the correct perception of live speech based on authentic sounds, mimics and gesticulation. Another advantage of using the Internet in the learning process is to test students' learning by testing them in real time.

In conclusion, teachers may not be aware of the reasons behind their actions. In order to be an effective teacher, teachers should be aware of their values, norms and practices. In addition, reflection and modern approaches demand them to describe specific experiences in their teaching, and subject their own actions to critical assessment while identifying and framing issues of classroom practice.

I'd like to say that using authentic materials may have some challenges because of the difficulty of the language and some unnecessary information. But if we manage to use authentic material properly, it will



certainly give good results. Finding appropriate authentic material and designing tasks according to students' level we will increase their motivation and raise their interest towards English

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