

AUDIOVISUAL AND AUDIOLINGUAL TEACHING METHODS OF STUDYING THE UKRAINIAN LANGUAGE AS FOREIGN LANGUAGE



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Abstract. The article is dedicated to modern teaching methods of studying the Ukrainian language as a foreign language. We will focus on audiolingual and audiovisual teaching methods for studying the Ukrainian language as a foreign language. They deserve a detailed presentation. The mentioned methods are modern and rather specific from a number of other methods using the latest technologies and achievements.

The value of audiovisual and audiolingual teaching methods of foreign language implies the fact that, alongside with the general intensification of the educational process, the present methods create specific conditions that are, to some extent, close to natural conditions in which natural language situations occur.

In the article, six stages of work with the audiovisual method are described with purposes and details. Therefore, in spite of the increasing popularity of the audiovisual method, it is too early to say that its theoretical foundations have already been developed and formulated, and the weak spots have been finalized. Further work has to be conducted in the theoretical and practical terms to prove what place audiovisual method should take in our learning environment of foreign languages teaching.

Keywords: *Ukrainian language, methods, audiovisual, audiolingual, foreigners.*

Introduction

Teaching methods represent quite a difficult pedagogical category, due to which the basic functions of the educational process are accomplished: they are pedagogic and educational, developmental, incentive, control, etc. Analysis of methodological literature allows us to say that both in didactics and in the methodology, teaching methods are distinguished and systematized in different ways.

Such authors as S. Chavdarov. V. Masalsky, E. Dmitrovsky affirm that teaching methods of the language are the interlinked ways of work between teacher and students, through which the tasks of the educational process are carried out. V. Onyshchuk assumes that teaching methods represent the order of the interrelated types of activities for teacher and students and teaching approaches, with each approach being a system of actions and operations determined by the appropriate logic. L. Fedorenko points out that language teaching methods are methods of research work that results in working patterns of students with the assistance of specially selected studying linguistic material.

The scientists I. Oliynyk and O. Bilyaev determine that language teaching methods are entirely unified function of teacher and students, aimed at acquiring language knowledge, skills and abilities, and at cognitive practice organization. I. Lerner takes for basis the peculiarities and degree of cognitive practice of students and distinguishes the following methods: explanatory-illustrative, reproductive, problematic presentation, partial search, research [4].

In this article we will focus on audiolingual and audiovisual teaching methods for studying the Ukrainian language as a foreign language. They deserve a detailed presentation. The mentioned methods are modern and rather

specific due to the use of the latest information technologies.

Modern methodical literature features more and more research works that describe the possibilities of using audio methods for teaching foreign languages. Such well-known methodologists as O. A. Gromov, T. Yu. Vennieri, G. Borgium and J. Ferson paid considerable attention to this issue. Though, unfortunately, the presentation of the actual situation regarding the ways of the present problem solving does not always show a full range of possibilities of such a teaching method.

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The researcher and philologist Sokil B. M. from Lviv gives the following description of the stated above methods [5]. The audiolingual method involves mechanical acquisition of the material, that is, multiple listening to records and pronunciation of speech structures and speech models [2, p. 101]. The basic rules of this method determine the following:

- a) the language acquisition is based on the acquisition of speaking skills;
- b) the language is implemented in the oral form;
- c) we have to teach the language, not the rules about the language;
- d) languages differ in their structure;
- e) skills must be automated to the level of their practicing without involving consciousness;
- e) automation of skills takes place in the process of training through repeated repetition of speech models [5, p. 15].

The audiolingual method applies the following basic methodical techniques:

- a) practical orientation of learning. The implementation of this guideline involves studying the sound system of the language on the limited lexical material, mastering new language models by analogy with the old ones, getting familiar with the culture of the people whose language is being studied;

- b) principle of oral advancement. Any quantity of material must be verbally studied at first;
- c) principle of working on models. The purpose of this approach is that the student must learn to build phrases according to the samples, and the relevant skills are formed as a result of consecutive repetition of models and speech samples up to their full automation;
- d) principle of native language consideration. Education is built with the fullest possible consideration of the possibilities given by the native language;
- e) maximum use of technical means of training [5, p. 16].

The audiovisual method involves language learning in a short time on a limited lexical and grammar material that is inherent to the spoken language. Particular attention is paid to studying basic structures and words that are used most frequently. The subject of study in the audiovisual method should comprise models of verbal and non-verbal activity [3, p. 83].

The main methodical techniques in the audiovisual method are:

- 1) the principle of spoken language basis;
- 2) the principle of oral advancement;
- 3) the principle of functionality;
- 4) the principle of globalization;
- 5) the principle of visual-sound synthesis.

The working technique on this teaching method is carried out according to the following guidelines:

- a) consideration of drawings from a certain topic group, listening to phonograms and acquisition of their meaning;
- b) repetition of the phonogram, working out sounds, intonations, paces, accents;
- c) situative role-play based on the considered drawings, asking questions and answering questions, applying different situations from life [5, p. 16].

A contemporary Mykolaiv scientist Philipieva T.I. notes that audial methods reflect the language as a set of structures. Their essence is the presentation of the language through the finished structures and their learning through the technical means of teaching. For the audiovisual method, the

maximum loading of the visual channel is the reception of information simultaneously with the auditory, which is achieved by displaying "pictures" during a sound acoustic stimulation. Due to this, stable associations are expected to be formed and, consequently, automation in mastering the structures of language, reproduced even when one of the incentives (visual or auditory), and subsequently removed one by one [6].

According to Philipieva T.I. and Tomko Yu.V., both audio-lingual and audiovisual methods are very intense. They require many hours of training both in the presence of the teacher and during independent training with the help of technical means. The purpose of learning is to master the "alive" language. The dominant ability, at which development all efforts are taken, is speaking. Intensity in timing, use of technical means of training, repetition of the material allow to gain quickly a certain level of skills development [6].

The audiovisual method has been widely applied in England, Canada, Turkey, Mexico, and Poland. It is applicable mainly to foreign language courses. By this method language is studied during 3 - 3,5 months with 20 class hours per week (the whole course of training is 250-300 hours). The ultimate goal is to use a foreign language as a means of communication in everyday life [2, p. 39].

Today, methodologists retain the audial methods to be not basic, but secondary ones. The audiovisual methods are a good way to solve a phonological problem, since they are based on listening to audio and playing their own spoken foreign language; moreover they are designed to develop such skills as understanding the principles of functioning of the auditory and speech apparatus, ability to analyze the pronunciation of both the native speakers and their own ones, as well as the differences between them, possibility of normal and full comprehension of the foreign language, improving accent.

But, unfortunately, these methods do not allow to express correctly proper thoughts in the modern foreign language without the occurrence of difficulties of psychological nature. Criticism of these methods emphasizes impossibility of in-depth penetration into the language structure in a similar way: the technology of the laboratory of oral speech allows us to assimilate a rather limited, and therefore monotonous set of exercises, targeted at, primarily, reproduction

(and not production) of familiar language structures. In the development of abilities, there is also an excessive deviation toward speaking, while reading and writing remain on the periphery and are introduced only at an advanced stage of learning. As for listening, it does not find consistent development just like a skill: with all the restart of the auditory channel, listening is more likely to be a means of achieving the goal, but not the goal itself.

Today, these methods occupy a significant place in the methodological base of higher education. Western Europe, US and Canadian higher education institutions are increasingly turning to audio techniques, taking into account their benefits, first of all, the productivity and speed of the material acquisition. The problem remains the use of well-designed structures in live speech. In this case, the communicative method, which tends to practice already known structures, serves as the foreground. Unfortunately, due to the weakness of the results and, more importantly, the criticism of some methodologists in learning the language as a set of habits, the audiolingual method is rarely used today as the main one. However, some elements of this method are still found in textbooks. That is, methodological developments and further research on this topic are still relevant and require careful consideration [6].

Researchers from Kharkiv A.O. Borisova, V.O. Arkhipova and A.O. Kolesnik describe six stages of work with the audiovisual method [1]. They are preceded by a preparatory stage for the class coordinator. During this stage, the teacher selects the appropriate training material. In the meantime, the selection or, just in case, the production of the accompanying phonogram is carried out. In addition, a special series of exercises is developed for the best fixing of the studied material and the question of how to reproduce the working phonogram is solved.

The first stage in terms of the processing nature of linguistic material is purely receptive. The purpose of this stage is to achieve meaningful perception by the students of audial material and visual means representing a certain plot.

At the second stage, there are several other methodological tasks: here students begin to learn the language material actively. Nothing is projected on the screen, only the accompanying phonogram is played. One of

the most common exercises at this stage is uttering pauses in the reproducible linguistic material.

The third stage has the purpose of consolidating the most primary learned language material. At this stage there is no audial support on the phonogram. The most typical exercises of this stage are completion of incomplete sentences; transformation of elements of sentences or phrases; construction of phrases from simpler elements; substitution of the language model of some lexical elements instead of others; translation from mother tongue to foreign language, etc.

The fourth stage in its nature is observational. In the methodological terms, this means repetition and further consolidation of the previously studied material during the first three stages. It is properly this stage that

features elements of spontaneous speech that begin to be produced in their original form.

At the fifth stage, the whole cycle of work on the story episode and the accompanying phonogram is completed. The peculiarity of this stage is that this time neither a phonogram nor a plot is reproduced. For realization of this stage the teacher conducts specially developed series of exercises, with the help of which it is possible to recreate language situations that are very similar to the topic material, worked out at the previous stages of the lesson.

The sixth stage is somehow distant in time from the previous five, since students have to work independently in educational laboratories equipped with computers. The main educational material is the phonogram specially prepared for independent work.

Conclusions

In spite of the increasing popularity of the audiovisual method, it is too early to say that its theoretical foundations have already been developed and formulated, and the weak spots have been finalized. Further work has to be conducted in the theoretical and practical terms to prove what place audiovisual method should take in our learning environment of foreign languages teaching. But now it can be affirmed that there are prospects in this field [1].

Consequently, it can be concluded that for the teacher it is now urgent to improve continuously personal knowledge about the methods of teaching foreign languages, to introduce the latest educational ideas in their own teaching practice and to develop effective methodological views on learning.

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