

LEARNING OUTCOMES

As a result of mastering the module a student must have the following:

knowledge: main notions and categories of methods of teaching a foreign language, and theoretical aspects and modern approaches to forming communicative competences of pupils;

skills: to use effectively newest technologies of forming foreign communicative competences in practical activity

Prerequisites and co-requisites:

Preliminary training competencies necessary for the successful acquisition of students by the discipline: knowledge of pedagogy, psychology, linguistics, psycholinguistics, as well as possession of a foreign language not lower than the level B2 according to the recommendations of the Council of Europe.

Basic educational competencies as a result of successful mastering of the discipline:

- As a result of studying the discipline, bachelors must know:
- basic concepts and categories of teaching methods of foreign languages and cultures;
- educational-methodical complexes in foreign languages;
- the theory of exercises for the teaching of foreign languages and cultures;
- modern approaches to the formation of foreign-language communicative competence among students;
- innovative methodical technologies of teaching foreign languages and cultures;
- forms, types and methods of control and evaluation of the level of formation of linguistic, linguistic, linguistic, socio-cultural and educational-strategic competences;
- the basic organizational forms of the implementation of the educational process for the study of foreign languages and cultures in general educational institutions of different types;
- the basis of planning the educational process of a foreign language in primary, basic and high school.

As a result of mastering the discipline, bachelors should be able to:

- To define and analyze the goals, content, principles, methods and techniques of teaching foreign languages and cultures;

- to analyze, choose and effectively use educational-methodical complexes from foreign languages;
- analyze, select and effectively use exercises of different types and types;
- to form pupils' communicative competence in other languages;
- use innovative methodological technologies in the process of formation of the foreign language communicative competence;
- to control and evaluate the level of formation of all components of foreign communication competence;
- to plan and implement various forms of organization of educational process in a foreign language in primary, basic and high school.

COURSE CONTENTS

Module 1

General principles of teaching foreign languages

Semantic module 1. Methodology of study of the FLC as a science its connection with other sciences.

Semantic module 2. The system of studying the FL in school.

Lingvopsychological bases of the teaching of FL in school.

Content module 3. Methods of teaching FL.

Content module 4. Modern requirements for the qualification of teacher FL.

Module 2

Methodology of formation of language competence

(Learning foreign language material)

Content module 5. Formation in students of foreign lexical competence

Semantic module 6. Formation of foreign grammar competence

Semantic module 7. Formation of foreign language phonetic competence

Module 3

Methodology of the formation of speech competence

(Learning foreign language communication)

Content module 8. Formation in students of foreign language competence in audition

Semantic module 9. Formation of foreign language competences in pupils in speaking

Semantic module 10. Formation in students of foreign language competence in reading

Content module 11. Formation in students of foreign competence in the letter

Module 4

Organization of the process of teaching a foreign language at school

Semantic module 12. Features of learning the FL in schools of varying degrees.

Content module 13. Planning a learning process with a FL.

Semantic module 14. Features of the FL lesson in school and its analysis.

Semantic module 15. Monitoring and evaluation of school achievements in the process of learning the FL.

Semantic module 16. Extracurricular work with FL.

LECTURE CONTENTS

Module 1

General principles of teaching foreign languages

Theme 1. Methodology of study of the FLC as a science its connection with other sciences.

The methodology of studying the FLC and its tasks, methods of research in the methodology of teaching the FL, the relationship of methods of training FLC with other sciences: methodology and linguistics, methods and psychology, methods and psycholinguistics, methods and pedagogy.

Theme 2. The system of education of the FL in the school. Lingvopsychological principles of teaching FL in elementary school.

Basic concepts and categories of teaching methods of foreign languages: method, principle, means, system of training, knowledge, skills, skills; the objectives of teaching foreign languages, the content of training, foreign language communication competence and its components, the principles of teaching (didactic and methodological), teaching aids; a communicative approach to learning the FL, a system of exercises for the formation of skills and language skills.

Theme 3. Methods of learning the FL.

Classification of methods of teaching IM; from the history of the teaching methods of the FL: translated methods, direct methods, oral Harold Palmer, methodological system of teaching Michael West reading, audio-lingual method, audio-visual method, suggestive method, communicative method, method of complete physical reaction, dramatic pedagogical method, " silent method, group method.

Theme 4. Modern requirements for the qualification of a teacher of FL.

Requirements for theoretical preparation of the teacher, requirements for the practical training of the teacher, requirements for the personality of the modern foreign language teacher (personality traits, pedagogical abilities), the image of the modern teacher of the FL.

Module 2

Methodology of formation of language competence

(Learning foreign language material)

Theme 5 Formation in students of foreign lexical competence

The purpose of teaching vocabulary, the notion of lexical minimum, the criteria for its selection, active and passive LM, the potential vocabulary of students, lexical skills, the principles of teaching lexical material, the stages of formation of lexical

skills, control of its formation, types and types of exercises for teaching lexical material.

Theme 6. Formation in a junior schoolboy of foreign grammar competence

Purpose, content and tasks of teaching grammatical material in school, grammatical skills and its characteristic, active and passive grammar minimum, stages of formation of grammatical skills, control of the formation of grammatical skills.

Theme 7. Formation in students of foreign language phonetic competence

Purpose, task and content of teaching phonetic material in school, the notion of phonetic minimum, methodological principles of studying the basics of phonetics, requirements for the pronunciation of students. pronunciation and intonation technology

Module 3

Methodology of the formation of speech competence

(Learning foreign language communication)

Theme 8. Formation in students of foreign language competence in audition

Characteristics of audition as a type of speech activity, content and requirements to the level of formation of the skills of listening skills, the difficulty of listening to the FL, the requirements for texts for listening, the stages of listening, exercises for teaching listening, control the formation of students' listening skills.

Theme 9. Formation of foreign language competences in students in speaking

Characteristics of speaking as a type of speech activity and ability, dialogue, its functions, types of dialogues, the system of exercises for teaching dialogical speech, monologue, its functions, types, stages of monologue speech training, system of exercises for learning monolithic speech control of the formation of speaking skills.

Topic 10. Formation in foreign language competence students in reading

The essence of reading and its psycho-physiological mechanisms, the nature of texts for reading, the difficulties of learning to read a foreign language, approaches to reading instruction, stages of reading, teaching reading techniques, teaching reading as a type of speech activity, types of reading, monitoring the formation of reading skills in students, reading as learning tool.

Theme 11. Formation in a junior pupil of a foreign language competence in a letter

Written and written speeches, peculiarities of written speech, requirements to the basic level of written fluency, psycholinguistic writing mechanisms, writing technique training, stages of writing writing, control of the formation of writing skills, writing as a means of teaching and control.

Module 4

Organization of the process of teaching a foreign language at school

Topic 12. Peculiarities of the study of FL in schools of different degrees.

Peculiarities of the study of FL in elementary school (the purpose of learning the FL, the peculiarities of teaching the types of speech activity, psychophysiological peculiarities of students, typical forms of work); peculiarities of the education of the FL in the primary school (grades 5-9) (peculiarities of teaching types of speech

activity, psychophysiological peculiarities of students, typical forms of work), peculiarities of the study of FL in high school.

Theme 13. Planning a learning process with a FL.

The concept of the system of planning, the calendar and annual plan, thematic planning, peculiarities of lay-out planning, preparatory work of the teacher to the lesson, the scheme of the plan, the abstract of the lesson.

Topic 14. Features of the FL lesson in school and its analysis.

The lesson as the main organizational unit, the requirements for the FL at school, the types and structure of the foreign language lessons, the methods of work at each stage of the lesson, the analysis of the lesson, the general analysis of the lesson scheme, the scheme of in-depth analysis of the lesson.

Theme 15. Control and evaluation of school achievements in the process of learning the FL.

The essence of control with FL, control functions, quality control, types and forms of control, means of control, control objects, criteria and levels of assessment of learning achievements of students from a foreign language

Topic 16. Extra-curricular work with FL.

The purpose and psychological and pedagogical aspects of extracurricular work with FL, the principles of the organization of extra-curricular work, forms of extra-curricular work.

SEMINAR CONTENTS PRACTICAL CLASSES CONTENTS

Content module 1

Foreign language learning system

Foreign language learning system:

The concept of a learning system and its contents.

Content module 2

Learning foreign language material

Learning grammar material:

Active and passive grammar minimum.

Characteristics of grammatical speech skills.

Acquaintance with the grammatical structures of the active and passive grammatical minimum.

Automation of pupils' actions with grammatical structures of the active and passive grammatical minimum.

Teaching lexical material:

Active, passive and potential vocabulary.

The process of assimilation of lexical material.

Learning phonetic material:
 Phonetic minimum and requirements of pupil pronunciation.
 Learning the sounds and tones of a foreign language
 Learning foreign language communication
 Listening:
 Characteristics of audition as a type of speech activity.
 Difficulties in listening.
 Stages of listening.
 Exercise system for teaching listening.
 Learning to Speak:
 Characteristic of speaking as a type of speech activity.
 Teaching Dialogue Speech (essence and characteristics, stages of training, system of exercises).
 Learning monolingual speech (essence and characteristics, language features, stages of training, system of exercises).
 Teaching a letter:
 Letter and writing.
 Requirements for the basic level of writing.
 Psycholinguistic mechanisms of writing.
 Teaching writing techniques.
 Stages of written speech training.
 Letter as a means of training and control.
 Reading Teaching:
 The essence of reading and its psycholinguistic mechanisms.
 The nature of the texts to read.
 Difficulties in learning reading.
 Teaching reading techniques.
 Learning reading as a type of speech activity.
 Reading as a learning tool.

Content module 3

Organization of the process of teaching a foreign language at school

ASSESSMENT CRITERIA

STUDENTS' KNOWLEDGE AND SKILLS ASSESSMENT CRITERIA OF LEARNING COURSE RESULTS

The final score of the University (normalized)	Cumulative grade point average	ECTS grade	Assessment by the national scale		ECTS definition
			Examination, differentiated	Pass / Fail Exam	

ranking score)			credit test		
90-100	4,51-5,00	A	Excellent	Passed	EXCELLENT - excellent performance with few errors
82-89	4,01-4,50	B	Good		VERY GOOD - above average level with some mistakes
74-81	3,50-4,00	C			GOOD - generally correct work with a number of imperfections
64-73	2,83-3,43	D	Satisfactory		SATISFACTORY - not bad, but with numerous imperfections
60-63	2,51-2,83	E			SUFFICIENT - performance meets the minimum criteria
35-59	2,00-2,50	FX	Unsatisfactory	Fail	POOR - needs preparing before taking repeated examination (credit)
1-34	0,00-1,99	F			UNSATISFACTORY - repeated subjects courses are required

SAMPLES OF FINAL ASSESSMENT TASKS

1. Describe the subject of teaching foreign languages and cultures as a science, its connection with related sciences.
2. Name the methods of scientific research in the methodology of teaching foreign languages and cultures. Describe the experiment as the main method of scientific research, objects of methodical experiment.
3. Expand the modern methodological principles of teaching foreign languages and cultures.
4. Describe the four-component goal of teaching foreign languages and cultures in general education institutions. Expand the concept of a foreign language communicative competence.
5. Describe the main components of the content of teaching foreign languages and cultures.
6. Describe the exercises for forming a foreign language communicative competence: the concept of "exercise", "the structure of exercise". "Classification of exercises".
7. Describe the basic and optional components of the teaching and learning complex from a foreign language.

8. Expand the technique of forming a foreign language phonetic competence: the components of competence, the purpose and content of teaching pronunciation, the principle of approximation, the main types and types of exercises for the formation of hearing-speech skills.
9. Expand the methodology of forming foreign lexical competence: the components of competence, the purpose and content of vocabulary training, the concept of "active" and "passive" lexical minimum, different ways of semantics of lexical units.
10. Describe the stages of work with lexical material, types and types of exercises for the acquisition of the lexical minimum.
11. Expand the concept of "potential vocabulary", name its sources, types and types of exercises to form a potential vocabulary for students.
12. Expand the methodology of forming grammar grammar in other languages: competencies, goals and content of teaching grammar, stages of familiarization with the active minimum level of the HS, types and types of exercises for their assimilation.
13. Expand the purpose and content of the intonation training, describe the types and types of exercises for the formation of receptive and reproductive intonational skills.
14. Expand the concept of "active" and "passive" grammatical minimum. Describe the types and types of exercises for mastering the HS passive grammatical minimum.
15. Expand the methodology of forming a foreign language competence in audition: the components of competence, the purpose and content of learning, the essence of listening as a type of speech activity, the difficulty of listening, ways of presenting audio texts.
16. Describe the exercise system for listening, different ways to test the comprehension of audio texts.
17. Uncover the general and distinctive characteristics (psychological and linguistic) of dialogue and monologue speech and their consideration in the learning process. Name the functional types of dialogue and monologue.
18. Expand the methodology of forming a foreign language competence in the dialogue speech: the components of competence, the purpose and content of training, the use of

- teaching and speech situations, the system of exercises for teaching dialogical speech.
19. Expand the methodology of forming a foreign language competence in monologue speech: the components of competence, the purpose and content of training, a system of exercises for learning monolithic speech.
 20. Expand the technique of forming a foreign language competence in reading techniques: the structure of competence, the concept of "reading technique", the difficulties of learning, methods of teaching English reading techniques, types and types of exercises for teaching reading techniques.
 21. Expand the methodology of forming a foreign language competence in reading: the structure of the competence of the purpose and content of reading instruction, the peculiarities of learning different types of reading.
 22. Describe work with text to read: pretext and post-text exercises, different ways to test reading comprehension.
 23. Expand the technique of forming competencies in writing techniques: the structure of competence, the concept of "writing technique", the difficulty of learning, types and types of exercises for learning graphics and spelling.
 24. Expand the methodology of forming a foreign language competence in the letter: the purpose and content of teaching writing as a type of speech activity, a system of exercises for the study of writing.
 25. Expand the technique of forming a foreign language competence in translation / mediation: the components of competence, the purpose and content of translation training as a type of speech activity, a system of exercises for teaching translation.
 26. Expand the methodology of forming linguistic and sociocultural competence: the components of competence, purpose, content and examples of exercises for formation.
 27. Describe the organizational forms of the educational process in a foreign language. Expand the requirements for a modern foreign language lesson, a typology of lessons.
 28. Describe the structure of the foreign language lesson, the features of the lesson at different stages of study.

29. Expand the technique of controlling the level of formation of foreign communication competence: functions, objects, types and forms. Requirements for control of knowledge, skills and abilities in a foreign language, assessment of student achievements.
30. Describe the test as a means of control in the teaching of foreign languages: the concept of "test", the structure of the test, types, types of tests and methods of use.
31. Expand the purpose, content and forms of extra-curricular work in a foreign language.
32. Discover the peculiarities of planning the educational process in a foreign language: types of plans, planning of foreign language lessons at different levels of study.
33. Describe the typology of learning tools according to different criteria. Discover the benefits of using a phonogram and video recorder.
34. Discover the possibilities of using information technology in teaching foreign languages and cultures.
35. Describe the oral method of Harold Palmer: the principles of learning, the system of exercises for the teaching of oral speech.
36. Describe the methodology of reading Michael West's teaching: learning principles, text-based and post-text exercises.
37. Characterize the Charles Frisas and Robert Lado Audio Linguistic Method: Learning Principles, the System of Oral Training Exercises.
38. Describe the audiovisual method: the principles of learning; stages of training and types of exercises.
39. Describe the intensive method of teaching: the principles of the method of activation, stages of work, characteristic teaching methods.
40. Describe the communicative method of teaching: the principles of learning, characteristic teaching methods.
41. Describe the modern foreign methods of teaching foreign languages: goals, content and principles of learning.

RECOMMENDED LITERATURE

Basic

1. Vishnevsky O.I. Methods of teaching foreign languages: Teaching. manual. - K .: Knowledge, 2010. - 206 p.

2. European Recommendations on Language Education: Study, Teaching, Evaluation / Science. edit ukraine edition S.Yu. Nikolaev Translation from English - K.: Lentiv, 2003. - 273 p.
3. Kvasova O. G. The basics of testing foreign language skills and abilities. - K.: Lentiv, 2009. - 119 p.
4. Kolesnikova IL, Dolgin O. A. English-Russian terminological reference book on teaching methods of foreign languages. - SPb.: Russian-Baltic inf. Center "Blitz", 2001. - 224 pp.
5. Methodology of Teaching Foreign Languages in Secondary Educational Institutions / Кол. authors under the guidance. S. Yu. Nikolayeva. - K.: Lenvit, 2002. - 328 p.
6. Methodology of teaching foreign languages in general educational institutions: Textbook / pcs. authors L.S.Panov, I.F.Andryko, S.V.Tezikova and others. - K.: Kind. Center "Academy", 2010 - 327 pp.
7. Methodology for teaching foreign languages in general education institutions: a textbook / [Panova L.S., Andriyko I.F., Tezikova S.V., etc.]. - K.: VTS "Akademiya", 2010. - 328 p.
8. Methods of teaching foreign languages in secondary schools: Textbook / [count. authors under the guidance. Nikolaev S.Yu.] - K.: Lenvit, 1999. - 320 p.
9. Methodical counselor: forms and methods of teaching / [author-compiler Zhitnik B. O.]. - Kharkiv: Basis, 2005. - 128 p.
10. Nikolayeva S.Yu. Fundamentals of Modern Methods of Teaching Foreign Languages. - K.: Lentiv, 2008. - 285 p.
11. Normative-methodical documents of the credit-module system of organization of educational process at the Kiev National Linguistic University in 2010-2011. / Structure: Solovey MI, Shutov O.G., Sorokin SV, Maksimenko AP - K.: Kind. Center of KNLU, 2010. - 83 p.
12. Fundamentals of teaching methods of foreign languages / [Berman I. M., Buchbinder VA, Plakhotnik V. M., etc.]; ed. VA Buchbinder. - K.: Publishing house at the Kiev state university of publishing association "Higher school", 1986. - 335 p.
13. Parshikova O. O. Communicative-game method of teaching foreign language students of elementary school. - Donetsk: "Weber", 2009. - 296 p.
14. Textbooks and teaching-learning complexes in foreign languages.

15. Practice on teaching English in secondary schools: A manual. Kind. 2nd, add. and reworked. / Number authors under the guidance. S. Yu. Nikolayeva. - K.: Lentiv, 2004. - 360 p.
16. Practicum on teaching methods of the German language / Col. authors under the guidance. S. Yu. Nikolaeva. - K.: Lentiv, 2007. - 287 pp.
17. Practice on the teaching of the French language / Col. authors under the guidance. S. Yu. Nikolaeva. - K.: Lentiv, 2006. - 432 pp.
18. Programs for general education institutions and specialized schools with in-depth study of foreign languages: Foreign languages. 2-12 classes. - Perun FC, 2005 - 208 p.
19. Redko V.G. Lingvodidactical principles of teaching foreign language students of elementary school. - K.: Genesis, 2007. - 136 p.
20. Rogova G.V. Methodology of teaching English at an early stage in high school: A manual for a teacher / G.V. Rogov, I.N. Vereshchagin. - Moscow: Enlightenment, 1988. - 224 pp.
21. Rogova G.V. Methodology of teaching foreign languages in high school / G.V. Rogova, F. M. Rabinovich, T. E. Sakharova. - Moscow: Enlightenment, 1991. - 287 pp.
22. Roman SV Method of teaching English in elementary school. - K.: Lentiv, 2005. - 208 p.
23. Shchukin AN Lingvodidactic encyclopaedic dictionary. - M.: Astrel: AST Keeper, 2007. 746 p.
24. Hadfield J., Hadfield Ch. Introduction to Teaching English. - Oxford, 2010. - 176p.
25. Harmer J. The Practice of Language Teaching. - Longman, 2004 - 370 p.
26. Slattery M., Willis J. Introduction for Primary Teachers. - Oxford, 2009 - 148p.

Supplementary

27. Biligich OB Personality-activity development of a junior high school student in a foreign language lesson: Monograph. - K.: Kind. Center of KNLU, 2010. - 137 p.
28. Biligich OB Theory and practice of forming the methodical competence of the teacher of a foreign language of elementary school. - K.: Lentiv, 2006. - 200 p.

29. Borisenko NF Sam himself a methodologist or advice to studying foreign languages. - K .: "INKOS Company", 2001. - 267s.
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34. Winter I.A. Psychology of teaching foreign languages / Irina Alekseevna Winter. - M .: Enlightenment, 1991. - 222 pp.
35. Foreign languages at school: Scientific and methodological journal. - Moscow
36. Foreign languages in educational institutions: Scientific-methodical journal. - Kyiv.
37. Foreign languages: Scientific-methodical journal. - Kyiv.
38. Konysheva AV Game method in teaching a foreign language. - SPb .: Karo, 2006. - 192 p.
39. Konysheva AV Control of the results of teaching foreign language. - SPb: Karo, 2004. - 144 p.
40. Konysheva AV Organization of independent work of pupils in a foreign language. - SPb .: Karo, 2005. - 208 p.
41. Kopylova VV Methodology of design work in English lessons. - Moscow: Drofa, 2004. - 96 p.
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44. Lublin AA Teacher on the psychology of a younger schoolboy / Anna Aleksandrovna Lyublinskaya. - Moscow: Enlightenment, 1977. - 224 pp.
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48. Passov E.I., Kuzovlova N.E. A lesson in a foreign language. - Rostov N / A: Phoenix. - Moscow: Glossa-Press, 2010. - 640 p.
49. Roman SV Planning and analysis of a foreign language learning process in elementary school. - Gorlovka: GDPIIM, 2003. - 108 p.
50. Safonova V.V. Problem tasks in English lessons at school. - Moscow: Euro School, 2001. - 272 pp.
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53. Tests for all who study foreign languages / UL. GI Artemchuk, S.Yu. Nikolaev and others - K.: Lentiv, 2003. - 168 pp.
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