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Alternative methods of teaching foreign languages

Альтернативні методи навчання іноземним мовам

Summary. *The article deals with the peculiarities of the use of alternative methods of teaching a foreign language. Such technologies of training help students to develop necessary skills, increase interest in educational material, allow to make educational process more effective and individualized. The use of alternative methods in the study of a foreign language consists in application in the classroom various interactive learning tools: business games, multimedia lessons, internet communication technologies etc. In the context of language teaching, the overarching objective is to cultivate the requisite communication abilities. Alternative methods promote the solution of problems of communicative character; helps to teach students to self-discipline and successful cooperation with each other; to work in team. The main advantages of such methods is overcoming of communicative barriers, hat often occurs when students study a foreign language. Alternative teaching methods include a method of complete physical reactions, suggestive method , drama-pedagogical teaching, silent and group method. Suggestive method of learning a foreign language is based on the selective lexical material commonly used in basic vocabulary. The main idea of drama-pedagogical method is that a foreign language teacher can borrow much for his professional practice from the art and actors. The method of complete physical reaction is based on concerted action and speech, speech training through physical (motor) activity. The main advantage of "silent" method is to improve oral communication skills, overcoming fear of linguistic accuracy and correctness of teaching ideas. "Group method" – basic principles of training were borrowed from the field of customer relations with consultant: They focused on a combination of cognitive and emotional learning processes.*

Key words: *studying technologies, alternative methods, foreign language, communicative ability, teaching methods.*

Анотація. У статті розглядаються особливості використання альтернативних методів викладання іноземної мови. Такі технології навчання допомагають студентам розвивати необхідні навички, підвищують інтерес до навчального матеріалу, дозволяють зробити освітній процес більш ефективним та індивідуалізованим. Використання альтернативних методів у вивченні іноземної мови полягає у застосуванні на заняттях різноманітних інтерактивних засобів навчання: ділових ігор, мультимедійних уроків, технологій інтернет-комунікації тощо. У контексті викладання іноземної мови головною метою є розвиток необхідних комунікативних здібностей. Альтернативні методи сприяють вирішенню завдань комунікативного характеру, допомагають навчити студентів самодисципліни та успішної співпраці один з одним, працювати в команді. Основною перевагою таких методів є подолання комунікативних бар'єрів, які часто виникають при вивченні іноземної мови. До альтернативних методів навчання відносяться метод повної фізичної реакції, сугестивний метод, драматико-педагогічний, мовчазний, груповий метод. Сугестивний метод вивчення іноземної мови ґрунтується на вибірковому лексичному матеріалі, який зазвичай використовується в базовій лексичній. Основна ідея драматично-педагогічного методу полягає в тому, що викладач іноземної мови може багато чого запозичити для своєї професійної діяльності з мистецтва та акторів. Метод повної фізичної реакції ґрунтується на узгодженій дії та мовленні, тренуванні мовлення через фізичну (рухову) активність. Основною перевагою «мовчазного» методу є вдосконалення навичок усного мовлення, подолання страху перед лінгвістичною точністю і правильністю викладання думок. «Груповий метод» – основні принципи навчання були запозичені зі сфери взаємовідносин клієнта з консультантом: вони зосереджені на поєднанні когнітивних та емоційних процесів навчання.

Ключові слова: технології навчання, альтернативні методи, іноземна мова, комунікативні здібності, методи навчання.

Introduction. Knowledge of foreign language is a window to the peculiar world. Wielding this international language of dialogue, you will be able to achieve its objectives through new opportunities. Studying foreign languages acquires using different methods and techniques.

Today, “the modern stage of development of pedagogical science includes, for teaching, the use of more and more diverse and complex methods and technologies. They appear, disappear, intertwine and change. Their presence in the educational system is due to the fact that with the development of information and computer technologies, with their spread in all spheres of life, students become more and more accustomed to them, and they are no longer surprised by the presence of an interactive whiteboard, tape recorder, computer or other audiovisual training “aids” in the lesson” [8, p. 156].

The selection of contemporary teaching methods should consider the following criteria according to which methods should be used to:

– create an atmosphere in which students feel free and comfortable to encourage their interest, desire to develop practical application of a foreign language;

- encourage the students, affecting their emotions, feelings, etc.;
- create a situation in which the teacher is not the central figure, that is, the student must realize that learning a foreign language is connected with his personality and interests, instead of teaching methods and means used by teacher;
- teach students to work on their own language at the level of their physical, intellectual and emotional capabilities – both to ensure differentiation and individualization of studying process.

The result of teaching activity is “the development of the student, his personal and intellectual improvement, self-determination of the individual, the demand of the corresponding specialist not only on the national labour market, but also on the international one” [9, p. 3].

In foreign methods of teaching many works are devoted to the problem of studying a foreign language written by L. Brooks, John. Escher, T. D. Terrell, which analyze the theory and practice of intuitive learning a foreign language.

Among prominent foreign scholars who first drew attention to the ability of children to learn the language through the physical actions were J. Usher, F. Gouin, H. Palmer. Analysis of recent research and publications indicates that the national individual didactic aspects of group forms of work are reflected in the works of O. Budarnuy T. Ogo, M. Skatkina, I. Cheredova and others.

The purpose of this article is to present the theoretical basis for the use of alternative methods of teaching a foreign language.

Methodology/Methods. In the course of the research, we used the methods of descriptive analysis, generalization, synthesis, as well as social, psychological and cognitive approach. In addition to the above, comparisons of previous studies and structural-functional analysis were used.

Results and Discussion. One of the known methods of studying a foreign language is an alternative method. Alternative teaching methods are aimed at the discovery of hidden creative potential and capabilities of the individual, which help to optimize the studying process in high school. Alternative teaching methods include a method of complete physical reactions, suggestive method, drama-pedagogical teaching, silent and group method. The most prevalent approach is the frontal method of instruction, where the teacher fails to acknowledge the heterogeneity of student abilities and other subjective attributes.

The principle of individualisation of learning, or differentiation, is based on the premise that educators should focus on the specific needs of individual students. The selection and application of specific teaching methods and techniques, the assignment of homework, and the

determination of examination options are all influenced by the recognition of individual psychological peculiarities.

In the context of language teaching, the overarching objective is to cultivate the requisite communicative competence in the domains of professional communication, both orally and in writing. It is possible to teach students to communicate in a foreign language for the purpose of obtaining professional information and to understand the speech of native speakers by combining traditional and innovative methods. Among these, the principle of a communicative approach, both in teaching and in the use of teaching materials and aids, is of particular importance. The quantity of information that is available to students on a daily basis is increasing exponentially, while the number of hours dedicated to foreign language instruction in the classroom remains relatively constant. This discrepancy has led to computers and information technology becoming an integral part of students' independent work.

There are numerous reasons why this new technology is of interest to language teaching professionals and warrants their attention. The foundation of the World Wide Web is communication, and it can also facilitate direct communication with native speakers of a foreign language. The majority of students have not had the opportunity to travel abroad or interact with their foreign peers. The Internet offers a potential avenue for such interactions, albeit in a virtual format.

The Internet offers two distinct avenues for language learning: unstructured, free communication and organised, targeted communication. There are those who support the notion of acquiring a foreign language solely through this network, eschewing traditional methods such as the use of textbooks. Nevertheless, the majority of educators tend to utilise the Internet in conjunction with conventional teaching methodologies, integrating it into the learning process.

The communicative approach entails both the acquisition of linguistic rules and their practical application. The implementation of the communicative approach in foreign language teaching entails the development of skills and abilities through the student's speech activity. Communication is the transfer of information, which also encompasses the transmission of attitudes embedded in messages from both the speaker's and the listener's perspectives.

Usage of the suggestive technology in teaching English helps to discover the reserve potential of students, promote the optimization of the educational process, increase motivation to learn. Suggestive pedagogy – is a psychotherapy course in pedagogy that focuses on educational purpose of using the means of suggestion and, in turn, is divided into hypnopedia, relaxopedia and suggestopedia [6].

Suggestive method (method of suggestion) is created in the second half of the XX century in Suggestive Institute in Sofia (Bulgaria), which is named after George Lozanov its creator, a psychotherapist by profession,. This method of learning a foreign language is based on the selective lexical material commonly used in basic vocabulary. The training does not acquire to give the students a large number of lexical material, but gradually increase the amount of educational material (new words or phrases). One of the highlights of suggestive method is that it does not require the active participation of students. The mechanism of rapid studying is based on memorizing vocabulary level on visual cognition. Also suggestive method is based on a subconscious remembering, and the learning process takes place at the level of unconscious mental activity [6].

The main features of the suggestive method are to create favourable conditions for learners to master oral communication by eliminating many psychological barriers that arise during learning. The method focuses on connecting the learning process with the personal interests and motivations of the learners. A trusting relationship is established between the teacher and the students, which facilitates effective language interaction. Learning takes place simultaneously on the conscious and subconscious levels. Language material is learnt in a playful way. The learning material is presented on the basis of large polylogues, accompanied by translation into the native language of the students and lexical and grammatical comments.

It is important that learning occurs in two ways: consciously and subconsciously. The participation of conscious and unconscious functions in this process becomes organised. This is evidenced by the human capacity for not only active but also passive attention, and especially the ability to unconscious peripheral perception, which is widely used [1].

Drama-pedagogical organization of studying a foreign language is entirely focused on the action. The use of dramatic and pedagogical technology in foreign language lessons is a technique that facilitates the acquisition of the language in question by engaging the students not only in cognitive processes but also in emotional responses. Consequently, English language teaching methodologies may and should adopt techniques derived from the professional activities of actors and artists. The successful implementation of drama and pedagogical technology is contingent upon the provision of children with the opportunity to engage in a substantial amount of physical movement. This not only aligns with the developmental needs of the age group in question, but also significantly accelerates the process of learning a foreign language. The main idea of the method is that a foreign language teacher can borrow much for his professional practice from the art and actors: how to make

a simple dialogue of a textbook tense and interesting; how to create the right atmosphere; how to act out the situation and clearly articulate sounds, how to give signals with gestures and facial expressions [10].

There are some key aspects of drama-pedagogical teaching:

Students are engaged in role-playing, simulations, and improvisations, which facilitate active learning and engagement. By acting out scenarios and situations, students can gain first-hand experience of different perspectives and concepts. The utilisation of drama activities encourages students to utilise their creativity and imagination, which can enhance their problem-solving skills and ability to think outside the box. Furthermore, drama-based activities often require teamwork, fostering collaboration and improving communication skills among students. Additionally, after participating in drama activities, students often engage in discussions and reflections, which helps them to consolidate their learning and draw connections to real-life situations.

The method of complete physical response (TPR – short for the full name of the method «Total Physical Response») – a method of learning a foreign language through the use of physical movements as reaction to verbal stimuli, commands, instructions. For primary school children, this method is used as command execution, outdoor games, gestures and facial expressions illustrate certain actions and situations and so on. This method of learning is ideal for children because they have inherent desire to keep moving, to simulate dream [5].

The method of complete physical response is based on concerted action and speech, speech training through physical (motor) activity. The method is associated with the memory trace theory in psychology, according to which the more intense and fixed communications in memory, the stronger the association and more likely that they will be played. Playback can be verbally or with motor activity. The combination of verbal and motor activity increases the effect of playing [2].

TPR method is based on natural biological properties of the human brain to absorb any language. It is known that actual studying of any language is provided with that perception will precede the production of speech. There are no cases when children who are learning to speak, spoke first and then began to understand. Understanding always precedes speaking with a difference of about one year, as some methodologists say [7].

"Silent" method. Thus, one of the basic principles of "silent" method (Silent Way), developed Ghaleb Hatehno (Galeb Gattegno), is the subordination of teaching to learning (teaching should be subordinated to learning). This is determined by the "silent" role of the teacher and at the same time a great speech activity and independence of students. The teacher during this method takes the management role and the

main task is not to teach and promote the learning process. Gestures and tables are used to help students in the production of answers. In this context, language serves as a means of communication, and students are encouraged to pay close attention to the production of language learning in the communication of language. Students are given the opportunity to explore, experiment, and discover language rules and concepts independently. This approach fosters a deeper understanding and retention of the material. The Silent Way often employs various physical tools and visual aids, such as coloured rods, charts, and wall posters, to help students visualize and grasp concepts without direct verbal explanation. A significant emphasis is placed on accurate pronunciation. The utilisation of visual aids and minimal verbal cues facilitates the concentration of students on the physical aspects of speech production. Students are encouraged to self-correct and learn from their mistakes. The teacher provides minimal feedback, prompting students to identify and correct errors themselves. The Silent method encourages students to engage in critical thinking and cognitive engagement with the material, thereby promoting deeper learning and understanding.

The main advantage of this method is to improve oral communication skills, overcoming fear of linguistic accuracy and correctness of teaching ideas. Lack of constant correction by the teacher develops the students' self-awareness and self-correction, and the lack of explanation – independent generalization rules [4].

Widespread was also called "group method" (Community Language Learning – CLL), proposed by the Chicago psychology professor Charles Curran (Ch. A. Curren). Basic principles of training were borrowed from the field of customer relations with consultant (the counselor – client relationship); They focused on a combination of cognitive and emotional learning processes (whole-person learning). This involves close cooperation between teachers and learners in communicative situations. Education not as an individual but as a collective achievement. It takes place in groups of 6–12 people. This method was used in larger classes. Since CLL study group interaction takes place in a textbook is optional. Handbook sets specific learning content, and it is believed creators method constrains the development and interaction of students. Educational materials developed by the teacher in the learning process.

The following will outline the key aspects of the group method.

Students engage in collaborative discourse, problem-solving, and task completion. This collaborative environment facilitates peer learning and the sharing of knowledge. It is expected that each member of the group will contribute to the discussion, thus ensuring active participation and engagement from all students. The opportunity to engage with a

variety of perspectives and approaches through group work enables students to gain a deeper understanding and develop critical thinking skills. Group work facilitates the development of essential social skills, including communication, teamwork, and conflict resolution. Students are encouraged to assume responsibility for their own contributions and to hold each other accountable for the group's progress and outcomes. Group tasks frequently necessitate the resolution of complex problems, thereby encouraging students to engage in deep and collaborative thinking. Group activities may include discussions, projects, case studies, role-playing, peer teaching, and collaborative research. The diverse range of activities employed ensures that students remain engaged and allows for the accommodation of different learning styles.

A discussion is a type of oral public speech that is designed to elicit a response from the audience. The term "discussion" is used to describe a process of questioning and answering, as well as discussing a problematic situation, political and philosophical disputes. The term "discussion" is often used to describe a debate in which participants express, supplement and clarify information and opinions. A classroom discussion is a structured and organised exchange of ideas and assumptions with the objective of reaching a collective understanding.

Key aspects:

- Active Engagement: Encourages students to actively participate and express their ideas.
- Critical Thinking: Promotes the development of critical thinking and reasoning skills.
- Language Practice: Provides opportunities for students to practice speaking, listening, and, to some extent, reading and writing.
- Interaction: Facilitates interaction among students, helping them to learn from each other.
- Real-life Contexts: Uses real-life topics and issues, making learning relevant and practical.

All students are expected to contribute to the process of organising the discussion. On occasion, discussions may arise spontaneously during a class period. However, more typically, they are prepared in advance and take the form of debates, where both sides present their respective points of view. The teacher employs this technique with the intention of assisting students in reaching the appropriate and necessary conclusions.

One of the ways to create a communicative situation is role-playing, which contribute to the realization of interpersonal communication students in class. Role play focuses on students planning personal verbal behavior and predict the behavior of the interlocutor. Role play involves the element of transformation of the student representative in a social

game, profession, etc. Because of this role-playing games are often perceived by students as the reality: students take out opportunities for self-expression, which is carried out within these roles. Each player acts as part of the social environment and the other shows the pattern in which he/she can try their own or group behavior. The ultimate goal of the role play is practicing communication skills and abilities. Participants role-play not only make posts on a particular topic, but also naturally come into the conversation, trying to maintain her interest in others, discussing different points of view, everyone wants to express their views, and so the conversation is relaxed, that actually and is a realization communicative approach [3].

Conclusions. Therefore, use in learning a foreign language alternative technologies shows that the whole complex of important problems is effectively solved with their help: activation of the learning process, giving it a creative nature; acquisition by students of experience of foreign-language communication in the context of real life; development of cognitive motives; increase of educational progress of students. The drama method stimulates creativity and makes learning fun, but requires preparation and creativity.

The group method develops communication and social skills, but can be difficult to monitor the progress of each student. The silent method promotes learner autonomy and critical thinking, but requires high motivation and self-organisation. The Total Physical Response (TPR) method, or the Whole Kinaesthetic Learning Method, is an effective and popular approach to learning English, especially in the early stages of learning. This method is based on the idea that physical activities help learners to learn new words and phrases better. Using discussion as a method of teaching English can be highly effective in improving language skills and building confidence among students. It promotes active engagement, critical thinking, and practical language use. However, it requires careful planning and facilitation to ensure all students benefit equally. By following best practices, teachers can create a dynamic and inclusive learning environment that harnesses the power of discussion to enhance language learning. The choice of method depends on the learning objectives, the level of the students and the resources available.

The study on the utilisation of alternative pedagogical approaches in the teaching of foreign languages is regarded as a promising area of enquiry.

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