

знания как предпосылку для успешной межкультурной коммуникации с иностранными деловыми партнерами.

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Стешин Інеса Олександрівна,

Тернопільський національний економічний університет

SOME ASPECTS ON THE SILENT WAY IN TEACHING FOREIGN LANGUAGES

The **Silent Way** originated in the early 1970s and was the brainchild of Caleb Gattegno who is best known for his innovative approaches to teaching and learning mathematics, foreign languages (The Silent Way) and reading (Words in color). The Silent Way belongs to the tradition, which views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a listener.

1. What are the goals of teachers who use the Silent Way? Students should be able to use the language for self-expression – to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher,

to develop their own inner criteria for correctness. Students become independent by relying on themselves.

2. What is the role of the teacher? What is the role of the students? The teacher is a technician or engineer. “Only the learner can do the learning”, but the teacher, relying on what his students already know, can give what help is necessary, focus the students’ perceptions, ‘force their awareness’, and ‘provide exercises to insure their facility’ with the language. The teacher should respect the autonomy of the learners in their attempts at relating and interacting with the new challenges [1, c. 55-59]. The role of the students is to make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to the learning task, and to actively engage in exploring the language. No one can learn for you, Gattegno would say; to learn is our personal responsibility. As Gattegno says, “The teacher works with the student; the student works on the language” [1, c. 14].

3. What are some characteristics of the teaching/learning process? Students begin their study of the language through its basic building blocks, its sounds. These are introduced through a language-specific sound-color chart. Relying on what sounds students already know from their knowledge of their native language, teachers lead their students to associate the sounds of the target language with particular colors. Later, these same colors are used to help students learn the spelling that correspond to the sounds (through the color-coded Fidel Charts) and how to read and pronounce words properly (through the color-coded words charts). The teacher sets up situations that focus student attention on the structures of the language. The situations sometimes call for the use of rods and sometimes do not; they typically involve only one structure at a time. With minimal spoken cues, the students are guided to produce the structure. The students receive a great deal of practice with a given target language structure without repetition for its own sake. They gain autonomy in the language by exploring it and making choices.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction? For much of the student-teacher interaction, the teacher is silent. He is still very active, however – setting up situations to ‘force awareness’, listening attentively to students’ speech, and silently working with them on their production through the use of nonverbal gestures and the tools he has available. Student-student verbal interaction is desirable (students can learn from one another) and is therefore encouraged. The teacher’s silence is one way to do this.

5. How are the feelings of the students dealt with? The teacher constantly observes the students. Also, through feedback sessions at the end of lessons, students have an opportunity to express how they feel. The teacher takes what they say into consideration and works with the students to help them overcome negative feelings which might otherwise interfere with their learning.

6. How is the language viewed? How is culture viewed? Each language also has its own unique reality, or spirit, since it is the expression of a particular group of people. Their culture, as reflected in their own unique world view, is inseparable from their language.

7. What areas of language are emphasized? What language skills are emphasized? Since the sounds are basic to any language, pronunciation is worked on from the beginning. It is important that students acquire the melody of the language. Vocabulary is somewhat restricted at first. All four skills are worked on from the beginning of the course.

8. What is the role of the students' native language? Meaning is made clear by focusing the students' perceptions, not by translation. The students' native language can, however, be used to give instructions when necessary, to help a student improve his or her pronunciation, for instance.

9. How is evaluation accomplished? Although the teacher may never give a formal test, he assesses student learning all the time. Since 'teaching is subordinated to learning', the teacher must be responsive to immediate learning needs. The teacher does not praise or criticize student behavior since this would interfere with students' developing their own inner criteria. The teacher looks for steady progress, not perfection.

10. How does the teacher respond to student errors? Student errors are seen as a natural, indispensable part of the learning process. Errors are inevitable since the students are encouraged to explore the language. The teacher uses student errors as a basis for deciding where further work is necessary. The teacher works with the students in getting them to self-correct.

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*Фещук Алла Михайлівна,
Національний технічний університет України
«Київський політехнічний інститут»*

ВИЩЕ ІНШОМОВНОЇ ПРОФЕСІОНАЛІЗАЦІЇ У ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ МАЙБУТНІМ ФАХІВЦЯМ З ПРИКЛАДНОЇ МЕХАНІКИ

На сучасному етапі реформування системи вищої освіти України розглядається широкий спектр проблем, серед яких важливе місце посідає іншомовна підготовка, яка є невід'ємною складовою професійної підготовки, що сприяє формуванню висококваліфікованого фахівця, здатного конкурувати на вітчизняному та світовому ринках праці.

Розглядаючи дані питання, необхідно враховувати той факт, що зміни у системі вищої освіти тісно пов'язані зі змінами, що відбуваються в сучасному інформаційному суспільстві, акцентуючи увагу на формуванні фахівця нового