

До критеріїв відбору лексичних мінімумів Р. К. Міньяр-Білоручева, які ми взяли за основу, відносяться частотність, розповсюдженість у спеціальних текстах, семантична цінність [1], функціональність, комунікативність та системність, які передбачає, що лексичні одиниці повинні відбиратися у межах семантичних систем, які складаються з ядра семантичного поля і семантичної периферії [3, с. 198].

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TANDEM-METHOD AS A NEW PERSPECTIVE METHOD OF TEACHING FOREIGN LANGUAGES

Modern changes in educational system determine the necessity of educating a new type of person that is ready for constant self-development and self-studying. We consider that tandem-method is one of the most productive and effective alternative method of teaching foreign languages and culture. Tandem-method is a way of learning foreign language while two partners with different native languages are working in pairs [2]. The main aim of tandem is to study partner's language in a situation of real or virtual communication. Learning a foreign language in tandem, the representatives of two different cultures and languages work together in order to:

- improve their communicative ability in their partner's mother tongue;
- get to know each other better, learn about partners' cultural background;
- benefit from their partner's knowledge and experience.

Language exchange in tandem allows to establish a close and informal relationship with students of the same age, to discuss topics they both consider interesting. This communicative context tends to increase students' motivation as they can check that they are capable of using the target language to communicate with native speakers, and they have more freedom to deal with the topics so they

become more self-confident and autonomous learners and strive to progress in their learning.

As it has been already mentioned, tandem-method is characterized by two main principles:

- reciprocity;
- individual autonomy.

The principle of reciprocity means that each participant receives the same benefits from interaction and mutual learning. Language learning in tandem occurs in a learning partnership, to which each partner brings certain skills and abilities which the other partner seeks to acquire and in which both partners support each other in their learning. The mutual interdependence between the two partners demands equal commitment in such a way that both benefit as much as possible from their working together.

The principle of personal autonomy is based on the fact that each partner is responsible for his/her own learning. Each decides what they want to learn, how and when, and what sort of help is needed from their partner.

It is possible to say that studying in tandem is one of the most perspective directions based on self-learning and self-development. The main features of this method are the following:

1) Roles of partners in tandem-course. While in most learning contexts, learners and teachers' roles are distinct, in tandem both roles are carried out alternatively.

2) Relationship between partners. Classroom relationship is often described as asymmetrical (teacher-student) or symmetrical (student-student). During each lesson each partner can play both roles: the role of language expert and the role of learner. It helps to avoid negative consequences of asymmetry between the less and more proficient speakers that may induce feelings of inferiority, fear of error, shyness.

3) Intrinsic motivation device. In addition to their internal and external motivations, each student is well-motivated by the tandem self-regulating mechanism.

4) Pleasure of intercultural interaction. Intercultural interaction may include sense of humor, emotions and getting pleasure from experience exchanging, as well as negative feelings of tension, frustration, irritation and even anger [1].

Thus, we believe that the organization of learning in the bilingual environment based on the tandem method will contribute to the formation of intercultural and linguistic competences. All in all, foreign language learning is an active process, in which learners should not only acquire the grammatical and phonological features of studying language, but they should also be aware of the way people live and behave inside the target language community. Once the learner is able to recognize differences and similarities between the native and the target languages and benefit from this knowledge, he/she becomes a more critical, reflective and autonomous learner.

Литература