

PROBLEMS OF LANGUAGE ACQUISITION ON DIFFERENT LEVELS OF PEDAGOGICAL PROCESS

Bogun M.V.

*Candidate of Philological Sciences, teacher,
Kharkiv National Medical University.*

Abstract. *The article focuses on the problems of effectiveness of foreign language teaching on the basis of a combination of teacher's skills and individual approach to each student.*

Key words: *information, practice, ESP, acquisition, motivation.*

ПРОБЛЕМИ ОВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ НА РІЗНИХ РІВНЯХ ПЕДАГОГІЧНОГО ПРОЦЕСУ

Анотація. *Стаття присвячена проблематиці ефективного викладання іноземної мови на фундаменті поєднання здібностей викладача та індивідуального підходу до кожного студента.*

Ключові слова: *інформація, практика, ESP, оволодіння іноземною мовою, мотивація.*

On the way to a good command of foreign languages there are a number of obstacles. Each of them must be overcome by each teacher together with his students.

Usually students underestimate their knowledge and abilities. They usually do not believe in themselves and this reduces their motivation. Scientists know that everyone is talented enough to study any language.

If we try to define the language itself we will get the following:

Language is the information, a huge number of connections "the sign <-> the meaning" (this concerns not only language but also grammar: the location of words is also a sign).

Language is a skill of instant operation of connections "sign <-> meaning" which are already known (in the form of specific phrases). You may compare the language with mathematics and natural sciences. In the science tasks require original often complicated answers: original combination of existing knowledge into new and unique knowledge. The language requires ready simple solutions: phrases that have already been heard and used many times. This is what makes the language a skill. And we are not considering the level of mastery, which allows you to create outstanding literature, because the task is to learn how to use usual language and not become William Shakespeare.)

Scientists proved that the language is available to anyone. First of all, any skill is mastered through repetition. And if the creation of innovative solutions in sciences may is not be available to everyone, the use of ready-made solutions in the form of linguistic formulas after remembering them for repetition, is obviously available to everyone. Also, we all are biologically identical species and it is logical that the talent for languages formed by evolution manifests itself in similar way.

Indeed, although it is believed that Arab or Japanese are difficult languages, the people of these nationalities, no matter how incompetent they are, may perfectly know their native languages. The fact that they learnt them in the childhood does not change anything: less "plasticity" of the brain and lack of time in the adults can be compensated with the effective organization of education.

The statement about the availability of languages is not obvious, because at first glance, everyone thinks that there are more difficult languages and less difficult ones. The famous Hungarian translator and a great polyglot Kato Lomb proved that Different structure of languages (for example, differences in writing) and their closeness to a mother tongue may produce different speed of their mastery at different levels, but as a result approximately the same time is necessary to achieve a good level of any language [2].

A good teacher should always help his students to overcome different obstacles and motivate them enough to study any language they require. The fact is that all the students are talented enough to study it.

Another problem is insufficient attention to the practice. For teachers it is better not focus on textbooks and programs, this decreases motivation.

In fact, more than 99% of training is the practice. No practice – no study. In our case practice means reading, listening, writing and speaking. The practice is opposed to the theory, the study of theory is understanding of grammar rules, new words, and specialties of the language.

If the language is the information (connection "sign <-> meaning"), then the language is a skill. Every connection is necessary to understand information for the first time and to fix in one's memory by repetition. We have every reason to believe that good knowledge of the language requires the information contained in one textbook and one dictionary. To read them to get some knowledge several days but to learn a language takes several years. Why? Because this is fixing in memory by the way of repetition of the information read once. Such information becomes a skill that way.

Practice is the only true form of repetition studied before because exactly the practice is a repetition of what really is important to remember, that is exactly that this meaning in all its details, drawn from all related context is associated exactly with the names that sign, which is not simply for example, a word but a word surrounded by other words.

Thus, if we are talking about a separate connection (a word, for example), then the sequence of its mastery means an initial understanding, repetition in practice. If we are talking about learning the language as a whole, training priorities are repetition in practice, primary understanding of the new.

For students it is necessary to practice 99% of all their language study. Dictionaries, textbooks and reference books should be used simultaneously, but only if they are really necessary, or systematically, but little by little.

Will is always considered a necessary aspect of a character of an excellent student, especially medical one. But abusing it will lead to its rapid exhaustion and inability to continue working.

In fact, the will cannot act as the main aid to study. A person with strong willpower will assert decisions even in the face of strong opposition or other contradictory indicators. The will is the ability to suffer discomfort, pursuing a desired goal. For example, you suffer the discomfort from the study or reading a textbook to learn the desired language. Will is a valuable and relatively quickly expiring resource. So it cannot be relied on during long language study.

The absence of permanent pleasure during the study of languages psychologically makes it impossible to study long enough. Of course, students always complain of the "lack of time" or "lack of motivation", but in fact the main root cause here is no fun and pleasure.

It turned out that pleasure is the only real engine of study, because this engine is working through the whole period of study, means emotional involvement that improves memorization and better concentration, which makes learning more effective.

Primarily pleasure means interesting practice for anybody personally. And the language is only the key opening access to something valuable for any person.

The pleasure is also in the language itself in its structure and its "music". But these sources of pleasure do not fit all people. Firstly, not everybody is a linguist in the soul. Secondly, often the most practically interesting language is not the most interesting in its structure and its "music". For the teachers it is necessary to concentrate on those training materials which are the most interesting in revealing the language for each student. Interest is more important here than accuracy and completeness of the presentation.

It should be advised to the students to find out what interesting things become available due to the language study and concentrate on it. This may cover medical articles, biology studies or educational movies. Then the training will become an integral part of their enjoyment of life and lack of motivating will be almost compensated.

The tasks should not be difficult, because then the pleasure will disappear. You cannot watch professional medical movie having A-level of language knowledge.

Another problem of language acquisition is inefficient distribution of time between listening, reading, writing and speaking. This slows down the progress, and consequently reduces motivation. It's recommended that on the first stages of study the beginners should give 50% of their time to reading and 50% to listening. As the students does progress writing should be added and a bit later speaking. At the higher levels of the language study all four aspects should come to 25% equally. Personal corrections are possible if a student prefers reading or anything else more and it brings him satisfaction.

Sometimes students pin hopes on their teacher. This means that a teacher should take their responsibility what results in reduction of amount of work and the risk to follow an ineffective way (there is no guarantee that a teacher knows effective one).

Study is a personal experience. Teacher cannot do it for a student.

Often a teacher suggests the way which is effective for his personal experience and this may not fit everybody. A good teacher must make the study effective for each student. So a student should always be ready to ask for the following: to check his writing and indicate errors in his speech. It is the most important thing to ask for.

A student may ask a teacher to recommend him some dictionaries, computer applications, interesting resources. There are plenty of them and it is ineffective to try to examine them without proper experience. The teacher should not be boring and meetings with him should support the student on his way.

Also ignoring the main measure of progress, the vocabulary may lead to unconscious reduction of effectiveness and in future reduction of motivation.

Increase of vocabulary is a necessary and sufficient sign of progress, because it means that the extent of practice is growing. Only bigger extent of practice allows having a larger volume of vocabulary in memory. The practice is the part of study. Following the growth of vocabulary is very motivating. There are services that help in this. For example, regular testing with the service "Test Your Vocabulary" will help to do it during one's study of English.

Proficiency of a teacher will not allow to ignore theory at an advanced level. In fact all the details of the language must be specifically studied. But at the advanced level, reading a textbook will be very easy and even pleasant. Grammar should be studied properly, the students may find their own method of organization of repetitions – some students may use the cards to revise, some may read adapted texts, some may go abroad. The students may define their priorities in listening, reading, writing and speaking, and communicative approach may be useful for some students and for others it may be totally ineffective. The use of bilingual dictionaries is important.

References

1. Scott Alkire. Kató Lomb's Strategies for Language Learning and SLA Theory. <http://www.lingua.org.uk/lomb.alkire.html>.
2. Polyglot : how I learn languages / Kató Lomb. — 1st English ed.—215 pp. <http://www.tesl-ej.org/books/lomb-2nd-Ed.pdf>