

perceived by people in different cultures, according to their age and social and life experience; as systems of values that theoretically exist in the sphere of morality, ethics, spirituality, culture of a person and the society; as supreme social value, which facilitates the emergence of other values; as a phenomenon of culture of a person and the society. The phenomenology of human values of a personality, methodological grounds of education determinants, the principles and laws of educating human values in students of classical universities help identify the processes of axiologically structured personality formation and study further various theoretical assumptions of psychological and pedagogical patterns of forming human values in the modern phase of classical universities functioning in Ukraine.

Keywords: phenomenology, values, human values, classical university, educational process, professional training, students.

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TOPICALITY OF INTEGRATED APPROACH TO INTENSIVE FOREIGN LANGUAGE TEACHING

The research substantiates topicality of applying integrated approach to intensive foreign language teaching. Methodological principles of intensive foreign language teaching and their relationship with methodological principles of integrated approach to learning have been found. It is concluded that the vision of intensive foreign languages teaching through the prism of integrated approach to educational process can provide accelerated mastering of foreign languages and their applications in various fields of learning, can combine lecture knowledge and practical experience.

Keywords: intensive teaching, integrated approach, methodological principles, topicality.

Problem statement. Globalization as a fundamentally new state of international cultural relations demands from modern education acquisition of new traditions associated with global civilization changes. In its turn, high technology, information society, mobility at work and acceleration of socio-political processes require from education the construction of educational models that would promote a more balanced, coordinated training and rapid learning.

In our study a new approach to learning a foreign language is considered to be an important aspect of modern education, because it is the possession of the largest possible number of foreign languages that provides people with the opportunity to find, collect, organize, compare, analyze and synthesize information from a variety of industries on various topics, fully presented by various media means. In this context, intensive foreign languages teaching through the prism of integrated approach takes on a new topicality. Such interaction can provide accelerated mastering of foreign languages and their applications in various fields of learning, combine lecture knowledge and practical experience, strengthen the knowledge acquired during training at the university through their use in real life situations outside an educational institution.

Review of recent researches and publications. The term “intensive teaching” was first proposed by the Bulgarian scientist Georgi Lozanov in the context of foreign language teaching. That was him who established Research Institute of Suggestology in 1966 in Sofia. Lozanov’s followers were G. Kitaygorodskaya, J. Schechter, A. Leontiev, N. Smirnova, L. Gegechkori, V. Petrusynskiy and others. They created their own methods of teaching foreign languages, containing the elements of Lozanov’s technique.

In its turn, for the first time a pedagogical problem of integration was formulated much earlier. Jan Amos Comenius pointed out that students in the learning process should acquire rather knowledge system than fragmentary information. Later, various aspects of integration were examined in educational works of J. Locke and J. Pestalozzi, who stressed the importance of generalization, ordering, systematization and integration of school knowledge [3].

Such scholars as Y. Abramov, J. Bim, S. Bodnar, M. Ivanchuk, I. Zverev, L. Zenya, A. Kotkovets, R. Martynov, E. Makhmutova, L. Orel, E. Polat, N. Serdyukov, M. Smirnov, M. Sova, E. Sukharevskaya, Yu. Tyunnykov, T. Kholostova, V. Fomenko, W. Black and others considered problems of integrated teaching of foreign language. Summarizing their achievements, it should be

mentioned that they defined integration as a union of several subjects into one in which scientific concepts are connected by general content and methods of teaching.

It should be noted that intensive foreign language teaching within integrated approach was left out of sight of these scientists that allows us to update the study of this problem.

The purpose of the article is to justify the relevance of applying integrated approach during intensive foreign language teaching.

Major content. The concept of “intensive teaching” is associated primarily with the names of psychotherapists Georgiy Lozanov and practitioner Galina Kitaygorodskaya.

The foundation of learning process according to the method of intensive teaching is to communicate in a foreign language, which is both the purpose of teaching and the primary means and the condition of its attainment. Communication in a foreign language penetrates the entire learning process. Qualitative originality of the method of intensive teaching is that a communicative goal in it has become a reality. As a result, a targeted and efficient technology of teaching has appeared, within which adequate mechanisms for communication have been developed [4].

In order to fully understand the strategy of intensive teaching it is necessary to highlight certain methodological principles on which this study is based. But before considering the aforementioned principles shall we focus on integrated approach to teaching. After all, we are interested in whether intensive foreign language teaching within integrated approach is topical and, accordingly, whether the implementation of these principles within it is actual.

Thus, integration is a process of interpenetration of structural elements of different fields of study, accompanied by generalization and complexity of knowledge. The phrase “integration of teaching” is interpreted as “selection and union of educational material on various subjects with the aim of a holistic, comprehensive and systematic study of important cross-cutting themes; it is creation of an integrated learning content of the subjects that would be combined in a single unit of knowledge from different fields”. This approach does not break the logic of each school subject and at the same time provides the potential interaction between them [2].

As aptly noted by Y. Abramova, a foreign language, like no other discipline, is open to many interdisciplinary connections to use information from other disciplines [1, p. 97].

The main methodological principles that ensure integration while teaching foreign languages are: constant correlation of theoretical knowledge with its use; language skill in the system of mastering a language is not an aim in itself, but an important means of formation, expression and improvement of a thought; active nature of learning: mastering the language is to become an active process which will provide organic combination of all

four types of speech activity – listening, hearing, reading and writing; language skills, speaking skills and abilities should be considered either as a component or a condition of developing training [3, p. 50].

Let us try to follow if the main methodological principles of integrated education contradict methodological principles of intensive foreign language teaching.

The methodological principles of intensive teaching are: the principle of collective cooperation, the principle of person-centered communication; the principle of role organization of the educational process; the principle of concentration in the organization of educational material and training process; the principle of exercises multifunctionality [5].

In our opinion, the principle of collective cooperation and the principle of person-centered communication do not contradict, but are also closely linked with all the principles of integrated education.

The principle of collective cooperation is the leading one in the method of activation which is the most famous method in intensive teaching technique. This principle binds the purpose of learning and education, describes the means, methods and conditions of the educational process. The educational process, which is based on this principle, is characterized by students’ active communication with others, thus, broadening their knowledge, improving their skills, creating optimal interaction among them, forming collective relationships, which are the conditions and means to enhance learning efficiency. Group training contributes to occurring of additional social and psychological incentives for training in a personality. Moreover, the activation of communication between the participants of the educational process leads to faster information exchange, transfer and assimilation of knowledge, accelerated formation of skills and abilities [5].

Thus, the principle of person-centered communication is based on influence of the character and style of communication on implementation of educational purposes. In a dialogue everyone is both the one who influences, and the one that falls under the influence [5]. In communication a permanent relationship of theoretical knowledge with their use takes place. Communication is a fundamental characteristic of collective activity and of individual’s activity in a team. The team gives the opportunity not just to learn language knowledge (as an end in itself), but to form, express and improve opinions [5]. In addition, knowledge of other people while communicating provides active character of learning, which will provide organic combination of the four types of speech activity – listening, hearing, reading and writing.

Similar relationships of methodological principles of integrated education can be traced to the principle of role organization of the educational process, which requires constantly active subjects of communication (all students), who are not only limited to the perception of a message, and the reaction to it, but also try to express their attitude to it. Thus, there takes place a relationship of theoretical knowledge with its use; mastering a language

is an active process in which the roles and masks in the group are more conducive to the improvement of expression and opinion.

The principle of concentration in the organization of educational material and training process is not only qualitative but also quantitative characteristic of the intensive method. The concentration can be seen in various aspects: concentration of learning hours, concentration of educational material [5]. In our opinion, a great richness and density of communication, work diversity provided by this principle promote organic combination of the four types of speech activity – listening, hearing, reading and writing and, again, provide a steady relationship with theoretical knowledge and its application.

The principle of exercises multifunctionality reflects specific system of exercises in the technique of intensive teaching. In our opinion, it is connected with the principle of integrated education, which claims that language knowledge, speaking skills and abilities should be considered both as a component and a condition of developing education. In accordance with the principle of exercise multifunctionality, speaking skills formed in non-linguistic terms are poor. Therefore, the most productive approach to learning a foreign language is considered to be the one that provides simultaneous and parallel mastery of language material and speech activities [5]. Here again we can talk about the correlation of this principle with the other principles of integrated education, because we are back to communication, which provides a perma-

nent relationship of theoretical knowledge with its use, the active character of learning (organic combination of the four types of speech activity) and that the language knowledge in mastering system is an important means of opinion formation, opinion expression and opinion improving. Exercises multifunctionality allows to realize this approach. In the system of intensive training technique the use of every single grammatical form is carried out with a series of exercises where, in changing situations, the same communicative intent is implemented. Thus, any exercise is monofunctional for students but it is always multifunctional for a teacher [5].

Conclusions. Analysis of methodological principles of intensive teaching and their relationship with methodological principles of integrated approach allows us to assert the consistency and relevance of the construction of intensive foreign language teaching process on the basis of integrated approach.

In our opinion, it is the vision of intensive foreign language teaching through the prism of integrated approach to educational process organization which can provide accelerated mastering of foreign languages and their applications in various fields of learning, combining lecture knowledge and practical experience, strengthening knowledge acquired during training at the university through their use in real situations outside educational institutions.

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АКТУАЛЬНІСТЬ ІНТЕГРОВАНОГО ПІДХОДУ ДО ІНТЕНСИВНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

Дослідження доводить актуальність використання інтегрованого підходу до інтенсивного навчання іноземної мови. Розглянуто методичні принципи інтенсивного навчання іноземної мови та їх відношення до методичних принципів інтегрованого підходу до навчання. Основними методичними принципами, що забезпечують інтеграцію в процесі навчання іноземної мови, є наступні: постійний взаємозв'язок теоретичних знань з їх використанням; мовні знання в системі опанування мови не є самоціллю, а є важливим засобом формування, вираження та вдосконалення думки; активний характер навчання: опанування мови повинно бути активним процесом, який забезпечить органічне сполучення всіх чотирьох видів мовленнєвої діяльності – слухання, аудіювання, читання та письма; мовні вміння, мовленнєві вміння та навички повинні розглядатись як умова та компонент розвиваючого навчання. Методичними принципами інтенсивного навчання є наступні: принцип колективної взаємодії, принцип особистісно зорієнтованої комунікації, принцип ролєвої організації навчального процесу, принцип сконцентрованості організації навчального матеріалу та навчального процесу, принцип поліфункціональності вправ. Було виявлено, що зазначені принципи не суперечать один одному. Таким чином, можна зробити висновок, що бачення інтенсивного викладання іноземної мови через призму інтегрованого підходу до навчального процесу може забезпечити прискорене опанування іноземних мов і їх застосування в різноманітних галузях навчання, може поєднати знання, отримані на лекціях, із практичним досвідом.

Ключові слова: інтенсивне навчання, інтегрований підхід, методичні принципи, актуальність.

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АКТУАЛЬНОСТЬ ИНТЕГРИРОВАННОГО ПОДХОДА К ИНТЕНСИВНОМУ ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ

Исследование подтверждает актуальность применения интегрированного подхода к интенсивному обучению иностранным языкам. Были рассмотрены методические принципы интенсивного обучения иностранным языкам и их отношение к методическими принципами интегрированного подхода к обучению. Основными методическими принципами, которые обеспечивают интеграцию в процессе обучения иностранным языкам, являются следующие: постоянная взаимосвязь теоретических знаний с их использованием; языковые знания в системе усвоения языка являются не самоцелью, а важным средством формирования, выражения и совершенствования мысли; активный характер обучения: освоение языка должно стать активным процессом, который обеспечит органичное сочетание всех четырех видов речевой деятельности – слушания, аудирования, чтения и письма; языковые знания, речевые умения и навыки должны рассматриваться как условие и компонент развивающего обучения. Методическими принципами интенсивного обучения являются следующие: принцип коллективного взаимодействия, принцип личностно-ориентированной коммуникации; принцип ролевой организации учебного процесса; принцип сконцентрированности организации учебного материала и учебного процесса; принцип полифункциональности упражнений. Было выявлено, что обозначенные принципы не противоречат друг другу. Отсюда следует вывод, что видение интенсивного преподавания иностранных языков через призму интегрированного подхода к учебному процессу может обеспечить ускоренное освоение иностранных языков и их применение в различных областях обучения, может объединить знания, полученные на лекциях, и практический опыт.

Ключевые слова: интенсивное обучение, интегрированный подход, методические принципы, актуальность.

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