

MODERN METHODS OF TEACHING ENGLISH IN HIGH TECHNICAL SCHOOLS OF POLAND

СУЧАСНІ МЕТОДИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ У ВИЩИХ ТЕХНІЧНИХ ШКОЛАХ ПОЛЬЩІ

The modern methods of teaching English in high technical schools of Poland have been analyzed in the article. The content of the definitions "method" and "teaching method" has been disclosed. The factors that contribute to successful English language teaching in Polish high technical schools have been revealed. The necessity of implementation of educational technologies in teaching English process has been grounded. Three groups of pedagogical techniques have been defined and characterized.

Key words: teaching English, methods, Poland, pedagogical technologies, high technical school.

викладання англійської мови. Виокремлено та охарактеризовано три групи педагогічних технологій.

Ключові слова: викладання англійської мови, методи, Польща, педагогічні технології, вища технічна школа.

В статье проанализированы современные методы преподавания английского языка в высших технических школах Польши. Раскрыто содержание понятий «метод» и «метод обучения». Определены факторы, способствующие успешному преподаванию английского языка в высших технических школах Польши. Доказана необходимость внедрения педагогических технологий в процесс преподавания английского языка. Выделены и охарактеризованы три группы педагогических технологий.

Ключевые слова: преподавание английского языка, методы, Польша, педагогические технологии, высшая техническая школа.

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У статті проаналізовано сучасні методи викладання англійської мови у вищих технічних школах Польщі. Розкрито зміст понять «метод» і «метод навчання». З'ясовано чинники, які сприяють успішному викладанню англійської мови у вищих технічних школах Польщі. Обґрунтовано необхідність упровадження педагогічних технологій у процес

Target setting. The desire of the modern teacher to optimize the learning process of foreign languages, in particular English, led to the emergence of new and improved existing pedagogical technologies.

Pedagogical technologies of teaching foreign languages are considered by Polish scholars as a systematic, normative, conceptual description of the activities of a teacher and a student, aimed at achieving a general purpose goal. In practice, the teaching of English at higher technical schools in Poland applies traditional, innovative, information and communication technologies, based on the development of active cooperation between students and faculty. Thus, teaching English is impossible without the selection of effective methods.

Actual scientific researches and issues analysis. Many Polish and Ukrainian researchers and educators examined this problem. Among the scholars in Poland, this issue was studied by E. Bandura, K. Bartnitska, D. Obidnyak, M. Pomorska and others. Such Ukrainian scholars as O. Komar, R. Martynova, L. Pukhovska and others considered the methodical aspects of teaching in their scientific papers.

Uninvestigated parts of general matters defining. The process of teaching English at the technical high schools in Poland involves filling each lesson with a specific content. Thus, this fact requires the use of appropriate effective teaching methods which affect the quality of material mastering. So, **the research objective** is to describe modern, effective methods of teaching English at higher technical schools in Poland.

The statement of basic materials. In the Polish method of teaching foreign languages the notion of "teaching method" is used in a broad and narrow sense. In the broad sense, it's a principal direction in learning, and in the narrow sense, it's one of the ways of teaching [5, p. 56–61]. Polish researcher H. Komorowska considers the teaching method as "an orderly way of teachers' and students' activity, aimed at effectively solving educational and educational tasks" [5].

Polish teacher E. Dzherzhavska characterizes the method of teaching as "the tool of the teacher's activities aimed at implementing the leadership functions – teaching" [2, p. 9]. Polish scientist A. Bartmanska treats "method" in the general sense as "a way to achieve the goal as a direction in a study that defines the strategy of the teacher's educational activity" [1, p. 212]. A Polish explorer D. Obidnyak considers the method as a "system of interrelated actions of the teacher and students, which provide assimilation content of educational material" [8].

In Ukrainian methodical literature, the term "teaching method" is interpreted as "a direction in learning that defines goals and objectives of learning, as well as ways and means of achieving a certain goal in accordance with the conditions and stage of employment" [13, p. 286]. From this definition it follows that the teaching method gives an idea of the general strategy of learning, of dominant ideas, solving the main methodological task which is the essence of the method.

The method of training is usually determined by the curriculum and by the textbook, as well as other materials which characterize the content, sequence

of presentation and distribution of educational material. It is necessary to note, that there aren't the concepts of methods and approaches to learning foreign languages in the Polish methodology literature. Polish scholars only use the term of "teaching method". Polish researcher T. Krzechovsky observes that in the methodical literature on the teaching of foreign languages the terms "approach" and "method" can be used in parallel [6]. As evidence of it, there are two lists of methods, which were compiled by him on the basis of the analysis of the methodological literature. The terms of the first list is united by the definition "approach".

Here is a list of them: situational teaching of the language; audio-lingual method; communicative-oriented teaching of language; approach of complete physical reaction; natural approach; approaches based on teaching styles; eclectic approach to language learning.

The terms of the second list refer to the term "method": the cycle of studying the language; complete physical reaction; science through advice; direct method [10].

In the process of teaching foreign language, Polish teachers use a combination of methods depending on the level of the students, the subject being studied, the learning stage of the study material, type of study, specifics of English (general English or English for specific purposes). In view of this, we have grouped the methods of teaching foreign languages.

The first group included traditional teaching methods, as well namely: communicative, grammar-translational, audio-linguistic, direct, group, constructivist and project method.

The second group includes modern (innovative) methods. Method of questions and answers of the Academy of Sciences is a specially developed one system of repetitions and questions, which helps to memorize the material; fast paced learning because there is no need to translate educational material; develops the ability to think in a foreign language. Moreover, the feature of teaching foreign languages in higher technical schools in Poland is the replacement of a teacher of each semester throughout the entire period of study. At the same time, students are accustomed to understand different accents and intonations of the lectures [7].

The method of "discovery" means the gradual learning: first – to perceive information on hearing, then to develop skills communication, after that – to master graphic skills and basics grammar. The main feature of this method is regular views feature films (for example, once every two weeks), as well as creation the situation of a student abroad owing to the elements interactivity.

The dual method means the alternate teaching a foreign language course by a Polish teacher and

a native speaker. At classes with Polish lecturer, students get acquainted with new material, train in spelling, interpreting texts. Considered material then fixed during the communication with the native speaker. Distance methods are modern methods of teaching foreign languages for students in correspondence or distance form, learning based on modern ICT. They are supplemented traditional meetings with a teacher who serves as a teacher-consultant. Such a combination is effective, because knowledge and skills, obtained during the training of students online, which are also monitored by the teacher, are improved during traditional meetings [10].

To the third group can be attributed the author's methods of the Polish scientists. So, B. Bronyarka's method involves reading text aloud and its analysis in the form of translation (literal and literary), at first – from a foreign language into Polish, and then – from Polish to foreign one [14]. After that, students learn new vocabulary units and fix grammar rules. This method requires creative thinking and activity of students. His essence is conscientious repeated samples, which are transmitted by the instructor and in the context of possession foreign language.

L. Shkutnyk's method is based on the dialogue speech, which provides mechanical assimilation of certain structures. This Polish scientist created small manuals with short schemes dialogues, where the stock of words is needed to exchange ideas.

Z. Bzheshkewich's method involves the use at classes the texts of popular songs of favorite artists as well as proverbs, sayings, aphorisms. To popularize his method the researcher created a textbook "Lyrics", based on lyrics.

Polish scientist S. Gachynskiy (S. Garczyński) issued a manual for studying English "Attractive Exercises" containing proverbs, sayings, aphorisms and anecdotes [12]. When analyzing teaching methods, it is necessary to pay attention to the intensification of student-centered methods.

According to H. Komorowska's opinion, "success in studying is a rather subjective statement, that the goal is realized through those who are studying, but desired level of skill achieved or even exceeded" [4, p. 64]. The main change that occurs in the teaching of foreign languages says a scientist, is "the focus of didactic actions on the personality of the learner, and not personality of the one who teaches" [4, p. 69].

Now the learning process is foreign language is interpreted as a complex of activity, due to which the process of learning is more effective. The purpose of studying foreign languages is not mastering of the vocabulary and grammatical structures, but making ability to communicate in a foreign language.

H. Komorowska set factors, contributing to the successful learning of a foreign language, in particular English: initiative and active approach to the tasks, that is, the student himself finds effective forms

of work and organizes own learning; formation of compensatory abilities: verbal guess, ability to understand under the condition of possession of insufficient volume of linguistic units; the use of various teaching methods for solving task sets; ability to find the necessary additional material; faith in own ability, proper self-esteem; high level of motivation; readiness to discuss own progress in learning with others [5].

One of the important points in teaching English is the creation of pedagogical conditions for activating students' educational-cognitive activities, and the productive realization of technology for the acquisition of knowledge.

This means the development of different teaching methodologies that include technology to ensure learning motivation, content selection, materials, methods, techniques, organizational forms of rational a combination of teaching materials and self-study student, training differentiated, professionally directed the complexes of exercises, the definition of the guidelines of the educational-cognitive activities [11].

In the modern Polish higher technical school, the implementation of the content of foreign education is carried out using holistic pedagogical technologies. In many international publications on issues, pedagogical technologies are defined two directions of their development: the use of technical training tools and the technological approach to the organization of the educational process in general [13]. The second direction became the basis for the development of pedagogical technologies.

Thus, pedagogical technologies of teaching foreign languages provide for the management of the didactic process in the context of the organization student's activity and control over this activity. To introduce pedagogical technologies, according to the Polish scientists, it is necessary, firstly, to provide a motivational base for students implementation of teaching technologies; and secondly, to improve the content of the training material, that is, its structuring according to the chosen approaches pedagogical stimulation, such as heuristic conversation, dispute, brain assault, didactic game, problem-solving, evaluation judgments, pedagogical assessment, analysis of life situations.

Taking into account modern approaches to the functioning of educational environment, it is important to emphasize the design features of the technologies of teaching foreign languages in vocational education, which include the introduction of differentiation of students by the level of foreign ownership language, carrying out inspections of material mastering, constant exchange the experience between teachers and scientists, working on introduction of new technologies in both Polish and foreign higher education institutions, initiation of the research and extra-curricular activities work of the students.

In the practice of higher technical institutions in Poland, we have identified three groups of peda-

gogical technologies: traditional, innovative and informational communication (ICT). As part of traditional technology for students, the role of performers of reproductive character is assigned. Traditional pedagogical technologies associated with classroom activities. They provide students with the content of learning, checking and evaluation of its quality at the reproductive level. The teacher's actions are related with explanation, demonstration of the main material, level estimation its execution by the students and subsequent adjustment.

The technologies of modular-rating, problem and distance training are referred to modern technologies of teaching English in Polish higher educational institutions. Each of these technologies has its own peculiarities in methodology, organization and implementation control of learning [9].

The benefits of modular rating training: independent and regular work of students during the year; choice course of study; taking into account all types of student activity; increase the effectiveness of the educational process; timely correction of results learning [9].

The use of ICT in the teaching of foreign languages gives the ability to optimize the content of learning, improve forms and methods organization of educational process, provide high scientific and methodical level of teaching, individual approach in teaching, increase the efficiency and improve the quality of educational services. The confirmation of effective implementation of ICT in the educational process of teaching foreign language is creating ICT labs; preparation teachers to arrange their practical skills in a new one information environment; creating multimedia tutorials kits, electronic manuals; organization of creative groups of teachers for the development and implementation of the newest means of teaching foreign languages on the basis of information and communication technologies; placing educational materials on the web-sites of universities; Internet communication of teachers with foreign colleagues on the problems of optimizing the training process by means of ICT [7].

Conclusions. To summarize, we can conclude that the teaching of foreign languages, in particular English, is impossible without the use of appropriate teaching methods.

The desire of Polish teachers to optimize the process of teaching foreign languages led to the emergence of new and improved existing pedagogical technologies. These technologies of teaching foreign languages considered by Polish scholars as a systemic, normative, a conceptual description of the activities of a teacher and a student, directed at achievement of the general goal.

In practice, the teaching of English at higher technical schools in Poland applies traditional, modern (innovative), information and communication techno-

logies, the basis of which is the development of active cooperation students and teachers. That is why we consider **the future research** in the sphere of the assessments' peculiarities of the students' achievements in English in Poland.

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