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**POLISH EXPERIENCE OF USAGE INNOVATIVE METHODS OF  
TEACHING FOREIGN LANGUAGES**

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*The main innovative methods of teaching foreign languages in higher educational institutions in Poland have been described in the article. The meaning of such notions as «method» and «teaching method» has been specified. The factors that contribute to successful foreign language learning in Polish higher educational institutions have been revealed. The necessity of implementation of educational technology in teaching foreign languages has been grounded. Traditional, innovative, information and communication groups of pedagogical techniques have been defined based on the literature study.*

*Key words: method, teaching methods, innovations, Poland, pedagogical technologies.*

**Introduction**

The desire of modern teachers to optimize the process of teaching foreign languages causes the improvement of the existing pedagogical technologies and the creation of the new ones. Pedagogical technologies of teaching foreign languages are considered by Polish researches as systematic, standard, conceptual description of the teacher and student's interaction which leads to the educational goal achievement. Traditional, innovative, information and communicative technologies are used in the process of teaching foreign languages students in Polish higher educational institutions. They are based on the development of the teachers and students' cooperation.

Teaching foreign languages is impossible without effective methods selection. Due to the great importance of this problem it has been the subject of a considerable amount of Polish and Ukrainian researchers and educators. Among them are such Polish researchers as E. Bandura, K. Bartnitska, E. Dyerzhavska, T. Malishevskaya, D. Obidnyak, M. Pomorska and others. Such Ukrainian scientists as A. Hritchenko, S. Derkach, O. Komar, R. Martynova, L. Puhovska, O. Tarnopolskyi and others considered methodological aspects of teaching in their papers.

The process of teaching foreign languages in Polish universities needs the precise content of each lesson, which requires the use of the appropriate teaching methods that affect the quality of learning. Therefore, the aim of the issue is to



characterize the innovative methods of teaching foreign languages in Polish higher education institutions.

The term «teaching method» in the Polish teaching foreign languages methodology is used in a broad and narrow sense. It is considered as a principled direction in teaching process in a wide sense and as one of the teaching methods in a narrow sense respectively [1, p. 56–61].

Polish scholar J. Komorowska considers teaching method as «well-ordered way of teacher and student' cooperation for the effective solving of the educational problems». Polish educator E. Dzherzhavska describes the teaching method as «the teacher's instrument for the basic function – teaching» [2, p. 9]. Polish scientist A. Bartmanska treats «method» in a general sense as «the way of the goal achievement, teaching trend which determines the teacher's strategy in the teaching process» [3, p. 212–213]. Polish researcher D. Obidnyak considers the method as «a system of the teacher and students' interrelated activities, which provide academic material learning» [4].

In Ukrainian methodological literature the term «teaching method» is considered as «the direction in teaching defining the aims and objectives of training, as well as the ways and means for the goal achievement according to the circumstances and the phase of the lesson» [5, p. 286]. According to this definition the teaching method gives the ideas of the general teaching strategy, the predominant ideas of solving main methodological task which is the method gist.

Another Ukrainian scientist O. Tarnopolsky considers that the development of any method foundations is based on the definite approach which becomes the type of the same methodological trend according to its explanation. He adds that if the method is a tactical model of the teaching component then the approach can be seen as the strategy of teaching foreign languages [6, p. 74].

Usually the teaching method is determined by the curriculum, textbooks and other materials which describe the content, the order and distribution of educational material. It should be mentioned that in Polish methodological literature there are no such concepts as techniques and approaches of teaching foreign languages. Polish scientists use only the concept of «teaching method».

Polish researcher T. Kzheshovskyi notes that in the teaching foreign languages methodical literature the term «approach» and «method» can be used in parallel. He offers 2 lists of methods which are based on the methodological literature analysis. The terms in the first list are united by the concept «approach» (podejście). They are as follows:

- 1) situational language teaching;
- 2) audio and lingual method;
- 3) communicatively oriented language teaching;
- 4) complete physical reaction approach;
- 5) natural approach;
- 6) approaches based on the teaching styles;
- 7) eclectic approach in teaching languages.



The terms of the second list are classified to the concept «method» (metoda):

- 1) the cycle of the language learning;
- 2) complete physical reaction;
- 3) suggestopedia;
- 4) knowledge through advice;
- 5) direct method [7, p. 16–35].

In the process of teaching foreign languages Polish teachers use a combination of methods, depending on the students' awareness level, the current topic, the phase of the study, the type of the lesson, the specifics of a foreign language (academic or general level). Taking all above mentioned into account we have divide all methods of teaching foreign languages into two groups.

The first group includes traditional methods. They are as follows: communicative, grammar and translation, audio and lingual, direct, group, constructivist, project method.

The second group comprises innovative methods. The method of questions and answers «Academy of Sciences» (akademii nauki) is a specially developed system of repetitions and questions that helps to memorize educational material. Whereas there is no need to translate required material the rapidity of the lesson is quite high. It also produces the ability to think in a foreign language. Besides the peculiarity of teaching foreign languages in Polish universities is the replacement of the lecturer every term during the period of studying which helps to identify and understand different accents and intonations [8].

The method «discovery» (otwarcie) means a gradual learning. Firstly, students receive the information by listening. Secondly, their communicative skills should be developed. And after that students should master their written skills and the basic grammar. The main characteristic of this method requires watching movies regularly (e.g. once a fortnight) and creating imaginable situations of the student's stay abroad as well.

Dual method (metoda dualna) comprises teaching foreign languages by Polish teacher and a native speaker one by one. The classes with the Polish lecturer students get acquainted with new material, training in spelling, texts interpretation. During the lesson with Polish lecturer students get acquainted with new material, improve their writing and translating skills. After that this material is repeated and fixed with a native speaker.

Distance learning methods (metody dystansowe e-learning) are modern methods of teaching foreign languages for part-time students and distance learning which are based on modern information and communication technology (ICT). They are provided by traditional meetings with a lecturer who performs the function of an adviser. Such combination is effective because students' gained knowledge and skills are controlled by the lecturer on-line and during their traditional lessons [9].

The third group includes authorial methods of Polish scientists. So, the method of W. Bronyarka (W. Broniarka) provides reading text aloud and its analysis in the form of literal and literary translations. Firstly, students translate the given passage from a foreign language into Polish one and then – vice versa.



After that students learn new vocabulary and practice the use of grammar rules. This method requires students' creative thinking and their activity.

Shkutnyk-method (L. Szkutnik) based on dialogic speaking, which provides mechanical learning of necessary structures. This Polish scientist created some manuals with the schemes of short dialogues which provide necessary vocabulary for communication (for example, Express it in English, English Dialogues).

The method of Z. Bzheshkevicha (Z. Brzeškiewicz) involves the use of popular songs texts of the students' favorite singers as well as proverbs, sayings and aphorisms in the classroom. The researcher created a manual «Lyrics» based on the lyrics for his method promotion. Another Polish scientist S. Hachynskyi (S. Garczyński) published a manual for teaching English «Attractive Exercises», which includes proverbs, sayings, aphorisms and anecdotes [9].

It's necessary to pay attention to methods' intensification which is focused on students in the process of analyzing teaching methods. Polish scientist H. Komorowska convinces that «success in training is a subjective statement to some extent. The aim of teaching is reached by learners and the desirable level of competence is achieved or even exceeded» [1, p. 64]. The educator believes that the main replacement in the process of teaching foreign languages is in «focus of didactic activities on the learner not a teacher» [1, p. 69]. Presently, the process of teaching foreign language is considered as a complex of activities with the help of which the learning process is more effective.

The purpose of learning foreign languages is in the development of communication skills instead of learning and practicing only vocabulary and grammar. H. Komorowska singles out factors which help for the successful learning of foreign languages:

- Initiative and activity in doing tasks which means that the student finds effective ways of working with different tasks and organizes his own learning himself.
- The formation of the compensative proficiency such as a language guess which means the ability to come to a mutual understanding in case of the lack of the required vocabulary.
- The use of the different teaching methods in solving given problems.
- The ability to find additional material.
- Self-confidence and appropriate self-esteem.
- High level of motivation.
- Readiness to discuss their learning progress with others [10, p. 25–29].

In modern higher education establishments in Poland the content of foreign language education is implemented with the use of the integrated pedagogical technologies. Many international publications consider two ways of pedagogical technologies development: 1) the use of technical means in teaching; 2) technological approach to the educational process as a whole [11, p. 75–82]. The second way becomes the basis in the development of pedagogical technologies.

Therefore, pedagogical technologies of teaching foreign languages require the didactic process management in the student's activity organizing and controlling.



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Polish scientists convince that for the pedagogical technologies implementation it is necessary to do the following things:

➤ provide the students' motivation in the process of pedagogical technologies motivation implementing;

➤ improve the teaching material content and its division according to the selected pedagogical motivation approaches such as: heuristic dialogue, debate, brainstorming, didactic game, problem solving, assessment, analysis of live situations etc.

Taking into consideration new approaches to the educational environment it's necessary to accent on the peculiarities of pedagogic technologies design in teaching foreign languages. Among them are: students' differentiation according to the level of foreign language, checking students' knowledge on every stage of learning, constant experience exchange between teachers and educators who work with new pedagogic technologies implementation in educational establishments in Poland and other countries, the initiation of the students' research work and extracurricular activities. We single out three groups of pedagogical technologies in Polish educational institutions: traditional, innovative, information and communication technologies (ICT). Using traditional technologies students perform the functions of reproductive learners. Traditional pedagogical technologies are associated with classroom activities. They provide students' mastering learning content, checking and assessment of its quality on the reproductive level. The teacher demonstrates and explains basic material, evaluates the level of students' assimilation and adjusts it accordingly.

Polish higher education institutions use such innovative technologies of teaching foreign languages as distant learning, problem solving learning, module assessing technology. Every above mentioned technology has its own methodological, organizational, assessment peculiarities [12, p.233]. The advantages of module assessing technology are as follows: individual and regular students' work during the academic year; elective courses; all students' activities are taken into consideration; teaching process improvement; learning out comes correction [12, p. 235–241].

The use of ICT in students' foreign languages teaching helps to optimize the content of education, improve the forms and methods of educational process, provide high scientific and methodological level of teaching, use individual approach in teaching, improve the quality and increase the efficiency of teaching. There are a lot of examples of the effective use of ICT in teaching foreign languages on a regular basis: the creation of ICT laboratories; the development of the teachers' practical skills for the work in a new informational environment; the development of multimedia teaching materials and manuals; organization of creative groups of teachers for the development and implementation of new tools for teaching foreign languages which are based on information and communication technologies; placing teaching materials on universities' websites; the exchange of experience of using ICT with international colleagues and the improvement of the teaching environment [13].



### Conclusion

Thus, we can conclude that teaching foreign languages is impossible without the use of appropriate teaching methods. The desire of Polish teachers to optimize the process of teaching foreign languages causes the development of new pedagogical technologies and the improvement of existing ones. Polish scientists consider pedagogical technologies of teaching foreign languages as systematic, normative, conceptual description of the teacher and the student's interaction, which leads to the outcome achievement. In Polish higher education establishments traditional, innovative, information and communication technologies are used in everyday practice. They are based on the development of students and teacher's interaction.

Therefore, we believe that the further research of the assessment peculiarities of the Polish students' educational achievements is prospective and required.

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