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## TEACHING METHODS IN PROFESSIONAL LANGUAGE ACQUISITION

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The article focuses on four teaching methods – grammar translation method, direct method, audio lingual method and communicative method – in acquisition of a foreign language as a future profession, in particular that one of a translator or/and interpreter. The actual value of this work is determined by the necessity for a teacher to know and to choose the method or combination of methods which will most benefit students. The purpose of this study is to argue that the goal of language teaching can play a decisive role in choosing the appropriate method of training. The main features of each method are presented and analyzed, special emphasis being laid on the communicative method as the main one in foreign language teaching nowadays. The research proves that, though a communicative approach is viewed now to be the main one in foreign language acquisition, training translators as experts in the language demands considering specific aspects of language learning and teaching.

**Key words:** grammar translation method, direct method, audio lingual method, communicative method, professional foreign language acquisition.

**RATIONALE.** One of the most important applied aspects in modern linguistics is methods of teaching and learning foreign languages. A wide variety of methodologies and approaches to teaching English as a foreign language proves that it is not a stable system, as well as there are a lot of factors determining the dynamics of methodology development. These factors can be subdivided into objective and subjective. Objective factors include political, scientific, cultural, social ones [1]. For example, the late 1960s saw a shift in focus to communicative language teaching, as studies carried out by the Council of Europe helped to identify the language needed in a variety of social situations by someone immigrating to Common Market countries. This approach has been designed to meet learners' needs when using the language in daily interaction. Among the subjective factors N. Liubimova points out teachers' and learners' liking as the most powerful one [1]. **THE PURPOSE** of this study is to argue that the goal of language teaching can play a decisive role in choosing the appropriate method of training.

**RESEARCH AND ITS RESULTS.** It is generally accepted that there are four main methods of foreign language teaching: grammar translation method, direct method, audio lingual method and communicative method [2]. To be an effective teacher of English, one should remember that part of this work is to choose the method or combination of methods which will most benefit your students.

In a typical Grammar Translation class the main focus is on reading and writing, with little attention being given to speaking or listening. Grammar is taught deductively through presentation and study of rules, then there is practice through translation and exercises. Translation is a valuable exercise. Very structured learning environment demands strong teacher presence [2]. Though this method is highly criticized today (many linguists emphasize that this was used primarily for teaching Latin, where the students were never expected to communicate in the language, only read), it is familiar for many Ukrainian students both in schools and uni-

versities. But when teaching English as a professional occupation – for example, in case of training prospective translators and interpreters – this method is considered to be very efficient. And not only because it implies acquiring practical skills in translation under the guidance of a teacher, but because of its doctrine: cognitive approach to studying language as a system with a view to get domain-specific knowledge.

The Direct Method developed in the nineteenth century as educationalists attempted to build a language learning methodology around their observations of child language learning. These educationalists argued that a foreign language could be taught without translation or use of the learner's native tongue [2]. The Direct Method therefore insists on thinking and communicating directly in the target language and does not allow translation. A special emphasis being placed on speaking, this method is rather actual in oral practice classes where future translators are trained how to communicate in the target language. It is best to exercise the students' ability to guess meaning from context, which is a very important skill for a translator and interpreter.

During the Second World War, army programs were set up to teach American military personnel languages. Strong emphasis was placed on aural-oral training. The Audio-lingual Method developed from these programs. This method was influenced by behavioral psychologists who believed that foreign language learning was basically a process of mechanical habit formation. In the Audio-lingual Method, language learning is a process of habit formation, so skills are taught in the natural order of acquisition: listening, speaking, reading and writing – the same as the acquisition of the native language [2]. Audio-Lingual looks a lot like Direct Method, except that grammar is emphasized much more, and teachers can use a native language occasionally, whereas Direct Method it is forbidden. But they both have the same goal: mastering a natural language in natural settings. The key point is that they are trying to engrain good speech into the students to prevent mistakes, because language is based on habits. First and foremost, a lot of

drills with wide usage of technical training aids contribute to pronunciation accuracy, which is very important for a professional learner of English. Moreover, practicing conversational formulas, clichés, set phrases is rather instrumental in developing translator's and interpreter's skills.

According to the Communicative Method, the most important part of learning a foreign language is to develop communicative competence, i.e. the skill to comfortably and creatively express ideas and understand what others say, even if students do not know all of the necessary words. The method focuses on performance – the ability to use the language appropriately for a given social context, and manage the process of negotiating meaning [2]. Some years ago the Ministry of Education and Science of Ukraine introduced the Communicative Approach as the main one in foreign language teaching. Communicative Method is characterized by seven features:

- Information gap. There must be a need to communicate to find out the missing information
- Choice. Students must have a choice of what to say and how to say it
- Feedback. Students should react to what another person says. Feedback tells the speaker if he or she has succeeded in communicating
- Realia / Authentic Materials. Real objects and situations discussed or used in activities and authentic materials (writings and speech of native users of English) help language learners transfer what they have learned in the classroom to the outside world.
- Student motivation. If the students are interested, they will have more to say and will want to participate.

## МЕТОДИ НАВЧАННЯ ІНОЗЕМНІЙ МОВИ ДЛЯ ПРОФЕСІЙНИХ ЦІЛЕЙ

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Робота присвячена дослідженню основних методів навчання іноземної мови як майбутнього фаху, зокрема у підготовці майбутніх перекладачів. Об'єктом дослідження є чотири основні методи: граматико-перекладний, прямий, аудіолінгвальний та комунікативний. Актуальність наукової праці визначається необхідністю для викладача знати і обирати у своїй діяльності той метод або комбінацію методів, які найбільш відповідають вимогам студентів. Мета дослідження – довести, що вирішальну роль у виборі методу відіграє мета навчання на певному етапі з урахуванням аспектності викладання мови для майбутніх фахівців. Досліджуються основні характеристики кожного методу, особливу увагу приділено використанню комунікативного підходу. Дослідження показує, що вибір методу навчання перекладачів залежить від того, на розвиток яких навичок і яких аспектів мови спрямовано курс.

**Ключові слова:** граматико-перекладний метод, прямий метод, аудіолінгвальний метод, комунікативний метод, професійне оволодіння іноземною мовою.

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- Fluency over accuracy. Students should not be afraid to make mistakes. It is more important to communicate than to have good grammar.

- Little to no teacher intervention. The speaker is not prompted or corrected by the teacher. Too much teacher control prevents developing language skills.

In a Communicative class students interact a great deal with each other in many configurations. All four skills are addressed at all times. The emphasis is placed on using the language to accomplish a function. It gives rise to a view that students work at a discourse level. Attention is also paid to the social context in which this function takes place. Interaction between speakers and listeners or readers and writers is at the root of all activities. So we can conclude that this method is the most efficient in developing proficiency of any foreign language learner as a successful communicator. And this skill is of a prime importance for a future translator.

**CONCLUSION.** In professional language acquisition each method has something good and worthwhile, but each alone is incomplete. They complement one another well. But one should keep a specific training goal in mind to make sure that this very approach is the most appropriate to attain this goal.

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