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## **THE MAIN APPROACHES TO FOREIGN LANGUAGE LEARNING IN EUROPE**

Everybody is aware that it is very difficult to live in a modern world without the knowledge of the foreign language. That is why the main question is which methodology should be chosen for foreign language learning. Modern teachers have worked out different interesting and effective methodologies, which help the students to acquire the knowledge of the foreign language. One of them is the methodology of the implementation of the information technologies into the education process. This methodology is widely used in various educational establishments all over the world and is considered to be one of the most effective.

The analysis of the fundamentals of the information technologies in the process of the foreign languages study at the higher educational establishments shows that the level of the students' knowledge and practical skills, their willingness to the further self-education don't correspond the modern demands. That's why the main task is to find and develop the system of educational process organization, which is based on the peculiarities of the personal development. It has been investigated by the scientists that the implementation of information and technological innovations (such as hypertext, multimedia layout, hypermedia, virtual reality) allow to realize individual oriented approach to the foreign language learning at the higher educational establishment [1].

There are a lot of educational establishments in Europe which propose foreign language learning with the help of different other methodologies. As a rule there are several most popular approaches to the foreign language teaching. One of them is a linguo and sociocultural approach. It is peculiar with mostly all of the foreign language schools. The main principle of this approach is that while learning the language, you get to know the culture of the country, the language of which you study. And vice versa – while learning cultural phenomena you acquire the language. Great attention is paid to traditions, cultural codes and ethnical peculiarities at the lessons.

Another approach is the communicative approach. Such British and American language schools as Bell International, OISE, St. Giles International, Rennert Bilingual, NESE widely use this approach. The main task of it is first to teach the student speaking and understand oral speech and only then to teach writing. This approach is oriented first of all on those people, who have the desire to get a quick adaptation in the language environment.

Intensive approach is meant for business people, who need to acquire certain language skills in a short period of time. The teachers of the schools OISE and Centre Linguista Canada form expressive language behavior by the students. The students manage to remember a number of set expressions and then they learn to use them,

making a little improvisation and adding some other conversational phrases. Often the intensive course is enough to use the language in the professional sphere: in the business correspondence, during presentations and phone negotiations, commercial proposals arrangement.

Direct approach is widely known as the method of Berlitz. Its main principle lies in the complete exclusion of the student's native language out of the learning process. Its aim is to teach the student thinking in foreign language. In this context even the students, who possess the low level of the language knowledge, have to perceive foreign language. The translation of the words and expressions into the native language is completely absent. The absence of translation allows fighting the illusion that every word and expression of the native language immediately has the exact equivalent in foreign language. It also gives the ability to find the "direct" approach to the language constructions. This method is actively used by the The Berlitz School of Languages [1].

Business or activity approach supposes foreign language study in the combination with the practice of communication in the professional sphere. Such ability is suggested by the language schools of New York, London, San Francisco, Toronto and other world business centres. The program, which got the name "Internship" consists of two parts – the first one is the increase of the language level during the lessons at school, another one is the internship in the foreign company abroad. This method is very intensive, as the acquiring of the language takes place by means of the quick solution of business questions, tasks and projects realization. The teachers of the school Rennert Bilingual state, that this approach can be determined as the direct use of the language in action. It is the very case, when practice is more important than theory. The language experience can be achieved in different spheres, such as: marketing and advertisement, sales, law, fashion industry, building, finances, banking, media, tourism, art, catering. This approach can be rather efficient and may be proposed for people, who are aimed at the professional and creative development, business practice and principles of job organization abroad.

Taking into consideration all above mentioned, we may state that the diversity of methods for foreign language study is really great. Depending on your aim, you should choose the method and teaching principles, which appeal to you most of all and which will allow you to have success during the study.

### **Literature:**

1. Основні підходи до вивчення іноземної мови за кордоном [Electronic resource] – The way of access: <http://osvita.ua/abroad/language/articles/7370/>.  
– The title from the main screen.