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Aphoristics as a linguistic material in the study Russian as a foreign language

Key words: aphorisms, Russian aphorism, learning Russian as a foreign language.

The article discusses the options for using aphorisms as a linguistic material in the study of Russian as a foreign language. Aphorisms as text material can be illustrated by sections: lexicology, grammar, syntax, phraseology, lexicography, stylistics. The use of aphorisms will increase interest not only in the study of the language, but also in Russian literature and Russian culture in general.

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Teaching English Grammar: Effective Ways and Approaches

Keywords: grammar, method, approach, foreign language, teaching.

The article overviews major recent shifts in grammar teaching methodology of a foreign language; analyzes basic principles and approaches that are necessary to develop students' grammatical competence.

There have been numerous debates over the role of grammar instruction in the classroom. Grammar instruction has always played a central role in the second language learning. To learn a language has generally meant to learn the vocabulary and grammar of that language. Second language learners have experienced various grammar-focused approaches while studying a foreign language in school, college, or university. Let us go through a brief historical overview.

Up to the first half of the XXth century grammar teaching basically followed structural syllabus, with many language classes adopting a *Grammar Translation approach*, which emphasized the use of vocabulary lists, grammar rule explanations, and the translation of foreign language texts into and out of the native language. The grammar of a language was often described according to existing structures that had already been identified in other languages.

The Direct method prioritized oral skills and rejected explicit grammar teaching. The learners were supposed to pick up the grammar in the same way as children pick up the grammar of their mother tongue, just by being immersed in language.

Following World War II linguists began to place more importance on describing a language based on how it was actually spoken in the real world, to place a greater emphasis on foreign language education covering functional oral professional skills and to stress the importance of developing teaching materials and methods. A push was made to describe a number of languages and to identify useful phrases and structures that native speakers used in conversations with one another. Linguists turned to current theories of language learning to explore how these useful phrases and structures might be taught to language students. One of the most famous teaching methods to emerge during this time was the *Audiolingual method*

with the aim to prepare military personnel for communication [2]. Audiolingualism derived its theoretical base from behaviourist psychology, which considered language a form of behaviour, to be learned through the formation of correct habits. Using the Stimulus-Response-Reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Drawing on linguistic research, sample dialogues were constructed to include idioms and other colloquial expressions. The Audiolingual method also specifically prescribed against the teaching of grammar rules in the classroom while fluency and native-like pronunciation were important goals. Repeated oral practice was seen as more important and more effective than detailed grammar charts and explanations. Though the underlying principles of the Audiolingual method would soon be challenged, its development helped to set in motion a new area of research devoted to the study of the teaching and learning of second languages. The method's emphasis on oral communication and authentic language use also helped to set the stage for the new developments in language teaching that were to follow.

In more recent history, grammar-focused instruction has often been carried out through a variation on Audiolingualism – *three Ps model* (Presentation, Practice, and Production), in which the teacher presents a grammar rule to the class, asks students to practice using the rule in focused grammar exercises, and then gives students a chance to produce the grammar structure in activities such as a written essay or a role play. The students can practise the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue, nominates a student by name or by looking or pointing, and the student makes the desired response [1]. Though this approach is still practiced in many countries, the methods came under intense scrutiny at present, a time of much innovation and trial-and-error.

The development of *Communicative Language Teaching* in the 1970s was motivated by achievements in the new science of sociolinguistics, and the belief that communicative competence consists of more than simply the knowledge of grammar rules [5]. Communicative Language Teaching - is a communicative approach emphasizing the aspects of 'what to teach' and 'how to teach' and stressing the significance of language functions rather than focusing on just grammar and vocabulary. A guiding principle was to train learners to use language forms appropriately in a variety of contexts and for a variety of purposes [1]. Activities in a communicative approach typically involve students in real or realistic communication, where the accuracy of the language is less important than successful achievement of the communicative task they are performing. Thus role-play, simulation, puzzle solving, constructing a story or writing a poem together have become very popular in Communicative Language Teaching. What matters in these activities is that students should have a desire to communicate something, have a purpose for communicating and focus on the content of what they are saying or writing rather than on a particular language form. Such activities should attempt to replicate real communication. Communicative Language Teaching has sometimes been seen as having eroded the explicit teaching of grammar with a consequent loss among students in accuracy in the pursuit of fluency. In its shallow-end version grammar was still the main component of the syllabus while deep-end, on the other hand, rejected both syllabuses and grammar instruction [4]. Despite certain reservations, however, the communicative approach has left an indelible mark on teaching and learning, resulting in the use of communicative activities in classrooms all over the world.

Four methods (Community Language Learning, The Silent Way, Suggestopaedia, Total Physical Response), which are frequently described as *humanistic approaches*, developed in the 1970s and 1980s, and have had a considerable impact upon language teaching.

Community Language Learning: students sit in a circle and decide themselves what they are going to talk about and a counsellor provides or corrects target language. In some lessons the students' utterance are recorded onto tape to be analyzed later. There is often a reflection period when students comment frankly on how they felt about the activity. In all of these cases teachers help students achieve what they want, offering help and counsel to the 'community' of the class. The job is to 'facilitate' rather than to 'teach' [1].

The Silent Way: the teacher says as little as possible rather than entering into conversation with the students. Learners interact with physical objects; there is a problem-solving element involved since students have to resolve language construction problems for themselves. In a classic procedure, a teacher models sounds while pointing to a phonemic chart (or to an arrangement of Cuisenaire rods). A student imitates the teacher and the teacher indicates if he or she is correct. If not, another student is prompted to help the first student. Through all this procedure the teacher indicates by gesture or expression what the students should do and whether or not they are correct. Examples and corrections are only given verbally. If no student can do it first time round so it is up to the students to solve problems and learn the language.

Suggestopaedia sees the physical surroundings and atmosphere of the classroom of utmost importance. The teacher and students exist in a parent-children comfortable, confident and relaxed relationship. All the barriers to learning are removed, students are given unreal names, and traumatic themes are avoided. A Suggestopaedic lesson has three main parts: an oral review action in which previously learnt material is used for discussion; presentation and discussion of new dialogue material and its native language equivalent; listening to relaxing music while the teacher reads the new dialogue material followed by 'several minutes of solemn silence'.

Total Physical Response asks students to respond physically to the language they hear. Thus language processing is matched with physical action. When the students can all respond to commands correctly, one of them can then start giving instructions to other classmates. Students do not have to give instructions themselves until they are ready. In responding to commands learners get a lot of comprehensible input and in performing physical actions they echo the claims of neuro-linguistic programming. Still it is admitted that this method should be included together with others.

The Lexical approach is based on the idea that language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks: lexical phrases, the collocations, idioms, fixed phrases, etc. It is believed that fluency is the result of the acquisition of a large store of fixed and semi-fixed prefabricated items as linguistic creativity. However, it is not clear enough how the learning of fixed phrases can be incorporated into the understanding of a language system, what is the way in which to order such phrases for teaching and learning purposes, etc.

All in all, over the last years a series of major shifts in theory occurred within the fields of linguistics and language teaching. Current pioneering works have shaped our understanding of grammar use, grammar acquisition, and grammar instruction. The three areas of grammar description, grammar acquisition, and grammar instruction should interact with and inform one another; they play an important role in the professional decision-making process of second language teachers.

The goal of second language teaching is to develop communicative competence. Students need to know which forms are appropriate and typical in a given situation. Thus, there is a three-dimension framework introduced by D. Larsen-Freeman that should be used by the second language teachers in order to develop their students' grammatical competence. It includes three major components: form, meaning, and use. Language form is defined as phonology, graphology, semiology, morphology, and syntax. Meaning, or semantics, refers to the meaning attached to a particular form when it is presented in isolation. Use, or pragmatics, refers to a speaker's or writer's intentions in a particular communicative context. According

to D. Larsen-Freeman, grammar instruction must provide information about all these three dimensions and students need to learn the wide range of meanings a form can express, within a given function and context [3].

Though 'grammar teaching' can still mean different things to different people, there are certain basic principles to be observed in grammar presentation and practice activities:

- efficiency (economy, ease, efficacy: grammar teaching should be done as efficiently as possible; economy in terms of planning and resources is a key factor in training technical skills; the easier an activity is to set up, the better it is; attention, understanding, memory, motivation matter in classroom);

- appropriacy (any classroom activity must be evaluated for each group of learners according to the age, level and size, interests, attitudes and expectations, etc.) [4].

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Обучение английской грамматике: эффективные пути и подходы

Ключевые слова: грамматика, метод, подход, иностранный язык, обучение.

В работе дается обзор основных направлений развития методики преподавания грамматики иностранного языка; анализируются основополагающие принципы и подходы, необходимые для развития грамматической компетенции студентов.

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**Тематические группы иноязычной лексики
в «Письмах русского путешественника» Н. М. Карамзина
и романе «Дым» И. С. Тургенева**

Ключевые слова: иноязычная лексика, заимствования, Тургенев, Карамзин, литературный язык, тематическая группа, классификация.

Существует множество классификаций иноязычной лексики, направленных на различные грамматические особенности заимствованных слов, а также с точки зрения их происхождения. Но очень мало исследований иноязычной лексики в художест-