Murtaza A.Sh.

Foreign languages and higher education: new structures for a changed world

Institutional missions and teaching approaches typically reflect either the instrumentalist or the constitutive view of language. Freestanding language schools and some campus language-resource centers often embrace an instrumentalist focus to support the needs of the students they serve, whereas university and college foreign language departments tend to emphasize the constitutive aspect of language and its relation to cultural and literary traditions, cognitive structures, and historical knowledge. Culture is represented not only in events, texts, buildings, artworks, cuisines, and many other artifacts but also in language itself. So, if to sum up, to put it in English, making summary, the British methods have a number of distinctive features. Most of them are based on the integration of traditional and modern teaching methods. Differentiation by age group and multi-level approach enable the development of individual human beings, affect its outlook, system of values, identity, ability to think. An individual approach is of paramount importance nowadays.

Key words: constitutive view of language, freestanding language schools, value, individual approach, differentiation, identity.

Мұртаза А.Ш.

Шет тілдер және жоғары оқу орындары: жаңа заманауи құрылымдар

Оқыту мақсаттары және оқыту түрлері әдетте тілдің құрылтай көрінісін көрсетеді. Жеке тілдік мектептер және шетел тіліне үйрету орталығының кампусы жиі студенттердің қалауы бойынша қызмет етеді, яғни студентте таңдау болады, сол сияқты университет және колледждер тарихи құрылым, әдеби және мәдени салт-дәстүрлерді сақтана отырып, когнитивтік структураны, тәсілдерді қолданады. Мәдениет – тек салт-дәстүрде, ас үйінде немесе басқа да артефактілерде қолданбайды, оның тілде де өзіндік орны болады. Қорыта келе, британдық оқытушылар өзіндік стильді қолдана отырып шетел тілін бағыштайды. Олардың көптегені ұлттық интеграциялау барысымен және оқытудың жаңартылған тәсілдерімен қолдануы. Жас аралықтарына байланысты топтарға саралау, сонымен қатар әрбір адамның дамуына жеке құндылықтарына көңіл бөлу дифференциациялдау барысында орын табады. Бір сөзбен айтқанда әр адамның дамуы жеке көңіл бөліп қарағанның салдарынан туады.

Түйін сөздер: тілдің құрылтай көрінісі, жеке тілдік мектептер, құндылық, жеке көңіл бөліп қарау, топтарға саралау, жеке тұлға.

Муртаза А.Ш.

Иностранные языки и высшие учебные заведения: новые современные структуры

Учебные цели и подходы обычно отражают существенную и составляющую картину языка. Частные языковые школы и некоторые языковые центры, расположенные в кампусах, имеют цель рассматривать нужды студентов и оказывать им поддержку, в то время как кафедры иностранных языков университетов и колледжей делают акцент на составляющей роли языка и связывают его с культурными традициями и литературой, знаниями истории. Культура отражена не только в событиях, текстах, архитектурных строениях, произведениях искусства, национальной кухне и в многих других артефактах, но также и в самом языке. Если подвести итог, британские методы имеют ряд отличительных черт. Многие из них основываются на совмещении традиционных и современных учебных методов. Дифференциация по возрастным группам и многоуровневый подход способствуют развитию индивидуальных личностей, влияют на перспективы его системы ценностей, личность, способность мыслить. Индивидуальный подход имеет первостепенное значение в настоящее время.

Ключевые слова: составляющая картина языка, частные языковые школы, ценность, индивидуальный подход, дифференциация, личность.

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FOREIGN LANGUAGES AND HIGHER EDUCATION: NEW STRUCTURES FOR A CHANGED WORLD

Transforming academic programs

National defense and security agendas, which often arise during times of crisis, tend to focus the goals of language study narrowly. The standard configuration of university foreign language curricula, in which a two – or three-year language sequence feeds into a set of core courses primarily focused on canonical literature, also represents a narrow model. This configuration defines both the curriculum and the governance structure of language departments and creates a division between the language curriculum and the literature curriculum and between tenure-track literature professors and language instructors in non-tenure-track positions. At doctorate-granting institutions, cooperation or even exchange between the two groups is usually minimal or nonexistent. Foreign language instructors often work entirely outside departmental power structures and have little or no say in the educational mission of their department, even in areas where they have particular expertise. Although we focus here on conditions that prevail in foreign language and literature programs, we also note that the two-tiered system exists elsewhere in the humanities – in English programs, for example, where composition and literary studies are frequently dissociated in parallel structural ways.

It would be difficult to exaggerate the frustration this rigid and hierarchical model evokes among language specialists who work under its conditions. Their antagonism is not toward the study of literature – far from it – but toward the organization of literary study in a way that monopolizes the upper-division curriculum, devalues the early years of language learning, and impedes the development of a unified language-and-content curriculum across the four-year college or university sequence. This two-track model endows one set of language professionals not only with autonomy in designing their curricula but also with the power to set the goals that the other set of professionals must pursue. In this model, humanists do research while language specialists provide technical support and basic training. The more autonomous group – the literature faculty – may find it difficult to see the advantages of sharing some of its decision-making power over the curriculum as a whole. We hope to convince this group that it is in our common interest to devise new models.

The Goal: translingual and transcultural competence

The language major should be structured to produce a specific outcome: educated speakers who have deep translingual and transcultural competence. Advanced language training often seeks to replicate the competence of an educated native speaker, a goal that postadolescent learners rarely reach. The idea of translingual and transcultural competence, in contrast, places value on the ability to operate between languages. Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans – that is, as members of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak languages other than English.

This kind of foreign language education systematically teaches differences in meaning, mentality, and worldview as expressed in American English and in the target language. Literature, film, and other media are used to challenge students' imaginations and to help them consider alternative ways of seeing, feeling, and understanding things. In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception. They acquire a basic knowledge of the history, geography, culture, and literature of the society or societies whose language they are learning; the ability to understand and interpret its radio, television, and print media; and the capacity to do research in the language using parameters specific to the target culture [1].

An integrative approach with Multiple paths to the major

The kind of curricular reform we suggest will situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning. We expect that more students will continue language study if courses incorporate cultural inquiry at all levels and if advanced courses address more subject areas. This means faculty members will have the opportunity to bring into the classroom the full breadth of their knowledge of the society about which they teach, including that society's languages and language variants, literatures, and cultures. Many colleges and universities have made a successful transition toward this broad

understanding of language study, and we urge others to follow.

Collaboration and Governance: transforming the two-tiered system

The new courses and programs we recommend should not be developed exclusively by tenure-track scholars trained primarily in literature. The work of revamping and unifying the language department curriculum can only be carried out through a sustained collaboration among all members of the teaching corps, including tenure-line faculty members and those with contingent and long-term appointments in all related fields, such as linguistics, literature, and language pedagogy. Faculty members trained in fields such as media, area studies, performance studies, film, religion, and art history are increasingly part of foreign language department hiring patterns. This trend, along with joint appointments between language departments and related departments and programs, supports the kind of change proposed here.

The presence of linguists and second language acquisition specialists on language department faculties is also an essential part of this vision. Linguists enrich the foreign language major through their ability to offer courses in second language acquisition, applied linguistics, dialectology, sociolinguistics, history of the language, and discourse analysis. In addition to learning the history and underlying structure of a particular language, students should be offered the opportunity to take general courses in such areas as language and cognition, language and power, bilingualism, language and identity, language and gender, language and myth, language and artificial intelligence, and language and the imagination. These courses appeal broadly to students who major in languages as well as to those who do not.

Strengthening the demand for language competence within the university

The lack of foreign language competence is as much a fact within academic disciplines as in the society at large. According to a recent MLA survey, only half of the 118 existing PhD programs in English require reading knowledge of two additional languages (Steward 211) [2]. At the graduate level, language requirements are notoriously underenforced across the humanities and the social sciences. Citation indexes reveal a steady decrease in the use of non-English sources in research across the humanities and social sciences, a deficiency that impoverishes intellectual debate. Four-year language majors often graduate with disappointingly low levels of linguistic ability. Opportunities to study abroad and to do course work in the target language

are eroding in favor of short-term study in which courses are in English. In addition, the need to work prevents many students from studying abroad at all.

We recommend that institutions take the following steps:

• encourage departments to set clear standards of achievement for undergraduate majors in speaking, reading, writing, and comprehension and to develop the programming necessary to meet these standards;

• establish language requirements (or levels of competence) for undergraduate students majoring in fields such as international studies, history, anthropology, music, art history, philosophy, psychology, sociology, and linguistics, as well as for students preparing for careers in law, medicine, and engineering;

• encourage departments to enforce language requirements in doctoral programs and to provide courses that enable students both to acquire genuinely usable linguistic skills and to apply those skills in research;

• work with colleagues in the social sciences and in policy-oriented departments to strengthen language requirements in the design of their majors and graduate programs and encourage these colleagues to recognize the limits monolingualism imposes on research;

• enhance and reward graduate student training in languages and in language teaching. Teach graduate students to use technology in language instruction and learning. Ensure that doctoral programs include funding for research abroad and language work.;

• encourage foundations to insist on language expertise when projects require it and to fund language acquisition when it is needed for research purposes; that is, make it possible to build language learning into a grant application;

• promote faculty learning of new languages and increased competence in languages already in use. Encourage administrations to fund tutors or subsidize summers abroad for faculty members whose research projects call for language expertise. Encourage the National Endowment for the Humanities and other granting organizations to make fellowships available for this purpose [3].

Continuing priorities

The time is right for this transforming approach to language and culture study in higher education. Classroom study and study abroad should be promoted as interdependent necessities: the classroom is an ideal place for structured learning that first sets the stage and later reinforces and builds on learning absorbed in study abroad. Yet the language deficiency that is prevalent in the United States cannot be solved at the college level alone. While learning another language is possible at any age, learning languages other than English must be included in the earliest years of the K –12 system if the United States is to have a citizenry capable of communicating with educated native speakers in their language. To these ends, we continue to advocate the following priorities for language departments and programs:

• promote alliances between K–12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration;

• develop programs for gifted learners, especially in the precollegiate years. Push for enriched, intensified programs for those learners on college campuses;

• broaden the range of languages taught. In particular, add locally spoken languages to the curriculum. Seek out heritage learners and design a curriculum that meets their needs. Encourage heritage speakers to learn additional languages;

• adopt and promote best practices for heritage-language teaching such as those developed by the Center for Applied Linguistics;

• develop programs in translation and interpretation. There is a great unmet demand for educated translators and interpreters, and translation is an ideal context for developing translingual and transcultural abilities as an organizing principle of the language curriculum;

• develop intensive courses and, whenever possible, language-intensive or immersion semesters during which students take multiple courses in the major simultaneously;

• insist on study abroad whenever possible and require courses in the target language; Push administrators to develop financial aid support for study abroad. Provide appropriate courses for students returning from abroad;

• increase the number of guest speakers on campus who lecture in languages other than English;

• make sure campus media centers feature television programs and newspapers in languages other than English. Feature (subtitled) foreign language films for broad campus audiences;

• through a language center or other structure, develop a forum for the exchange of ideas and expertise among language instructors from all departments. Such structures prove invaluable in boosting the morale of teachers and improving the quality of professional and intellectual life [4].

Well, the last part of this article describes examples of methods of teaching foreign languages

in the framework of a communicative approach to learning.

For students studying a foreign language, an important task is to enrich their vocabulary. For many students, it becomes a serious problem. Someone just learns these words, someone builds Association, someone remembers the words only after hear or see them anywhere either use them himself in his speech. The task of the teacher is to track how well students memorize new words. Within the traditional (grammar-translation) approach teachers just ask in the native language of the translation of words the student and the student refers to them in a foreign language. However, there is a more effective method to develop as memorizing words and communication skills in a foreign language.

So, the teacher before class prepares cards with new words and arranges them so that the words could not be seen, and then the students are divided into several groups according to 2 people. The first student, pulling the card sees the word which he tries to explain in a foreign language to her partner. The second student has to guess what word explains the first student and then call it a foreign language. Thus, the students themselves explain each other words, what makes them «feel» these words – that is, it is not rote memorization (word-translation). So the new words are better absorbed by students. Another way to check the level of preparation of students is the next game with a presentation prepared in Power Point. The instructor demonstrates the slides explanation of new words in a foreign language. The first student who call this word gets one point. Who will pick up points, wins (if the game is played in an educational institution, it is possible for it to put the estimate). Thanks to the spirit of competition, students will learn words like home, only to win in the classroom. In addition, the process of checking the new words again passes without passing on the native language for the students, which is very important, as you need a full immersion in the language, at least within the class.

To improve students' perception of foreign speech at the hearing can organize different views video (movies, cartoons) – as adapted and original (for students with a higher level of proficiency in a foreign language). However, you should check that the students have understood from the scanned material. To do this, you can discuss the video, ask students questions, ask them to express their views on the subject raised in the material.

Grammar is studied intensively, but the process for submitting information is a somewhat different form. After explaining the teacher a new topic,

students are divided into several groups (number of groups is determined by the instructor). After that, the teacher gives the task to each group (the same for all members of the group) traveled on the topic. Students in the group doing this job yourself, then within the group debating exercise-and argue their choice. Importantly, all this happens in a foreign language. Thus, students not only show knowledge of grammatical topics, but also learn to express their opinions in a foreign language. As a result, each group presents their answers the teacher. Teacher checks and explains the error in a foreign language.

Work with texts, using the framework of a communicative approach to language learning is also possible. For example, after studying the text, you can discuss it, students have expressed their opinion on the topics outlined. There is also another option – to divide students into groups (group size determines the teacher, the recommended amount of people in the group – 2-3) and the members of each group to different texts on the same topic. For example, the first student receives a text about the education system in the United States, the second student – about the education system in Germany, the third – in Russia. Within the group, students must tell each other in a foreign language summary of the text, and then make a comparison of the education systems in each of these countries and orally present it the rest of the students. Thus, students learn to allocate the most important information in the text, to interact in a group, as well as to present the information in a foreign language. In addition, to study the «living» language (everyday language, including slang), you can use texts from various foreign forums to communicate with native speakers. This will help students better understand the speech of carriers, which are often radically different from what is taught in textbooks [5].

As an optional activities the teacher can give a variety of joint projects. For example, each student must prepare a presentation in Power Point and tell it in a foreign language. But just tell, not read from a sheet.

And finally, you can organize conversations with native speakers on Skype – it's one of the most effective ways to learn a foreign language. After the conversation promotes development of language!

Classic grammar-translation method of teaching is focused on the academic study of language: it gives an in-depth understanding of grammatical structure, stable writing skills. Communicative method – application, it is aimed at the successful development of oral communication abilities, a

person creates an additional motivation to learn the language, which provides an incentive for the student in the classroom, and thus their efficiency and effectiveness.

So, if to sum up, or, to put it in English, making summary, the British methods have a number of distinctive features. Most of them are designed based on the integration of traditional and modern teaching methods. Differentiation by age group and multi-level approach enable the development of individual human beings, affect its outlook, system of values, identity, ability to think. Simply put, is of paramount importance now popular individual approach.

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