

L.I. Pochynok

senior teacher

Bukovinian State Medical University

**THE MAIN PRINCIPLES OF OPTIMIZATION OF TEACHING
A FOREIGN LANGUAGE PROCESS IN A NON-LANGUAGE
HIGHER SCHOOL**

Under the conditions of a limited expense of time envisaged by the curriculum of foreign language teaching in a non-language higher school efficacy and quality of the latter are of primary importance. Solving teaching-educative tasks should be realized through optimization of the teaching process. At the present stage of teaching it is based on the following principles: communicative orientation, oral principles of teaching, situational-thematic organization, intensification of the teaching process, a differentiated approach to teaching types of speech activity.

The principle of communicativeness is the leading one. The attention of both an instructor and a student should be concentrated on forming skills of using lexical and grammatical structures in conventional or real situations, that is the entire language material should be learnt through communication, and a dialogue between a teacher and a student is founded on the basis of students' life experience. The students' involvement into a conversational intercourse is directly proportional to closeness of an educational situation to reality.

The principle of an approach to foreign language teaching based on oral speech predomination envisages an activation of selected educational material. Firstly, in oral form (listening comprehension, speaking) and later on in reading and writing. Thus, this approach guarantees a mastery of all types of speech activity in succession.

The principle of a differentiated approach in teaching is implemented via an increasing level of the difficulty of exercises, while teaching listening comprehension. Mastering the skills of communication is implemented in class in the forms of a dialogic and monologic intercourse.

The principle of a situational-thematic organization of the material for oral practice envisages its selection and distribution for learning and mastering under the

conditions maximally approximated to real ones. The types of utterances are stipulated by certain situations, interlocutors' interrelations being revealed therein. The character of a situation influences on the choice of speech units, therefore the principle is one of the essential manifestations of that of communication.

The principle of intensification of the teaching procedure consists in raising the productivity of work in class. Intensification is attained via combining an individual, paired, group types of work, the use of the distributing material, a wide use of the handout, technical teaching aids and the elements of programming. The teacher should construct an optimal version out of those available, selecting separate parts or elements, or combining them.

Mastering the technique of optimal organization of the teaching process or its parts develops a teacher's creativity without fail. The first step of a teacher, when planning a class, is acquiring the skill to see different variants of solving this or that task, irrespective of concrete conditions. The next step is choosing the best one of them in accordance with the personality features of a teacher, specific characteristics of an academic group and other specific conditions.

Such a choice is a creative operation, and it itself is the basis of optimization of the teaching process. A selection of the most adequate teaching methods for a specific learners` group is one of the central points of optimizing the teaching procedure.

References

1. Богатырева С.Т. Проблемы оптимизации преподавания иностранных языков / С.Т. Богатырева, С.Г. Тер-Микасова // Филологич. Науки. – 1982. – № 6. – С. 55-62.
2. Бородіна Г.І. Комунікативно-орієнтоване навчання іноземній мові у немовному вузі / Г.І. Бородіна // Іноземні мови. – 2005. – № 2.
3. Інноваційні методики викладання в сучасній вищій освіті / Тези доповідей. – Вінниця, 2011. – С. 43-44.
4. Нові технології навчання: Наук.-метод. Зб. / Кол. авт. – К.: Науково-методичний центр вищої освіти, 2004. – Спецвипуск. – 187 с.