

## **INDIVIDUAL ORIENTED PARAMETERS OF EDUCATIONAL GUIDE TO A SECOND LANGUAGES TEACHING IN THE VIEW OF FOREIGN LINGUISTS**

Methodology of Teaching English as a second language provides a broad range of approaches to languages learning and is one of the key concepts that is emphasized in the foreign research practice.

Pre-21 century language teaching methodology had two types of approaches: one type of trend was focused on using a language (i.e., speaking and understanding), the other type was focused on analyzing a language (i.e., learning the grammatical rules). It has been apparent in the recent years that there have been marked changes in the goals of the language education program. Today, languages students are considered successful if they can communicate effectively in the foreign language. Thus, the teaching of the oral skills has become increasingly important.

Our learning experience presents recognition technology as the specific objective of the medical students teaching program and the part of academic working model *“Individual concentrated parameters of educational guide”*. The learning language technology intends to develop students’ general and professionally-oriented communicative competence. The program we propose is realized via a teacher who plays the leading role in performing a systemic procedure, which includes the interaction of several aspects simultaneously: analyzing the conditions of teaching situation; formulating the course objectives; choosing the teaching methods; the materials; planning to evaluate the students’ learning; making detailed course plans; evaluating (his or her) teaching.

The investigation of the teacher’s potential and strategies in the creation of the scientific-methodical teaching system is the principal target of the modern foreign

linguists author discourse. We explored the basic theories of the second language researchers.

In Richard Prigent's Study of Charting the Course (1994) he proposes the pedagogical course design in order how to prepare to teach more effectively, expressing the key conception: good teaching begins with good preparation. The author has formulated three categories of teaching methods: **presentation** (formal presentation, informal presentation); **discussion or group work** (seminars, case studies, peer teaching, others); **individual learning** (guided work).

The practical manual "Teaching and Learning Languages" by Earl W. Stevic (1983) is geared for experienced teachers who are ready to take a fresh look at a wide range of techniques, that are not a "**how-to-do-it**" schemes (1983). The contemporary writer of the theory and practice on foreign language teaching develops his argument that learning a language depends on "**what goes on inside and between the people in the classroom**" (2).

The encyclopedic edition of the textbook "Teaching English as a Second Foreign Language" (1991) provides a comprehensive, up-to-date introduction to teaching ESL and description of a variety of perspectives offered by 36 specialists in the areas of Methodology, Language and Teacher Skills, Integrated Approaches. One of the sections is devoted to the ESL teachers, acquaints with the skills how to perform their job professionally and effectively, shows the ways to enhance the teaching-learning process.

In conclusion: what do the linguists mean by the term "individual oriented educational guide"? We have tried to explain the meaning of this notion as two components process, which is grounded on teacher and student concentrated teaching-learning method. To sum up, we can state that known formula "Who? What?" and "How?" perpetually dialectical and constantly stirs the methodological view of the foreign languages teachers.

### References

1. R. Prigent. Charting Your Course.-Madison: Magna Publications, 1994.-229p.
2. Earl W. Stevic. Teaching and Learning Languages.-London: Cambridge University Press, 1983.-215p.