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## **THE PECULIARITIES OF THE APPROXIMATE AND ANALYTICAL METHOD OF TEACHING AND STUDYING THE FOREIGN LANGUAGES**

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The approximate and analytical method (AAM) stems from a fundamental problem concerning the process of studying foreign languages. This problem can be formulated in such a way: how can a man master a foreign language to perfection outside the communicative environment of its native speakers? The AAM has been developed by A. Voznyuk to overcome this problem since it teaches English outside the communicative environment of its native speakers and gains the efficiency comparable with the methods addressing the altered states of consciousness – such as hypnotic trance and others, the method of the 25-th film for example [1; 2; 4].

The AAM is based on several scientific regularities and laws. The first regularity concerns the peculiarities of human brain perception of verbal information.

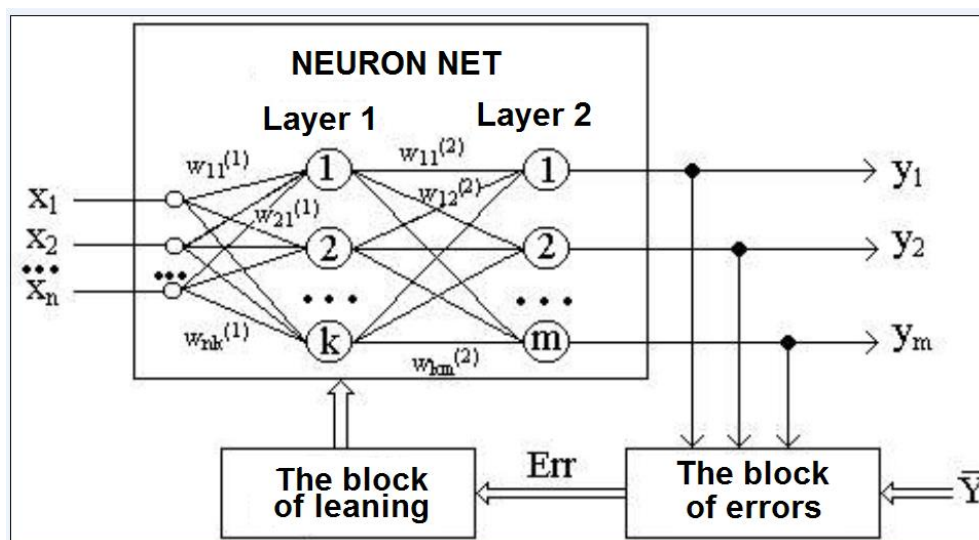


Fig.1 The peculiarities of human brain perception of verbal information

The neurons of man's cortex function according to the integral mechanism, that is, they organize the neuron nets and constellations. Due to this person's brain tends to perceive generalized verbal information building integral verbal nets. That is why

similar meaning and morphological, graphic and phonetic verbal elements are perceived as integral entities by our brain.

#### *The examples*

1. The words with similar phonetic organization than create integral verbal nets: "bald" and "bold"; "bat – bet – beet – beat – bit – but – boot – bought – boat – bait – bite"

2. The homophones create integral verbal nets: "oar – or – o're (over) – awe – ore"

3. Structurally cognate words create integral verbal nets: the word "long" has such derivatives: longer, longest, length, to lengthen, to prolong, prolongation, longevity = a long life, longitude, to belong, belongings, to long (for home), to linger, lingering, long-armed, long-headed, a long way, a long while, agelong, long ago, along the street, so long = good bye, link, leg, log, etc.

4. Etymologically cognate words create integral verbal nets: Admiral – "людина в чудесній дзеркальній, сліпучій морській формі, що гідна захвату" → admire, admiration, miracle, miraculous, mirror, mirage, etc.

5. Similar sound constellation create integral verbal nets: the sound combination "**fl**" is used to express moving or flowing through the air, water, or to express the intuitively understood cause of such a motion which is hidden in such characteristics of the things as "soft", "airy", "light", "fiery", "swelling", "dynamic", 'penetrating' etc. Here is the row of the words with "fl":

flabby (soft, not firm), flag (a piece of cloth waving in the wind), flair (natural or instinctive ability to recognize what is best), flake (small, light, leaf-like piece), flame (a portion of burning gas), flank (fleshy part of the side of a human being or animal), flannel (loosely woven woolen cloth), flap (cause to move up and down or from side to side), flapper (something broad and flat), flare (burn with a bright, unstable flame), flash (sudden burst of flame or light), flea (small wingless jumping insect), fledged (with fully-grown wing feather), flee (run or hurry away), fleece (woolly covering of a sheep), fleet (quick-moving), flexible (easily bent without breaking), flick (quick light blow), flicker (of light – to burn or shine unsteadily), flight (flying through the air), flinch (draw or move back), flimsy (of material – light and thin), fling (throw, move quickly and with force), flip (put smth into motion by a snap of the finger and thumb), flirt (try to attract a person), flit (fly or move lightly and quickly), float (be held on the surface of a liquid, or up in air, gas), floe (sheet of floating ice), flock (tuft of wool or hair), flog (beat severely with a rod or whip), flood (coming of a great quantity of water in a place that is usually dry), flop (move, fall, clumsily or helplessly), flora (all the plants), flounce (move or go, with quick, troubled or impatient movements), flounder (make wild and usually useless efforts), flour (fine powder), flourish (grow in a healthy manner), flow (move along or over as a river does, move smoothly), flower, flu (influenza), fluctuate (move up and down), flue (pipe or tube for carrying heat), fluency (the quality of being fluent), fluent (able to speak smoothly and easily), fluff (soft, feathery stuff), fluid (able to flow), fluorescence (emission of radiation), flurry (short and sudden rush of wind or fall of rain or snow), flush (rush of water, blood to the face, rush of emotion, excitement), fluster (make nervous or confused), flute (musical wind-instrument), flutter (move

the wings hurriedly or irregularly without flying), flux (continuous succession of changes), fly (move through the air)... [3].

"Florida is rich in flora. There they have flowers everywhere, even on the fiftieth floor" → Florida, flora, flower, floor.

The lexical row: strong, strength, to strengthen, strongly struck: "The strength of his speech was great, because his arguments were strengthened with many examples, but he was strongly criticized and that struck him, although he had a strong nervous system".

The second regularity concerns the problem of separate language codes and the sets of communicative experience

The process of learning the native language is accompanied by formation of a set of communicative experience of mastering the language. During the learning of a foreign language a new set of such experience separated from a set of communicative experience of mastering the native language is created.

The separation of two experience sets does not give any chance to perfectly master the foreign language and creates the problem of two separate language codes and sets of communicative experience, that may lead to psychopathologies and finds out the problem of creative activity of a man.

To solve this problem we should organize the process of teaching a foreign language outside the communicative environment of its native speakers on the base of using the verbal net and basis of experience of the native language, mastered by the learner in perfection.

So, one of the ***purposes of the AAM*** is to provide bringing together the communicative codes of native and foreign (English) languages with the help of the developed system of analytical transformation of English lexical treasure.

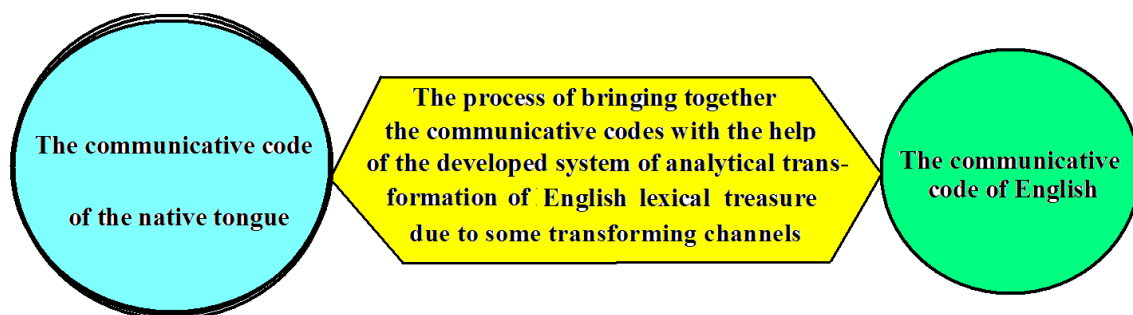


Fig.2 The situation of bringing together two alien sets of language experience

For bringing together the verbal nets of native and foreign languages it is necessary to motivate each word of the foreign language, using the lexicon of the native language and the set of conceptual and sensual experience of its mastering. This allows the learner to master a plenty of lexical units of the foreign language during relatively short period of time, that is, to achieve training efficiency comparable to that in the environment of the native speakers.

The motivation of the words of a foreign language with the help of verbal system of the mother tongue and experience of its mastering presupposes an application of children's naive word-building, which, on the one hand, switches on

the mechanisms of concrete and emotional right hemispheric, and on the other hand – such motivation provides the use of the resources of the left verbal and sign hemisphere of human brain, that understands the relativity of the connection ‘thing – word’.

*The example of naive etymology* – the so-called intuitive and mnemonic bringing together the meanings of the words, which was widely practiced by lexicography of XVII-XVIII centuries. For example, a Russian word "boy" (meaning "fighting") and an English word "boy"; or a Russian word "ded" (meaning ‘Grand-father’) and an English word "dead" – the state characteristic of very old people.

Due to the method English lexical units given to the learners for learning are transparent and understandable and thus are easy to memorize enabling to make understandable about 60 % of all English words

### **Examples**

The words *lucid*, *to elucidate* are not transparent, their meaning is not clear for an average learner of English. These words can get clear and understandable due to etymological analysis and word-formation transformation:

Lucifer → *lucid*, *to elucidate*

### **Other examples**

*face, facet, faucet* → *façade* (фасад – "лицо здания")

*salary – salt (as the means of salary) – soldier (as a mercenary)*

*salt (as the means of saving things long) – salvation, Salvador*

*arson – arsenal – arse (ass) – arsenic*

*to petrify – Peter*

*to ask – рос. искать*

*mist (fog) – mystic – mysticism*

*influence – butter-fly ("бабочка") – fly – fluent – flow ...*

*soft – sofa (being soft by definition)*

*a sophisticated problem – Sophia (being wise and hence sophisticated)*

Etymologically *blood – blind* and some Russian and Ukrainian curse word are the cognate words:

*blood – blind – the rude native word denoting the woman of easy behaviour due to which she gets ill and gets blind*

*Let us compare the approximate and analytical method with similar methods.*

One of the channels of nearing the verbal nets of the mother and foreign tongues is the associative-analytical one used for writing some manuals directed at facilitation of learning English words. Let us take the book "*The secrets of memorizing the English words*" (2000): where this only channel is used. There one can read:

**puddle** [ˈpʌdl] – лужа.

**ПАДАЛ** в лужу.

This is of the most successful associations in the arsenal of associative-analytical channel enabling to bring close the verbal nets of the English and Ukrainian languages, that, as our experience of teaching foreign languages shows, can facilitate the mastering of about 3–5 % English words. If this channel is used as

the main means we have the examples of wrong, superfluous associations deprived the transparency and understanding. Let us consider the following example taken from the mentioned book.

**crime** [kraim] – ПРЕСТУПЛЕНИЕ,  
ЗЛОДЕЯНИЕ, КАРАТЬ

**КРАЙ**няя Мера за преступление.

We see that the word *crime* is associatively bound to the images created by the words "extreme measure", although the word "crime" is easily understandable due to the international word "criminal" hence we have "crime" being criminal act. As we see, the associative connection with the word-combination "extreme measure" appears to be superfluous, besides, the English word "measure" is to a certain extent close to the Ukrainian one, and it should not be associatively bound to the word "crime".

Another example when the word "net" is associated with superfluous association.

**net** [net] – СЕТЬ, СЕТИ, ЗАПАДНЯ, ПАУТИНА,  
ПЛЕСТИ, ЗАБИТЬ.

В *сети* ничего **НЕТ**.

It is quite incomprehensible why authors use the negative association; in fact there is universally known international word "*Internet*" → *inter+net* (*international net*)

### **Conclusions**

The process of learning the native language is accompanied by formation of a set of communicative experience of its mastering. In the process of learning a foreign language a new set of such experience being separated from a set of communicative experience of mastering the native language is created. This separation does not give any chance to perfectly master the foreign language. That is why, in the process of teaching the foreign language outside the communicative environment of its native speakers it is necessary to use the verbal net and basis of experience of the native language, having been mastered by the students in perfection in their childhood.

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