

HEURISTIC METHODS IN TEACHING FOREIGN LANGUAGES AS THE WAYS OF IMPROVING ITS EFFICIENCY

Заблоцкая Марина Валентиновна

Могилевский государственный университет имени А.А. Кулешова
(г. Могилев, Беларусь)

The article shows the procedure of applying heuristic methods in teaching foreign languages, which includes searching close relationship, explaining definition, creating problem and teaching solving idea. The author stresses on the advantages and disadvantages of these methods and tells how heuristic methods help improve the teaching efficiency and effectiveness of learning foreign languages.

Heuristic methods are not new. They've been developing for years. One of the earliest originated from Socrates who initiated the teaching mode of "teachers ask; students answer". A distinctive feature of this mode was that teachers were the decisive factor in the process of teaching and learning, who raised the questions at the very beginning and gave conclusions in the end. On the contrary, oriental style of heuristic teaching method based itself on the principle that students put forward their puzzles and then asked the teachers for advice. Later the term "heuristic" referred to Armstrong who was the exponent of this strategy and later Pollion and Danker called it "problem solving". It was based on the psychological principles of "trial and error" theory. Logical and imaginative thinking were prerequisites for his type of teaching strategy. Since that time it has been considered an economical and speedy strategy [1]. As for modern definition of this term Cambridge Dictionary defines them as methods of teaching allowing students to learn by discovering things themselves and learning from their own experiences.

Undoubtedly, the relevance of heuristic methods in teaching foreign languages is due to the fact that they involve the abandonment of ready knowledge, from their reproduction, based on information retrieval. The growth of the amount of information today requires having such qualities as initiative, ingenuity, creativity, and this is impossible without the ability to work creatively and independently. Today, training should focus on the development of heuristic thinking and heuristic skills for successful creative self-realization of students.

Heuristic teaching methods are among the most important teaching methods nowadays, which have been widely applied not only in the area of foreign languages, but also in history, mathematics, computer experiments, etc. And it has been proved of great success in the teaching process abroad. In the recent articles, the reasons that students have low efficiency in particular learning foreign languages had been analyzed. Most researchers conclude that it is due to the wide usage of traditional teaching method. Thus, above all the heuristic teaching methods were introduced to improve the efficiency of teaching foreign languages.

According to A.V. Khutorsky, heuristic learning aims to construct the student's own sense, goals and content of education, as well as the process of its organization, diagnosis and awareness and it is based on the following principles: personal goal-setting of the student, the choice of an individual educational direction, the principle of the productivity of education, the primacy of the student's educational output, accompanying education, educational reflection [2].

The forms and methods of heuristic teaching are a broad group of didactic means, as they are aimed not only at the creation of educational products, but also on the preparatory, accompanying creative work: planning, assessment, control, and reflection. The application of the heuristic methods also makes it possible to individualize learning and create problem situations in order to improve speech skills and language skills in the process of teaching a foreign language; increases creative and cognitive activity when using non-standard methods, forms and methods of teaching; develops motivation for creative and educational activities; creates a comfortable learning environment; promotes the development of the intellectual and creative potential of the individual and the development of self-esteem [3, c. 7].

This system of teaching allows teachers to differentiate approach to the choice of the content of education, take into account the different level of language proficiency, inclinations, motives, temperament, and traits of thinking and memory of trainees. In the process of learning, students acquire not only knowledge, but also the experience of creative activity, emotional-value attitude to reality, to oneself and one's activity; develop imagination and creative thinking, and imagination. As we see it has a wide application in most cases. Moreover, the most important thing is that student would learn how to use the basic knowledge and solve practical application problems.

Here are some examples of tasks, as well as the methods used in them: for instance, students are invited to introduce themselves in the role of someone (in accordance with the topic of the lesson) and express their point of view, describe their feelings, the vision of the proposed problem. In this case, you can use the method of survival, the method of inventing, the method «If only ...»; drawing up a dialogue using the given speech clichés using the forecasting method, method of survival; drawing up a story by pictures through the method of associations, method of living, method of inventing. As for the forms the following seem to be workable: heuristic lessons, olympiads, business games, full-time and distance projects, interactive forms of training, a round table, etc.

In every situation a problem is placed before the learners and they are asked to find the solution to the problem through various literacy means, like library, laboratory, and workshops etc. Teacher's role is to initiate the learning and students are active throughout the learning process. By using their creative thinking and imaginative power, they try to find out the relevant solutions based on some logic. They learn by self-experience.

Nonetheless, we can't idealize heuristic methods since they have both pros and cons. It goes without saying that heuristic methods help in achieving cognitive, affective and psychomotor objectives i.e. they help in the development of personality; students are put into the situation to learn by self-experience; they certainly develop self-confidence and self-reliance in the learners; they help in developing scientific attitude and creativity in the learners; teacher encourages the learners to explore the environment in search of the solution of the problems. By doing so, some new knowledge is discovered by them; teacher is always ready to provide individual guidance regarding the solution to the problem. Thus interaction between the teacher and the learner takes place in a cooperative, conducive environment.

As for disadvantages the following can be mentioned: heuristic methods cannot be used at primary level of education; higher intelligence and divergent thinking is required in the learners. But, there are some students who are below average and fail to succeed in discovering the solutions of the problems. It frustrates them. Besides, not many teachers have patience for providing individual guidance to the learners. And learners, too, feel hesitation to approach the teacher for seeking his help [1].

Undoubtedly, an effective teaching foreign language is impossible without cooperation of both participants of the educational process. Autonomy and creativity of the student requires that the teacher be autonomous, creative and capable of flexibility, professional adaptability and constant creative search.

Thus, the use of heuristic methods in teaching foreign languages contributes to the development of cognitive motivation, creative realization of students, allows choosing the content of education, taking into account the different level of language proficiency, motives, thinking and memory characteristics of students, and, therefore, contributes to their active involvement in the learning process.

Литература

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