CONCEPTUAL METHODS AND THE PRINCIPLES IN STUDYING OF SPANISH AS A SECOND LANGUAGE

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ABSTRACT

This article is devoted to the research in didactics of Spanish as a second foreign language. The conception and general principles of this subject teaching are presented founding on the Spanish-speaking didactics research works. After the main methodology concepts have been reconsidered and the practical lessons have been analyzed, the strategy of communication practice is chosen. The methods of teaching are shown gradually, according to the order they are applied. Several teaching procedures are illustrated.

Keywords: terms, technique, focusing, design, process, teaching models: visual, audible.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Expression "the European's Plurilingua" extends more and more, after all the modern youth tries to seize some languages, and with it has to be helped by educational institutions, perfect programs, the qualified teachers. Extremely important role in study of Spanish is played by the language level of teachers and mastering of the newest technologies of teaching by them. Bologna Process [6] offers great opportunities for improvement of methods of study and estimation, to enter more flexible and polyvalent academic ways, to promote mobility of students and to expand professional opportunities of teachers. Assignment of number of classroom hours and a didactic condition of modern textbooks is not less important.

Special attention the methodological principle at which during the insignificant period it is necessary to teach students not only to read and write, but also to talk, think and create in this language needs.

At the initial stage of studying of language the dominating figure is the teacher who plans strategy and tactics of study, forms different skills at students. At the initial level it is important to find contact with group and it is very important to bring value of what occurs on occupation to students, to be convinced that the student acquired the given material and even it learned on occupation. It is possible when the student learns to listen and understand the teacher. At the initial stage students, matter of course, use mainly two language codes: native language and stranger. To think two languages means to open opportunity for optimum assimilation of structural features, forms wider horizon of knowledge of functional models.

Studying of other language is not only mastering by it, and also different situations and aspects which influence constant incentive of its improvement. To them it is referred also need for communication, and also prestige of language. Spanish is the second language of the international communication after English. According to forecasts, in 2030 7,5% of the population of the earth will be hispanic (535 million people). And through 3-4 generations this indicator will reach 10%. Thus, the greatest number of hispanic citizens will live in the USA. "Spanish in the world" which is published, since 1998 is told about it in the annual report of Institute of Cervantes. And considering that Spanish - the second for value on the

planet and official in 23 countries, [5] that it respectively increases attention of youth. Studying of culture and history of the Spanish countries and Indian nationalities of the Maya, Aztecs, a kechua and so forth interests. The second important lines in studying of Spanish are features of its teaching. On each occupation the attention of the teacher is directed on phonetics and grammar. The teacher has to surely suggest students to listen to a pronunciation in the different Spanish-speaking countries by means of videos. For an example to acquire that the only thing the general in a pronunciation of all Spanish-speaking countries is not mitigation of sounds "**d, n, s, t**" before vowels "**i, e**":

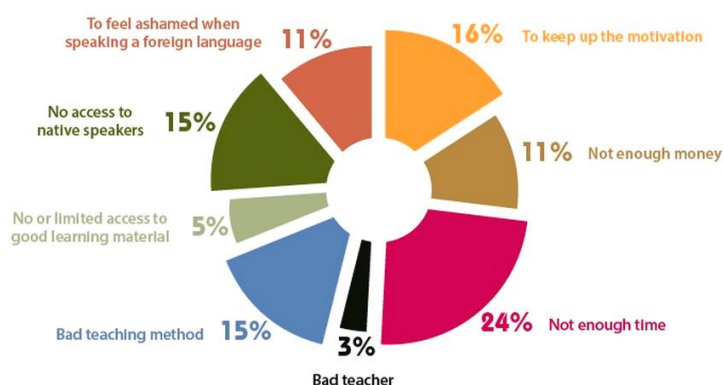*directo, destino, nivel, niño, negro, silla, seña, casita, tilo, cantina, telar.*

In spite of the fact that mainly teachers use different modern methods and problems of communicative competition on occupations, audiovisual and multimedia receptions are the most effective, improving: [7]

- technology of study and concentration;
- memory development;
- lexicon;
- verbal and written communication;
- fast reading;
- understanding of the read text;
- development of intelligence, sharpness.

It is also necessary to pay attention to psychological nuances of the student, to interests and experience of students, motivations of the moment. They I try to make a start from that already know - to the unknown who demands concentration and energy for assimilation. It promotes the movement of updating, intuition and for this reason it is necessary to diversify kinds of activity taking into account features of audience, moods of students and so forth. It is interesting when students don't know with what occupation will begin. It will organize them on that for this purpose is necessary: to learn to read the newspaper with Spanish, to be able is squeezed to retell the matter read both to state the reasoning and to comment different character of article and so forth. The teacher has to remember always: the nobility - not always means to tell. There are personal barriers at communication before audience: nerves, a stress, bashfulness which hold down the student in commenting of the knowledge. The statistics of such psychological aspects in training of language can be received through communities [8] or to conduct the survey among students.
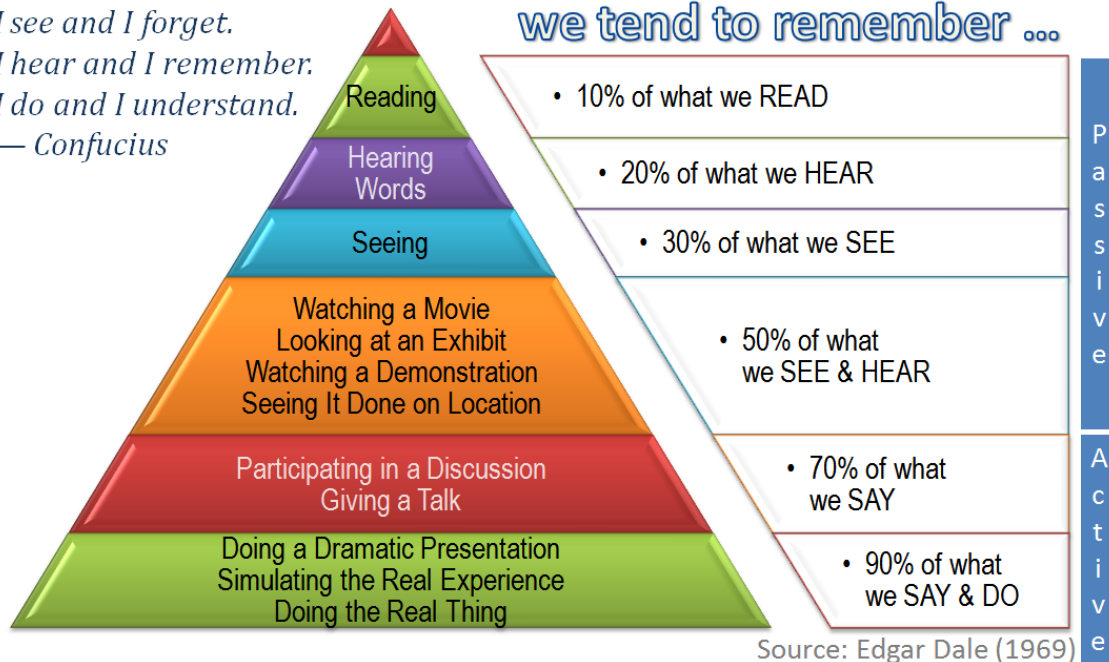
Then by results of statistics it is possible to create for the student or for groups of students here such "The experience cone" the American teacher Edgar Dale visually illustrates, what different educational results can achieve, using various means or "carriers" (media) of the content of training. This version of "cone" belongs to later publications.

Main difficulty experienced when learning a new language
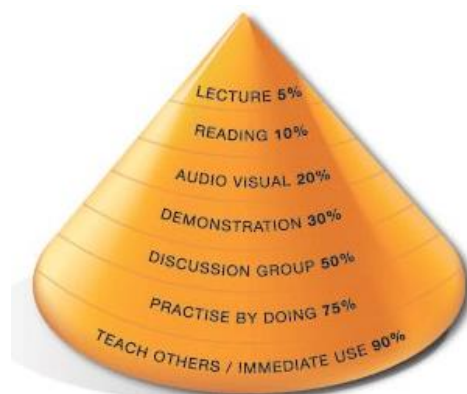
To feel ashamed when speaking a foreign language 11%
To keep up the motivation 16%
Not enough money 11%
No access to native speakers 15%
No or limited access to good learning material 5%
Bad teaching method 15%
Bad teacher 3%
Not enough time 24%

The Cone of Learning

sparkinsight.com

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks, we tend to remember ...

Reading

Hearing Words

Seeing

Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location

Participating in a Discussion
Giving a Talk

Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Passive

Active

Source: Edgar Dale (1969)

By the end of the 1970th years by results of research of National training laboratory of the USA the so-called concept of "a training pyramid" was formulated. It also shows dependence between methods of training and extent of digestion of material. Becomes, it is obvious that classical lecture (a monologue of the teacher which isn't followed by slides and other illustrations) — the least effective method of training: it provides development on average about 5% of the contents. At the same time "active training" (involvement of participants of educational process in different types of vigorous activity) allows to achieve considerably the best results.

So far as concerns written examination, that the teacher won't take into consideration grammatical mistakes is noted, and the main thing is to understand opinion of the student. Students love such types of work and without fear talk, write, and even state philosophical reasoning. During such work students correct each other and, fortunately on such occupations everything passes without offenses, and, on the contrary, with gratitude as the question - Why often sounds? And how it is necessary? And students explain each other this or that rule. Sometimes it is only enough to hint at a mistake - and it already stimulates possibility of the student to reveal the ingenuity, ability, knowledge, dexterity, gives the chance step by step better to take control of language.

LECTURE 5%
READING 10%
AUDIO VISUAL 20%
DEMONSTRATION 30%
DISCUSSION GROUP 50%
PRACTISE BY DOING 75%
TEACH OTHERS / IMMEDIATE USE 90%

It is necessary to use the various, interesting material directed on concentrating attention of students not only on studying of new material, but also on introduction of colloquial clichés concerning

daily cares, student's "parties", the last sports competitions etc. at the beginning of each occupation. It is the prerequisite of that the lesson will pass cheerfully, quickly, effectively and will cause interest to studying of language.

It is desirable for teacher to use often didactic and distributing materials, to enter thematic sketches and situations concerning these or those religious, traditional and national holidays of the Uzbek and Spanish people. For an example, we will organize "An Independence Day of Uzbekistan in spanish". Students, having received the Uzbek or Russian option, do the translation independently, will organize rehearsal and carry out representation. As a result everyone receives an assessment, both for the translation, and for a pronunciation, broadcasting fluidity.

The translation of the unknown text interests the student who forcedly uses the dictionary. Thus, it fills up the lexicon, develops memory. After all it is known: the more the student owns lexicon, the easier perceives heard or read. Presently with development of a video audio recording, computer programs and the Internet everything mainly is based on reading and the letter.

At the second stage of study complicate requirements, more difficult material - "The Spanish option of the Independence Day" moves; and further, considering already the best knowledge of students - Conferences on the subject "Our Mothers", or a quiz - "Culture of the hispanic countries", "My relation will be organized to". and so forth. The interesting and instructive video record promotes introduction or a reinforcement of assimilation of subjects. It is important to study songs, tongue twisters, verses, riddles, both for development of an oral broadcasting, and for improvement of a pronunciation. You can find working video examples on the site of the author of article. [8]

For studying of a subject "Residence in the city" and "Orientation in the city" it is possible to suggest to conduct tour by the city where students tell all that they know about is mute, see every day, but, perhaps, not on all pay attention. To offer excursion in the museum, or art gallery or on an exhibition. That the student will have opportunity to share the knowledge of the city with companions and in a foreign language is very important!

Communicative way of training - one of the best methods. In such cases the student who already well knows one foreign language, created own strategy of study and has experience and knowledge. With such baggage it is easier for it to read and write in a foreign language, to understand heard and quickly to gain skills of the letter. The grammar and lexicon are entered mainly into time of a situational broadcasting. For introduction of grammar it is offered that the student accustomed with two levels: formal and informal, also I learned some forms of the statement of the same idea to elect that which to it more favorable and adapted for his personality.

It is important to create such conditions that the student studied rules concerning these or those problems of language. Exercises which will help the student to draw conclusions from grammatical rules are offered. When groups big, form working teams, everyone with the task which needs to be executed in certain time. It generates ideas and situations, distributes work of the student, and induces to mutual aid: knowledge is controlled; responsibility for the knowledge, acts and so forth amplifies.

For such work it is possible to use various materials: broadcasts, maps, images, caricatures, and series of thematic drawings, motivation, situation and so forth. All this gives the chance to students to develop strategy as to audioperception, reading, and to transfer the option so that all understood.

At the last stage when almost all grammatical, lexical barriers are already broken, students feel more surely, here then written works or conversations on free subjects are offered. Usually, the chosen subjects are: "That for me is love", "My understanding of happiness", "Mother", "I live in Uzbekistan", "Interesting events in my life", "The nature and I", "Independence of the Latin American countries", "Study problems in Spain" and so forth. All versatile work of the teacher gives the chance at the final stage to give the scope of scientific and search work connected with the hometown. For an example:" Tashkent with aroma of tea" "The Uzbek music and musicians", "Sights of Tashkent", "Educational institutions and students of Tashkent", "Theatres of Tashkent", "Outstanding people and their house museums of Tashkent", "Tashkent during the Second World War", "Tashkent – the city grain", "Tashkent - the East pearl", "Tashkent from height of bird's flight", "Ming urik a citadel", "Architectural styles of Tashkent", "the Tashkent subway" and so forth.

Such search individual work promotes improvement of language, fixing of the acquired knowledge during study, develops possibility of expression of the opinion on any subject.

Thanks to such work of the teacher each student already has the individual experience concerning learning of foreign language. It starts experimenting and opening the hidden opportunities, to offer the hypotheses, concepts that predetermines to deduction of rules, and it that is necessary for studying of language as the second foreign. The teacher only helps studying, that is assumes a role of the organizer, offers situations with the purpose of creation of easy communication.

Special in a technique of teaching Spanish as the second foreign there is that the student is directly involved in studying, argues offers, represents, will organize, creates, and is responsible for educational process.

At the present stage there are enough materials where it is possible to examine new methodical development which uses for comparison and estimation of educational methods of foreign languages. During the analysis of works of Spanish-speaking experts from Argentina, Mexico and other countries it was interesting to track methods and methods which they use, namely: concept a method which covers the concept, focusing of approach, development and process. [1] [2]

The term a *method* is a set of actions or well programmed plan the teacher. It is set organized the technician in a certain sequence.

The term of the *technician* is actions which depend on the chosen means of the teacher more. The term of *focusing* is a set of ratios of aspects which concern an origin of language and essence of study and studying. (It is closely connected with the theoretical principles).

The term *process* - definition of equipment and activity of teaching in audience.

According to these models, "*focusing/approach* /" belongs to the theory about genesis which are a source of practice and the principles of teaching languages. On the other hand,

"*process*" defines technicians and activity which use in audience according to concrete methods. In this regard we note that the concept of a method is more stoutly and the purpose, more favorable to achievement, in learning of foreign language.

Methodologist of X. Bastidas in the work "Opciones metodológicas" [9] says that it as if the plan which is based on the theoretical principles about the nature of language, studies and learning of foreign language which is carried out by means of coordinate connection of actions, the technician and exercises which are carried out in audience.

We will note that the method needs to be formed as very concrete organization of activation and actions in studying of language. It illustrates that the methodological concept is closely connected with concepts: focusing/approach/, contents, equipment, means, teacher, student, Wednesday and estimation. Therefore, one method will come up from another in the form in which the technology of teaching, the used means, a role of the student and teacher and so forth are formulated. The methodologist A. Puello in work "illustrated with "El concepto de método" this concept in the chart: [1]
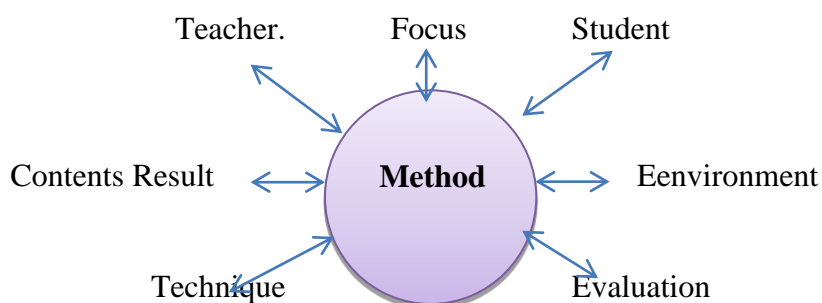
Wide concept of a method

According to the chart, such terms as focusing/approach/, the method, equipment are the making system of dependence from each other therefore they are designated by shooters from both ends.

Rather often students, speaking about one teacher of a foreign language, speak "this teacher owns a kind method", and concerning another speak "and this has to replace a study technique"; and actually students want to tell that one teacher uses more effective technicians and strategy, than another, and thus is able to establish the best connection between study and studying. After all the equipment is connected directly with classroom practice and depends on how the teacher gives a training material. Here one of examples of a typical situation question-answer: [1]

B - Teacher C1,2,3 – Student

B: ¿Qué tiempo hace hoy?
C 1: Hoy hace buen tiempo
B: ¿Por qué piensas que hace buen tiempo?
C 2: Porque hace sol y el cielo está despejado.
B: ¿Te gusta el tiempo de hoy?
C 3: Si, claro, mucho. Me gusta cuando hay sol y hace calor, porque... etc.

As we see, it and is one of forms of representation of unity of actions when studying Spanish as the second foreign; it is also equipment which teachers use.

In general it is possible to tell that there are different methods and the principles of study, but there is no consensus concerning what of them the best for studying of language as second foreign. The teacher is offered by different technicians and methods, such as:

Método Directo, Método Natural, Método Audiolingual [3] and so forth. Techniques of teaching foreign languages continue searches of more effective methods of study, after all the foreign language is an important instrument of communication of the present. First of all, the teacher needs to put the student in the center of educational process; the student has to be that factor from which have to make a start by drawing up programs of studying of language, then success with guarantee.

The success or fiasco of students in studying of language depends in many cases on development of their memory and ability correctly to understand and use the studied lexicon, and memory is one of the most important factors of progress of the XXI century.

All new methods and the principles of study of a foreign language used by the teacher in educational process, in our case of Spanish, will promote both interest language, and to development of abilities, skills of expression, clear and sure communication, fluid technology of the reading and understanding read, logicians, thoughts, intelligence, creativity which is fundamental to progress in the XXI century.

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