

### АНОТАЦІЯ

Назва освітнього компонента	<b>ВК 02 Психолінгвістичні концепції викладання іноземних мов</b>
Освітня програма	1. «Середня освіта. Англійська мова і література, друга іноземна мова» ID 46933 2. «Середня освіта. Англійська мова і література, психологія» ID 56515
Компонент освітньої програми	Вибірковий
Загальна кількість кредитів та кількість годин для вивчення дисципліни	3 кредитів / 90 годин
Вид підсумкового контролю	залік / екзамен
Мова викладання	англійська
Викладач	Доктор психол. наук, професор, завідувач каф. практики англійської мови та методики викладання <b>Михальчук</b> Наталія Олександрівна
CV викладача на сайті кафедри	<a href="http://www.rshu.edu.ua/kafedry-if/kafedra-ram">http://www.rshu.edu.ua/kafedry-if/kafedra-ram</a>
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#### Мета та завдання освітнього компонента

**Мета** курсу – розгляд сучасних психолінгвістичних концепцій викладання іноземних мов в процесі іншомовної мовленнєвої діяльності. Розуміння сутності психолінгвістичних концепцій дозволяє проаналізувати те, як, з точки зору найсучасніших наукових досягнень, формувати у тих, хто навчаються, комунікативні компетентності з іншомовного говоріння, читання, аудіювання та письма, розвиваючи відповідні мовленнєві навички та вміння. Вирішення цих питань дасть змогу здобувачеві вищої освіти зрозуміти визначення процесу викладання іноземних мов як систематизованої сукупності практичних шляхів, форм і способів виділення цілей навчання іноземної мови, добору та створення його змісту, організації навчального процесу, прийняття або створення і використання певних способів та

прийомів викладання та учіння у цьому процесі, добору та розробки певних засобів навчання і їх використання у навчальному процесі.

**Завдання** курсу. Здобувачі вищої освіти мають знати:

- теоретичні основи психолінгвістичних концепцій викладання іноземних мов;
- метакогнітивні концепції (які базуються на психолінгвістичних механізмах планування, моніторинг, оцінювання);
- когнітивні концепції (передбачають сформованість здатності користуватися ресурсами: словниками, довідниками, підручниками тощо; здатності до повторення, створення образів, групування інформації; здатності робити висновки, конспектувати тощо);
- соціально-афективні концепції (передбачають сформованість здатності співпрацювати з іншими, ставити запитання, ставити завдання самому собі, підкріплювати свою роботу мовним матеріалом тощо).

## **Зміст освітнього компонента**

### **МОДУЛЬ 1**

#### **Змістовий модуль 1. Psycholinguistic Conceptions of teaching foreign languages in accordance with State Standards of general secondary education in Ukraine**

##### **Тема 1. The system of education in Ukraine and the use of psycholinguistic conceptions in the process of teaching foreign languages**

1. The Conception of General Secondary Education and the use of psycholinguistic conceptions in teaching foreign languages
2. State standards of general secondary education and the use of psycholinguistic conceptions in teaching foreign languages
3. Psycholinguistic Conceptions of teaching foreign languages in general educational institutions
4. The basics of the formation of intercultural communicative competence under the conditions of using Psycholinguistic Conceptions of foreign language learning

##### **Тема 2. Connection of Psycholinguistic Conceptions of foreign language teaching with other sciences**

1. Connection of Psycholinguistic Conceptions of foreign language teaching and Pedagogy
2. Connection of Psycholinguistic Conceptions of foreign language teaching and Psychology
3. Connection of Psycholinguistic Conceptions of foreign language teaching and Psycholinguistics
4. Connection of Psycholinguistic Conceptions of foreign language teaching and Linguistics
5. Connection of Psycholinguistic Conceptions of teaching foreign languages and Literature
6. Connection of Psycholinguistic Conceptions of foreign language teaching and Sociology
7. Connection of Psycholinguistic Conceptions of foreign language teaching and Linguistic and Regional studies of English Speaking countries

#### **Змістовий модуль 2. Psycholinguistic Conceptions of teaching foreign languages and methods of formation of pupils' basic competences**

##### **Тема 3. Psycholinguistic Conceptions of teaching foreign languages in the system of teaching foreign languages and cultures**

1. Psycholinguistic Conceptions of teaching foreign languages in the aspect of a systemic approach
2. Psycholinguistic Conceptions of teaching foreign languages in the aspect of communicative-activity approach

3. Psycholinguistic Conceptions of teaching foreign languages in the aspect of competence approach
4. Psycholinguistic Conceptions of teaching foreign languages in the aspect of reflexive approach
5. Psycholinguistic Conceptions of teaching foreign languages in the aspect of cultural approach
6. Psycholinguistic Conceptions of teaching foreign languages in the aspect of a leveled approach
7. Psycholinguistic Conceptions of teaching foreign languages in the aspect of a professionally oriented approach

#### **Tema 4. Principles of Psycholinguistic Conceptions of foreign language teaching**

1. Didactic principles of Psycholinguistic Conceptions of foreign language teaching
2. Methodological principles of Psycholinguistic Conceptions of teaching foreign languages
3. Cultural principles of Psycholinguistic Conceptions of teaching foreign languages
4. Axiological principles of Psycholinguistic Conceptions of foreign language teaching

#### **Tema 5. Psycholinguistic principles of the formation of foreign language communicative competence of schoolchildren in secondary educational institutions**

1. General characteristics of speech activity
2. Psycholinguistic patterns of formation of skills and development of abilities of schoolchildren in secondary educational institutions
3. Exercises and tasks for the formation of foreign language communicative skills competence of schoolchildren in secondary educational institutions
4. Typology of exercises and their requirements in the paradigm of Psycholinguistic Conceptions of foreign language teaching
5. A system of exercises for the formation of foreign language communicative competence in the paradigm of Psycholinguistic Conceptions of foreign language teaching

#### **Tema 6. The Methodology of the formation of language competences in the aspect of using Psycholinguistic Conceptions of teaching foreign languages**

1. The methodology of the formation of foreign language phonetic competence of pupils of secondary educational institutions
  - 1.1. General characteristics of foreign language phonetic competence
  - 1.2. The goals of forming phonetic competence of pupils of primary, elementary and high school
  - 1.3. School phonetic minimum of pupils of primary, elementary and high school
  - 1.4. Stages of the formation of phonetic competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 1.5. Exercises and tasks for the formation of phonetic competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
  - 1.6. Psycholinguistic means of forming the phonetic competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 1.7. Control of the level of formation of phonetic competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
2. The methodology of the formation of foreign language lexical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
  - 2.1. General characteristics of foreign language lexical competence
  - 2.2. The goals of forming lexical competence of pupils of primary, elementary and high school
  - 2.3. School lexical minimum

- 2.4. Stages of the formation of lexical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
- 2.5. Exercises and tasks for the formation of lexical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
- 2.6. Psycholinguistic means of forming the lexical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
- 2.7. Control of the level of the formation of lexical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
3. The methodology of the formation of foreign language grammatical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
  - 3.1. General characteristics of foreign language grammatical competence
  - 3.2. The goals of forming grammatical competence of pupils of primary, elementary and high school
  - 3.3. School grammar minimum
  - 3.4. Stages of the formation of grammatical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 3.5. Exercises and tasks for the formation of grammatical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
  - 3.6. Psycholinguistic means of forming the grammatical competence of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
  - 3.7. Monitoring the level of grammatical competence of pupils of elementary, primary, and high school in the process of using Psycholinguistic Conceptions of foreign language teaching
4. The methodology of the formation of foreign language competence in writing technique of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 4.1. General characteristics of competence in writing technique
  - 4.2. The goals of forming pupils' competence in writing technique at elementary, primary and high school
  - 4.3. Stages of competence formation in writing technique of pupils of primary, elementary and high school in the process of using of pupils of teaching foreign languages
  - 4.4. Exercises and tasks for the formation of competence in writing technique of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 4.5. Psycholinguistic means of competence formation in the technique of writing
  - 4.6. Control of the level of competence formation in writing technique
5. The methodology of the formation of foreign language competence in reading technique of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 5.1. General characteristics of competence in reading technique
  - 5.2. Objectives of the formation of competence in the technique of reading of pupils of elementary, primary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
  - 5.3. Stages of the formation of competence by use the technique of reading of pupils of elementary, primary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages

- 5.4. Exercises and tasks for the formation of competence by use the technique of reading of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
- 5.5. Psycholinguistic tools for the formation of competence by use the technique of reading of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages
- 5.6. Control of the level of development of competence by use the technique of reading of pupils of primary, elementary and high school in the process of using Psycholinguistic Conceptions of teaching foreign languages

**Tema 7. The methodology of the formation of foreign linguistic and sociocultural competence in the paradigm of Psycholinguistic Conceptions of foreign language teaching**

1. Peculiarities of foreign language intercultural communication
2. General characteristics of foreign language linguistic and sociocultural competence and its components
3. Goals of the formation of linguistic and sociocultural competence of pupils of primary, elementary and high school
4. Stages of the formation of linguistic and sociocultural competence. Exercises and tasks
5. Means of the formation of linguistic and sociocultural competence
6. Control of the level of the formation of linguistic and sociocultural competence

**Tema 8. Methods and technologies of teaching foreign languages that correspond to the paradigm of Psycholinguistic Conceptions of teaching foreign languages**

1. Methods of teaching foreign languages and cultures that correspond to the paradigm of psycholinguistic concepts of teaching foreign languages
2. Classification of methods of teaching foreign languages and cultures in the paradigm of Psycholinguistic Conceptions of teaching foreign languages
3. Cognitive methods
4. Direct methods
  - 4.1. Harold Palmer's Oral Method
  - 4.2. Audiolingual method
  - 4.3. Audiovisual method
  - 4.4. Combined methods
  - 4.5. Michael West's method of teaching reading
  - 4.6. Communicative and game method of learning
  - 4.7. Intensive methods
5. Modern innovative technologies for teaching foreign languages and cultures that correspond to the paradigm of Psycholinguistic Conceptions of teaching foreign languages
  - 5.1. Technologies of programmed learning
  - 5.2. Technologies of intensive training
  - 5.3. Drama and pedagogical technologies
  - 5.4. Lacunary or "silent" technologies
  - 5.5. Technologies focused on physical reaction of the person
  - 5.6. "Tandem technology"