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LANGUAGE TRAINING AND TEACHING: INTERDISCIPLINARY APPROACH

In this study are discussed different disciplines that constitute the database of the field of language teaching. Many language training and teaching curriculums have been developed in line with the changing educational policies over time. After the 1940s, scientific studies have started to adopt the interdisciplinary approach, as a result of the positivist understanding. The use of the data in different disciplines is now considered to be an indispensable part of the studies in the field of language education. The main objective of the study is to determine the interdisciplinary boundaries of the field of language teaching and to provide new insights for its practice.

INTRODUCTION. Language education refers to the process and practice of acquiring a second or a foreign language. Over time, language education has developed in schools and has become a part of the education curriculum around the world [10].

Changed conditions of today's World have caused a lot of new approaches in education. It was the Port Royal School that gathered the studies on language teaching and linguistics under one roof for the first time in the history. The terms of deep structure and surface structure put forward by Port Royal School are still relevant in the field of language teaching. There are ongoing studies in language learning and teaching areas. New approaches to language learning as a reaction to the classical methods have proven to be fruitful but insufficient due to their dismissal of the grammar knowledge, an indispensable part of language learning and teaching process [4, p. 169]. On language acquisition and development there are many points which still unexplained. From past to the present, very important developments have been made in Language Teaching.

In this study are examined different disciplines that can form a basis for research in the field of language teaching.

LITERATURE REVIEW. INTERDISCIPLINARY APPROACH.

Interdisciplinary work; it is the gathering of different scientific disciplines to solve a problem in all scientific researches and projects and to establish a link between the subjects. Interdisciplinary research enables us to approach the problem from different perspectives while solving the problems we experience and facilitates the solution of complex problems.

In our world, from 1900s to the present, much kind of approaches and methods have been applied on language teaching. During the historical process these approaches were changed related to about their aims, application methods and their basic thoughts. The traditional approach which is the oldest approach in the language teaching covers the teaching of rules of the grammar, literature, proverbs and liberal education. These thoughts started to change in 1950s and the thought that is the “language is the for the communicating” started to spread. Then the studies containing communication and the usage of the language in daily life were done. Nowadays with the constructive approach, the thought that is «language is a tool for social communication» has been supported. The developing of mental, emotional, and social skills have been handled and teaching of language has been done with the many kind of activities, duties and projects [5, p. 123].

Today, studies in the field of language education include «brain, memory, communication, linguistics, semiotics, literature, text linguistics, sociology, psychology, philosophy, cognitive psychology, etc.» it is benefited from the data of many sciences, especially [11].

We believe that following approaches will bring about considerable contributions in terms of language teaching:

➤ ***Advances in the brain and memory area and language teaching:***

Studies on brain have paved the way for important developments in the field of education since the early 20th century. Today, reconstruction began in the field of education after the developments in brain. Human brain, which has always been an

insolvable mystery started to be gradually solved. This process which started especially with the split brain studies of Sperry was tried to be reconstructed by correcting the deficiencies with the triune brain model of Lean. The question of “which parts of the brain serve to which functions” became clearer with the Holistic Brain Model of Ned Herrmann which combines these two models [12, p.111]. Also, the term of synaesthesia is notable in relation to the relationship of the developments regarding the brain with language teaching. Synaesthesia is also expressed as unified senses and co-sensation. There are certain areas in the brain, feeding it back and forth [14, p. 107].

Recently, there has been a growing interest in the research focussing on the relationship between brain and language among foreign language specialists. Brain research has illustrated that foreign language teachers can enhance their effectiveness in the classroom on the basis of the findings concerning the natural learning functions of the brain [15, p. 7]. The psychological changes which are happening in the brain as result of learning is a milestone to answer the question that how human (brain) learns [7, p. 94].

➤ ***Epistemology and language teaching:***

Based on the information processing model, language appears to be the most important means of information flow. It is a vital tool in all mental processes in the learning process. According to the information processing model, language seems to be the most important tool of information flow [11]. Target of language teaching is to improve the capacity which is called «communicative skill». This proposition carries more weight when we pay regard to the developments in science, technology, art, literature and other areas, relations between cultures and societies, interaction, communication and information exchange forging ahead in dizzying speed in the first days of 21. century in which we live [9, p. 11].

➤ ***Semiotics and language teaching:***

Semiotics is a critical approach to analyze and interpret the facts and incidents related to societies and their cultures. Therefore, it is possible to define it as an art of signification of signs produced by people. Semiotic theory enables to analyze both

linguistic and non-linguistic signs including implicit and abstract concepts within a system. The system represents a specific semantic universe which is created thanks to the articulation of those concepts and signs with each other. In a semiotic sense, semiotics is the system which has the characteristics of being an umbrella term divided into many sub-divisions [6, p. 23].

The relationship between visuals and language teaching appears as visual reading, visual presentation or media literacy. Semiotics is one of the disciplines, considered to be related to native language education. The study area of semiotics is language and image. Nonlinguistics elements, visual indicators in particular, are notable in the studies on semiotics [3]. It is not abnegate that language is raised to an important grade between other sciences thanks to theory of knowledge and the methods of linguistics of Ferdinand de Saussure. Saussure indicates that language is a social institution and semiotics exists in social life [8, p. 123].

➤ **Literature and language teaching:**

The most closely related area of literature is considered to be language teaching. Especially the field of children's literature cannot be dissociated from language teaching. Thanks to literary products, a child encounters concrete examples for narrative subtleties and aesthetics of the native language. Human is a social being and as a result of his sociality he is in constant communication with other people. In this communication, the individual uses comprehension and expression skills. Listening and reading are included in comprehension skills [11].

➤ ***Linguistics and language teaching:***

With the advent of linguistics, language has gained a scientific dimension and studies have become more serious. The concepts added to the field of language teaching by linguistic researchers are also notable in the field of phonetics. Studies of linguistics have focused on the nature and structure of language, and the process of cognition. With mentioned notions studies have attempted to explain how language is acquired and learned. Vocabulary acquisition has been the major concept for researchers who have consistently demonstrated that phonological memory skills play an important role in the learning process [13, p. 221]. Grammar can be briefly defined

as a discipline that studies a language in terms of phonetics, form and sentence structures; and determines the rules concerning these. As for grammar teaching, it is a process of enabling students to sense the phonetics, form and sentence structures of a language by making use of particular methods; and carrying out activities which help them use language effectively, accurately and smoothly. Therefore, grammar teaching can be seen as an assistant and supportive field, which helps students to acquire the skills of comprehension and expression in an effective way [2, p. 275].

➤ ***Textlinguistics and language teaching:***

One of the closely related fields of language teaching is text science. Textlinguistics is a discipline related to the analysis of the elements of the text. The field of textlinguistics is related to language teaching in many ways. One of the closely related areas of language teaching is textlinguistics. Textlinguistics is a discipline regarding the analysis of the elements of the text and the linguistic patterns in the text. It was a structural practice which served to [11].

CONCLUSION. In our world, from 1900s to the present, much kind of approaches and methods have been applied on language teaching. Economic, sociological, philosophical, psychological and so on. developments and changes undoubtedly manifest themselves in different areas. Language is at the top of these fields. Different methods have been used in language teaching with the changes experienced in different periods. In this regard, the explanations of the relations between the functions of the brain and language acquisition and learning in the brain have helped to enlighten many problems in this area [1, p. 41]. The place of communication in the educational process which prepares a person for life and includes all social processes, is important at the point of getting information. In the learning process which takes place through language, the acquired knowledge is converted into action and skill acquisition is achieved. In order to achieve the objectives and objectives determined in language teaching, it is necessary to look at language as a science and to base language teaching on scientific foundations. It is clear that important steps have been taken in recent times in Turkey in terms of foreign language teaching.

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INTERACTIVE TECHNOLOGIES AND APPROACHES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

The specificity of modern pedagogical technologies used in the process of teaching a foreign language is revealed in the transfer of the teacher's attention to the student himself, i. e. when exactly the student becomes the main figure of the educational process. The focus of methodologists is shifting from teaching (learning) to cognition (learning). Of interest are, first of all, educational technologies focused on the cognitive activity of the student.