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**Приемы, методы и системы обучения:
иерархическая взаимосвязь базовых категорий в лингводидактике**

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Аннотация: Рассматривается система базовых категорий методики преподавания иностранных языков – «приём», «метод» и «система обучения», – в их иерархической взаимосвязи. Раскрывается сущность каждого понятия, демонстрируется их функциональное различие и динамический характер границ между ними (в частности, возможность трансформации приёма в метод при систематическом применении). Проанализированы ключевые методы обучения (демонстрация, объяснение, упражнение), их типология и операциональное наполнение через конкретные приёмы. Особое внимание уделено критериям выбора методов и приёмов: созданию комфортной образовательной среды, личностно-ориентированному подходу, активизации субъектной позиции учащегося, дифференциации и индивидуализации обучения, социокультурной направленности. Описаны функциональные роли педагога (организационная, обучающая, контролирующая) и учащегося (ознакомление, тренировка, применение). В заключении подчёркивается, что эффективность обучения достигается за счёт баланса между теоретическими установками и практическими задачами, гибкости в сочетании методов, ориентации на развитие коммуникативной компетенции и постоянной рефлексии педагогической практики.

Ключевые слова: лингводидактика, метод, приём, система обучения, коммуникативная компетенция, личностно-ориентированный подход

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In the field of foreign language instruction, the core objective is to develop learners' practical speech skills and competencies. A method can be understood in two key ways: as a teaching model applicable to specific educational scenarios, and as a set of teacher actions aimed at addressing particular learning tasks.

The most commonly employed methods include demonstration, explanation, and exercises. Demonstration holds particular significance in school-based foreign language education, as it allows learners to better grasp the semantic aspects of the target language. It is important not to confuse explanation with mere commentary or clarification. Exercises play a dominant role in instruction, as they materialize all teaching techniques and constitute the central component of lesson structure, providing essential conditions for continuous foreign language practice.

The selection of teaching methods depends on both objective and subjective factors. Objective factors encompass learning goals, student composition, linguistic correlations between the native and target languages, curriculum design, and available resources. Subjective factors relate to the individual characteristics of both teacher and learner. According to Babansky's classification, verbal methods are used when the material is primarily theoretical and informational, when students are prepared to absorb ready-made knowledge, when building theoretical and practical understanding, or when the teacher is more proficient in this method than others.

The direct method emerged as an alternative to the grammar-translation method, championed by figures such as M. Berlitz, F. Gouin, and O. Jespersen. It is based on the idea that foreign language acquisition should mirror native language learning, proceeding naturally without explicit drills. The name "direct method" stems from the principle that the meaning of foreign words and phrases should be conveyed directly through associations between linguistic forms and their corresponding concepts, demonstrated via facial expressions, gestures, actions, objects, and communicative situations.



Key tenets of the direct method include: instruction conducted solely in the target language, with complete exclusion of the learners' native language and translation; a focus on developing oral communication skills, prioritizing listening and speaking while allowing moderate use of reading and writing to reinforce new material; vocabulary taught through high-frequency spoken language items, with the sentence as the basic unit of instruction; lexical introduction and practice delivered orally through paraphrasing, visual aids, and demonstrations; and inductive grammar instruction without explicit rule explanations, with a strong emphasis on grammatical accuracy and immediate error correction.

Phonetic skill development is also a key objective, and imitative techniques are widely used, with students repeating phrases and sentences after the teacher to achieve phonetic and grammatical accuracy. The audio-lingual method is grounded in behaviorist learning theory and structural linguistics. It conceptualizes language as a form of behavior to be trained, presenting language in small, graded units and structures that learners master through repetition, substitution, transformation, and similar drills. The teacher's role is to ensure reinforcement of these units both in class and at home, correcting all errors to prevent recurrence and promote accuracy.

Core principles of audio-lingual instruction include: habit formation in creating and using various linguistic structures through mechanical repetition and memorization of "correct behavior", with students internalizing models, dialogues, and texts before transferring them to new speech contexts; prioritizing oral over written language through the principle of oral precedence, where students first encounter linguistic phenomena in speech and later practice them in writing, viewing oral speech as the foundation for written proficiency; and organizing instruction around speech practice rather than language system analysis, with inductive grammar learning based on carefully selected sentence patterns without explicit rule explanation.

Drill, transformation, and substitution exercises are extensively used, often performed chorally after the teacher or recorded voice, reflecting the method's name. The terms "direct method" and "natural method" are often used interchangeably. The natural method follows the same principle as children's native language acquisition—a natural path. Its primary goal is to develop oral communicative skills, with written language receiving less emphasis. Instruction focuses on intensive drilling of grammatical structures and lexical items, using visual aids for semanticization and vocabulary practice.

The communicative method is rooted in a communicative approach, though scholars interpret its principles in diverse ways, leading to multiple interpretations. Some international scholars advocate an extreme view, considering the communicative method in its purest form, where instruction relies solely on meaningful communication and real interaction, excluding explicit focus on language form. They emphasize authentic communicative tasks aligned with learning goals, often downplaying conscious learning and cognitive processes involved in language acquisition.

Conversely, some local practitioners, while claiming to use the communicative method, actually focus on language system instruction, employing formal language drills and only introducing dialogues or opinion sharing at the final stage of topic work. Most international and local methodologists favor a balanced interpretation, where instruction reasonably combines systemic and content-based approaches, addressing both language form and meaning.

This understanding has led local experts to propose the term "communicative-cognitive method", recognizing that language features and usage patterns, including sociocultural aspects, are internalized at the knowledge level. The existence of various communicative method variants indicates that the method is still evolving, likely developing along multiple pathways reflecting diverse foreign language teaching contexts.

Thus, the analysis of the basic categories in linguodidactics – *technique*, *method*, and *teaching system* – allows us to draw several fundamental conclusions.

First, these concepts form a clear hierarchical structure: a technique functions as an elementary operational act; a method serves as a generalized model or tool for organizing learning activities; and a teaching system represents an integrative conceptual framework for the entire educational process.

Second, the boundaries between these categories are not rigid: a technique can evolve into a method when applied systematically, which underscores the dynamic nature of the methodological system.

Third, the diversity of methods (such as demonstration, explanation, exercise, etc.) and their associated techniques requires educators to make informed choices based on a set of criteria: creating a supportive learning environment, adopting a learner-centered approach, activating the learner's agency, implementing differentiation and individualization in instruction, ensuring sociocultural relevance.

Fourth, teaching effectiveness is achieved through the synergy of teacher and learner activities: the teacher carries out organizational, instructional, and monitoring functions, while the learner progresses through sequential stages – from familiarization with the material to practice and application of linguistic content.

Finally, the key conclusion is that successful foreign language teaching is only possible when there is a balance between theoretical foundations and practical objectives. This implies a clear understanding of the hierarchy and interrelations among methodological categories, flexibility in combining methods and techniques according to specific teaching contexts, a focus on developing communicative competence through the integration of cognitive, emotional, and sociocultural dimensions, continuous reflection on and adjustment of teaching practice based on feedback.

This approach enables not only the transmission of knowledge, but also the development of learners' sustainable intercultural communication skills essential for addressing real-life and professional challenges.

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