HISTORICAL OVERVIEW ON FLT METHODOLOGY

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Rapid changes in various spheres of the world and in the field of education in particular make the role of foreign language teaching and learning of paramount significance. In this regard, the study of the recent developments in the methods of foreign language teaching is not only crucial but also necessary, as sharing information is commonly implemented through language. The present research is meant to provide a comprehensive overview of the historical developments and an in-depth view of the latest advancements in foreign language teaching from both theoretical and practical perspectives with a focus on the use of innovative teaching strategies, approaches, styles and technology integration to enhance foreign language learning and teaching. This article is also aimed at shedding light on the importance of considering the requirements and needs of today's learners when choosing the appropriate methods of teaching by teachers. Herein it is of primary concern to take into account the fact that due to manifold developments in different fields of human activity, language teaching undergoes different changes and requires new methods and approaches. In addition to all these factors, FL teaching and learning should be directed to the enhancement of intercultural competence, as it can help learners develop a more open-minded attitude towards different cultures. This work particularly highlights the necessity of changing the roles of FL teachers that reflect a shift towards a more learner-centered and technology-enhanced approach to language teaching and learning. These new roles are aimed to foster learner autonomy and critical thinking skills, to engage learners in active learning, and to create a positive learning environment. They also promote collaborative interactions among learners, recognizing and addressing their needs by providing learners with constructive feedback, authentic and varied language input.

Keywords: *traditional method, teacher-centered, learner-centered, background knowledge, schemata, graphic organizer.*

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Introduction

Today the whole world is striving towards a global community shared by different nationalities with various cultural backgrounds, which highlights the basic significance of the foreign language teaching and learning continuum. Foreign language (FL) teaching is a complex and dynamic domain that has undergone crucial changes in recent years. These changes have been driven by a number of factors including technological advancements, pedagogical innovations, the changing priorities in the role of teachers as well as a growing focus on intercultural communication. Consequently, there has been a great interest in exploring the latest developments in foreign language teaching both from theoretical and practical perspectives.

It is an acknowledged fact that the globalization of the world has led to a growing need for intercultural competence which has made foreign language teaching and learning increasingly significant. The reason for this is the rapid pace of technological innovation and effective teaching strategies, which have encouraged research and development activities in the field of foreign language teaching. These developments have not only allowed learners to develop analytical, creative and critical thinking skills, technological abilities, and foreign language proficiency, but have also given teachers the opportunity to grow professionally and personally, self-evaluate and value academic excellence focusing on more learner engagement opportunities in the foreign language setting. Nevertheless, there are also challenges associated with technology integration including access to resources, technical support, awareness of approaches and the need for effective teacher training.

The aim of the paper is to provide a comprehensive overview of the historical and current trends in foreign language teaching, focusing on innovative and effective strategies, styles, and approaches. We also aim to illustrate how the recent developments in teaching methods have led to a shift away from rote learning towards more learner-centered approaches, emphasizing the significance of motivation, intercultural understanding and the crucial role of FL teachers in adapting to these changes.

By shedding light on the importance of innovative teaching strategies, motivation, and learner-centered approaches in FL education, this paper will contribute to the ongoing discussions and debates about the future of FL teaching and learning.

Advancement is an ongoing process in FLT methodology

The methodology of teaching foreign languages which has recently become a testing ground for both theoretical research and practical applications is one of the most important aspects of applied linguistics. The emergence of new approaches to language teaching has been considered an essential area of development in recent years. The use of communicative language teaching, for example, has gained popularity as a more learner-centered and interactive method that emphasizes the importance of real-life communication. Additionally, task-based language teaching, which focuses on

language learning through completing real-world tasks, has been found to promote meaningful and authentic language use.

Over the past century the development of methodological thought and principles has made it possible to trace how a change in the linguistic paradigm determined the need for a transition to a new method. This has been reflected in the evolution of different FL teaching methods including grammar-translation, communicative and task-based approaches, taking into account each of them with its own strong and weak sides, advantages and disadvantages. It is worth mentioning that the transition from one method to another does not mean creating an entirely new method. Every historical period is characterized by particular changes and developments which accordingly have their influence on this or that sphere of our life, and education in this respect is not an exception. Consequently, in this regard the old methods of language teaching are discarded in favour of new ones. However, most new teaching methods are not entirely revolutionary as they are built upon or incorporate elements of previous methods.

The development and popularity of different methods of FL teaching are influenced by different factors which can be grouped according to the various parameters or factors such as objectivity and subjectivity. Some of these factors can be objective, such as political and social factors that shape the educational system, cultural factors that affect the perception of importance of foreign languages and scientific research on language acquisition and teaching methods.

There are also subjective factors, however, that can influence the popularity and success of different language teaching methods such as the personal preferences and teaching styles of language teachers. The learning styles and motivation of language learners are among the subjective factors as well. The relationship between teachers and learners can also affect the productivity of language teaching methods as a positive and supportive learning environment can enhance the learning experience and outcomes. In general, the dynamics of language teaching methods are influenced by a range of objective and subjective factors, therefore, a successful language teaching program should take into account the role of these factors to create an effective and engaging learning experience for language learners.

Today, like many years ago, the problem of finding and selecting the most effective and rational methods of teaching foreign languages is still relevant and unresolved. Accordingly, it is necessary to conduct an in-depth analysis of the main modern methodological systems of teaching foreign languages and to determine their methodological value from the perspective of their effectiveness in teaching foreign languages. Finally, it is a must to determine and implement methods which correspond to modern teaching conditions and meet contemporary educational standards.

In this regard, it seems appropriate to study the evolution of methodological systems of teaching foreign languages during the 20th century and determine the main goals, tasks, principles, methods and means of teaching/learning for each methodological system, the theoretical foundations of individual methodological systems, the scope of their application in the educational process, highlight their

features, advantages and disadvantages, the degree of effectiveness of their use in teaching foreign languages at the current stage.

Researchers (Larsen-Freeman & Anderson, 2011; Celce-Murcia, 2001; Brown, 2007) state that teaching English as a Second Language (ESL) or English as a Foreign Language (EFL) is quite different from teaching the first language (L1). Foreign language teaching field-related research findings are aimed at maintaining a balance between theory and practice, illustrating background information about the present and past methods and approaches to EFL teaching/ learning, as well as presenting meaningful and user-friendly resources for teachers and constructive information for the classroom teacher (Celce-Murcia, 2001).

On the learner-centered approaches

Each method has its own approach as there are different ways to teach foreign languages. Some methods focus on memorization of grammar rules and vocabulary, while others prioritize communication and interaction. Some methods are based on using drills and exercises to develop accuracy and fluency, while others use real-life tasks to develop practical language skills.

In general, FL teaching approaches are mainly classified into teacher-centered and learner-centered categories. A teacher-centered approach is a learning system where the teacher becomes the center of the process, like a conductor on the stage. In a teacher-centered approach, the learner's role is often passive and is centered around receiving information from the teacher. The teacher is seen as the primary source of knowledge, whereas the learners are expected to listen attentively and take notes. The focus is on the teacher's presentation of information rather than on the learners' active participation in the learning process. This approach can be effective for delivering content, but it may not be the best approach for promoting deeper learning, let alone developing learners' communicative competence.

The teacher-centered instruction is considered to be a more traditional approach in which the teacher takes the primary role in leading the class and imparting knowledge to the learners. It is the teacher who decides what topics to cover, how to present the material, and how to assess the learners' foreign language learning process. What learners should do is listen to the presented information, taking notes and completing task-related assignments as directed by the teacher.

As far as learner-centered approach is concerned, it places the focus on the learners' needs and interests. Nevertheless, the teacher still remains the authority of the FL classroom, the teacher acts as a motivator coordinating learners' participation in active learning with a collaborative role and a facilitator guiding students through the learning process and encouraging them to take ownership of their learning. A learner-centered approach gives learners an opportunity of having more control over the topics they study, and there is more emphasis on collaborative learning, acceptance of otherness and problem-solving, hence developing their skills in analytical, critical and creative thinking.

Thus, the choice of teaching methods and techniques depends on various factors such as the learner's level of background knowledge, learning style, language goals, and the learning context. An experienced and skilled language teacher should be able to integrate different methods and techniques in a flexible and creative way to cater to the diverse needs of learners. In this regard it is worth illustrating general ideas on some popular FL teaching methodologies, and displaying how they are incorporated into FL teaching/learning.

The Direct Method

The Direct Method improves understanding, fluency, reading, and listening skills of the learners. Standard techniques for this language learning method are question and answer, conversation, reading aloud, writing, and student self-correction. Factually, while implementing this method, teaching occurs in the target language, encouraging the learner to think in that language (Bolen, 2022). The practitioners of this method state that learners should not practice translation or use their native language in the classroom. On the contrary, they should experience a second language without any interference from their native tongue. Moreover, rigid grammar rules are not stressed. However, the rules are taught indirectly through induction. This means that learners dig deeper into the understanding of grammar rules on their own by practicing the language. The learner's goal is to develop connections between experience and language. The Direct Method has weak theoretical foundations. Its success highly depends on the skill and personality of the teacher and not the methodology itself.

The Direct method is employed to develop different language skills:

Vocabulary:

Scenario: A teacher wants to introduce the phrase "to prefer something to something".

Action: The teacher holds a cup of tea and a cup of coffee, and says, "What do you prefer?"

Follow-up: The teacher might then point to other students and ask, "Do you prefer tea to coffee?" (using gestures like pushing the cup of coffee forward) encouraging students to respond "Prefer coffee to tea." or "Prefer tea to coffee."

Speaking and Listening:

Scenario: Two students are learning how to ask for directions.

Action: The teacher sets up a school map and assigns different roles like "librarian" and "gym teacher" to different areas.

Activity: The student who needs to find the library asks the classmates, "Excuse me, where is the library?" The other student, acting as the gym teacher, points to the map and says, "Go straight ahead, then turn left. It's next to the gym."

Reading and Writing:

Scenario: Students are learning about different fruits:

Action: The teacher brings either real fruits or pictures of fruit to class.

Activity: Students label the fruit in English with the help of the teacher. The teacher points to a pineapple and says, "This is a pineapple, Can you write "pineapple" under the picture?"

Grammar:

Scenario: Students are learning the difference between the present simple and the present continuous tenses.

Action: The teacher plays a short video of students doing different activities in the school (e.g., playing basketball, reading a book, etc).

Activity: The teacher asks questions like, "What are the students doing in the video?" (pointing to them playing football) and "What does Ann do every day?" (pointing to Ann reading a book). Students answer in English; the teacher helps them understand the difference between ongoing and habitual actions.

Due to the analysis of the outcomes of a variety of examples, Direct Method prioritizes immersion and minimal explanation. Hence, teachers can create similar activities and adapt them to their own, specific teaching context, as well as student needs.

Thus, the implementation of the Direct Method requires that second language learning should be more like first language learning with lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. The Direct Method enjoyed considerable popularity at the beginning of the 20th century, however, it did not take well in public education, where the constraints of budget as well as teacher's background made the application of this method difficult. It was criticized for its weak theoretical foundations. The success of this method may have been more a factor of the skill and personality of the teacher than that of the methodology itself.

The Audio-Lingual Method

The Audio-Lingual Method encourages students to develop habits that support language learning. Students learn primarily through pattern drills, particularly dialogues, which the teacher uses to help students practice and memorize the language (Bolen, 2022). The Audio-Lingual method is a highly-structured and repetitive approach to language learning that places a strong emphasis on using drills, accurate pronunciation, intonation, whereas grammar rules are taught by inductive analogy rather than by deductive explanation. It is based on the theory that language learning is similar to the way a child learns his/her mother tongue - through listening and repeating.

Focusing on developing listening and speaking skills (before reading and writing), the practitioners of this method use a lot of audio materials such as recordings and dialogues in order to teach language in context. The teacher models the language and provides feedback on the learners' pronunciation and intonation. There is also a focus on memorization of dialogues and vocabulary. It should be noted that reading and

writing are introduced later in the process once the learners have developed a good foundation in listening and speaking.

However, it has been discovered that language is not really acquired through a process of habit formation and over-learning, that errors are not necessarily to be avoided at all costs, and that structural linguistics does not tell us everything about the language that we need to know.

The example bellow and its analysis might be tailored, for example, for 10th graders and be a beneficial tool for focusing on specific speaking and listening skills:

Teacher: (Plays a short audio clip of someone asking to borrow a car)

Listen carefully.

Audio Clip: Hi John, can I borrow your car this weekend?

Teacher: What do you think John might say? (Waits for student responses)

Possible Student Responses: "Sure, no problem" or "Sorry, I need it myself."

Teacher: Now, let's practice some responses using "if." Repeat after me:

*Teacher: If you ask me politely, I might lend it to you. *Students: If you ask me politely I might lend it to you.

Teacher: Great! Now, try responding with "unless." *Teacher: Unless I have other plans, you can borrow it. *Student: Unless I have other plans, you can borrow it.

Dialogue Practice: (Teacher plays different scenarios and students respond using the practiced structures)

This example focuses on a specific grammar point (conditional sentences), relevant to 10th graders. The audio clip provides listening practice and sets the context for the dialogue. Repetition helps students memorize and solidify the use of conditional sentences in spoken English. However, this example has disadvantages as the dialogue does not lead to free-flowing conversation, in other words, it does not develop students' critical and creative thinking. It should also be stated that the emphasis is on correct sentence structure, potentially neglecting deeper understanding of the situation.

Thus, the Audio-Lingual Method is a language teaching approach that emphasizes repetitive drills and oral practice to develop listening and speaking skills. While it had its heyday in the mid-20th century, it gradually fell out of favor due to its limited focus on real-life communication and neglect of other language skills. Modern language teaching methods tend to incorporate a more balanced and communicative approach to cater to diverse learning needs.

By combining ALM with other methods that promote understanding and communication a more well-rounded learning experience might be achieved.

The Natural Approach

The Natural Approach highlights communication and instruction through exposure, rather than formal grammar training. It is based on the idea that language learning should mimic the way we naturally learn our first language, through listening, understanding and responding. According to Bolen (2022), the natural approach

involves creating a stress-free environment where learners feel comfortable and motivated to communicate. This can be achieved by avoiding forced language production and, instead, focusing on providing comprehensible input, which is language that learners can understand even if they do not understand every word. This approach de-emphasizes formal grammar instruction, but this does not mean that grammar is ignored. Instead, grammar is taught implicitly through exposure and practice rather than through explicit instruction and memorization. In order to minimize learners' anxiety and foster them to engage in FL learning, teachers avoid correcting learners' mistakes explicitly. There are a few of the techniques used in the natural approach in FL teaching:

- Total Physical Response (TPR) which includes physical actions and gestures to enable learners to understand and respond to language input.
- Storytelling and contextualization, which involves presenting language in context and using stories and real-life situations to help learners understand and remember new vocabulary and grammar.
- Role-playing and simulations which include creating scenarios. These scenarios enable learners to practice using language in a natural and meaningful way.

The example bellow illustrates how Natural Approach might be applied in a classroom setting:

Scenario: A beginner English class is learning about greeting and acquaintance.

Teacher: (Points to herself and smiles) Hello! My name is Ms. White. (Gestures to students and waits for them to respond)

Students: (Say hello and smile back)

Teacher: (Points to student) Hello! What is your name?

Student: (Might either say their name or point to themselves)

Teacher: (Repeats the student's name slowly and clearly) Hello,(student's name)! Nice to meet you!

Activities throughout the lesson might include:

a) Singing songs or chants about greetings.

b) Playing games that involve using greetings, like Simon Says.

c) Listening to and watching dialogues that show greeting situations in different contexts.

d) Drawing pictures and labeling them with greeting vocabulary.

Thus, due to our observations and the analysis of the examples on how Natural Approach can be applied in a classroom setting the following key points should be highlighted:

a) Focus on comprehensible input: the language used should be understandable to the students, even if they don't know all the words.

b) Minimize explicit grammar instructions: grammar is learned implicitly through exposure and use, not through memorization of rules.

c) Encourage low-anxiety environment: students should feel comfortable making mistakes and taking risks with the language.

d) Meaningful communication is pivotal: the goal for students to use and express themselves, not just to perform grammatically perfect sentences.

The Natural Approach is not a one-size-fits-all approach, and it can be adapted to different learning styles and contexts. However, its emphasis on exposure, communication, and low-anxiety learning can be beneficial for language learners of all ages.

Thus, the Natural Approach is a teaching method that emphasizes immersive language learning, focusing on meaningful communication rather than explicit grammar instruction. It draws inspiration from how children acquire their first language, encouraging students to learn through context, exposure, and interaction. This approach promotes fluency by creating a comfortable environment for learners to absorb the language naturally, without overemphasis on rules.

Task-Based Language Learning

Task-Based Language Learning (TBL) is an approach to language teaching that focuses on using meaningful tasks or activities as the basis for language learning. By using this method, learners are to complete real-world tasks using their target language.

The analysis of the example below will demonstrate the advantages and disadvantages of TBL.

Scenario: Planning a Class Trip (Suitable for learners with some background knowledge)

Task: Students are divided into groups and each of them has their roles (travel agent, transportation coordinator, activity planner). Each group has to research and present a proposal for a class trip to another country.

This kind of activities help learners develop all four language skills. Reading: researching travel brochures, websites, and transportation options. Writing: creating a presentation or itinerary. Speaking: presenting proposals, discussing ideas, negotiating within groups. Listening: Understanding the ideas and presentations of group members.

TBL is an effective method in foreign language teaching as:

a) Students get involved in authentic communication. They use English for real-world purposes, increasing motivation and engagement.

b) Collaboration, i.e. working in groups encourages communication and develops students' negotiations skills.

c) All four language skills (reading, writing, listening, speaking) are developed in a practical context.

d) Students research, analyze information, and make decisions, hence developing their critical thinking and problem-solving skills.

However, there are some disadvantages in using TBL. Firstly, catering to different learning styles and language proficiency levels within a group can be challenging.

Secondly, assessment might be a matter of problem, as evaluating individual contributions within a group project requires specific strategies.

Task-Based Language Learning provides an alternative approach to FL teaching. In a task-based lesson, it is not mandatory for FL teachers to predetermine what language issue will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it (Howard, 2016). Evidently, this technique encourages fluency by boosting the learners' confidence if the tasks are completed. It is evident that one of the most effective advantages of Task-Based Language Learning is that learners are motivated and have some degree of freedom to learn the language in an enjoyable learning atmosphere.

Thus, Task-Based Language Learning provides a learner-centered approach to language learning that focuses on the learners' needs and interests, carrying out meaningful learning.

It encourages active participation and collaboration leading to a more engaging and enjoyable learning experience.

Grammar-Tanslation Method vs Communicative Language Teaching

According to Celce-Murcia (2001) and Larsen-Freeman and Anderson (2001), the Grammar-Translation Method (GTM) is applied for helping learners to read and appreciate FL literature objectives and be capable of reading literature in the target language, do grammatical analysis and translations from target language into mother tongue. Both methods have been revolutionary and far reaching throughout history. In the meantime, there is a need for digging into the layers of both approaches in order to unfold the subtleties characterizing them.

Communicative Language Teaching (CLT) is an approach to language education that emphasizes communication and interaction as the main goal of language learning. CLT emerged in the 1970s as a response to the limitations of traditional grammar-translation and audio-lingual methods. CLT aims to develop learners' communicative competence, enabling them to effectively use the language in various contexts. It focuses on developing students' ability to use the language effectively in real-life situations, rather than just memorizing grammar rules and vocabulary.

CLT encourages activities that involve speaking, listening, reading and writing, allowing learners to practice and apply their language skills in meaningful contexts. This approach aims to create a learner-centered environment, where students actively participate and engage with the language. The key principles of CLT are:

1. Real-life Communication: Emphasizing authentic and meaningful communication over role memorization and isolated language drills.
2. Contextualized Learning: Language is learned in meaningful contexts, encouraging learners to use language in relevant situations.
3. Fluency and Accuracy: Encouraging learners to prioritize fluency and communication rather than focusing solely on grammatical accuracy.

4. Student-Centered Approach: Putting the learners at the center of the learning process, allowing them to be active participants in their language development.
5. Authentic Materials: Using real world materials such as newspapers, videos and audio clips to expose learners to genuine language use.
6. Pair and Group Work: Promoting interactive activities in pairs or groups to encourage communication between learners.
7. Task-Based Learning: Using tasks and activities that require language use to achieve a specific goal, fostering communication in the process.
8. Error Correction: Providing feedback and correcting errors in a constructive and supportive manner to facilitate learning.

Thus, CLT has been widely adopted in language classrooms around the world due to its focus on practical language skills and its ability to engage learners in meaningful communication.

It aligns with the idea that language is a tool for communication and should be taught and learned as such.

Grammar-Translation Method (GTM) that once enjoyed its popularity in the history of FL, also known as the Classical Method of English teaching, enables learners to acquire FL mainly by translating to and from the target language (Celce-Murcia, 2001; Kohonen, 2001; Bolen, 2022). Hence, teachers encourage learners to memorize grammar rules and vocabulary lists. Even though the grammar-translation approach used to be considered as one of the most widely-spread foreign language teaching methods in the past, it is obvious that there are a number of essential shortcomings in the use of this method. This is one of the simplest ways of FL teaching because each word is translated into the mother tongue without making an effort to acquire the target language. More specifically, the implementation of this method has both advantages and disadvantages.

The disadvantages of Grammar-Translation Method are as follows:
- There is little or no focus on speaking and listening. Only teachers talk and they conduct classes in the learner's native language.
- The main focus remains only on the mother-tongue and the target language remains ignored (Gupta, 2018). Learners do everything by translating, the vocabulary is taught in isolated form and not in the context.
- There is a lack of developing the power of thinking in the target language.
- The learners do not acquire EFL correct pronunciation tips. Moreover, the main emphasis is on the Grammar Rules.

However, Grammar-Translation Method is characterized by some advantages as well:
- Its application is effective in the class with a large number of students.
- It is frequently used for the learners whose proficiency level is average and below-average. This method is implemented at various levels as well.
- It enables teachers to explain the meaning of a word and sentence to the learners easily by translating them into their mother tongue.

- It is not time consuming to fulfill the lesson objective by using this method.
- Precise pictures of things can easily be memorized by the learners.
- Another popular activity is translation exercises that emphasize the form of the writing instead of the content.

Thus, today the two core goals of using Grammar-translation method in FT are to improve and progress the learners' reading ability aiming to help them perceive literature in the FL setting and promote the learners' overall intellectual development.

Unlike GMT, CLT is being implemented when communication takes place in order to teach a foreign language effectively. Learners participate in everyday situations such as participating in introductory conversations, offering suggestions, making invitations, complaining, or expressing time or location (Bolen, 2022). Teachers incorporate learning topics outside of conventional grammar so that learners develop the ability to get adjusted in diverse situations and respond if needed.

Thus, CLT teachers focus on being facilitators rather than straightforward language teaching instructors (Bolen, 2022, Celce-Murcia, 2001). In light of this, learners are guided to achieve CLT's core goal, learning to communicate in the target language instead of highlighting the mastery of grammar rules. Role-plays, games, gap-fills, interviews, group/pair work, and opinion sharing are the most popular activities which promote learner interaction in the learning process and engaging environment.

Overall, GTM emphasizes the teaching of grammar rules, doing grammatical analysis, learning vocabulary by heart in the list in isolated form or through the use of translation exercises with a focus on reading and writing skills. It aims to enable students to understand and translate literary texts and develop accuracy in the target language. However, it has been criticized for not promoting real-life communication skills or the ability to understand and produce spoken language.

Unlike GTM, CLT emphasizes the use of authentic language in real-life situations with a focus on developing the ability to communicate effectively in the target language. This approach contains a set of learner-centered activities such as role-plays, discussions, debates and problem-solving tasks which encourage students to use language in meaningful contexts. Obviously, the approach values the significance of accuracy in language use, but not at the expense of fluency and communicative competence.

Conclusion

Thus, our observations and analyses, our survey of different researches by prominent educators, methodologists, linguists have brought us to the outcome that the methods of teaching English are diverse and ever-evolving, catering to the dynamic needs of learners. Whether through traditional approaches such as grammar-translation, or innovative techniques such as communicative language teaching, educators strive to

create engaging and effective learning experiences. It is well-known that 'what we hear, we "forget"', 'what we read, we remember', but 'what we do, we learn'.

Hence, teaching a foreign language should basically be based on real-life, dynamic, do-it-yourself activities and approaches.

Employing a blend of a variety of methods, educators can empower students to develop strong language skills, fostering not only linguistic proficiency but also cultural understanding and effective communication in our increasingly globalizing interconnected world.

Conflict of Interests
The author declares no ethical issues or conflict of interests in this research.

Ethical standards
The author affirms this research does not involve human subjects.

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Օֆելյա Պողոսյան
Վարդուհի Ղումաշյան

Օտար լեզվի դասավանդման մեթոդներով և մոտեցումներով պայմանավորված հարցերը դեռ վաղ ժամանակներից եղել և այսոր էլ գտնվում են ուսուցիչների, մեթոդաբանների ու լեզվաբանների ուշադրության կենտրոնում:

Պատմական յուրաքանչյուր ժամանակաշրջանում մարդու գործունեության ցանկացած ոլորտում տեղի ունեցող բազմաբովանդակ փոփոխություններն իրենց ողղակի ազդեցությունն են ունեցել օտար լեզվի դասավանդման մեթոդների, մոտեցումների ստեղծման և կիրառման վրա:

Սույն հոդվածում անդրադարձ է կատարվում ինչպես ավանդական՝ ուսուցչակենտրոն, այնպես էլ ժամանակակից՝ ուսանողակենտրոն մեթոդների ու մոտեցումների: Ընդգծվում է այն համոզմունքը, որ օտար լեզվի դասավանդման արդյունավետությունն ուղղակիորեն պայմանավորված է ներկայի բազմապիսի մարտահրավերներով, իրադարձությունների և զարգացումների արդյունքում լեզվում տեղի ունեցող փոփոխություններով, որոնց հաշվառումն անխուսափելի անհրաժեշտություն է օտար լեզվի ուսուցման ոլորտում: Հոդվածում ներկայացված մեթոդների նկարագրությունն ու վերլուծությունը դասավանդող մասնագետների համար կարող է ուղղորդող նշանակություն ունենալ՝ դասապրոցեսում այս կամ այն մեթոդի կամ մոտեցման որոշակի ընտրության և կիրառման առումով:

Ստեղծագործական, քննադատական և վերլուծական մտածողության շնորհիվ, հենվելով ավանդական և ժամանակակից մեթոդների ու մոտեցումների արդյունավետ կողմերի վրա՝ մասնագետներին կհաջողվի օտար լեզվի դասավանդման նոր պայմաններում մշակել իրենց սեփական մեթոդի կաղապարը՝ հաշվի առնելով ժամանակի և տարածության մարտահրավերները և օտար լեզու սովորողների կարիքներն ու հետաքրքրությունները:

Բանալի բառեր՝ *ավանդական մեթոդ, ուսուցչակենտրոն, ուսանողակենտրոն, հենքային գիտելիք, սքիմատա/ընկալողականություն, գծապատկեր:*