

The Experience of the Application of Principle of Activity in Teaching Foreign Languages

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There are many well-known techniques, principles and tools of foreign language teaching that are based on the combined creativity of teachers and researchers. The examination of them in complex allows researchers to generate educational material and to influence students' motivation to learn a subject.

It should be mentioned that the leading role in the educational process play management techniques, audience, discipline, the ability to attract attention, techniques and technology of traditional and innovative forms of work in the classroom. The aim of the article is to generalize the actuality of the Theory of Inventive Tasks Development being the methodology of teaching foreign languages in universities.

The most important factors in learning foreign language are the following ones: age, professional experience, the presence of sufficiently strong communicative motivation, the potential of the subject to the successful solution of the tasks of higher school which are the stimulation of cognitive motivation of students, socialization, personal development, preparation for the dialogue of cultures. The list of important didactic techniques includes the following: how to interest students to get involved in practical lesson or lecture, how to make something "uninteresting" seem delightful and strongly needed, how to teach, etc. All discovered techniques were employed at the practical classes of foreign language.

Generally, verbal memory appears to be very important in the study of foreign languages. The knowledge of word-formation and semantic theory should include the presence of national characteristics of every language. It can be assumed that the knowledge of vocabulary as well as semantic and grammatical foundations can ease speech perception and reflection, meaning the usage of the contextually correct vocabulary.

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