

As a manuscript



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**HUMANISTIC EDUCATIONAL TECHNOLOGIES OF TEACHING
FOREIGN LANGUAGES ABROAD**

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Abstract

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General characteristics

The relevance of the study. Focusing on globalization, modern society is undergoing certain changes. One of the priorities of social development is global intergovernmental and international communication. State and social needs are also reflected in the education system, which is a kind of litmus of new trends in society. School education plays an important role in the preparation of competitive, comprehensively developed specialists. The education system, based on established traditions, reacts sharply to current trends in pedagogy, and thus has the leading role in the field of introducing innovative technologies.

The basis of modern education lies in the ideas of humanism, which were formed at the time of Aristotle and Cicero and firmly established in the international community. The full participation of students in the learning process is realized through the use of humanistic educational technologies. Modern Russian pedagogy is based on universal humanistic values, and training is based on the co-creativity of the participants in the educational process, which is a factor in increasing efficiency. In the humanistic education, the man himself, his personality and freedom take the central place.

At present, in the national pedagogy, the tendencies of the educational process humanization are intensifying. This is due to the expansion of the introduction of educational technologies that are focused on the priority value of the educational process subjects – the teacher and the student and their productive relationships. Basing on the ideas of humanism in teaching foreign languages also allows you to actualize the formation of the communicative competences of the students, as well as the ability to active independent activities.

Improving the quality of education is possible only with the interaction of teachers and scientists from the entire world community. Modern Russian methods of teaching foreign languages also imply the use of advanced pedagogical experience of foreign countries. This experience is used in our country taking into account national, territorial and cultural peculiarities and is realized on the basis of the dialogue of cultures. An important fact is that humanistic education is free from any ideological burden.

A person-oriented approach has been used for over fifty years in teaching foreign languages abroad. To date, a system of humanistic technologies has been formed, focusing on the internal needs of students, their capabilities and personal orientation, thereby enhancing the motivation to learn. Foreign humanistic technologies of teaching foreign languages are based on the human values; therefore, they are to some extent universal and can be used for teaching in the educational system of other countries.

The paradigm of a unified educational space brings us to the conclusion about the possibility of applying foreign experience in the national education system.

The abovementioned facts confirm the relevance of the research undertaken on humanistic technologies of teaching foreign languages abroad.

Pedagogical technologies, their components, the technological approach to teaching were comprehensively studied by many Russian scientists (V.I. Andreev, M.E. Bershadsky, V.P. Beshpalko, I.P. Volkov, V.V. Guzeev, V.V. Davydov, G.I. Ibragimov, M.V. Clarin, A.M. Kushnir, B.T. Likhachev, V.M. Monakhov, P.I. Pidkasisty, E.S. Polat, G.K. Selevko, V.A. Slastenin, S.A. Smirnov, N.F. Talyzina, M.A. Choshanov, V.M. Shepel, etc.). Among foreign works devoted to essence, paradigm, connotation and sources of development of pedagogical technologies, we can mention the studies of T. Angelo, S. Gibson, R. Kaufman, R. De Kiffer, K. Cross, M. Mayer, P. Mitchell, R. Reingold, T. Sakamoto, B. Skinner, R. Thomas and others. These studies have revealed the main trends in the development of pedagogical learning technologies in the global educational space at the current stage.

A serious contribution to the theoretical understanding of the problems of humanization of upbringing and education processes was made by Sh.A. Amonashvili, R.A. Valeeva, I.D. Demakova, Z.G. Nigmatov, E.N. Shiyanov and others. In the studies of these scientists the priority importance of humanistic education was proved. Humanistic pedagogical technologies of teaching in the USA high school were studied by Yu.L. Kuznetsova.

The foreign source base of the study on the humanization of education is represented by the fundamental works and monographs of A. Ayer, H. Blackham, R. Butts, J. Dewey, P. Kurtz, S. Finn, G. Heyd, E. Hall and C. Hall. In these works, the effectiveness of humanistic education in foreign education systems is emphasized.

Problems of the students' communicative competence development in the process of teaching foreign languages are revealed in the works of I.L. Bim, M.N. Vatutnev, N.D. Galskova, N.I. Gez, T.M. Drizde, I.A. Zimnaya, N.F. Koryakovtseva, I.I. Haleeva and others.

A deep analysis of the scientific foundations of the communicative and activity-based approach to productive learning was carried out by foreign scholars D. Ack, S. Crashen, D. Triem, D. Sheils. These works consider the importance of enhancing the inclusion of students in the learning process, the importance of their self-education, the expansion of their autonomy and independence in the educational process, as well as active participation in the activities of the educational team.

The undoubted interest for our research present the works devoted to the problems of cooperation in learning as an important characteristic of humanistic education (V. K. Dyachenko, H. I. Liimets, etc.). In the works of foreign teachers (R.T. Johnson, D.W. Johnson), S. Kagan, D. Nunan, and others) the

efficiency of the students' collective activities is justified, also the typology of educational groups and their development is examined. A deep analysis of the humanization of language education was made in the work of E. Stewick "Humanism in language teaching".

The abovementioned works are significant for understanding and analyzing the problem of our study. At the same time, despite the scientists', teachers' and methodologists' interest in the problems of humanization and democratization of education, as well as a large body of psychological and pedagogical literature on this subject, there is no systematic monographic research on the practice of using humanistic pedagogical technologies in teaching a foreign language in educational systems abroad. The relevance of this study is evident due to the multidimensionality and multiplicity, as well as the insufficient knowledge of the issues under study, which led us to the following **contradictions**:

- between the presence of the positive ideas and findings on the implementation of humanistic technologies of teaching foreign language relevant for the modernization of national education in foreign theory and practice, and the fragmentary nature of their theoretical understanding in Russian pedagogical science;
- between the needs of Russian education in the implementation of the best foreign practices related to the practice of teaching foreign languages, and its insufficient knowledge in the context of the humanization of education.

The **problem** of the study is the following: what are the stages of the historical development of leading approaches, the content and methods of implementing humanistic pedagogical technologies of teaching a foreign language, represented in foreign education?

The **theme** of the thesis: "**Humanistic educational technologies of teaching foreign languages abroad**".

The **object** of the study: the humanization of teaching foreign languages abroad.

The **subject** of the study: the historical stages of the development of leading approaches, the content and methods of implementing humanistic pedagogical technologies of teaching a foreign language in foreign education.

The **purpose** of the study: to identify and characterize the historical stages of the leading approaches development, the content and methods of implementing foreign educational technologies that provide humanization of the process of teaching foreign languages and justify the possibilities of their application in the Russian school.

The **tasks** of the study:

1. To determine the essence of the concept "humanistic educational technologies" on the basis of the analysis of Russian and foreign studies.

2. To identify the historical stages of development of the leading foreign approaches to teaching foreign languages in the context of the education humanization.

3. To reveal the content and methods of implementing humanistic pedagogical technologies in the practice of teaching a foreign language in a foreign school.

4. To justify the pedagogical conditions for the application of foreign humanistic technologies of teaching foreign languages in Russian education.

The **methodological basis** of the study: the philosophical principle of consistency (allows us to consider the studied pedagogical phenomena in the context of their holistic characteristics); axiological approach (assumes the attitude to the individual as the highest value in society, being an end of social development in itself). An important place in the methodology of the study was taken by the principle of dialogue, which ensures the actualization of positive foreign experience and its ability to integrate into domestic education, taking into account its most pressing problems.

The **theoretical foundations** of the study are: the ideas of humanization and democratization of education (Sh.A. Amonashvili, M.N. Berulava, R.A. Valeeva, I.D. Demakova, Z.G. Nigmatov, E.N. Shiyanov,), conceptual provisions of comparative pedagogical research (N.M. Voskresenskaya, B.L. Wolfson, A.N. Dzhurinsky, Z.A. Malkova, N.D. Nikandrov, V.Ya. Pilipovsky, F.L. Ratner, E.Yu. Rogacheva, K.I. Salimova, T.M. Tregubova), didactic theories of educational content (V.S. Lednev, V.A. Onischuk, A.V. Khutorskoy), individualization of learning activities (A.V. Zakharova, A.A. Kirsanov, I.E. Unt), concepts of person-centered education (E.V. Bondarevskaya, I.S. Yakimanskaya), psychological foundations of communication (A.A. Leontyev, B.F. Lomov, M. S. Kagan, and others), the theory of speech activity and language education (N.I. Zhinkin, Yu.N. Karaulov, V.F. Gabdulkhakov, etc.), concepts and methods of teaching a foreign language (M.L. Vaisburd, N. D. Galskova, N. I. Gez, P. B. Gurvich, I. A. Zimnyaya, T. E. Isayeva, G. A. Kitaygorodskaya, R. A. Kuznetsova, E.Yu.Litvinenko, A.A. Mirolyubov, E.B. Oleynicheva, E.I. Passov, O.I. Safronenko, E.N. Solovova, I.A. Tsaturova, etc.), theoretical understanding of the subject, essence and connotation of the notion “pedagogical technology” (V.V. Guzeyev, V.K.Dyachenko, I.K. Zhuravlev, T.A. Ilyina, G.I. Ibragimov, M.V. Klarin, M.M. Levina, M.I. Makhmutov, V.Ya.Ovakimyan, A.Ya.Savelyev, G.K.Selevko, M.A. Choshanov and others).

Research **methods**: gnoseological analysis based on the logic of presentation, the method of actualization, selection, systematization and generalization of empirical facts and authentic sources, content analysis, comparative method.

The **source base** of the study: the materials of psychological, pedagogical and methodological nature from Russian and foreign literature on the problem

under study; original and translated sources were used. The study also analyzed such sources as:

- materials of international conferences, symposia and seminars dedicated to the problems of teaching a foreign language;
- video materials with lectures on the method of teaching a foreign language;
- Russian and published abroad textbooks and teaching aids on the methods of teaching a foreign language.

The study was conducted in **three stages**:

The first stage (2010-2012) is devoted to identifying the degree of study and development of the problem under study in the Russian pedagogical science; the study and synthesis of scientific research and practice on the studied problem in Russia and abroad; analysis of psychological, pedagogical and methodical literature in Russian and English. At this stage, the author of the thesis got acquainted with the immersion technology in the language environment (Immersion in the language) in the Daegu Geongbuk English Village in the city of Daegu of the Republic of South Korea during her internship in January 2010 as an assistant teacher of the English language (teacher assistant) in an uneven-age group of children from South Korea.

The second stage (2013-2015) was devoted to the study of the essential characteristics and content of modern approaches to the humanization of learning a foreign language in Russian and foreign pedagogy; identifying the stages of the historical development of leading foreign approaches to teaching a foreign language.

The third stage (2015-2018) was devoted to defining methods for implementing humanistic pedagogical technologies in the educational process, including during the conduct of scientific research at the University of Giessen (Germany) as part of a grant received by the applicant. At this stage, the prospects for the use of foreign experience in the Russian school are justified. The materials were systematized and the results of the research were issued in the form of a Ph.D. thesis.

The **scientific novelty** of the research:

1. On the basis of a comparative analysis of a large number of Russian and foreign psychological, pedagogical and methodical works in the field of teaching foreign languages, the existing interpretations of the concept of “pedagogical technology” are generalized and a refined definition of the concept “humanistic pedagogical technology of education” is proposed.

2. Eight stages of the historical development of leading foreign approaches to teaching a foreign language in the context of humanization of education (XV – early XX centuries) have been revealed.

3. On the basis of content analysis of compliance with humanistic criteria (recognition of differences in the intellectual potential of students, a large proportion of individualization and differentiation, degree of freedom in the

learning process, increasing self-esteem), modern foreign approaches to the humanization of teaching foreign languages are systematized.

4. The content of foreign humanistic technologies of teaching a foreign language is disclosed: Cooperative learning; Communicative language teaching; Project learning; task-based learning technology (TBLT); immersion in the language technology.

5. The general and specific characteristics of the methods of implementing humanistic pedagogical technologies of teaching foreign language in a foreign school are presented.

6. The pedagogical conditions of successful application of foreign humanistic technologies of teaching foreign languages in Russian education are revealed: taking into account the humanistic principles of development and self-development of the abilities of each student, freedom of their selfexpression, revealing the intellectual potential of students in the course of training; recognition of the leading role of the inner motives of the student to enhance his cognitive activity; cultivation of student activity in the learning process; implementation of student-centered approach; implementation of the principle of equality of all students in the course of work; giving students some freedom of choice.

The **theoretical value** of the research. The revealed approaches to the humanization of teaching foreign languages in a foreign school can be used as prerequisites for the further development of the theory and practice of education, as well as for the scientific substantiation of modern theoretical technological research in expanding the range of humanization of the national school. The research contributes to enrichment of methodological knowledge, filling the gap on foreign approaches to humanization of learning foreign languages. It also contributes to the development of the theoretical foundations of the implementation of humanistic technologies of teaching a foreign language. Primary sources in English are included in the scientific circulation, which contributes to a deeper analysis of the problems of introducing a humanistic approach to learning, involving co-operation and co-creation of teachers and students, the development of self-esteem and self-improvement in students. A new look at the possibilities of successfully applying foreign humanistic technologies of teaching foreign languages in the national school allows expanding the modern ideas of researchers in the field of comparative pedagogy and opens up prospects for the scientific substantiation of innovative strategies for the development of education in general.

The **practical value** of the study: the studied humanistic technologies of teaching foreign languages can be successfully used in Russian practice in educational organizations. The identified positive experience in the application of foreign humanistic learning technologies can serve as the basis for the further development and development of new technologies for teaching foreign languages used in Russian educational institutions. The materials of this study

may be of interest to managers and teachers of educational organizations to improve the content of courses in foreign and comparative pedagogy, country studies, and to develop special courses for the study of foreign languages.

The **reliability of the results** is ensured by a systematic approach to the study of the stated problem; by the consistency of goal-setting and the organization of the study, based on modern concepts of comparative pedagogical research; by the correctness of the methodological apparatus, the expediency of the research methods and the object, purpose, objectives and logic; by the representativeness of the source database. The reliability of the research was also achieved by using a large number of sources in the original language, which was facilitated by the author's knowledge of the English language.

Approbation and implementation of the research results were carried out at the conferences of young scientists of Kazan Federal University (2013-2017), international conferences (“Theory and practice of continuous psychological and pedagogical education: problems, searches, prospects”, Kazan, 2009; “Science and society: a view of young researchers”, Abakan, 2010; “Academic science - problems and achievements”, North Charleston, USA, 2014; “Theoretical and applied questions of education and science”, Tambov, 2014; II, III, IV International forum on teaching education (IFTE), Kazan, 2016, 2017, 2018). The dissertation materials were also discussed at meetings of the Department of Pedagogy of the Institute of Psychology and Education of Kazan (Volga Region) Federal University, scientific and methodological seminars, as well as in the process of conducting practical classes on the courses “History of Pedagogy and Education” and “Comparative Pedagogy” in Kazan Federal University for students enrolled in the direction of training 44.03.01 - Teacher education. The results of the study were reflected in 15 publications of the author, including: 3 articles in journals from the list of the Higher Attestation Commission of the Russian Federation, 1 article in the journal from the Scopus database.

The **results** of the study:

1. Humanistic pedagogical technology is a system of designing and phased reproduction of all components of the pedagogical process (goals, principles, content, forms, methods and means of training and education), guaranteeing a fairly high level of their effectiveness, oriented on students and their self-realization in teaching, the organization of cognitive activity on the basis of the freedom of choice, which encourages self-mastering and the application of knowledge.

2. In the historical development of the main approaches to learning a foreign language, the following stages are distinguished:

- Stage 1 - until the XV century - the use of informal or direct approaches to learning Greek and Latin as languages of intercultural and inter-ethnic communication (*lingua franca*);

Stage 2 - XV – XVII centuries - the dissemination of the structural-grammatical approach to teaching foreign languages in order to form the ability to analyze the structure and forms of the target (foreign) language;

Stage 3 - XVII – XVIII centuries - the study of the target language for practical purposes for the knowledge of the world around on the basis of linguodidactics by Ya.A. Comenius;

Stage 4 - the beginning of the nineteenth century - actualization of the grammatical-translational approach to learning a foreign language (Karl Pletz);

Stage 5 - the end of the nineteenth century - use of a direct approach to learning a foreign language (Francois Gouin and Emile de Sauze);

Stage 6 - the beginning of the twentieth century - the formation of a reformist approach to learning the target language through reading (Michael West) and the phonetic approach (Henry Sweet, Wilhelm Vietor and Paul Passy);

Stage 7 - the second half of the twentieth century - the development of audiolinguistic (Charles Fries) and oral-situational approaches (Michael Holliday) to study a foreign language;

Stage 8 - the end of the twentieth century - the spread of cognitive, affective-humanistic, apperceptive and communicative approaches to the teaching of foreign languages in the world educational space.

3. Humanistic approaches to teaching foreign languages abroad, increasing students' motivation, giving them freedom, taking into account the individual characteristics of students, and generally influencing the effectiveness of the educational process, include audio-lingualism, grammar translation, direct method, total physical response, natural approach, suggestopedia, oral-situational approach, cognitive approach, affective-humanistic approach, comprehension-based approach and communicative approach.

4. Among the various foreign technologies of teaching foreign language, the following tasks most adequately meet the challenges of humanizing education: cooperative learning; communicative language teaching; project learning; task-based language teaching (TBLT); immersion in the language.

5. The main methods of implementing humanistic technologies of teaching foreign languages abroad are:

- design (copyright) methods (Silent Way; Community Language Learning; Total Physical Response; suggestopedia; Silent viewing; finger method (Finger technique));
- method of teaching elements sequence (Trilogy of engage, study, activate);
- communicative language teaching;
- lexical method.

These methods of teaching a foreign language are based on the western idea of “correct” learning and are the result of combining didactic approaches of a humanistic orientation.

6. The use of foreign humanistic technologies of teaching foreign languages implies taking into account the following pedagogical conditions in the educational process: consideration of humanistic principles in the course of training; self-preparation of material by students; problem, critical presentation of the material; team training; individualized and communicative approach to students; implementation of the principle of providing each student with equal opportunities in learning, including cooperation of subjects of the educational process.

The dissertation **structure** reflects the logic of solving the abovementioned tasks. It includes an introduction, two chapters (six paragraphs), conclusion, list of references (379 sources, of which 180 sources are in English). The thesis includes 187 pages.

MAIN CONTENT OF THE STUDY

The **introduction** presents the relevance of the study; reveals contradictions, formulates the problem, purpose, object, subject, and tasks of the study; proposes the methodological foundations, theoretical framework and research methods; the scientific novelty, theoretical and practical value is also revealed, the main stages of the research are described, the main results are formulated.

In the first chapter “Historical and theoretical aspects of the study of humanistic pedagogical technologies of teaching a foreign language abroad”, the essence and description of the humanistic technologies of teaching in the context of psychological and pedagogical studies are revealed; the historical development of leading foreign approaches to teaching a foreign language in the context of education humanization are studied; the content of the humanization of teaching a foreign language in Russian and foreign pedagogy is revealed.

In § 1.1 “The essence and characteristics of humanistic teaching technologies in the context of psychological and pedagogical research” analyzed the related concepts “technology”, “pedagogical technology”, “educational technology”, “teaching technology”, presented in foreign and Russian psychological and pedagogical literature. In the analysis of Russian and foreign literature (N.F. Talyzina, G.K. Selevko, Angelo, Cross, and others) it was revealed that educational technology is a system of joint activities of a teacher and a student; pedagogical technology encompasses a system of ways to organize the activities of the teacher and students; educational technology is one of the variable components of pedagogical technology.

The technological approach is focused on the implementation of the optimal organization of successful teaching activities, in which the result is expected to be as close as possible to the intended goals. A theoretical analysis of the didactic requirements for the technology of education revealed the following: any technology is a detailed sequence of steps to achieve the intended

goal; during this process, each stage is assigned a solution to a specific task; the solution of tasks itself is carried out within the framework of the implementation of various intermediate specific stages, after each stage it is planned to organize the monitoring of results in order to compare with the planned results, on the basis of this, the correction of further actions; the presence of feedback between the teacher and the student; guarantee of the results achievement; its reproducibility by any teacher.

The work carried out a content analysis of the existing definitions of the notion “pedagogical technology” according to the following parameters: purposefulness, systematic approach, consistency and phasing, guaranteed quality of education, presented by various scientists and methodologists in the sphere of education.

Based on the study of interrelation and correlation of the “person-oriented teaching technologies” and “humanistic teaching technologies”, the author proposed the following definition of the notion “**humanistic pedagogical technology**” as a system of design and phased reproduction of all components of the pedagogical process (goals, principles, content, forms, methods and means of training and education), guaranteeing a sufficiently high level of their effectiveness and focused on the personality of students and their self-realization in the process of learning, organization of cognitive activity on the basis of freedom of choice, which motivates independent mastering and application of knowledge.

§ 1.2 “The historical development of leading foreign approaches to teaching a foreign language in the context of the education humanization” examines approaches to teaching a foreign language, their historical formation, the periods of their development. In foreign linguodidactics, the concepts of “approach”, “method” and “technique” are different. According to the classical definition of E. Anthony, the approach to teaching a foreign language is a set of correlative assumptions relating to the nature of teaching and learning a language. The method by Anthony is a set of procedures that explain step by step how to teach a foreign language. Methods are usually compatible with one (or sometimes two) approaches. The technique in the Anthony system is a real class lesson. Well-known methodologists J. Richards and T. Rogers suggested a later concept of the methodology of language teaching and interpretation of these concepts. Their interpretation is similar to that of Anthony, but their concept is more comprehensive.

The study showed that the long process of formation and development of approaches to teaching a foreign language included a number of significant periods characterized by their own features. The dissertation highlighted the following stages of the historical development of approaches to teaching a foreign language:

Stage 1 - until the XV century - the use of informal or direct approaches to learning Greek and Latin as languages of intercultural and inter-ethnic

communication (*lingua franca*). As in the era of ancient Greece, and in the Middle Ages, when teaching language, emphasis was placed on teaching students how to use foreign languages. Classical languages, first Greek and then Latin, were used as higher education languages throughout Europe. During these early eras, language teachers used informal and more or less direct approaches to convey the form and meaning of the language they taught, and also used oral and auditory methods without language tutorials;

Stage 2 - XV-XVII centuries - the dissemination of the structural and grammatical approach to teaching foreign languages in order to form the ability to analyze the structure and forms of the target (foreign) language. During this period, the use of the Latin language as a *lingua franca* almost vanished, other European languages are beginning to gain respectability and accumulate their own written traditions;

Stage 3 - XVII-XVIII centuries - the study of the target language for practical purposes for the knowledge of the world around on the basis of linguodidactics by Ya.A. Comenius, who proposed the use of imitation instead of rules, repeated after the teacher, the initial use of a limited vocabulary, relying on the native language, assisting students in reading and speaking, using a drawing to make a meaningful study of the language, using dramatization of educational material for awakening the children's interest in knowledge;

Stage 4 - the beginning of the nineteenth century - actualization of the grammar-translational approach to teaching a foreign language. This approach is most fully reflected in the works of the German scholar Karl Ploetz who had a great influence on the teaching of the language;

Stage 5 - the end of the nineteenth century - use of a direct approach to teaching a foreign language, the purpose of which was the ability to use the language, rather than analyze. The main characteristics of this approach were described by the French linguist Francois Gouin and his student Aimel de Sauze;

Stage 6 - the beginning of the twentieth century - the formation of a reformist approach to teaching the target language through reading (Michael West) and the phonetic approach (Henry Sweet, Wilhelm Viëtor and Paul Passy). In the first decades of the twentieth century, the American Association for the Modern Language endorsed a reading approach to language teaching. According to this approach, the language must be studied on the basis of reading original literature and philosophical works;

Stage 7 - the second half of the twentieth century - the development of audiolinguistic (Charles Fries) and oral-situational approaches (Michael Holliday) for learning a foreign language. This approach was based on the direct method, but added features of structural linguistics and behavioral psychology. The oral-situational approach originated as a response to learning through reading, which did not pay attention to the development of listening and speaking skills;

Stage 8 - the end of the twentieth century - the spread in the world educational space of cognitive, affective-humanistic, apperceptive and communicative approaches to the teaching of foreign languages.

The study of the historical development of various approaches to the study of a foreign language led to the conclusion that some features of individual approaches before the twentieth century arose in response to the alleged shortcomings in the earlier approaches. Later approaches developed in the twentieth century and extended at the beginning of the twenty-first century also follow this trend to some extent. However, each of them is based on a slightly different theory or a look at how people learn or use foreign languages, and each has a central principle around which the approach is built.

In § 1.3 “The content of the humanization of teaching foreign language in Russian and foreign pedagogy” the concepts of “humanization of education” and “humanization of teaching” are explored. By “humanization of education” we understand the direction of the system of education development and the tendency of education development and the principle of education. When analyzing the process of humanization of teaching foreign languages, we prioritized the personality of the learner, developing his intellectual potential and cognitive abilities in organizing the process of learning. The student becomes the subject of educational activity and the subject of intercultural communication. This means that the student, his personal and linguistic development become the center in building the process of teaching a foreign language. The emphasis is shifted from the activity of the teacher to the autonomous activity of the student in the study of the foreign language.

For this study, the humanistic concept of E. Stivik is of particular interest, according to which the psychological factor of an individual’s needs, for example, his need for belonging to a particular group, in his own security, respecting him and his own self-esteem, in the possibility of realizing his needs, etc.

As a result of the analysis of theoretical studies and practical works of foreign methodologists, the following humanistic approaches to teaching foreign languages were systematized and classified: “Community Language Learning”, “Silent Way”, audio-linguistic approach, grammar-translational approach, direct approach de Sauze, Total physical response, the communicative approach and suggestopedic approach. The degree of the humanistic essence of the learning process realization in the abovementioned approaches is studied within the following aspects: a reflection of the intellectual potential of the student, the degree of self-expression freedom and the degree of influence on the students' self-esteem.

In the second chapter of the study “The use of humanistic pedagogical technologies of teaching a foreign language abroad” foreign pedagogical technologies of teaching a foreign language, which most fully meet the requirements of humanization of education, are identified; methods for

implementing humanistic educational technologies of training in foreign education are identified; the pedagogical conditions of the application of foreign humanistic technologies of teaching foreign languages in Russian education are formulated.

In § 2.1 “Characteristics of humanistic pedagogical technologies of teaching a foreign language”, the main principles causing the humanization of foreign languages teaching technologies, namely the principle of interactivity, are presented; the principle of “the right to a mistake”; the principle of “process is more important than the result”. As most researchers note, modern foreign language teaching must be associated with teaching communication in a foreign language, which means with teaching students in the process of students' communication with each other, with a teacher, a native speaker, etc. Interaction in the form of cooperation involves communication as its ideal form.

In the thesis it was revealed that among the various technologies of teaching, the following tasks most adequately respond to the humanization of learning: cooperative learning; communicative language teaching; project learning; task-based language teaching (TBLT); immersion in the language.

Cooperative learning technologies in small groups began to be developed in the 70s of the last century. Thus, in the United States, when training within the framework of cooperation, special emphasis is placed, above all, on the formation of certain skills and abilities. The use of these technologies contributes to the revitalization of the learning activities of students. In foreign pedagogy, the following training technologies in cooperation are developed and widely used.

1. Student Team Learning (STL);
2. Cooperative learning - Jigsaw;
3. Learning Together.

Communicative technology of language teaching assumes one of the priority objectives of teaching the formation of communicative competence. The humanistic nature of the communicative technology of teaching a foreign language is determined by the following aspects: student autonomy, the social nature of learning, learning integration, semantic load, diversity, mental skills, alternative assessment, interaction of teachers and students.

Project technology is another variant of humanistic technology of teaching foreign languages. Independent work of students on an individual basis is combined with common and collective activities. When working on a project, students begin to move to the level of real foreign language communication when the project is collectively discussed.

Task-based language teaching (TBLT) technology makes the meaningful assignments central to the learning process. It is based on the belief that if students are focused on the assignment, it is likely that they will be able to learn the language focusing on linguistic forms. Instead of a linguistic structure or a learned function, students are given a task to fulfill, or a problem that needs to

be solved. During the lesson, only the task focus is important, not the grammatical structure. The teacher analyzes the used language, makes corrections and gives recommendations after the task is done. This technology offers three main stages: the pre-task, the task cycle and the language focus.

Immersion in the language technology. Based on school practice, where special attention is paid to intensive, accelerated teaching methods, the technology of “immersion” in the language environment is considered to be very promising. This technology is associated with real language immersion (immersion in the language) while learning a language, when it becomes the main tool for communication between a teacher and students. The dissertation presents the work experience of the author of the dissertation in the Daegu Geongbuk English Village in the city of Daegu, Republic of South Korea during the internship in January 2010 as an English teacher in an uneven-age group of children.

The study showed that many foreign technologies of teaching are basically pedocentric and humanistic. They fully reflect the subject-subject relations of the teacher with the students in the educational process, taking the students as the central link at all stages of learning.

In § 2.2 “Methods of implementation of humanistic pedagogical teaching technologies in foreign education” the methods used in the implementation of humanistic pedagogical technologies of teaching a foreign language are studied. It is revealed that these methods are based on 10 macrostrategies of teaching and learning the language proposed by B. Kumara-vadivelu. Based on these 10 guiding macro-strategies, Kumara-vadivelu assumes that teachers must have independence to develop specific microstrategies or materials and procedures to achieve the desired learning objectives. The study made it possible to identify the following methods for the implementation of humanistic pedagogical teaching technologies in foreign education.

1. Designer (author) methods that became widespread in the 1970s and 1980s. In the thesis the following methods related to this group are defined:

Silent Way. Using a variety of visual elements (for example, rods of different shapes and colors and diagrams with words or color-coded sounds), the teacher forces students to practice and learn a new language speaking very little. The method is inductive, and only the target language is used.

Community Language Learning method. Sitting in a circle and recording a session, students decide what they want to say. Then the teacher, as a consultant-facilitator, translates and forces students to practice the material that they have learned in the language being studied. Later, on the blackboard, the teacher looks at the words and structures that the class is studying and, if necessary, gives explanations in his native language.

The Total Physical Response method involves a teacher who distributes commands to students: “Stand up!”, “Sit down!” and shows students how to demonstrate understanding by performing appropriate physical actions in

response. New structures and vocabulary are introduced in this way for a long time. When students are ready to speak, they begin to give commands to each other. Only target language is used.

Suggestopedia is associated with the physical environment in which it is taught. Students should feel comfortable and relaxed so that their emotional filter should be reduced. Students take different names, and training takes place within the framework of the child-parent relationship, where the teacher acts as a parent.

Silent viewing is a method of using video in language learning. Silent viewing is a monosyllabic activity, not a sequence, and is a method, not a technology.

Finger method (finger technique), where each finger of the hand corresponds to the word in the sentence. Another technique is that students utter a word and phrase to themselves for a few seconds to improve articulation.

2. Trilogy of the sequence of teaching elements: participation (interest), study, activation. In this model, the study can be part of a focus on forms, or part of a communicative task, where the attention of students to the form is attracted either by the teacher or by the students' own actions. Activation means any stage at which students can use any language they know.

3. The basic strategy of the communicative method is concentrated around the basic belief that if students are involved in communicative tasks focused on meaning, this will ensure successful learning of the language. For the development of knowledge and skills of students it is vital to consider the impact and all possibilities of using the language. Actions in the communicative method, as a rule, involve students in real communication or communication as close as possible to reality, where the successful achievement of the communicative task is as important as the precise use of language.

4. The lexical method is based on the idea that the language consists not of traditional grammar and vocabulary, but often of complex words and ready-made fragments of data. These include vocabulary phrases, lexical fragments and other phrases, for example, collocations, idioms, fixed and semifixed phrases, which are a very important part of the language.

The analysis of methods for implementing humanistic approaches to teaching a foreign language presented in the thesis made it possible to conclude that many of them are based on the western idea of "correct" learning, which involves active participation in the learning process, a willingness to take responsibility for your training. This thesis fully reflects the humanistic orientation of learning. The use of humanistic technologies in teaching foreign languages increases the motivation of students, helps to apply student-centered technology of learning, helps to overcome the psychological barrier when entering communication, helps to avoid subjective assessment and positively affects the efficiency and quality of the educational process.

In § 2.3 “Pedagogical conditions of foreign humanistic technologies of teaching foreign languages application in Russian education” the prognostic value of humanistic technologies of teaching a foreign language is revealed. Considering various aspects of the humanistic orientation of education, it is necessary to note its most important provisions on the careful attitude to the personality of the student. In the modern theory and practice of teaching, the orientation towards the personal essence of the student begins to dominate, his desire to get rid of the monotony and stereotypes in his life.

In the context of globalization, interpenetration of cultures and of international cooperation, knowledge of foreign languages is one of the necessary conditions of competitiveness. In this regard, approaches to the study of foreign languages become an important issue in terms of their pedagogical, methodological and psychological grounds. Humanization of teaching a foreign language helps to increase the motivation of students, develops a positive attitude towards learning activities.

The priority of modern foreign language education is the humanistic orientation of education. In this context, the main goal of the teacher is to choose the forms and methods of organizing the educational activities of students, as much as possible oriented on the personal development of each student. The priority areas of study are authenticity, communication and interactivity, as well as the development of intercultural competence.

Thus, summing up various theoretical studies and practical experience of implementing humanistic technologies of teaching a foreign language abroad, the dissertation defined the pedagogical conditions for their use in Russian education. A prerequisite for the humanization of education in teaching foreign language is, above all, the democratic relationship between teacher and student, based on mutual respect and trustworthiness to each other, for which the present work has examined the relationship between a psychologically comfortable atmosphere in the classroom with successful learning and creative activities of students. Creating a favorable atmosphere in the classroom depends entirely on the ability of the teacher to reasonably motivate students to study, creating a positive attitude among them to all stages of learning. According to humanistic pedagogy, this also includes such an important component as the attraction to teaching a foreign language of authentic material, which gives undeniable prerequisites for the development of imagination, when the attractive cultural context of the educational material also provides an opportunity for students to develop their own creative activities in the context of the culture of the language.

Thus, in the course of our research, we came to the following **conclusions**:

1. In the context of active processes of globalization of education, there is a tendency to search the approaches to learning a foreign language, taking into account the interests, capabilities and abilities of the child, the development of

his initiative and activity. This means a transition from the reproductive paradigm of education to the reactive one, which today requires a thorough analysis of foreign experience, so that its valuable achievements can be successfully adapted in Russian education.

2. A comparative historical analysis of Russian and foreign experience allowed us to establish the periodization of the development of leading foreign approaches to teaching a foreign language in the context of the education humanization.

3. The state of language education in Russian and foreign educational systems at the present stage in the context of the use of humanistic pedagogical technologies is characterized. At present, the following topical humanistic pedagogical technologies are widely used in Russian and foreign methods of teaching foreign languages: cooperative learning; communicative language teaching; project learning; task-based language teaching (TBLT); immersion in the language.

4. The main foreign approaches to teaching foreign languages are revealed: audio-linguistic, grammatical-translational, direct approach by de Sauze, general physical reaction, natural, suggestopedic, oral-situational approach, cognitive approach, affective-humanistic approach, apperceptive approach and communicative approach.

5. Analysis of methods for implementing humanistic pedagogical technologies in the practice of teaching a foreign language in a foreign school, correlating the identified experience with the needs of solving similar problems in a modern Russian school, suggests that many elements of this experience deserve to be introduced into the practice of Russian education.

6. The expediency of using humanistic pedagogical technologies of teaching foreign languages used in studies abroad in Russian educational institutions has been proved. In this regard, the basis of modern requirements must be fully combined with the humanization of the educational process as a whole.

The main results of the study are presented in the following publications of the author:

Scientific articles published in the leading peer-reviewed scientific journals recommended by the Higher Attestation Commission of the Ministry of Education and Science of the Russian Federation:

1. Shakirova A.A. Humanization of foreign language teaching: foreign experience / A.A. Shakirova, R.A. Valeeva // Education and self-development. - 2014. - №2 (40). - P. 72-75. (ed. 0.2 pp.)

2. Shakirova A.A. Principles of learning a foreign language / A.A. Shakirova // Modern problems of science and education / Electronic scientific journal. - 2015. - №1 (part 1). (ed. 0.5 pp).

3. Shakirova A.A. Foreign humanistic approaches to learning a foreign language / A.A. Shakirova // Modern problems of science and education / Electronic scientific journal. - 2015. - №4. (ed. 0.38 pp).

Other scientific articles

4. Shakirova A.A. Humanistic technologies of teaching foreign languages in high schools of the USA // Theory and practice of continuous psychological and pedagogical education: problems, searches, prospects: Proceedings of the International Scientific and Practical Conference dedicated to the 70th anniversary of Z.G. Nigmatov. In 3 parts. - Kazan: TSGPU, 2009. - Part 3. - P.188-192. (ed. 0.3 pp.).

5. Shakirova A.A. On the issue of differentiation of education in a foreign school // Actual problems of pedagogy and psychology: Collection of scientific works of teachers, young scientists and students of TSGPU. Issue 12. / Under. ed. R.A. Valeeva. - Kazan: TSGPU, 2009. - P. 332-334. (ed. 0.25 pp.).

6. Shakirova A.A. Teaching English by the method of "loading" (on the example of South Korea) // Science and society: the view of young researchers: materials 4 scientific conferences of schoolchildren and students with international participation / Ed. O.V. Komarova. - Abakan: Diagram Siberia - Abakan, 2010. - P.190-191. (ed. 0.1 pp.).

7. Shakirova A.A. Immersion in the language environment as a method of teaching a foreign language (on the example of South Korea) // Actual problems of pedagogy and psychology: Collection of scientific works of teachers, young scientists and students of TSGPU. Issue 13. / Under. ed. R.A. Valeeva. - Kazan: TSGPU, 2010. - P. 210-211. (ed. 0.25 pp.).

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9. Shakirova A.A. The idea of humanism in the game method of teaching // Actual problems of pedagogy and psychology: Collection of scientific works

of teachers, young scientists and students of KFU. Release 15. / Under. ed. R.A. Valeeva. - Kazan: KFU, 2012. - p. 148-150. (ed. 0.2 pp.).

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11. Shakirova A.A. Learning a foreign language: the challenges of time // Scientific research in the field of social sciences: the challenges of the new time: collection of the 3rd international scientific-practical conference. - Ekaterinburg, 2014. - №3. - P. 55-56. (ed. 0.125 pp.).

12. Shakirova A.A., Shakirova K.B. The role of communicative competence in teaching a foreign language // Academic science - problems and achievements: Proceedings of the 5th international scientific and practical conference (December 1-2, 2014, North Charleston, USA.). - North Charleston, 2014. - Vol.2. - P.62-65. (ed. 0.25 pp.).

13. Shakirova A.A. The game technique in teaching the English language // Theoretical and applied issues of education and science: Collection of scientific papers on the materials of the International Scientific and Practical Conference March 31, 2014. Part 3. - Tambov: Consulting Company Ucom LLC, 2014. - P. 156 -158. (ed. 0.2 pp.).

14. Shakirova A.A. Ideas of humanism in education and upbringing // Actual problems of pedagogy and psychology: Collection of scientific works of teachers, young scientists and students, dedicated to the 210th anniversary of Kazan University. Issue 17. / Ed. R.A. Valeeva. - Kazan: Publishing house "Fatherland", 2014. - P. 3-6. (ed. 0.2 pp.).

Scientific articles published in the foreign journals indexed in the Scopus and Web of Science databases:

15. Shakirova A.A. Humanistic educational technologies of teaching foreign languages / A.A. Shakirova, R.A. Valeeva // Mathematics Education. - 2016. - Vol.11, Is.1. - P.151-164. (ed. 0,8 pp.).