

Perspectives on foreign language teaching in schools: importance, problems and solutions today

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Today's economic and political status quo reflects the tendency of various countries to cooperate, i.e. the trend toward globalization. Thus, international communication has become increasingly important in a multitude of states, and Russia is not an exception. It is then vital that modern workers in practically all fields be fluent in a foreign language, which is a goal still unmet [2].

The major cause of this is the ineffectiveness of foreign language education in schools[2], where people encounter scientific information for the first time. When teaching methods are wrongly practiced or ignored by teachers, their pupils do not study productively. The neural connections in the brain of one aged from 5 to 18 years old are the strongest because the mental sensitivity rates are at their maximum point then, which results in an individual's levels of memory and linguistic abilities' being developed almost irreversibly in case no changes are done in time[4]. Since the perceptiveness of the mind is prone to decrease further on after adolescence, it only becomes harder for one to explore a new language[4]. This has an adverse impact on the solidity of newly acquired information in adulthood. Therefore, it is a task of schools to evoke and maintain the eagerness to know a foreign language from as early an age as possible to ease the learning process in the future.

Unfortunately, the vast majority of schools fail to achieve it, and this is caused by a set of problems separable into various categories. The classification in the table illustrated in the appendix is based on the studies by teachers such as E.I. Onoprienko[2], professors such as Joshua B. Tenenbaum[4] and M. Suresh Babu[3] and institutions such as MIT[4] and Harvard University[4].

It is noteworthy that the main cause of some psychological problems including the lack of concentration or interest on the students' part and negligence or incompetence on the teachers' side is the Internet Addiction Disorder (IAD)[5], whereas the 'external' issues may be the result of most educators' harsh working conditions[1].

To summarize, the number of modern SL teaching problems in schools is substantial, and recent advances in technology provide with more opportunities and perspectives on addressing the issues. New negative factors and optimal ways of reducing and eliminating their effect on the FL learning process will be the subject of further research and exploration.

References

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Illustrations

group		Problem	Solution
Personal	On the pupils' side	-Lack of motivation[2] -Lack of concentration -The language barrier[2] -Emotional instability	-Introducing interactivity, interesting content and up-to-date textbooks authored by native speakers to evoke and maintain the pupils' motivation[2]; -Combining the Communicative and Task-Based SL teaching methods to promote engagement[3]; -Revealing personal interest in the classes
	On the teachers' side	-Incompetence -Negligence -Mental instability[1]	-Governments may establish higher qualification standards and finance the teachers' complying with them; }-Creating comfortable employment conditions by increasing the salaries, extending vacation leaves;
External	Methodological	-Little attention is paid to the cultural aspect to language learning -Lack of focus on the skill in thinking in a foreign language[2] -Lack of focus on speaking and writing skills	-Exposing pupils to foreign cultures by way of giving interesting facts or dedicating some lessons to particular cultures; -Combining the Immersion and Task-Based teaching methods[3] -Using the Communicative and Task Based methods[3]
	Technical	-Lack of modern equipment for interactive classes[2] -Schedule disruptions[2] -Lack of study hours[2]	-Using equipment of one's own or giving interactive tasks that can be done online or by way of special study apps such as Quizlet, Bookmate, etc. -Applying the Silent Way method to use by encouraging students to learn foreign languages independently and acknowledge and correct mistakes [3]

Рис. 1. The group of problems determining students' mental readiness to acquire a foreign language and teachers' preparedness for giving knowledge and adapting to new circumstances of doing so most effectively is termed as 'personal'. The 'external' category includes issues reflecting the effects of the current second-language teaching trends on the way the lessons are held. This group is divided into two sections – methodological and technical. The former lists today's common negative tendencies in the way pupils are guided by SL teachers, whereas the latter comprises circumstances beyond educators' terms of reference but still impeding successful learning process. Everything noted above reduces the likelihood of proper development of students' fundamental linguistic skills.