

# Humanistic Educational Technologies of Teaching Foreign Languages

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The urgency of the problem under investigation is due to the fact that under the circumstances of educational priorities change the humanistic values become fundamental. That's why forming students' abilities in their self-productive activity is becoming actual. The problem is also important in choosing pedagogical technologies of teaching foreign languages, because there is a high priority of using humanistic technologies over the using of authoritarian ones. The aim of the article is to reveal and characterize the efficient humanistic educational technologies of teaching foreign languages. The main methods of the research are systematization, classification, comparative analysis, which allowed to determine the main objectives and results of using humanistic educational technologies in teaching foreign languages in Russia and abroad and to substantiate the efficiency of its using. The article deals with the characteristics of foreign language teaching process humanization. The authors give the characteristics of educational technology and its classification in the Russian researches. The article reveals the principles and approaches to humanization of teaching foreign languages, as well as some humanistic educational technologies of teaching foreign languages (immersion in the language and gaming). Special attention is paid to peculiarities of using humanization approach in the immersion method. The article reviews the immersion method; formulates its principles; structures the stages of its; grounds the advantage of using the method of immersion and defines the characteristics of using of this method in the Republic of South Korea, Daegu, in the "Daegu Keongbuk English Village". The results of the research will be useful for the foreign language teachers to ensure the humanization of educational process in the educational institutions.

*Keywords:* foreign language, humanization, education, educational technology, teaching, learning, immersion in the language, gaming

## INTRODUCTION

### Actualization of the problem

Modern pedagogics is oriented to the development of students' creative thinking and the formation of the collective and individual skills. The implementation of the

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principles of activity and cooperation in the educational process is the main factor of the academic training efficiency. The relevance of our research is defined by a tendency of using humanistic technologies in different educational institutions in Russia and abroad. The increase of the quality of education assumes the efficient interaction between pedagogues of various countries. The research is corroborated by the fact that humanistic pedagogical technologies favor the growth of students' inner motivation, the development of the positive attitude to the teaching process and help to find and analyze information without assistance.

The priority of pedagogically – centered, humanistic technologies over the authoritarian and non-humanistic ones is considered indisputable in the modern Russian pedagogy. The subjective student participation in the learning process is fully realized upon condition of using pedagogically – centered technologies, which changes the paradigm of traditionally authoritarian teaching.

In the context of interpretation of cultures and international cooperation in all spheres of human activity, there is an increase of the role of media communication, one of which is language. Knowledge of foreign languages is a necessary condition for the competitiveness of specialist in many areas of professional activity. Therefore, the acquaintance with the foreign language starts with the pre – school age, and then improves during the completely conscious life. Learning foreign languages – an important psychological, pedagogical and methodological problem. There is a very urgent problem of “adaptability” of training, which provides guaranteed high results. Technologies, also educational, are one of the most valuable commodities in modern world (Valeev et al, 2015).

## **Explore Importance of the Problem**

One of the aspects of modernization of education is humanizing of learning process. Humanization of the learning process associates with the development of educational technology in recognition of one of the priority values of individual teacher and students, the harmonization of their interests, relations and conditions of their development. Humanism implies cooperation, interaction of students in the learning process in order to achieve mutual result (Chiknaverova, 2012; Shakirova & Valeeva, 2014; Valeeva, 2015; Yusupova, Podgorecki & Markova, 2015; Novik & Podgórecki, 2015; Golovanova & Telegina, 2015). Humanistic educational technologies of foreign language teaching contribute to the internal motivation of the students; develop the positive attitude toward learning activity and help to find and analyze the information on their own.

The problems existing in the modern Russian society equally stipulate due to fragmentation of people. The desire of individual well-being makes many people forget about the existence of moral values. The transition to a market economy is being represented as the advent of fierce competition. Humanism, in contrast, involves the cooperation, cooperation of students in the learning process in order to achieve mutual result. All that determines the significance of the study of humanistic pedagogical techniques of foreign language teaching.

## **METHODOLOGICAL FRAMEWORK**

### **Status of a problem**

The educational technology, its structure as a whole, the peculiarities of technological approach in training were deeply studied by V. P. Bepalko (1989), V. A. Kalnej (1999), M. V. Klarin (1989), M. I. Makhmutov (1975), P. I. Pidkasistyj (1999), E. S. Polat (2001), G. K. Selevko (1996), V. A. Slastenin (1997), M. A.

Choshanov (1996), B. Bloom (1985), P. Mitchell (1978), T. Sakamoto (1974), B. Skinner (1961). These studies made it possible to identify the main trends in the development of educational training technologies at the present stage.

Humanization and humanitarization of education and training profoundly analyzed in scientific works of S. A. Amonashvili (1996), R. A. Valeeva (1997), Z. G. Nigmatov (1990). These studies concluded the priority of effectiveness of humanistic education.

In the works of J. Dewey (1902), A. Neill (1960), W. McKeachie (1986), S. Finn (1991), A. Bandura (1997), M. Kanstrum (1999) there is a comprehensive consideration of successful implementation of child-centered approach of learning in American schools.

The cooperation in training was investigated by V. K. Djachenko (1991), D. W. Johnson & R. T. Johnson (1993), S. Kagan (1985). The rationale for the efficiency of the collective activity of students are given in these works, which examine the typology of learning groups and their development in Russia and USA.

### **The aim and the tasks of the research**

The aim of the article is to reveal and characterize the efficient humanistic educational technologies of teaching foreign languages.

The aim of the study determines the research tasks which are

- 1) to reveal the approaches for defining the humanistic educational technologies in Russian and foreign pedagogy;
- 2) to analyze approaches to humanization of teaching foreign languages;
- 3) to describe the peculiarities of using humanization approach in the immersion method.

### **Theoretical and empirical methods**

We used methods of theoretical studies (systematization, classification, comparative analysis), which allowed to determine the main objectives and results of using humanistic educational technologies in teaching foreign languages in Russia and abroad and to substantiate the efficiency of its using.

## **RESULTS**

### **The Notion of Educational technology in foreign education**

The term “technology” in pedagogy has been applied in the 60s of the 20<sup>th</sup> century as a systematic method of learning about the students` and teachers` actions. Educational technology was considered as direction in pedagogy, aim of which is the improvement of the efficiency of educational process and the guarantee of students` achievement of planned results.

The introduction of “technology” in pedagogy and methodology has been dictated by the desire of teachers to make the learning process manageable. At the same moment, there is the development of the technological approach to the construction of learning process. An attempt to create a holistic methodology to manage the process of teaching and learning by students, is reflected in programmed instruction. In the 70s of the last century in USA and then in Western Europe, the programmed instruction was seen as a pedagogical method and was the base on which the foundation of educational technologies were built. In foreign studies, the term “technology” was connected with the term “teaching”. Later the terms “pedagogical technology”, “educational technology” appeared in the pedagogical literature.

What is educational technology? The word “technology” comes from the Greek words “tecne” – art, skill, and “logos” – science, law. Literally, the technology is the science about the skill. The researchers define the term “educational technology” differently.

Let’s analyze the different definitions of “educational technology”, “teaching technology”, and the characteristics of these pedagogical phenomenon occurring in foreign pedagogical literature.

There are different interpretations of the term “educational technology”.

J. Bruner considers it as an area related to the definition of the requirements that ensure the optimization of the training (Bruner, 1964).

The definition of educational technology, officially recognized in 1979 by the Association for Educational Communications and Technology in the US, considers educational technology as complex integrative process, including people, ideas, ways and means of organizing the activity for the analysis of problems and management of problem solving covering all aspects of learning (Plomp & Ely, 1996).

Considering the various definitions, it should be noted that foreign researchers distinguish such essential features of educational technology as diagnostic goal formation, guaranteed productivity, efficiency, algorithmization, projectability, integrity, manageability, correction ability, visualization.

Many researchers emit diagnostic goal formation and productivity as the main characteristics of educational technology. In particular, M. Woolman characterizes educational technology as purposeful use of objects, methods, resources, events or relations to enhance the effectiveness of educational process (Woolman, 1971, 122).

Polish scientist and educator F. Yanushkevich focuses on the sign of the efficiency of technology. He notes that educational technology is “the guidance system, which should provide the training of an expert of the necessary profile for perhaps shorter deadlines at optimum expenses of forces and means during the use of modern methods and tutorials” (Yanushkevich, 1986, 120).

P. Mitchell notes the sign of reproducibility of educational technology. He considers that educational technology is the area of research and practice connected with all aspects of the organization of pedagogical systems and the procedure of distribution of resources for achieving the specific and potentially reproduced pedagogical results (Mitchell, 1978, 325).

M. Gillet believes that true educational technology includes complete process of goal - setting, constant updating of curricula and programs, testing of alternative strategy and training materials, estimation of pedagogical system in general and new goal – setting as soon as new information about the effectiveness of the system becomes distinguished (Gillet, 1973, 317).

T. Sakamoto (1974) considers the educational technology as the way of systematic planning, implementation and evaluation of the whole process of education (Sakamoto, 1974, 131).

Foreign researchers note the differences between pedagogical technology and methodical system.

It is known that methodical system addresses to three problems: what to teach, why to teach and how to teach. Educational technology answers the following question: how to teach productively?

Thus, studies of foreign authors emphasize on one of the essential characteristics of educational technology, namely on adaptability of educational technology to the students’ personal features. This characteristic is the essential feature of progressive pedagogical technology and it promotes the realization of individual approach. M. Klarin (1989) analyzed the foreign studies on educational technology and allocated their features:

- the learning process, which should guarantee the achievement of goals, is designed and implemented within the pedagogical technology, which is the specificity of it;
- the key to understand the construction of educational process is the consecutive orientation on clearly defined goals;
- precise definition of the standard (criterion) for the full assimilation of the course is the most important in the work of the system

### **The Notion of Educational technology in the Russian pedagogy**

There are different interpretations of the term “pedagogical technology” in Russian pedagogical studies:

- systematic and consistent implementation in practice of the pre – planned educational process (Bespalko, 1989);
- a set of psychological and educational installations defining a special set of and configuration of forms, methods, ways, techniques and educational resources (Likhachev, 1996);
- the description of process of achieving the planned results of education (Volkov, 1988);
- the procedural component of the didactic system (Choshanov, 1996);
- the model of joint pedagogical activity on design, organization and conduct the educational process thought over in all details, with absolute ensuring of comfortable conditions for a teacher and students (Monakhov, 1995);
- the system of design and practical use of pedagogical regularities adequate for this technology, purposes, principles, content, forms, methods and means of education which guarantee rather high level of its effectiveness, including the subsequent reproduction and replication (Andreev, 2005);
- system set and order of functioning of all personal, tool and methodological means used for achievement of pedagogical aims (Klarin, 1989).

“Optimization of planning results of education” is the essential characteristic in all given definitions.

All definitions of educational technology are reduced to the fact that it is a set of objectives, methods, operations, resources, means, conditions and forms of organizing the educational process, the system of teacher`s and students` actions that guarantee the effectiveness of educational process. Moreover, it should be noted that the effectiveness of education depends not only on pedagogical skill, but also on deliberate embodiment of the system of planned activities. G. G. Selevko`s researches (1996) showed that any pedagogical technology has to meet the following requirements: conceptuality, systemacity, controllability, efficiency, reproducibility. V.P. Bespalko`s work “Components of pedagogical technology” allocates the following elements of pedagogical technology: accurate consecutive pedagogical didactic development of objectives of education and training; structuring, streamlining, consolidation of the content and information which is to be assimilated; complex implementation of didactic, technical, including computer, tutorials and control; amplification of the diagnostic functions of education and training as far as it possible; guarantee of rather high level of educational quality (Bespalko, 1989).

Technological approach consists in construction and implementation of optimum pedagogical activity, and its result should absolutely meets the set goals.

Another feature of the technology – aiming at the guaranteed achievement of set goals. Stepwise submission of the description with the incremental characteristics of the results of education – that is the following feature of technological education.

Another characteristic of technological approach is the obligation and the expressed possibility of implementation of feedback, diagnostics and the correction of training.

Thus, Russian didactics formulated the following main requirements to the technology of training:

- the results of scientific works on learning in this subject should lie at the root of the construction of any educational technology;
- the technology should represent particularly described sequence of steps (each step is a stage in achieving the goal, each stage assumes the solving of a specific objective, where the solution of the objectives is reached by implementing the smaller steps);
- the diagnostics follows after each stage. Comparison with the expected results and the correction of the further measures;
- existence of feedback between teacher and students;
- guarantee of achievement of results;
- reproducibility by any teacher with the guarantee of achieving the result.

Russian scientists allocate the following criteria of ongoing process of technological education:

- representation of training material in the form of the system of informative and practical objectives with the guidelines and ways of its solving;
- sufficiently rigid logic of stages of learning the material;
- system of ways of interaction, adequate to the previous parameters, the participants of educational process between themselves and information equipment at each stage;
- indication of borders of the acceptable deviation from the appropriate (algorithmic) and from the free creative activity of a teacher;
- the use of new means and methods of presenting the information in the educational process.

The most important stage in the development of education technology is the definition of the system of objectives.

The objectives according to M.V. Klarin are the following:

- coordinated (each objective has to define the general direction of activity, the subsequent local goal should be interconnected with the previous);
- realistic (to cause tension of forces, but to be attainable for the students, to be projected with provision for “the zone of proximal development”);
- flexible (to assume the possibility of adjustment of developing process);
- diagnosable (to assume the possibility for the definition during the specific periods);
- precisely expressed (clear for teachers and students);
- harmonized;
- motivated on social and age values (to cause aspiration for personal achievement and to be attractive) (Klarin, 1989).

## **Humanistic Educational Technologies**

Educational technology can be classified according to their philosophical basis. The leading idea defines the main content of the educational technology's structure. Modern educational technologies reflect the main methodological principles of the construction of education, the concept of humanistic, developmental, learner-centered process of organization of education. Therefore we are talking about Humanistic Educational Technologies.

For the first time Humanistic Educational Technologies appeared in the 60s of the 20<sup>th</sup> century and were connected with the American and West-European educations' reformation. These technologies were based on humanization and

democratization of pedagogical relations. In that case interaction of education and bringing-up process participants are based on subject-subject relations. The Western system of education uses different pedagogical technologies: group technologies; problem-solving and developmental technologies; cooperative pedagogy; self-developing education; cross-cultural dialogue (Klarin, 1997; Stalheim-Smith, 1998).

The head representatives of the Western Humanistic psychology A.Maslow and C. Rogers state the following principles of the effective pedagogical psychology: individualization, differentiation in the process of education; development and self-development of the students' abilities; acknowledgement of the students' inner motivation as a key factor in educational process's stimulation; respect to the students' personality; students' active involvement in educational process (Rogers, 2002; Maslow, 2002).

Actualization of the technological approach is connected to the changes in the role of a teacher.

There are two approaches in the western educational researches: educating without a teacher and replace him/her with an educational device or reducing his/her role to simply reproducing the technology and fulfilling consultative-organizational role. Most of the Russian researchers support the opinion that using technologies will let to increase educators' labor efficiency and will provide the right conditions to fully open up their creative potential. Therefore, *Humanistic educational technologies* are technologies based on the principles of cooperation, activation and intensification of the students' performance. The educational process is aimed at development of the personal abilities, personal individuality, as well as formation of the humane relations among all the participants of this educational process.

### **The humanistic approaches to teaching foreign languages**

Learning foreign languages is the most important psychological – pedagogical and methodological problem. Y.A. Comenius (1982) most fully and precisely treated the problem of learning foreign languages in the context of humanism. In his opinion, language learning should include not only learning grammatical rules, but also practice. He places the emphasis on practice strengthening in order to overcome formalism, scholasticism and low productivity. Comenius also stressed the importance of exercises, because one theory is not enough for competent use of language. Based on his general didactic teaching, Comenius came close to the issue of language teaching methodology. It should be noted that Comenius in his teaching solved the problem of interconditionality of didactics (as a theory of general principles of education) and technique (as a theory of teaching some certain disciplines) (Comenius, 1982).

In the modern pedagogical literature, there are seven basic approaches in foreign language learning, which are normally considered humanistic. One of the approaches, Audiolingualism, is classified by K. Diller (1978) as «empiricist” in essence. According to Diller, the main doctrines of the “empiricist” language learning lies in the fact that the study is the formation of muscular skills of tongue, because these skills should be distributed through selective strengthening of students' responses, and this compliance must be achieved before the attempts to achieve the fluent speech. That is why that approach attaches special significance to the mechanical storing of dialogues and mechanical manipulation of structural preparation.

The other six approaches are Grammar Translation, Direct Method of de Sauze, Total Physical Response, Natural Approach, Suggestopedia and Communicative Approach. All approaches in one way or another fall within the “rationalist”

category, according to Diller, accentuating to brain's ability to formulate and use different standards. These are approaches, except for Grammar Translation, in which students are introduced to the new language in the context of difficult but interesting activity, which is another characteristic that Diller attributes to the "rationalist" training (Diller, 1978). All of the approaches above are similar and different at the same time on three aspects: each approach reveals the unequally human attributes of a student; each approach maintains and promotes the freedom of individual; each approach, in one way or another, increases the dignity of a student. Let's provide the comparative characteristic of all approaches in the context of these aspects. Singling out the aspects in the approaches above, we hope, on the one hand, to strengthen the features of humanism, on the other hand, to deepen the term "humanism" as a category in relation to a particular approach in language learning.

E.W. Stewick in his work represents how these approaches implement humanistic orientation of educational process in the framework of three aspects (Stewick 1990).

First of three aspects can be formulated in the following way: Which unequally human attribute of a student does the approach emphasize? Grammar Translation Approach emphasizes the ability of human's mind to discuss and decipher information, and also the ability of a student to persevere. Taken together, these are the main components of the so-called "mental discipline" accumulated by studying classical languages. For example, for many years this characteristic led students in classes studying Latin. "Empiricist" Audiolingualism approach emphasizes the ability of the human nervous system to acquire new language skills through physical practice, drawing an analogy with existing skills to play a new pattern of behavior based on the old already firmly settled pattern. Direct "rationalist" Method of de Sauze emphasizes the ability of human mind to formulate the rules and to follow them. It should be noted that the term "rule" has at least two meanings. Both values are used side by side in the discussions about foreign language learning. From the empiricist point of view, a rule is a clearly formulated statement about how and what to do. From the rationalist point of view, a rule is any pattern irrespective of obviously it is formulated or not. Empiricist "acquisition of new speech skills" means the ability to answer and reproduce (to renew) the regularity. Unlike other approaches, Total Physical Approach pays more attention to the communication of words with actions. The actions depend on perception which, in turn, develops in judgement, and then in decision-making which is influenced by this decision. Natural Approach leaning on a technique and ideas of Total Physical Response makes it unlimited and creative. In addition to it, three facts about human nature are used in this approach:

- adults as well as children have considerable opportunity to derive benefit from informal, gradual training (so-called "acquisition");
- emotional factors may influence on the studying and use of the language (so-called "affective filter");
- person is capable to control his own language and use it uncontrolledly.

Speaking about Suggestopedia, it should be noted that among unique human properties on which Suggestopedia focuses attention, the greatest publicity was received by "reserve powers of reason", the ability to learn to keep the information many times quicker and better. This phenomenon is called "hypermnesia", that is the increased preservation of events and phenomena in memory. One of characteristics on which the hypermnesia actually depends, is the possibility of "infantilization", that is the help even to elder people to achieve child-like state. More fundamental is the way in which people respond the subtle signals out of consciousness. By means of it the infantilization is also reached, and also it is a source of the name "Suggestopedia". Communicative Approach emphasizes on the



relations, not only between offers and values, but also – that is more important – between the speech and life. Students are given the reason for communication, and not just the instruction how it is necessary to communicate and interact. The special attention is paid to social and mental reality – so, that even interpersonal elements in activity, such as role-playing game, should be avoided, if it's false. Such technique begins with a communicative discourse with the native speaker, and proceeds, providing exercises which move students on their own interaction (Widdowson, 1983 C.145)

The second aspect is formulated in the following way: what sort of freedom does the approach offer to a student? Grammar Translation approach offers freedom from restrictions of someone's local culture. The Audioingualism offers freedom:

- from the requirement to operate with abstractions for interpretation and production of offers, whose value, at worst, insignificantly, and at best, separated in time, space and culture from interests of students;

- from the requirement to remember rules and paradigms.

The Direct Method of de Saussure gives freedom from: 1) the requirement to repeat offers and dialogues for non - communicative purposes; 2) the requirement to remember offers and dialogues. As well as the Direct Method, Total Physical Response gives students freedom from senselessness. This approach eliminates the need to sit still all the time. Focusing attention on "acquisition", but not on "training", Natural Approach frees both students, and teacher from having to be immediately and continuously concerned about the correct production of specific features of grammar and a pronunciation. Suggestopedia frees students from the requirement to remember rules, paradigms and dialogues even if storing or incomplete storing of dialogues actually can take place in well-known "concert pseudo passive sessions". Suggestopedia frees students from uncomfortable physical conditions. The most important is that it releases them from limited and, often, negative impressions widespread in a class.

Some approaches originate from a set of component skills in pronunciation, vocabulary and grammar, and then build from them to speech. Other approaches begin with examples of the speech and decrease to its elements and the translation. In Communicative Approach training passes from the speech of outstanding writers and announcers to the speech of the fragments which are trained, for example, from reading before discussion in a class. Rather mechanical practice and exercises can be still necessary and justified as a contribution they make in transition from one discourse to another. Thus, students are substantially exempted from artificiality, that is having to do something with foreign language, unusual for their native language. In turn, it means that students are exempted from senseless efforts, that is from studying of much that loses the importance as soon as the student leaves a class.

### **The peculiarities of using humanization approach in the immersion method of teaching foreign languages**

In nowadays society the English language is the global tool of communication. Due to the increased demand for learning foreign languages in limited time and for certain purposes (business, everyday communication) new various teaching methods emerged. They share the name intensive or accelerated. One of these methods is Immersion Language Learning Environment Method. The main aim of the majority of the intensive methods is to acquire a foreign conversational language in limited time with everyday concentration of learning hours and to create immersion language learning environment.

Immersion Language Learning Environment Method is the method of the second language learning when the second language itself is used as a tool of education. According to this method the English language should be used as the only language of communication for teachers and students. Maximilian Berlitz Delfinius - German and American linguist and educator - has developed a popular immersion method and set up an international system of schools using this technique. In 1878 he started one of the first Foreign Languages Schools in the United States. In the same year the company The Berlitz schools of languages was founded. The new method was used there and later it became popular worldwide (Berlitz, 1998).

The new method was based on the following principles: first acquire the oral language and then acquire reading and writing skills; vocabulary and grammar are learnt in the process of communication; teachers are native speakers only; the student's native language is not used for learning the second language.

At this moment all the learning methods can be divided into traditional and experimental. The method described above is in between because it has proven its worth among traditional learning method and at the same time is widely used in trendy experimental methods.

Immersion programs are cross functional because they depend neither on students' age nor on their level. However most of these programs start in primary school where foreign language learning takes 50-90%. French psychologist Jean Piaget supported the theory that stated that when a child faced the idea that did not fit his understanding, "it became a catalyst for the new understanding." Due to the reason that a new language is absolutely alien to a child it perfectly fits the principle "a catalyst for the new thinking".

Immersion Language Learning Environment Programs can be classified depending on the age level and the level of immersion.

The classification based on the age level (Andrade, 1988):

Early language immersion; students start learning the second language at the age of 5 or 6

Close in language immersion; students start learning the second language at the age of 9 or 10

Late language immersion; students start learning the second language at the age of 11-14

The classification based on the level of immersion:

Full immersion; almost 100 % of learning is in foreign language. The aim is to become functionally experienced in a foreign language, comprehend the subject taught in a foreign language and acquire understanding of other cultures. This kind of immersion is consistent, continuous and knowledge oriented.

Partial immersion; about half of the learning hours are spent on teaching a subject in a foreign language. The aim is to acquire the language functionally (though in less degree than in full immersion), comprehend the subject and get the understanding of other cultures.

Two sided immersion; students here have two different native languages. Half of the class are native speakers of the native language of the country of studies (e.g.: English in the USA) and another half is target language speakers (e.g.: Spanish). In this case, learners encourage and teach each other and as a result become bilinguals. The aims are similar to the ones mentioned above.

The advantages of the Immersion Language Learning Environment Method are the following:

- a) Improvement of language and linguistic abilities
- b) Increase of cognitive abilities such as divergent thinking and verbal skills
- c) Development of the listening ability and memory improvement

At the same time this method opens new cultures to a child and helps to evaluate and understand people from other countries with their cultures. According to this

method the way to being fluent in a language is in becoming an absolutely different person (though only for the period of learning). All the students pick up new names for themselves and create new biographies. It creates the illusion of being in a totally different world – the world of the language they are learning. The aim here is to relax completely, to be able to open up and to speak more as an imaginary “John” rather than real “Petya” (Acitelli, 2002).

One of striking examples of realization of Immersion Language Learning Environment Method is "The English village" (Daegu Geongbuk English Village) in the city of Daegu of the Republic to South Korea. This small similarity of the United States of America created in common by two South Korean colleges with assistance of University Colorado Springs (Colorado Springs University) (Sirotnick & Goodlad, 1988).

Main objective of creation of "Village" is immersion of the trained students in the American way of life, beginning with language. A task which was set by teachers – to break a language, personal and emotional barrier at the introduction in communication. Students, as expected, learn English as well as far as they can, possessing limited resources. The students arriving to "Village" have to forget for a while the native language, and also replace a real name with the fictional.

There are various programs of training students in "Village": five-day courses, three-day, and also intensive two-week courses. The age of children varies from 7 to 14 years. Programs are also designed for students of colleges, universities and adults. Activity parts into 4 periods, for 1,5 hours in everyone. As noted above, all educational process, and also direct communication occurs in English. Excepting usual lecture classes there are situational classes, among which there is police office, a zoo, mail, imitation of the Broadway, hospital, grocery store, the Wall Street, a karaoke room and video rooms in "Village". There are also an airport, hotel, and, in completion of everything, the real plane causing undoubted delight in children and adults. Situational classes promote the best assimilation of information, the lesson turns into representation in which students are involved directly.

In "Village" the game technique is used most often. Game stirs up students' cogitative activity, allows to make educational process more attractive and more interesting. In game all fundamental needs of the personality for self-determination, self-expression, self-affirmation, self-control and self-realization are realized, that is carried out personally – oriented education. The game technique involves trainees into the vigorous cognitive activity. Training is carried out by means of activity of students. It is the free activity providing a freedom of choice, self-determination, self-expression and self-development for participants. The use of game as method expands the rights and freedoms of students; game has high emotional, potential and communication material, which is the aim of education process in "English Village".

The pedagogical stuff of "English Village" consists of highly skilled professionals, all of them are native speakers. Teachers are helped by specially employed assistants, the level of whose knowledge of language has to be confirmed by certain certificates. It is important that not only students and teachers, but also the service personnel knows English. There is the department of development whose purpose is the development and the improvement of learning programs. "The English Village" - the fine operating example of artificially created language environment, plunging in which students learn English effectively, and, what is more, with interest. However, as well as any phenomenon, there are some defects. Minus of the institution described above is insufficiently accurate organization. We consider that in such educational institutions there has to be accurately structured organization, not only well constructed educational process. The creation of such institutions - the aim for language educational institutions, because the most effective foreign language learning is implemented in the language environment.

The given method proved the efficiency because it has been invariably popular more than hundred twenty years. Basic provisions of the method which seems to us obvious today, were quite courageous hundred twenty years ago, are absolutely correct. For this reason we believe that for improving the quality of English learning that method needs to be actively implemented into the learning process of Russian educational institutions.

## DISCUSSIONS

After analyzing the Russian and foreign educational research, we came to the following definition of “educational technology training”: it is a set of objectives, methods, tools, operations, monitoring, conditions and forms of organizing the learning process, the system of actions of the teacher and students, guaranteeing the effectiveness of the learning process. In humanistic pedagogical technology, the humanistic concept is fundamental. These are the technologies with procedural orientation, a priority of the personal relations, an individual approach, nonrigid democratic management and a bright humanistic orientation of the contents.

The basic principles of humanistic technologies in foreign language learning are the principles of active knowledge acquisition and cooperation in educational process.

The efficiency of pedagogical technology in foreign language learning depends on the observance of the following conditions in educational process: independent preparation of material by students; problem, critical presentation of material; training in collective; pedagogically - centered, the individualized approach to students; the principle of granting equal opportunities to all students in education; pedagogical cooperation of teachers.

## CONCLUSION

The study showed that the most successful all-round personality development of students occurs in condition of using the humanistic pedagogical techniques of foreign language teaching. Thus, there is a positive impact on the learning process, and the process of education. Student becomes more independent, learns to think outside the box, and takes into consideration the real circumstances and work successfully in-group, ably combining theoretical knowledge with practical results. Moreover, the motivation of students increases. The use of diverse, problem methods, taking into account the personal oriented and individual learning style of student, significantly increases its interest in training activity, and promotes the development of skills and the desire to learn throughout life.

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