

Долгенко А.Н.

Доктор филологических наук, заведующий кафедрой русского и иностранных языков, Московская академия Следственного комитета.

Мурашко С.Ф.

Кандидат психологических наук, профессор кафедры русского и иностранных языков, Московская академия Следственного комитета.

Рудакова С.В.

Кандидат психологических наук, доцент кафедры русского и иностранных языков, Московская академия Следственного комитета.

**Избранные методики преподавания
иностраннЫХ языков**

Dolgenko A.N.

Professor, Head of the department of the Russian and foreign languages, of the Moscow Academy of the Investigative Committee of the Russian Federation.

Murashko S.F.

Professor of the Moscow Academy of the Investigative Committee of the Russian Federation.

Rudakova S.V.

Assistant Professor of the Moscow Academy of the Investigative Committee of the Russian Federation.

**Several foreign languages
teaching methodologies**

Teaching a foreign language involves many different methods. The teacher must know the different methods of teaching and learning of a foreign language and choose more appropriate than others.

The main aim of this work is to develop an approach through the analysis of existing methodologies coupled with our own experience. The aim, at all times, was to develop an approach as similar as possible

to the approaches used by natives. We have seen their main characteristics and we have seen how they are used. We would now like to focus on the main strengths of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels in education.

Moreover, the methodology we propose is not to help teachers, but students, and the learning process. Consequently, involving students in the learning process is a major objective. In our view, a motivated student is the best thing a teacher could have, but it is very difficult to find self-motivated students. Therefore, besides the proposal of any methods where some methodological elements could be included, we would like to enhance some method by including a motivational component that draws the students into the learning process and makes him or her more enthusiastic about learning English. A key component of any method developed from the existing methods is the new motivation factor.

The future is always uncertain, and this is no less true in anticipating methodological directions in foreign language teaching than in any other field. Some current predictions assume the carrying on and refinement of current trends; others appear a bit more science-fiction-like in their vision.

Outlined below are some scenarios that are likely to shape the teaching of a foreign language.

- Teacher/Learner Collaborates

Matchmaking techniques will be developed which will link learners and teachers with similar styles and approaches to language learning

- Method Synergistics

Crossbreeding elements from various methods into a common program of instruction seems an appropriate way to find those practices which best support effective learning.

- Curriculum Developmentalism

Language teaching has not profited much from more general views of educational design.

- Content-Basics

Content-based instruction assumes that language learning is a by-product of focus on meaning--on acquiring some specific topical content--and that content topics to support language learning should be chosen to best match learner needs and interests and to promote optimal development of second language competence.

- Multitelligencia

The notion here is adapted from the Multiple Intelligences view of hu-