APPLICATION OF THE INDUCTIVE APPROACH IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Abstract. The article deals with issues related to the application of an inductive approach in the process of teaching foreign languages. In contrast to the deductive approach, it embodies the rejection of pedagogical compulsion, has great potential as means of stimulating cognitive interest, increasing motivation and developing cognitive independence of students in mastering educational material. The article analyzes the feasibility and effectiveness of the application of inductive strategies of teaching foreign languages, in which the problematic nature of tasks contributes to the development of the students' critical thinking. The advantages of inductive pedagogy are considered by the authors on the example of the formation of grammatical skills and speaking skills during the foreign language classes at various levels of education. The authors conclude that the construction of the teaching process based on the inductive approach creates the basis for the students' self-realization, contributes to the development of activity and personal independence, which ultimately enhances the importance of the teaching process itself, in contrast to today's traditional teaching model, aimed only at its result. In addition, the inductive approach is the best match for the tendency to enhance the practical orientation of the teaching process, established in modern education. At the higher education level, inductive pedagogy ensures the formation of professional and professionally-applied competences of future specialists on a more conscious basis. In the process of teaching foreign languages, the inductive approach forms the graduate's ability to adapt to various language situations of everyday and professional communication, independently and creatively build effective communication strategies. Thus, the inductive approach is aimed at creating the foundations for the further development of the creative potential and self-education of the individual, which provides him with broad prospects for application in the educational sphere.

Key words: inductive approach, deductive approach, content of education, teaching foreign languages, cognitive-speech independence, competence, transfer.

1 Introduction . At present, inductive teaching methods are becoming increasingly important in the practice of teaching foreign languages in higher education institutions, ensuring the formation of professional and professionally-applied competencies of future graduates, defined by state educational standards. The contrast between deductive and inductive approaches in teaching foreign languages is an important methodical and methodological aspect of the content of education, which determines its focus on the final result in accordance with a particular educational level. For a long time preference was given in this area to deductive teaching methods, in which students primarily received theoretical information about certain specific aspects of the language in the form of rules and recommendations, and only then applied them in direct language practice. The advantage of the inductive approach is the strengthening of the practical component of the learning process, which is expressed in the active training of students in a variety of learning situations, close to real ones in all types of speech activity. This means shifting the focus from the simple assimilation of the amount of information, received in an educational institution, to the formation of the real ability of graduates to perform independent speech activity and competently adapt to various linguistic situations of both domestic and professional nature. In inductive foreign language teaching, theoretical knowledge is based on language experience, with the emphasis on the active use of language rather than simply providing information about it [Mourlhon-Dallies, 2006]. However, in no case can we talk about the mutual exclusion of the two methods, each of which has the right to be used in the educational process, where they may coexist well, complementing each other.

2 Methods. Inductive approaches in pedagogy have a long history, which can be traced back to Aristotle. His method, in comparison with Plato's method, was based on the acquisition of new knowledge on the basis of empirical experience by analyzing and establishing links between the original data and building, consequently, logical structures that appear in individual phenomena. These logical structures took the form of laws or behaviors.

From the point of view of the psychology of learning it is well known that no new knowledge can be built if it is not connected with previous knowledge. In addition, the gradual departure from pedagogical coercion, expressed in deductive methods, to a more free approach that takes into account the needs and interests of the student, is based on natural ways of language studying [Puzanov, 2016]. The inductive approach is supported by the fact that the teaching process cannot be limited to the mere transfer of knowledge, especially in the teaching of foreign languages in the professional field. On the other hand, it is unacceptable to provide the formation of professional competencies of the student to the will of the case, believing that as a result of his research he will discover what needs to be studied

[Yarkova, Khamitova, 2013]. In this regard, the task of managing the learning process comes to the fore, when the teacher helps the student to establish the right connections between what he already knows and what he is just going to learn.

In French pedagogy there is a concept, which principles fit into the inductive approach. It is called "explicit learning" (enseignement explicite) [Champagne-Poirier, 2016]. It is based on the actualization of previous knowledge before the study of new educational material. Induction is already in the starting point, in referring to the previous experience and background knowledge of students, as new information, in addition to analysis, will be compared with the already known structures and placed in the student's own knowledge system, organized individually. This process is called assimilation in pedagogy.

When new information does not fit into existing structures, it leads to imbalance and starts the process of accommodation. It means changing structures if they no longer allow for the full assimilation of new information. This is the basis of the educational process according to the concept of explicit learning. The role of the teacher is to ensure the transition to assimilation, as well as to enhance previous knowledge [Ameen, A. M., Ahmed, M. F., and Abd Hafez, M. A. (2018)]. This allows students to understand and relate their experience and what they are preparing to study. Thus, in order to ensure the effectiveness of further transfer in the introductory phase of explicit learning, the teacher helps to establish the existing links between this knowledge and the specific objectives of the new training.

Transfer is described by A. Presseau as the process by which knowledge is gained in one context, is used in a new context either to build new knowledge or to develop new competencies or to perform new tasks. Such a transfer involves a number of cognitive operations. For information to be integrated with memory, it must be sufficiently similar to existing structures because they serve as basic categories. Therefore, the transfer can be carried out only if these categories are activated during the execution of a new task, according to the established similarity between the original and the directly performed task [Presseau, 2000]. In this cognitive process, the similarity between the previous and the present task helps the learner to select and mobilize the existing knowledge to find a solution in a new situation. That is why at the initial stage it is necessary to help the learner to understand the contextual elements that define a new situation or learning task. Once the task has been accomplished, it is important that the learner is able to identify what is independent of the context, or in other words, permanent components that do not change from one context to another.

3.Results And Discussion. The inductive approach develops the cognitive abilities of the student, who becomes an active participant in the process of his own training. With regard to foreign languages, inductive pedagogy suggests starting with exercises or, more broadly, with practical activities in a controlled educational process in order to further theorize the experience or conceptual objectification of knowledge built on this basis. In other words, the transition is not from theory to practice, but rather from practice to theory.

This approach is based on active thought processes and language creativity, it follows by removing the general from the particular, i.e. rules from specific examples, when the student creates his own language space and integrates the information, extracted through such analysis, into the structure of his personality. This means that this information is passed "through oneself" and in the form of the extracted knowledge becomes the property of the linguistic personality, which brick by brick creates his own linguistic reality, since knowledge is not acquired in a passive way; it is actively constructed by the cognizing subject [Poberezhny, 2010]. The information integrated in this way, can be used at any time to solve new language or speech problems, and, on the one hand, self-acquired knowledge is stored in memory longer than presented by the teacher in the finished form, and on the other hand, even if it is forgotten or lost over time, the student may restore it on his own, following the already done once way.

We have analyzed the use of the inductive approach in the process of teaching foreign languages on the example of teaching grammar and speaking. At the same time, the educational process should go through three main phases:

1. The contextualization phase, when the teacher proceeds from specific examples or provisions to bring to the study topic, which under his guidance, the students will have to try to identify. In case of possible difficulties, assistance from the teacher is not excluded.

2. A phase of decontextualization or conceptualization that aims to allow learners to draw a general conclusion or position, based on the analysis of specific situations.

3. The phase of recontextualization, during which the trainees have to apply the identified provisions in another situation (usually this phase is used to assess the training potential of the lesson).

Therefore, we can say that the inductive approach is an active approach, through which the learner takes the fullest part in the learning process. He is invited to formulate ideas and determine the accuracy of the results by discussing with the audience and the teacher [Carneiro et al., 2011]. In this regard, the teacher should create learning situations that ensure the active participation of students for the conscious development of their knowledge and the formation of the necessary competencies [Fahrutdinova et al., 2016].

However, this approach is not without drawbacks. One of them is a wrong or incomplete understanding of the essence of a linguistic phenomenon. In this case, the regulatory activity of the teacher comes to the fore, who should, if necessary, direct the analysis and discussion in the classroom, preventing possible mistakes of students. Other disadvantages are the high cost of training time and the additional burden on the teacher in the preparation and planning of classes. Therefore, the choice in favor of deductive or inductive approaches for a particular stage of training will be carried out by the teacher on the basis of the goals and objectives of training, analysis of the needs of a specific

audience, the language base of the trainees, their usual learning style, availability of the necessary materials and resources for the educational process.

In the study of a foreign language on the basis of an inductive approach, preference should be given to authentic sources that allow to bring the learning process of language development closer to the natural and provide a variety of the studied linguistic material for successful training in the transfer of the knowledge, extracted by the trainees, in new speech situations, for the development of their speech skills and professional competencies [Carette et al., 2012; Andrianova et al., 2017]. The inductive approach can be applied both at the initial and advanced stages of training, in the transition of students from copying to reproductive and creative, and then to the constructive and creative level of independence [Sears, R. (2018), Harvey, 2011; Sadykova, Shelestova, 2016].

In order to prove the formation of the mechanism of knowledge transfer and competencies in the mastery of a foreign language, it is necessary to trace the strategies for solving similar communicative tasks, used by students in other contexts [Vassilieva, Kuzmina, 2017]. You can also ask learners to define themselves transfer conditions, which will allow them to anticipate similar situations, in which they will be able to re-use their knowledge and competencies. The teacher should encourage such transfer by helping the trainees to establish links and correspondences between the initial and new situations, to find permanent components of the communication strategy, to select among the previously acquired knowledge and competencies those, that they should use in solving the new educational task.

4 Summary. The inductive approach promotes the formation of activity and independence of the individual, it develops the ability of students to communicate in a foreign language, to transmit and receive information, to find a way out of difficult or unusual situations of communication successfully [Villegas, Francisco Javier Villegas, and Claudia Valderrama Hidalgo. 2018, Fazlyeva et al., 2016]. In this case, the student himself determines the ways and means of mastering new things. However, the role of the teacher in this case is not passive, it is in the ability to show possible ways to achieve the goal, to direct his research for a more effective solution of the challenges, facing him and, if necessary, to adjust the conclusions formulated by the student. The personal interest and involvement of both sides is of great importance, which removes the contradiction in opposition to deductive and inductive approaches and thus ensures their complementarity.

Using an inductive approach in a foreign language lesson, the teacher must create conditions for personal growth of the student in the area of his immediate development, providing him with the opportunity to fulfill successfully the goals and objectives set for him, taking into account the principles of affordability and accessibility. In case of difficulties or errors that are unavoidable in the learning process, the teacher should direct the student, correct his / her learning activities, help to understand the cause of the error and develop ways to solve the problem causing difficulties, thus contributing to the real and constant development of the student, rather than rooting his / her ideas about his / her own incompetence.

5 Conclusions. Thus, the use of inductive strategies of language self-realization in teaching foreign languages meets the challenges of strengthening the practical orientation of modern education. In this case, not only the result, but also the process itself becomes important, i.e. the ways and means of achieving it, when students realize the importance of their learning activities for their future professional development. This supports their cognitive interest, instills a love for the language being studied, ensuring the development of the creative potential of the individual through the purposeful formation of its cognitive and practical independence, the ability to adapt flexibly to new situations and carry out his activities on the basis of the use of the existing stock of knowledge and acquired competencies in the field of everyday and professional foreign language communication. Due to its individual orientation and correlation with personal experience and motivation of the person, the inductive approach has, therefore, great prospects of application in the field of education, as it is aimed at further creative development and self-education of the individual.

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