



МИНОБРНАУКИ РОССИИ
федеральное государственное бюджетное образовательное учреждение
высшего образования
«ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ФГБОУ ВО «ИГУ»

Кафедра европейских языков

УТВЕРЖДАЮ:

Директор МИЭЛ

О. В. Архипкин

« 22 » апреля 2026 г.



Рабочая программа дисциплины

Наименование дисциплины	Б1.О.03 Методика преподавания иностранных языков / Methods and Techniques for Language Teaching
Направление подготовки	45.04.02 Лингвистика
Направленность подготовки	Проектирование цифрового лингвистического образовательного контента / Digital Linguistic Educational Content Design»
Квалификация выпускника –	магистр
Форма обучения	очная с применением электронного обучения, дистанционных образовательных технологий

Согласовано с УМК МИЭЛ ИГУ:

Рекомендовано кафедрой:

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Председатель

Е. В. Крайнова

Зав. кафедрой

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Иркутск 2026 г.

Б1.О.03 Методика преподавания иностранных языков / Methods and Techniques for Language Teaching

Goal:

The goal of mastering the discipline is to develop students' professional methodological competence in the field of foreign language teaching. This competence enables them to design, organize, and evaluate the foreign language educational process within the modern multicultural educational paradigm, drawing on systemic and intercultural approaches.

Discipline objectives:

- To master the theoretical foundations of foreign language teaching methodology within the modern educational paradigm, including the psycholinguistic mechanisms of language acquisition.
- To develop the ability to plan, organize, and implement foreign language instruction, taking into account teaching principles, age-specific characteristics, and contemporary requirements.
- To develop the ability to teach a foreign language in the context of intercultural dialogue, foster intercultural competence, and organize integrated language and culture learning (e.g., tandem method, intercultural projects).
- To enhance the ability to use modern educational technologies, teaching materials, and information resources when teaching foreign language systems and skills.
- To develop the ability to apply assessment technologies for evaluating learning outcomes, including the design of test tasks and criteria-based assessment.
- To develop the ability to analyse and evaluate one's own pedagogical and methodological activities (self-analysis, reflection, correction).
- To develop the ability to engage in information-seeking activities for professional self-development, improving pedagogical communication, and working with groups of learners.

CONTENT AND STRUCTURE OF THE DISCIPLINE

This discipline consists of 8 credit units, or 288 hours.

Midterm assessment form: 1st term – exam, 2nd term – exam

Discipline content, structured by topic, indicating the types of classes and the number of academic hours allocated to them

№	Section of the discipline / topic	term	Total number of academic hours	Practical training (in hours)	Types of studies, Including student's independent work, classroom hours and studies intensity (in academic hours)				Forms of ongoing progress monitoring; midterm assessment form (by semester)
					Contact work between the lecturer and the student			Student's independent (self-study) work	
					Lectures	Classroom studies	Consultations		
1	2	3	4	5	6	7	8	9	10
1	Foreign Language Teaching Methodology in the Modern Educational Paradigm	1	14					14	oral assessment, report presentation
2	Methodological Foundations of Organizing Foreign Language Teaching	1	32					32	oral assessment, report presentation
3.	Teaching Language Systems	1	62		6	8		48	oral assessment, report presentation, designing a

									lesson
4.	Teaching Foreign Language Skills	1	64		8	8		48	oral assessment, report presentation, designing a lesson
5.	Psycholinguistic Foundations of Foreign Language Teaching	1	17		2	2	1	12	oral assessment, report presentation
	Total number of academic hours in 1st term: 216		189		16	18	1	154	exam
6.	Designing the Foreign Language Educational Process	2	12		6	6			oral assessment, report presentation, designing a lesson
7.	Organizing the Foreign Language Learning Process	2	12		6	6			oral assessment, report presentation, designing a lesson
8.	Assessment in Foreign Language Teaching	2	6		2	4			oral assessment, report presentation
9.	Developing Intercultural Competence in Foreign Language Teaching	2	6		2	2	1	1	oral assessment, report presentation
	Total number of academic hours in 2nd term: 72		36		16	18	1	1	exam
	Total number of academic hours:		225		32	36	2	155	exam

Contents of Educational Material

Topic 1. Foreign Language Teaching Methodology in the Modern Educational Paradigm

1.1. Methodological Science as Theory and Practice of Teaching Foreign Languages

Foreign language teaching methodology as a branch of the theory of teaching foreign languages. The comprehensive nature of modern methodological science. The course of foreign language teaching methodology in the system of professional teacher training. The relationships between methodology and other sciences: linguistics, psychology, pedagogy, psycholinguistics, cultural studies, sociology. The current state of foreign language teaching methodology: competency-based, activity-based, multicultural, and digital paradigms.

1.2. Professional Competence of the Modern Teacher

Characteristics of the communicative and professional competence of a foreign language teacher. Specific features of the educational and instructional process in secondary schools of the Russian Federation. Federal Law on Education in the Russian Federation. Professional standard of a teacher. Professional readiness of a foreign language teacher to perform professional tasks and organise the pedagogical process in a foreign language. Professional skills of a foreign language teacher. Personal qualities of a foreign language teacher. Pedagogical competence.

1.3. Content of Foreign Language Teaching

Goals of foreign language teaching. Requirements of the Federal State Educational Standards for studying a foreign language and a second foreign language at primary and secondary school level. The essence of the content of foreign language teaching. Linguistic, psychological, sociocultural, and methodological components of the content of foreign language teaching. Structure and content of communicative competence. Components of communicative competence (linguistic, sociocultural, compensatory, learning) and the process of their development. Knowledge, skills, and abilities, and the patterns of their development.

Topic 2. Methodological Foundations of Organizing Foreign Language Teaching

2.1. Principles of Teaching Foreign Languages

Conceptual framework: principle of teaching, general didactic principles, methodological principles. Interpretation of basic general didactic principles as applied to foreign language teaching. Methodological principles as a conceptual basis of the methodological system. Characteristics of principles, their meaning, rules for implementation in the process of foreign language teaching. Approaches to foreign language teaching (learner-centred, sociocultural, communicative, competency-based, intercultural).

2.2. Learning Resources for Foreign Language Teaching

The concept of learning / teaching resources. A system-structural approach to organizing instructional resources. The structure of resources for foreign language teaching (core, ancillary, and supplementary). The role and place of learning resources in the foreign language teaching process.

2.3. Exercises as a Means of Teaching Foreign Languages

The role of exercises in teaching foreign language speaking. Structure of exercises. Methodological requirements to exercises. The design of an exercise system.

Topic 3. Teaching Language Systems

3.1. Teaching Foreign Language Pronunciation

The concept of 'speech skill.' Qualities of a speech skill (automaticity, consciousness, stability, flexibility, relative complexity). The role of phonetic skills in the development of communicative

competence. Phonetic skill and the stages of its formation. Approaches to teaching phonetics. Exercises for developing phonetic skills.

3.2. Teaching Foreign Language Vocabulary

The role of lexical skills in the formation of communicative competence. The content of teaching the lexical component of speech. The structure of a lexical skill and stages of its formation. The concepts of 'active and passive vocabulary'. Approaches to teaching vocabulary. A typology of exercises for developing lexical skills.

3.3. Teaching Foreign Language Grammar

The role of grammar skills in the formation of communicative competence. The types of grammar skills (implicit, explicit, differentiated). The concepts of 'active and passive grammar.' The role of rules in teaching grammar. Ways and means of introducing new grammar material. Stages of the formation of a grammatical skill. A system of grammatical exercises. Views on the typology of grammar exercises.

Topic 4. Teaching Foreign Language Skills

4.1. Teaching Reading in a Foreign Language

Types of foreign language skills. Reading as a foreign language skill. Reading as a goal and a means of teaching a foreign language. Types of reading. Ways of classifying types of reading. Components of the content of teaching reading. Technology of teaching reading aloud. Teaching information extraction from a text. Stages of working with a text in reading. Methods of assessing reading skills.

4.2. Teaching Listening in a Foreign Language

Listening as a foreign language skill. The role and place of listening in intercultural communication. The content of teaching listening. A typology of difficulties in teaching listening. Stages of working with a listening text. Organizing the comprehension of a foreign language text; learner motivation and comprehension monitoring. Methods of assessing listening skills.

4.3. Teaching Writing in a Foreign Language

Writing as a foreign language skill. Psychophysiological characteristics of writing. Writing as a technical skill and written expression. The role and place of writing in intercultural communication. The content of teaching writing. Teaching the writing system, spelling, and written genres in a foreign language. Types of written assessment in foreign language practice.

4.4. Teaching Speaking in a Foreign Language

Speaking as a foreign language skill. The relationships between speaking and listening, reading, and writing. The content of teaching speaking. The role of simulated communicative situations in teaching speaking. The main types of oral speech: dialogue and monologue. Approaches to teaching dialogue and monologue (top-down and bottom-up). Assessing speaking skills in dialogue and monologue.

Topic 5. Psycholinguistic Foundations of Foreign Language Teaching

5.1. Psycholinguistics as a Methodological Foundation of Foreign Language Teaching Methodology

Psycholinguistic patterns and their role in shaping teaching strategies. A psycholinguistic approach to exercise design and materials selection. Theory of Speech Activity and its application in foreign language teaching. Psycholinguistic characteristics of foreign language skills (speaking, listening, reading, writing). Psycholinguistic mechanisms of speech production and comprehension.

5.2. Motivation and Needs from a Psycholinguistic Perspective in Foreign Language Teaching

The role of motive and need in the structure of speech activity. Types of motivation (communicative, cognitive, instrumental, integrative) from a psycholinguistic viewpoint. The relationship between motive, communicative intention, and speech act. Techniques for fostering communicative motivation in the foreign language classroom through problem-solving tasks, role-plays, and authentic interaction. Tasks and exercises designed to activate learners' intrinsic motivation.

Topic 6. Designing the Foreign Language Educational Process

6.1. Methodological Content of the Modern Foreign Language Lesson

The lesson as the principal organizational form of foreign language teaching. A typology of lesson types within the framework of the Federal State Educational Standard (FSES). Key characteristics of a foreign language lesson (communicative orientation, use of authentic situations, functional focus, problem-solving tasks, and novelty). Factors that contribute to successful foreign language lesson delivery. The structure of a modern foreign language lesson. The nature and content of the main stages of a foreign language lesson. The lesson flowchart and lesson plan as planning tools in instructional design.

6.2. Modern Educational Technologies in Foreign Language Teaching

The concept of 'educational technology'. Key features of teaching technologies (effectiveness, efficiency, user-friendliness, motivational potential, etc.). The main educational technologies used in foreign language teaching. Challenges in implementing educational technologies in the foreign language classroom.

6.3. Professional Pedagogical Communication in Foreign Language Teaching

The role of professional teacher-learner communication in the foreign language classroom. Factors that promote effective pedagogical communication. Standards for the foreign language teacher's oral language use. The issue of balancing teacher talking time (TTT) and student talking time (STT). The role of nonverbal communication in teacher-learner interaction. Nonverbal communication as a professional tool in foreign language teaching. Feedback in the foreign language lesson: types and methods for encouraging student speaking. Effective supportive feedback techniques and strategies for promoting continued learner output.

Topic 7. Organizing the Foreign Language Learning Process

7.1. Modes of Classroom Work in Foreign Language Teaching

Classroom work modes in foreign language lessons (individual work, whole-class work, pair work, group work). Characteristics of each work mode in the context of foreign language teaching. Advantages and disadvantages of each organizational mode. Examples of using different work modes to teach language systems and language skills.

7.2. Organizing Self-Study in Foreign Language Learning

The role and place of self-study in the foreign language learning process. Specific features of organizing learner self-study in a foreign language. Requirements for organizing self-study in foreign language learning. Methods and techniques for organizing learner self-study in a foreign language.

7.3. Organizing Extracurricular Foreign Language Activities

The role of extracurricular foreign language activities in enhancing motivation and interest in language learning. Types and formats of extracurricular activities at different learning stages. Aims and content of extracurricular work within the foreign language curriculum. Guidelines for

conducting extracurricular activities. Requirements for extracurricular work (alignment with the core curriculum, clear objectives, regularity, broad student participation, etc.).

Topic 8. Control and Assessment in Foreign Language Teaching

Topic 8. Assessment in Foreign Language Teaching

8.1. Assessment as a Component of the Foreign Language Educational Process

The main functions of assessment (diagnostic, instructional, developmental, regulatory, evaluative). Classification of assessment types (placement, formative, progress, summative) and formats (individual, whole-class, group, pair) with reference to the specific nature of the foreign language curriculum. Organization of peer assessment and self-assessment in foreign language teaching.

8.2. Forms of Assessment of Language Skills and Language Systems

The specific nature of assessing receptive (listening, reading) and productive (speaking, writing) language skills. Forms of assessing language systems (lexical, grammatical, phonetic). Advantages and disadvantages of oral and written forms of assessment.

8.3. Testing as an Objective Assessment Tool in Foreign Language Teaching

The role of testing in contemporary assessment practices. The key concepts of test validity, reliability, and objectivity. A classification of tests (norm-referenced vs. criterion-referenced; placement, formative, and summative). Advantages and limitations of using different test item formats (multiple choice, matching, gap-filling) in the foreign language classroom.

8.4. Formative Assessment in the Foreign Language Classroom

Formative (internal) assessment as a feedback mechanism for adjusting the learning process. The role of formative assessment in boosting student motivation and alleviating anxiety. Effective formative assessment techniques at different stages of a foreign language lesson.

Topic 9. Developing Intercultural Competence in Foreign Language Teaching

The unity of language and culture. Cultural dimensions of foreign language teaching. Teaching foreign languages through intercultural dialogue. Challenging cultural stereotypes and fostering cultural empathy in foreign language teaching. Intercultural competence: structure and components. The role of the first language and native culture in developing intercultural competence. Strategies and techniques for overcoming interference in foreign language teaching. Specific characteristics of developing intercultural competence in learning a second foreign language. Developing multilingual and multicultural learner identity.

REQUIREMENTS FOR DISCIPLINE ACHIEVEMENT

List of planned learning outcomes by discipline correlated with indicators of achievement

Competence	Indicators of achievement	Discipline outcomes
УК-1 Able to critically analyze problematic situations based on a systematic approach and develop the strategy of action	ИДК УК1.1 Analyzes a problematic situation as a system, identifying its components and the relationships between them	ИДК УК1.1 Knowledge: The structure of the methodological system of foreign language teaching (objectives → content → methods → means → forms → result); typical problem situations in foreign language teaching (low motivation, interference, lack of language environment, cultural

		<p>barriers).</p> <p>Skills: Deconstruct a problem situation in a foreign language lesson into its components (pedagogical, psychological, linguistic, sociocultural) and identify the relationships between them.</p> <p>Competences: A scheme for the systemic analysis of a problem situation (e.g., ‘situation → causes → participants → context → possible solutions’) as applied to the process of foreign language teaching.</p>
	<p>ИДК УК1.2 Critically evaluates the reliability of information sources and works with conflicting information from different sources</p>	<p>ИДК УК1.1.2 Knowledge: Criteria for assessing the reliability of methodological sources; typical contradictions between traditional and communicative methodologies, and between domestic and foreign teaching approaches.</p> <p>Skills: Compare data from different sources (textbooks, articles, teacher blogs, regulatory documents) and identify contradictions within them.</p> <p>Competences: Techniques for the critical analysis of methodological literature and teaching materials (comparison, argumentation, identifying hidden assumptions, evaluating the evidence base).</p>
	<p>ИДК УК1.3 Develops and substantively argues a strategy for solving a problematic situation based on a systemic and interdisciplinary approach</p>	<p>ИДК УК1.3 Knowledge: Systemic and interdisciplinary approaches in teaching methodology (connections with pedagogy, psychology, psycholinguistics, sociology, cultural studies); algorithms for developing strategies to solve methodological problems (diagnosis →</p>

		<p>selection of methods → implementation → evaluation).</p> <p>Skills: Develop a strategy for resolving a problem situation arising in the process of foreign language teaching, drawing on data from related disciplines.</p> <p>Competences: Skills in making well-reasoned choices of methods, techniques, and technologies for teaching a foreign language to address a specific problem situation.</p>
<p>УК-5 Able to analyze and account for cultural diversity in the process of intercultural interaction</p>	<p>ИДК УК5.1 Analyzes and takes into account sociocultural characteristics in intercultural interaction with subjects of professional activity</p>	<p>ИДК УК5.1 Knowledge: The structure of intercultural competence; typical sociocultural differences. Skills: Identify and analyze sociocultural characteristics of learners and native speakers (based on authentic materials, observation, case studies); adapt teaching materials to reflect the cultural context. Competences: The ability to apply a methodology for analyzing critical incidents in foreign language teaching.</p>
	<p>ИДК УК5.2 Creates a tolerant interaction environment when performing professional tasks</p>	<p>ИДК УК5.2 Knowledge: Principles of creating an inclusive educational environment; collaborative learning technologies (tandem method, eTandem, telecollaboration, intercultural projects). Skills: To prevent and constructively resolve cultural conflicts in learner pairs and groups. Competences: Techniques for fostering cultural sensitivity (cultural assimilators, role-plays involving intercultural conflict, reflective journals);</p>

		strategies for organizing reciprocal learning of language and culture.
<p>ОПК-3 Is able to apply in professional activities the common teaching and education principles, use modern methods and technologies for organizing the educational process</p>	<p>ИДК ОПК3.1 Applies in professional activity the common educational principles of teaching and education, uses modern methods and technologies for organizing the educational process</p>	<p>ИДК ОПК3.1 Knowledge: General didactic principles (scientific rigor, systematicity, accessibility, use of visual aids, consciousness, activity, connection of theory with practice) and their implementation in foreign language teaching methodology; modern technologies of foreign language teaching. Skills: Select and apply foreign language teaching technologies depending on the lesson objectives, age of learners, and their proficiency level; design a lesson flowchart using the chosen methodology. Competences: The ability to organize individual, pair, group, and whole-class learning activities in a foreign language lesson; techniques for fostering educational values through the medium of a foreign language (developing tolerance, respect for other cultures, civic identity).</p>

Разработчик:



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Зав. кафедрой  _____ И. С. Шильникова

Настоящая программа не может быть воспроизведена ни в какой форме без предварительного письменного разрешения кафедры-разработчика программы.