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EFFECTIVE ENGLISH TEACHING METHODS IN HIGHER EDUCATION.

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Rezumat

Predarea este una din principalele componente ale planificării educaționale, care este un factor-cheie în realizarea planurilor educaționale. Cu toată importanța bunei predări, rezultatele sunt departe de a fi ideale. Studiul calitativ prezent urmărește investigarea predării eficiente a limbii engleze în învățământul superior, bazat pe experiențele celor mai buni profesori.

What is the best teaching method for learning English?

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that not one teaching method is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

An experienced professional language teacher always adopts the Principled Eclecticism approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner’s specific objectives, learning style and context [1, p. 1].

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various

methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies.

And in my work with students I use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives.

Some Examples:

The teacher proposes a variety of exercises, both written and oral, to improve the learner's accuracy, fluency and communicative ability.

The teacher corrects errors immediately if the scope of the classroom activity is accuracy, but if the scope of the activity is fluency these errors will be corrected later on.

The teacher develops all four linguistic capabilities (reading, writing, listening and speaking).

To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher.

The teacher helps the student personalize the use of grammatical and lexical elements used in class.

The teacher understands that a didactic program has to include not only grammar and lexis, but also linguistic functions, colloquialisms, idioms, etc.

The teacher introduces exercises of guided discovery for new grammar rules.

At times the teacher may translate – but only if they know both languages very well and believe it is the most efficient way to provide the meaning of a new concept in that moment, especially for abstract ideas.

The teacher is committed to developing a wide range of resources in order to give relevant, stimulating, and productive lessons.

It is impossible to do everything if only one method is used. As a result, professional EFL teachers follow what is described as the Principled Eclecticism approach, where students are also encouraged to be autonomous in their learning [2, p. 2].

Learning Standards for the Arts Students:

All students should participate at an appropriate level and should demonstrate competent, proficient, or distinguished levels of achievement in the following areas by the completion of their secondary schooling: Elementary level achievement in the content standards for each of the four disciplines of dance, music, theatre, and visual arts; Intermediate level achievement in the content standards for two of the four disciplines of dance, music, theatre, and visual arts.

Standard 1: Creating, Performing and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society [3, p. 8].

Visual Arts:

Standard 1: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Standard 3: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork. Students will explore art to understand the social, cultural, and environmental dimensions of human society [4, p. 10].

In the present study, it was illustrated that a good teaching method helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers, as the agents of

responsibility for change. But training through this method has some barriers and requirements. To have an effective teaching; the faculty members of the universities should be awarded of these barriers and requirements as a way to improve teaching quality. The nationally and locally recognized professors are good leaders in providing ideas, insight, and the best strategies to educators who are passionate for effective teaching in the higher education.

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STYLISTIC ASPECT OF TRANSLATION

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Rezumat

Acest articol studiază tendințele literare din sec XX în literatura engleză și activitatea literară a marelui autor W. S. Maugham. Deoarece este dedicat romanului „Luna și doi bani jumătate”, romanul este analizat pas cu pas. Sarcina principală este de a oferi mai multă informație despre Om și Artă - problematica reflectată în roman. Articolul redă opinia scriitorului cu privire la artă și se face o analiză a expresiilor realiste folosite în opera dată.

Style is the essential characteristic of every piece of writing, the outcome of the writer's personality and his emotions at the