

carry out forms of 'compare with students who are better than yourself (to know that they are inadequate), learn from other students who are better than yourself (define the direction of study), catch up with other students who are better than yourself (clear target distance), help each other (realize their own value is not bad)' state. If the answer is "strongly agree" or "agree", it suggests that students in this class have the strong team consciousness and sense of group honor; if the answer is "disagree" or "strongly disagree", it suggests that students in this class have very weak team consciousness and sense of group honor. In that case, the weak sense of group honor is not good for students learning progress.

Feng Xiaotian pointed out that as an important social research method, macro perspective, positivism, and quantitative research are the essence of the questionnaire survey method. The scientific statistical analysis of the obtained materials makes this research method have the advantages that other methods cannot be replaced in explaining the objective pattern [1, p. 14].

Looking at many areas and characteristics involved in foreign language research, we found that the research method of the questionnaire survey fits the research needs in many fields of foreign languages, and can promote the effective development of research in all aspects. The existing research results also show that questionnaire is a way of conducting social investigation and research, its important methodological significance is also increasingly apparent. Therefore, it should be actively promoted and implemented properly, so as to continuously develop and improve the education system.

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DOGME IN FOREIGN LANGUAGE TEACHING

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This article is dedicated to analyzing dogme in foreign language teaching in the world. It explains why we need to use dogme in foreign language teaching and how to use this method in teaching to make it more effective. The article studies the impact on the development of students' English language skills. The article finds out the problems and promotes the practice of teachers using dogme in the classroom.

Keywords: foreign language teaching; dogme; teaching problems; textbook using; English skills.

Today educators and language instructors have an urgent need to change teaching habits quickly so that they can adapt to a new way of teaching and learning as a result of globalization processes, with the popularity of new digital means and technologies, a student-centered approach that supports student empowerment, conversations and contributes to critical reflection. The article in this special issue offers the new approaches and trends on the process of teaching and learning English as a foreign language.

Dogme is an approach to language teaching, which is not driven by the resources available, including course books, but rather relies on conversational communication and is learner-centered one. Dogme provides teachers and learners with the opportunity to free themselves from the models of teaching and learning imposed by textbook authors, optimizes the affordances of language learning, the learning environment, and directs their attention to emergent language.

The teaching of dogme language is seen as both methodology and movement [3, p. 173]. Dogme is a communicative approach to language education that encourages instruction without published textbooks and instead focuses on conversational communication between learners and the teacher. Its roots can be traced back to a paper by language education author Scott Thornbury [4]. Dogme approach is also known as the «Dogme ELT» approach, reflecting its origins in the English Language Teaching (ELT) sector. Although Dogme language teaching has acquired its name from an analogy with the Dogme 95 film movement initiated by Lars von Trier in which directors, actors and actresses commit a «vow of chastity» in order to minimise their reliance on special effects which can create inauthentic feelings on the part of viewers, the connection is not considered to be close. S. Thornbury argues that advances in IT technologies have led to a growing reliance on interactive whiteboards and mobile phone apps as tools to aid in teaching. Rather than marking a real difference in the classroom, they are designed to adapt content to syntactic syllabic, obliterating opportunities for teachers and students to use language in the real world classroom context and failing to address students' meaningful learning needs. Dogme method takes advantages of communicative foreign language teaching approach [4].

The effectiveness of this approach and its perspectives for the foreign language learning have been strongly supported by the founders and supporters of Dogme ELT. S. Thornbury, for example, advocated the application of Dogme approach as a drastic remedy to lackluster and unfruitful unadventurous and conventional course-based classrooms where the learners have no role in arranging the syllabus and its instructional content [4]. S. Thornbury pointed out fervently that his innovative Dogme ELT can substantially foster communicative competence in the target language, although he did not document his claims about any study done empirically through a robust theoretical framework. Meddings and Thornbury believed that the implementation of Dogme ELT positively alters foreign language learners' views and abilities through a linguistically rich environment decided and shaped by learners' choices and interests [4]. S. Thornbury has strongly supported the advantages of using Dogme ELT, however, his claims have always remained in the field of theory.

With the research of scholars they found that the criticism and concerns Dogme encounters tend to revolve around several major issues: the theoretical underpinnings of the conversation-based approach, under-preparedness in the structure of lessons, and potential pressure on teachers and students in a variety of learning contexts. Dogme may challenge inexperienced teachers with inadequate pedagogic repertoires, limited access to resources. They may also face challenges with respect to their applicability in low-proficiency classes of students. Low level students are unable to interact effectively with the teacher and peers in the target language.

Some researchers admit that Dogme ELT can significantly improve the speaking skills of advanced learners, however, its application to lower English foreign language level classes where students' interlanguage system is still in its incipient stages is not recommended. It's sometimes represented as an approach that increases the constraints on teachers. Christensen notes that adoption of Dogme practices may face greater cultural challenges in countries outside of Europe, such as Japan [1, p. 17]. Questions have also been raised about the appropriateness of Dogme in low resource contexts and where students are preparing for examinations that have specific syllabify [2].

Moreover, most education boards and institutions require the use of textbooks. However, most teachers have no say in their composition or choice. All stakeholders, including parents, want a book so that the whole learning experience can be objectively structured. Textbooks are indispensable in the classroom, despite the fact that teachers and learners alike hate over-reliance on texts in language classes. In fact, it is the defining feature of the classroom. These textbooks consist of grammatical and literary extracts and excerpts written in standard written English, followed by vocabulary lists and mechanical exercises. This has proved to be an adequate source of lost motivation. Furthermore, Dogme ELT is considered to be an entertaining model of teaching with less or lighter material. It is neither useful for young learners nor suitable for adult learners in higher education.

To sum up, dogme is a neutral way of teaching because with the development of the times, the existing teaching resources can no longer meet the degree of students' desire for knowledge, and

students no longer have enough energy to spend time on this resource. And the knowledge we need in our life does not only come from textbooks. Therefore, teachers can reduce the use of textbooks and pay more attention to what students are interested in and what they are more interested in other than textbooks, and plan the teaching content taking these points into account. Of course, the teaching process should not follow the changes of students' ideas, because we still need to get from the textbook some basic knowledge and fixed knowledge. The textbook knowledge is also obtained by the writers from the summaries of life.

Due to the globalization processes and the issue of lifelong learning standard textbooks can't satisfy students' needs to the full extent. Dogme approach can contribute to keeping students' motivation and engagement in foreign language learning, provides flexibility in teaching process. But this approach requires language instructors being proficient and skillful in foreign language teaching methodology.

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THEORETICAL ANALYSIS OF THE APPLICATION OF TAUBMAN'S APPROACH IN PIANO TEACHING

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The core objective of this analysis is to present a theoretical perspective on how the application of Taubman's approach in piano teaching can be effectively achieved. The paper presents diverse theories that provides the foundation and the support for application of Taubman piano teaching approach and its effectiveness. In order to achieve this theoretical reflection, broad themes are explored as a way of providing understanding and contributing to the overall knowledge concerning Taubman's piano teaching approaches and how the approach can be executed.

Key words: piano teaching; Taubman's approach; Fitts' model; practical skills.

Dorothy Taubman developed her approach with the aim of maximising biomechanical advantage in piano playing. The Taubman approach has been reported to help many pianists overcome technical limitations and improve elements of expressive playing such as phrase shaping and tone production (Milanovic, 2012), while also reducing the risk of playing-related injuries through more efficient movement (Del Pico-Taylor and Tammam, 2005; Milanovic, 2012; Perlmutter, 2010; Smith, 2012). Further scholarly investigation of the Taubman techniques is needed to reveal how the Taubman approach can be applied to professional piano training.