Efficiency of a Semantic Approach in Teaching Foreign Languages

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Abstract : During the process of language teaching, each teacher faces some general and some specific problems. Some of these problems are mutual to all languages because they yield to the rules of cognition, conscience, perception, understanding and memory; to the physiological and psychological principles pertaining to the human race irrespective of origin and nationality. Still, every language is a distinctive system, possessing individual properties and an obvious identity, as a result of a development in specific natural, geographical, cultural and historical conditions. The individual properties emerge in the script, in the phonetics, morphology and syntax. All these problems can and should be a subject of a detailed research and scientific analysis, mainly from practical considerations and language teaching requirements. There are some formidable obstacles in the language acquisition process. Among the first to be mentioned is the existence of concepts and entire categories in foreign languages, which are absent in the language of the students. Such phenomena reflect specific ways of thinking and the world-outlook, which were shaped during the evolution. Hindi is the national language of India, which belongs to the group of Indo-Iranian languages from the Indo-European family of languages. The lecturer has gained experience in teaching Hindi language to native speakers of Uzbek, Russian and Hebrew languages. He will show the difficulties in the field of phonetics, morphology and syntax, which the students have to deal with during the acquisition of the language. In the proposed lecture the lecturer will share his experience in making the process of language teaching more efficient by using non-formal semantic approach.