

Growing The Efficiency Of The Language Progressive Process And The Basis For Improving The Content Of Teaching

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Abstract. This research paper analyzes the existing methods of teaching languages in the framework of a thorough acquaintance with the experience of teachers based on the results of traditional and experimental learning, own knowledge, and checks the effectiveness of these methods in the educational process.

Keywords: case study, communication, language, learning objectives, interactive teaching methods, methodology, problems.

Introduction

At present, knowledge of a foreign language is not only an attribute of a person's cultural development, but also a condition for his successful activity in various fields of production. In this regard, the goals and objectives of teaching foreign languages are being revised, new concepts and approaches to teaching foreign languages are emerging, and new forms and methods of teaching are being introduced into practice.

Teaching a foreign language is a difficult task. Different situations require different learning material, different methodologies, different activities, strategies and approaches [1-3]. Some foreign language teachers have been using the same approach to teaching in the classroom for many years and consider this method the most successful, most effective. Other teachers are constantly looking for new, more effective methods.

Methods of research.

Language should become a communication tool that allows you to penetrate into another culture, determine for yourself its characteristic features and learn the type of behavior that is adequate to the perception of representatives of a different

culture. Only in this way can future students become full-fledged participants in intercultural dialogue. Mastering a language is a long, laborious, and most importantly, individual process. The program of studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and the lexical composition of the language, however, theoretical study gives way to the development of practical skills. The main principle is the functional principle of learning. It is necessary to teach students not only the basics of a foreign language, but also teach them to communicate in another language with interest and correctly, both within the framework of professional topics and in situations of everyday life. Students must not only understand the speech addressed to them in a foreign language, but also correctly construct their response message, which will correspond to the culture of the interlocutor. Therefore, along with the study of the phenomena of language, it is necessary to study the characteristics of cultures - participants in the dialogue, their characteristic features, similarities and differences. The study of cultural traditions is an integral part of the process of teaching a foreign language [4-7]. Teaching a foreign language is also teaching interpersonal communication. In

the process of working in the classroom, students must confirm and defend their point of view, use argumentation, learn to analyze the content of the response message and find ways of mutual understanding in the process of dialogue in the target language. Thus, the boundaries of learning are expanding, which allows you to optimize the very process of communication between people.

An innovative approach to learning makes it possible to realize modern learning goals - the formation of communicative competence of students and the education of tolerance in a multicultural society. A new approach to teaching Russian as a foreign language is based on methods and techniques that contribute to effective learning. It is known that some can master the language immediately, some mastering the language is given with difficulty. With all the complexity of the process of teaching foreign languages, the teacher is looking for such ways, ways in which language learning will be effective and useful for everyone.

The teacher must master the art of giving the lesson liveliness and fascination. The arsenal of the art of teaching should include an individual set of teaching methods, tools and techniques. This includes the correct construction of the lesson, taking into account the psychology of students, a simple joke of the teacher, the use of visual and audio materials. Prominent teachers emphasize that in the educational process "the main thing is the teacher: his knowledge of the science he teaches and the science of man, his armament with teaching methods, his ability to creatively use them, the generosity of his soul, and finally his desire to constantly replenish his knowledge.

The approach to language learning as a linguistic phenomenon provides knowledge of the language system, but does not reveal the mechanisms of its use. Refusal to comprehensively study aspects of the language (phonetics, vocabulary, grammar) does not lead to mastering the rules and vocabulary when solving communicative problems. Learning ready-made clichés and phrases related to specific situations also does not lead to mastery of a foreign language, since this does not contribute to the conscious formation of a language system. Only consistent purposeful learning of the language system through speech in the process of speech activity makes it possible to form the mechanisms of speech. From among the ways of mastering a foreign language, preference began to be given to those that have a developing potential: they awaken thought, hone the means of its expression, enrich feelings,

figurative representations, improve the general culture of communication and social behavior in general.

"At present, active learning methods are widely used. The application of these methods requires careful preparation on the part of both the trainer and the trainees. Among the leading methodological guidelines of these methods are: independent and active speech activity with a predominance of oral forms of communication, reliance on visual and auditory images as sources of semantization of language material, etc.

An analysis of the development paths of the communicative methodology indicates that the communicative approach has been formed as an independent conceptual whole, thanks to the achievements of functional linguistics and grammar. Functional linguistics, having separated from structural linguistics, is characterized by the functioning of language as a means of communication, due to which, by exploring the semantic and communicative aspects of the language, it substantiates the ways of organizing the process of mastering the language, based on the categories of meaning and functions, rather than structural elements.

Foreign language speech activity, as an object of teaching foreign languages, determined the emergence and development of a number of methods classified as activity-personal-communicative. The focus of communicative methods is the formation of communicative competence, much attention is paid to taking into account the personal characteristics of students, the communicative motivation of the educational process. The technology of the communicative teaching method - learning based on communication - is implemented in such modern methodological developments as game, group, problem, project, modular teaching methods, etc., as well as in the whole direction known as intensive language learning.

All modern methods of teaching foreign languages can be conditionally combined into two large groups that differ in their initial premises and are based on the experience of teaching foreign languages either through intuitive assimilation in the process of communication ("communicative" methods) or through conscious assimilation of the rules of the language, its lexical and grammatical building (traditional methods).

It should be borne in mind that none of the methods gives a direct learning result. First, the application of the method stimulates a certain learning activity of students, and only then, as a

result of this activity, do students develop the appropriate knowledge and methods of activity.

The choice of methods requires knowledge of the capabilities and limitations of all existing methods of teaching foreign languages, understanding which tasks and under what conditions are successfully solved using certain methods, and for which tasks they are useless or ineffective. This implies knowledge of the psychological aspects underlying the assimilation of language means, operations and actions with them, providing verbal communication. The teacher needs to understand that the answer to the question "How to teach?" naturally follows from who he teaches, what and why. In this regard, he must know the age and individual characteristics of his students, their level of development and interests, goals and plans for the future, as well as the possibilities for developing their abilities to master a foreign language. At the same time, we must not forget that the learning process is always a creative process, both on the part of the teacher and the student, individual and unique in each case. That is why in modern pedagogy the development of the creative abilities of students, their ability for active cognitive activity, comes to the fore.

Results.

The problem of teaching foreign languages requires a systematic analysis of speech-cognitive activity from psycholinguistic, linguistic, psychological positions. Methods and didactics of teaching foreign languages are looking for modern answers to the questions of what to teach and how to teach, based on research that analyzes the relationship between language, speech and thinking, thinking and communication, communicative and cognitive in speech.

It is advisable to improve the speech grammatical skill through:

- activation in the educational conversation of a new grammatical structure as part of dialogic and monologue statements in communication situations;
- various types of retelling or presentation of the content of the listened (read) text;
- the use of different types of grammatical structures in prepared speech;
- inclusion in the conversation of the mastered grammatical material in new situations involving intermittent opposition of grammatical structures;
- conversations on the listened (read) text, viewed filmstrip (film, film fragment),

suggesting a free opposition of grammatical forms;

- organizing and conducting various types of grammatically directed role-playing games.

First of all, it should be noted that representatives of the direct method proposed a system of non-translational semantization of vocabulary: showing an object, its image, demonstrating an action using facial expressions; revealing the meaning of words with the help of synonyms, antonyms or definitions; revealing the value using the context. All these methods of semantization have survived many methodological directions and have become part of the modern methodology of teaching foreign languages. Found its place in the modern methodology and commenting on actions, especially at the initial stage, as well as playing scenes. All this allows us to assert that the heritage of the direct method is not lost.

The great contribution of the direct method to the methodology of teaching foreign languages is beyond doubt, and the teaching of an oral foreign language cannot go past the gains of the direct method. First of all, teaching pronunciation today can be put on good grounds. Further, the system of speech material to be mastered at the first stages of education, and the methodology for its presentation are developed in detail. Especially a lot of effort was devoted to the development of the principle of visibility as applied to the teaching of foreign languages, which turned out to be very valuable for younger schoolchildren. "Certainly, the merit of the representatives of the direct method was the development of an inductive approach to teaching grammar. For the first time, it was shown that the words of different languages reflect different worldviews of peoples, although an incorrect conclusion was made about the use of only non-translatable means of somatization.

The direct method in its pure form did not last long, but its significance for the development of methodology, as we have already said, was great. Many of his provisions in their pure form reformulated are used in modern methods.

Conclusion

Consequently, we can conclude that communicative language learning is more of an approach than a method. Although some of the theoretical content can be described at the levels of language theory and learning, beyond the levels of curriculum and classroom activities, there is much more freedom for personal interpretation and variety within the framework

of communicative language teaching than is allowed within the framework of the method.

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