THE IMPORTANCE OF COMMUNICATIVE METHODS IN LANGUAGE TEACHING

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Abstract: The discusses the importance of communicative methods and principles of implementing then in English language classrooms. Currently, methodological science has accumulated some experience in teaching foreign languages, however, a change in the sociocultural context of studying a foreign language has transformed both the system of teaching foreign languages and the corresponding communicative methods of inter-disciplinarity, projectivity, reflection, humanization of educational processes as the fundamental psychological, pedagogical and methodological principles of teaching foreign languages at the present stage.

Key words: modern, foreign school, programs, social skills, personal growth, communicative competence, behavior strategies, training courses, rhetoric verbal and non-verbal expression, tolerance.

ВАЖНОСТЬ КОММУНИКАТИВНЫХ МЕТОДОВ В ОБУЧЕНИИ ЯЗЫКАМ

Аннотация: Обсуждается важность коммуникативных методов и принципов их реализации на уроках английского языка. В настоящее время в методической науке накоплен определенный опыт обучения иностранным языкам, однако изменение социокультурного контекста изучения иностранного языка трансформировало как систему обучения иностранным языкам, так и соответствующие коммуникативные методы междисциплинарности, проективности, рефлексии, гуманизации. образовательных процессов как фундаментальные психолого-педагогические и методические принципы обучения иностранным языкам на современном этапе.

Ключевые слова: современная, зарубежная школа, программы,

социальные навыки, личностный рост, коммуникативная компетентность, стратегии поведения, обучающие курсы, риторическое вербальное и невербальное выражение, толерантность.

TIL O'QITISHDA KOMMUNIKATIV USULLARNING AHAMIYATI

Annotatsiya: Ingliz tili sinflarida kommunikativ usullar va tamoyillarni joriy etishning ahamiyati muhokama qilinadi. Hozirgi vaqtda metodologiya fanida chet tillarini o'qitish bo'yicha ma'lum tajriba to'plangan, ammo chet tilini o'rganishning ijtimoiy-madaniy kontekstidagi o'zgarishlar chet tillarini o'qitish tizimini ham, fanlararo, proektivlik, refleksiya, insonparvarlik kommunikativ usullarini ham o'zgartirdi. ta'lim jarayonlarining hozirgi bosqichda chet tillarini o'qitishning asosiy psixologik, pedagogik va uslubiy tamoyillari sifatida.

Kalit so'zlar: zamonaviy, xorijiy maktab, dasturlar, ijtimoiy ko'nikmalar, shaxsiy o'sish, kommunikativ kompetentsiya, xatti-harakatlar strategiyasi, trening kurslari, og'zaki ritorika va og'zaki bo'lmagan ifoda, bag'rikenglik.

INTRODUCTION

One of the tasks of a modern teacher is not to give knowledge to schoolchildren in a ready-made form, but to create conditions and form a stable motivation for the formation of a set of skills to teach oneself. The role of a foreign language as a subject area of the school curriculum is the formation of communicative competence, that is, the ability and readiness to carry out direct foreign language communication. The interaction between the student and the teacher presupposes the ability of the teacher to direct and dose the independence provided to the student, which in turn leads to the goal-setting of the autonomization of his educational and cognitive activity as the basis of personal development and formation. It is known that foreign language communicative competence is the willingness of students to use the acquired knowledge, skills, and abilities in a foreign language to solve practical and theoretical life problems. The main thing is to be able to acquire knowledge not passively, but actively (actively), that is, making efforts to do so, and be able to use this knowledge in

everyday life, both within and outside of training.[1]

METHODS AND MATERIALS

The methodological basis of the state educational standard is a system-activity approach, which involves:

- development and education of personality traits that meet the requirements of the information society, the issues of building a Russian civil society based on the principles of tolerance, dialogue of cultures and respect for a multinational, multicultural composition;

- formation of a social environment for the development of students in the education system that meets the goals of general education, the transition to a strategy of social design and construction based on the development of the content and technologies of education that determine the ways and means of achieving the desired level (result) of personal and cognitive development of students;

- orientation towards achieving the main result of education - development based on the development of universal educational activities, knowledge and development of the world of the student's personality, his active educational and cognitive activity, the formation of his readiness for self-development and continuous education;

- recognition of the decisive role of the content of education, ways of organizing educational activities and educational cooperation in achieving the goals of personal and social development of students;

- taking into account the individual age, psychological and physiological characteristics of students, the role, significance of activities and forms of communication in the construction of the educational process and the definition of educational goals and ways to achieve them.

There are several positions that linguists consider.

Adherents of the first position believe that pedagogical conditions are a combination of the possibilities of the material-spatial environment and measures

[1] Рузметова М.Ш. Обучение иностранному языку учащихся средних общеобразовательных школ с позиций компетентностного подхода. Актуальные вопросы современной педагогики (II): материалы междунар. заоч. науч. конф. (г. Уфа, март 2013 г.). // Журнал Молодой ученый. 2013. Том II. С.100-101.

of pedagogical influence (V.I. Andreev, A.Ya. Nain, N.M. Yakovleva):

- a set of measures, methods (techniques) and organizational forms of training and education, content;[2]

- a set of objective possibilities of content, methods, forms, means and material-spatial environment, which are aimed at solving the tasks set (A.Ya. Nain);[3]

- a set of measures (objective possibilities) of the pedagogical process.[4]

The second position is held by researchers who associate pedagogical conditions with the design of the pedagogical system, in which they act as one of the components:

- a component of the pedagogical system, reflecting a set of internal (providing the development of the personal aspect of the subjects of the educational process) and external (contributing to the implementation of the procedural aspect of the system) elements that ensure its effective functioning and further development;

- a meaningful characteristic of one of the components of the pedagogical system, which is the content, organizational forms, teaching aids and the nature of the relationship between the teacher and students.[5]

When using the concept of "pedagogical conditions", we will adhere to the point of view of researchers who associate pedagogical conditions with the construction of a pedagogical system in which they are one of the components.

To ensure optimal conditions for the development of personal qualities of students and the creation of an integrative subject-oriented environment, it is important to use elements of alternative-intensive methods, student-oriented, integrative technologies, in which the leading role is played by game, project, problem-heuristic technologies, as well as dialogue-discussion, cooperation

[2] Андреев В.И. Педагогика: учебный курс для творческого саморазвития. – Казань: Центр инновационных технологий, 2000. – С. 124.

[3] Кошербаева Б.Н. Диалог в образовании / Б.Н. Кошербаева // Педагогика. – 2014. – №10. – С.42-43

[4] Концепция модернизации российского образования на период до 2020 года..

[5] Зверева, М.В. О понятии «дидактические условия» / М.В. Зверева // Новые исследования в педагогических науках. - М.: Педагогика. - 1987. - №1. С. 29-32.

technologies.[6]

In a modern foreign school, there are many diverse programs for the development of social skills, personal growth, communicative competence and behavior strategies. Since the 1980s, most American schools have introduced training courses in rhetoric and communication, aimed at developing a culture of verbal and non-verbal expression among students, developing tolerance, accustoming them to non-violent resolution of interpersonal contradictions and conflicts.[7] These goals are served by the widespread use of the method of "learning in cooperation" in universities and schools, which forms a culture of equal partnership interaction, group search and decision-making.[8]

The current state of society's information resources, the accelerating pace of their replenishment and renewal, the transition to new educational standards lead to a revision of both methodological positions and technological solutions. There is an acute question of ensuring the organization of the educational process in the conditions of a multiple increase in the volume of educational information and limiting the time budget without physical and psychological overload of students and trainees. In this regard, the school needs to optimize the educational process for mastering the skills of foreign language speech, which provide effective and high-quality teaching of children to communicate in foreign languages.[9]

RESULTS AND DISCUSSION

Thus, the learning process involves:

1) Achievement of certain diverse goals of teaching a foreign language to a different contingent of students, justified by the conditions of training (the number of teaching hours, the grid of hours, the occupancy of the educational group, the formation of a special educational space).

2) The use of psychological knowledge, personality-oriented and competence-

[6] Попова О.А. О методах и технологиях интенсивного обучения иностранному языку как средству мотивации и оптимизации учебного процесса// Журнал Молодой учѐный. 2015. № 16. С.62-65.

[7] Bugliarello G. The Ongoing Expansion of Frontiers of Engineering// The Bridge. 2003. Vol.33 (4). P.3.

[8] Шубкина О.Ю. Формирование коммуникативной компетентности студентов технических направлений подготовки: автореф.дис. к-та пед.наук. Красноярск, 2016. 56 с.

[9] Иценко И.А. Педагогические условия интенсификации процесса обучения иностранным языкам в начальной школе// Вестник Тагильского государственного педагогического университета. 2013. № 7. С.235

based approaches.[10]

Collaborative learning is a technology of a student-centered approach to teaching a foreign language. It involves the organization of groups of students who work together to solve a topic, problem, issue.

There are several options for collaborative learning technology.

Student Team Learning. This option focuses on "team goals" (team goals) and the success of the whole group (team success), which can only be achieved as a result of the independent work of each team member in constant interaction with other members of the same group when working on a topic or issue. Student Team Learning comes down to three main principles:

a) "awards" - groups receive one for all in the form of a point assessment, some kind of distinction badge, certificate, praise or other types of assessment of their joint activities. Teams do not compete with each other because they have different levels and goals, as well as time to reach the goal;

b) "individual" or "personal" responsibility of each student shows that the success or failure of the whole team depends on the success or failure of each member. This encourages all participants to follow the progress of each other, the whole team and come to the aid of their friend in understanding and assimilation of the material;

c) equal opportunities for all to achieve success. This means that the student brings points to his team, he earns them by improving his previous results. It is very important during the interaction of students in groups to evaluate not so much the real results of a weak student, but rather his efforts that he spends in order to achieve the necessary results. For example, a strong student needs to do 10 tasks to get an "excellent" mark; average student needs 8, and a weak student needs 6. The points obtained are summed up and the group is given an average score for this test. The main principle of this technology is to take responsibility.

CONCLUSION

Psychological and pedagogical conditions for ensuring the effectiveness of

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[10] Ibid.

the process of teaching foreign languages stem from its principles: personality-oriented learning, collective interaction, concentration in the organization of educational material and the educational process, multi-functionality of exercises and the role organization of the educational process. All of the above principles of intensifying the process of teaching foreign languages provide a clear relationship between educational material and learning activities and contribute to the effective implementation of learning goals

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