

STUDIES OF MODERN METHODS OF TEACHING ENGLISH AS A
SECOND FOREIGN LANGUAGE

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Abstract: *This scientific article provides guidelines for using the communicative method in teaching English as a second language*

Key words: *communicative method includes cognitive, creation of English textbooks in high school, principle of consistency, educational practice, communicativeness...*

The nomination of a foreign language culture as the goal of education raised the question of the need to create a new methodological system that could ensure the achievement of this goal in the most efficient and rational way. Then the staff of the department of teaching foreign languages of the Lipetsk State Pedagogical Institute for a number of years led the development of the principles of communicative methodology.

The logic of developing a communicative methodology led to the final promotion of a foreign language culture as the goal of teaching foreign languages at school. And such a system can be built only on a communicative basis.

In addition, as the practice of using the communicative methodology has shown, it provides not only the assimilation of a foreign language as a means of communication, but also the development of comprehensive personality traits of students [13, 7].

The communicative method was the basis for the creation of English textbooks in high school.

The structure of the communicative method includes cognitive, developmental and teaching aspects that are aimed at educating the student. Considering this and the content of the concept of "communicativeness", as well as the versatility of the training system, we can formulate the following methodological principles of the communicative methodology:

The principle of mastering all aspects of a foreign language culture through communication. The communicative method for the first time put forward the position that communication should be taught only through communication. In this case, communication can be used as a channel of education, knowledge and development.

-The principle of interconnected learning aspects of a foreign language culture.

The complex nature of a foreign language culture is manifested in the unity and interconnection of its educational, cognitive, educational and developmental aspects. Each of these aspects, in a practical sense, are equivalent. But true mastery of one is possible only on the condition of proper mastery of the others.

-The principle of modeling the content of aspects of foreign culture.

The volume of country-specific, linguistic and linguistic-cultural knowledge of reality cannot be fully assimilated within the framework of a school course, therefore it is necessary to build a model of the content of the object of knowledge, that is, to select, depending on the purpose of training and the content of the course, the amount of specified knowledge that will be sufficient to represent culture countries and language systems. At the same time, it is also necessary to take into account the cognitive needs of individual students related to their individual interests, etc. For methodological purposes, a certain framework of the educational system and its ultimate tasks require the creation of a model of the content of development, that is, a certain minimum that is necessary to solve the problems facing the subject.

- The principle of consistency in the organization of teaching foreign languages.

This principle means that the communicative learning system is built in a reverse way: first, the final product (goal) is outlined, and then the tasks that can lead to this result are determined. This takes place within the entire course, every year, cycle of lessons and one lesson and applies to all aspects. This approach provides training with a systematic approach with all its inherent qualities: integrity, hierarchy, purposefulness.

- The principle of individualization in mastering a foreign language.

In the communicative method, the student is perceived as an individual.

Each student, as an individual, has certain abilities, both general and partial. Communicative training is aimed at identifying their initial level and their further development. For this purpose, special means are used to identify abilities - special tests, for development - exercises and supports.

When organizing a joint activity of a student, it is planned to develop the personality traits necessary for fruitful cooperation.

Joint activities are organized in such a way that students realize that the success of the common cause depends on each of them. The combination of communication with other activities makes it possible to bring learning closer to real communication, which is carried out not only for the sake of communication, but also serves other activities that take place simultaneously with it.

For a more productive mastery of all aspects of a foreign language by students, a system of tools (reminders and special exercises) is provided for the formation of the necessary skills and abilities in students, for the formation of the ability to learn, which constitutes subjective individualization.

The third leading component of the principle of individualization is the so-called personal individualization. It involves taking into account and using the parameters inherent in the personality: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. All this allows students to evoke true communicative and situational motivation.

To prove this, it is enough to take into account two facts: 1) communication, in this technique, is a means of maintaining life in society, and 2) learning this concept on your own is model of the communication process.

The system of communicative methodology provides for a whole range of measures to maintain motivation in learning.

- The principle of the development of speech-intellectual activity and the independence of students in mastering a foreign language.

It lies in the fact that all tasks at all levels of education are speech-thinking tasks of different levels of problematicness and complexity.

This technique is based on the intellectual needs of students, and this encourages the student to think.

Speech-thinking tasks are designed to develop the mechanisms of thinking: the mechanism of orientation in a situation, the evaluation of feedback signals and decision-making, the mechanism for determining the goal, the mechanism of choice, the mechanism of combination and design.

It is important to note that the more independence the student shows, the more effective the assimilation will be. Therefore, in this technique, much attention is paid to the development of independent thinking, in particular, in the process of discussing problems.

And finally, autonomy associated with control. In communicative learning, a strategy is used that plans the transformation of control through mutual control into self-control. For this, both hidden control and conscious possession by students of knowledge of the objects and criteria of control and their application are used[14, 9].

- The principle of novelty in teaching foreign languages.

Communicative learning is built in such a way that all its content and organization are permeated with novelty.

Novelty prescribes the use of texts and exercises that contain something new for students, the rejection of repeated reading of the same text and exercises with the same task, the variability of texts of different content, but built on the same material. Thus, novelty ensures the rejection of arbitrary memorization, develops speech production, heuristics and productivity of students' speech skills, and arouses interest in learning activities.

In conclusion, it is important to note that all the considered principles are interconnected, interdependent and complement each other. Therefore, following the attached system implies the observance of all the above principles and their complex application.

The teaching of foreign languages, being an integral part of the general education system, is subject to the main trends in the development of this system. This is most clearly expressed in teaching methods.

In the last two decades, such a trend as projectivity has been formed in education. This concept was formulated in the context of the educational restructuring program proposed in the late 70s by the Royal College of Art in Great Britain. It is closely related to the project culture, which arose as a result of the unification of the humanitarian-artistic and scientific-technical areas in education.

The design culture is, as it were, the general formula in which the art of planning, invention, creation, execution and design is realized and which is defined as design.

Mastering the culture of design, the student learns to think creatively, independently planning his actions, predicting possible options, solving the tasks facing him, implementing the means and methods of work he has mastered. The culture of design is now entering many areas of educational practice in the form of design methods and project-based teaching methods. The project method is actively included in the teaching of foreign languages.

A striking example of the application of the project method is the textbook "Project English", published in 1985 by Oxford University Press. The author of the course is T. Hutchinson, a specialist in the field of communicative grammar teaching.

So, the main methodological principles that are conceptually important for the project methodology are:

- The principle of consciousness, which provides for the support of students on a system of grammatical rules, work on which is built in the form of work with tables, which in turn is a sign of the following principle.
- The principle of accessibility is manifested, first of all, in the fact that when building a course of study according to the project methodology, issues and problems that are significant for the student are considered.

- The principle of activity in the project methodology is based not only on external activity (active speech activity), but also on internal activity, which manifests itself when working on projects, developing the creative potential of students and based on previously studied material. In the design methodology, the principle of activity plays one of the leading roles.

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