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ASPECTS OF THE ENGLISH LANGUAGE TEACHING METHODS: AUDIOLINGUAL AND AUDIOVISUAL METHODS

Abstract: The article discusses the main aspects of the teaching method of the English language, in particular the audio lingual and audiovisual methods. The author analyzes the methods of teaching foreign languages in order to identify positive experiences for using it in teaching English as a foreign language. Briefly listed are such methods as: direct, audiolingual, audiovisual, intensive methods, "natural" method. The methods described in the article will serve English teachers in mastering pedagogical tools.

Key words: English, audiolingual method, audiovisual method, teaching, methodology.

Language: English

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Introduction

The needs of our state for highly qualified specialists, capable of establishing business contacts and business cooperation with foreign partners, specialists who speak a foreign language at a professional level, are reflected in the work curricula of the country's universities. A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. In most universities in the country, students master at least two foreign languages. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not so simple "algorithmized units", their rational and motivated use in foreign language lessons requires a creative approach from the teacher, because "pedagogy is science and art at the same time, therefore, the approach to the choice of teaching methods should be based on the creativity of the teacher".

The most key moment in learning English is a way of presenting information to a student, otherwise called a teaching methodology. A lot of time has passed since the first English lessons. The methodology of teaching English at universities has undergone sufficient changes and today has acquired several different directions.

Literature review

There are various methods of teaching English. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating students' speech. However, numerous classical schools are still trying to teach by old methods and from old books. This will always cause problems, and you will never speak English well. Using new methods, you can easily learn to speak English and improve in this. You can speak as a native speaker. Key words: methodology, English, training.

A lot of time has passed since when the study of a foreign language was reduced to passive memorization of new words and expressions. Monotony, boring cramming of grammatical rules and, at best, the ability to translate the Russian phrase into a foreign language - that was the limit of perfection in the development of a foreign medium of

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communication. And although the world has long known a huge number of approaches to learning a foreign language and methods, a real revolutionary upheaval in the methods of teaching English in our country occurred only in the 20th century. Changed approaches, goals. Today everyone is learning a foreign language. In proportion to the number of people, the number of methods has increased. However, each of the methods has both pros and cons. The principles of the old school today are subject to sharp criticism, despite the fact that the use of "classics" has borne fruit, and considerable. The only question is at what cost did these results succeed. As a rule, in order to master the language, one had to pore over books for a long time, devoting a lot of time to translation, reading texts, memorizing new words, performing various exercises and retelling. To change activities, tasks such as writing essays or dictations were offered.

One of the oldest techniques is classical, or fundamental. The goal of the classical methodology is not so much a study as an understanding of the intricacies and details of the principles of work of a foreign language. The main task pursued by the classical method is the formation of the grammatical base of the language being studied. Target audience - people starting to learn English from scratch, from the beginning. This technique is well known to those who began to learn English at school. It is worth noting that it is she who is preferred by many language universities, both in Kazakhstan and in the border states. A simplified scheme is as follows - the study of grammar, the basic rules, which are subsequently applied in specific examples and are fixed using exercises. The most popular representative of the traditional methodology is N.A. Bonk. Her famous "Bonk textbook", co-authored with other representatives of the same traditional methodology, is a kind of template. This textbook has withstood fierce competition with the latest techniques from the West and continues to be the benchmark. The only drawback, or rather, even a drawback of the classical methodology is the meager experience of speaking. This deficiency can be filled by adding other methods of communicative teaching to the classical methodology.

One of these methods is the so-called linguosociocultural method. Proponents of the above method are those who believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extralinguistic factors leads to the fact that learning English becomes boring and aimless. Adherents of the linguistic-sociocultural method elevate a foreign language to the rank of a communicative tool that helps a person not only speak, but also gives the opportunity for self-expression. Following the principles of the linguosociocultural method, we can safely say that a foreign language is a kind of mirror

in which the way of life, traditions and customs, culture and history of the language are reflected.

Analysis and results

In recent years, the top of the most popular methods of teaching foreign languages is the communicative method, which occupies the first line in the ratings and statistics. This technique has proven itself in America and Europe. Continuing to conquer the world, a communicative technique came to us, taking pride of place in the leading language universities of the republic. The methodology is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name implies, an important role in the communicative methodology is assigned to communication. The main goal pursued by this technique is to overcome the language barrier. The main thing is to save a person from fear of a foreign language, from fear of speaking a foreign language and at the same time develop other language skills and abilities, in particular oral and written speech, reading, listening. It is worth noting that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, phrases, and only then disassemble the grammatical constructions found in memorized phrases. In simple words, the principle of oral anticipation applies.

The fact that the practice of communication occupies a special place in the communicative methodology is also indicated by the name itself. The communicative technique is aimed at developing skills in speaking a foreign language. It is also worth noting that the application of the method directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, and the ability to compare and compare. As a rule, such exercises force not only memory, but also logic to work actively, which allows you to develop the ability to think analytically and figuratively and, in turn, encourages you to express thoughts.

Today, the development of the modern IT industry makes the latest interactive resources available for studying English: the latest generation computers, the Internet, TV programs, newspapers, magazines. It is very important to put into practice all of the above. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form the skills that will be necessary in the future.

Education is an active interaction between teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

Obviously, each teacher is guided in accordance with his personal experience in choosing methods and techniques of work. But, based on the results of the

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experimental work, it can be argued that the use of a variety of techniques in the framework of communicative, inductive, deductive methods gives a positive result and, of course, helps to increase the effectiveness of grammar learning.

The author tries to adhere to the so-called "mixed" teaching methods. This allows you to achieve your goals and gives a high result.

The system of teaching the English language is built in accordance with the general didactic principles of upbringing education, science, consciousness, accessibility and feasibility, taking into account the individual characteristics of students.

In the strategy of developing education, senior pupils require special attention, the educational activity of which is required in connection with a change in the content of various academic disciplines and the need to prepare older students for further self-education. One of the important didactic principles is the principle of stimulating a positive attitude of students to learning, the formation of cognitive interests, and knowledge needs.

Depending on the concept of language education of the school as a whole, as well as on the number of hours devoted to learning a foreign language, the contingent of students, a change of emphasis occurs for the purpose of learning. Mastering the English language is associated with the formation of the student's pronunciation, lexical, grammar, spelling skills, on the basis of which the skills to understand listening, speaking, reading and writing develop and improve. Accordingly, the methods and technologies of language teaching are selected.

Not a single subject of the school course requires such a constant, systematic work of students as a foreign language. The teacher must make sure that the students understand the specifics of the subject, realize that the main thing in learning a foreign language is to be able to understand the acquired material when listening, reading a text, be able to use it in their own statements, and this is achieved only by practice, daily repetition.

Skills are developed only during the systematic implementation of certain actions with educational material, such actions that allow you to repeatedly listen, pronounce, read and write in the target language.

The older the students, the greater the importance of the ability to use teaching aids: reading texts, a dictionary, a grammar reference; ability to listen and understand various audio and video texts. So, closer to the older stage, more emphasis is placed not on the amount of knowledge gained, not on remembering rules and conjugation tables, but on developing the skills of students' independent activity: the ability to independently find the necessary information using the same dictionaries and reference books. Each teacher selects those methods and techniques of work that are most suitable in each case.

Long-term practice shows that many students, even in senior grades, are not able to fully use the information contained in school bilingual dictionaries, for the most part dictionaries are used to translate foreign words into Russian and vice versa. The methodology most often also offers job options for teaching students the ability to use dictionaries to quickly find words.

To improve my ability to read English texts, I give assignments so that reading is meaningful, problematic in nature and allows you to solve the whole complex of problems.

In English classes, we have developed our own system of using dictionaries.

It should be noted that the teaching of English is sometimes complicated by the fact that there is not enough time for a full cycle of working out language and speech material from the moment of its introduction to creative use in new situations, individual links in this methodological chain are either missed or not worked out at the proper level. For example, the process of speech production on the basis of many preliminary communicative exercises is most often replaced by the construction of sentences where it is necessary to be able to consciously apply all the studied (and most often not completely studied and even not yet studied) grammatical phenomena. It is here that it is important to teach how to quickly obtain and rationally use information from all available manuals, reference books, dictionaries, that is, to instill independent work skills.

We consider such situations to be completely justified and acceptable in the lessons for a more efficient use of study time, and an increase in the density of the lesson.

We offer a number of techniques that contribute to the development of students' self-educational skills.

It's no secret that the most difficult thing in building sentences for students is the verb: it must be put in the right place in the right form and right time. If the word order in the sentence (the place of the verb) is logical to arrange in the form of a diagram and placed on the board, then work with verb forms can be carried out using dictionaries.

To do this, the teacher should introduce students to the reference material that is available at the end of the dictionaries, the structure of its presentation, and the methodology used by students. If you do not take into account the direct function of a bilingual dictionary - translation, then the most significant materials for organizing work with dictionaries for constructing sentences are "List of irregular verbs" and others. The ideal option is when the office has the same, fairly high-quality dictionaries, equipped with detailed grammar comments. If the dictionaries in the office are not enough, then for the organization of educational work, you can print tables from one dictionary for each student. In a real situation, students have different dictionaries, but everyone needs to be

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taught how to use the reference materials contained in them.

As an example, let us cite a number of techniques for working with a poem by the first English writer who received the Nobel Prize in 1907, R. Kipling's "If":

Tasks

1. Find and analyze irregular verbs (remember three forms), put the verbs in alphabetical order: hurt, keep, can, make, meet, hear, build, lose, says, run.

2. Translate unfamiliar verbs. If you do not know the verb, refer to the help of the dictionary ("List of irregular verbs"). Independent work with dictionaries (options at the discretion of the teacher are possible).

3. Assign verbs to groups according to types (right and wrong).

4. Find and translate verbal nouns: winnings, beginnings.

5. Find pairs of related (cognate) words and translate: think- thoughts (thoughts), dream- dreams (dreams), doubt- doubting (doubts), wait - waiting (expectation), being hated-to hating (hate), being lied-lies

6. Give examples of the use of verbs in:

1). present extended tense: are losing, are blaming

2). Past simple: gave

3). currently completed: have spoken

7. Find and translate the sacraments: are gone, be tired, twisted by, wornout, loving friends.

8. Give conversion examples: the common touch, life to broken.

9. Find and analyze words formed using prefixes and suffixes: the unforgiving minute, allowance. We remind students that the prefix-un stands for negation. These exercises (8.9) are necessary to once again remind students how to replenish the vocabulary of the language.

10. Using the table, group the verbs by the methods of formation of participle I.

11. Recover the missing forms of verbs.

12. We offer an exercise: form, if possible, form new words from the verbs from the poem in a morphological way and translate.

13. The final stage of work on a poem may be a series of creative tasks: using the verbs of the poem, suggest your poetic version; rhyme translations of verbs into Russian; combine verbs into semantic groups; give associations; play facial scenes; come up with funny (sad, lyrical, fantastic, historical, ...) stories and so on.

"PPP" - Presentation, Practice and Production (Presentation, practice and production / productivity). Many teachers, as a rule, base the planning of classes in English on the traditional approach of "PPP". This happens because this method is reliable and effective. This is the basis around which you can organize a series of classes. In addition, this technique is the best at the moment, as it covers all areas of vocabulary and

grammar used textbooks or programs. However, the use of this technique revealed that during the teaching of a foreign language, the individual needs and characteristics of each student are not particularly taken into account; content is almost always dictated by a textbook or curriculum. Teachers quite rarely give students the task to perform such an exercise in the classroom, which they encounter in everyday life, using their native language. Unlike the communicative method, the tasks performed by this method focuses more on the accuracy, "purity" of the language than on fluent communication.

Functional approach. This approach is mainly associated with the direction of language learning from meaning to form and function. The tasks and the educational process in this case are a combination of the communicative method and PPP. When studying the level structure of the language, there is a conscious separation from the real life of the language. Language is seen as a fixed, static system. The transition to the study of an active, dynamic language system will allow you to get closer to the real conditions of its functioning. In speech, a collision occurs not with the levels (tiers, floors) of a language, but with the rules for choosing from a number of units of different levels with a similar, close meaning to those that are most suitable for a given situation. The activation of the really existing logical, semantic connections between language levels will contribute to the development of associative and logical thinking of students. The combination of units of different levels connected in meaning into one block (field) develops the skill of searching for semantically close components, includes selection mechanisms and contributes to a more effective mastery of the wealth of the language. Such semantic convergence is necessary for understanding the real life of a language and its functioning, and most importantly, for applying this knowledge in speech practice.

Searching, developing, largely advancing learning will be a powerful impetus in the development of interest in the language. With this approach, "running ahead" is inevitable, turning to aspects of the language that have not yet been studied. A functional approach is a new stage in learning, the essence of which is to study not the language system, but specific cases of its use. The speech of the characters in feature films is a specific case of the functioning of the language, the printed text of the book is also a special case of the use of the language.

Total Physical Response (TPR) - A method of physical response. In the traditional methodology of teaching foreign languages, the bulk of information is often presented in the form of text in a textbook or a teacher's story, which may occasionally be accompanied by illustrations or inscriptions on the blackboard. In contrast, the method of full physical response is one of the attempts to convey the necessary information and help students learn it

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through all the main channels of perception: visual, auditory, kinesthetic. One of the favorite methods of teachers who often work with children. But even when working with an adult audience, this technique can be very effective. Its main principle: you can understand only what you let through, literally, "feel." First, the student must learn the material, silently obtain knowledge, and at the second stage, depict the action read or heard. This method opens up incredible scope for various game tasks, which, despite the seeming frivolity, contribute to the study and consolidation of very complex aspects in language learning.

What do scientists put into the concept of "method"? Teaching methods are "ordered ways of teacher and student activities aimed at the effective development of the obligations of educational tasks." The teaching method acts as a "tool for the teacher's activity to fulfill the leading function - training." The implementation of the training method is carried out through the use of a number of teaching methods, various approaches and working techniques. "Learning techniques - a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a particular method." Unfortunately, in teaching practice, foreign language teachers often use time-tested standard teaching methods. Sometimes the process of teaching a language, regrettably, continues to be a "somewhat modernized version" of the grammar-translation method. The requirements for a foreign language lesson change over time, the latest teaching methods are developed. At the present stage of the development of science in Uzbekistan, it can definitely be said that the times when the ability to translate from a foreign language and vice versa adapted, unauthentic texts have already been sufficient proof of language development. Today, the educational process is being reformed at universities in Uzbekistan in accordance with pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, the establishment of higher educational institutions cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and training in master's programs abroad. In the context of the reform of higher education, educational technologies for teaching foreign languages should also change. Language education itself is also gradually being modernized through the introduction of a modular-rating system for teaching foreign languages, interdisciplinary integration, democratization and economization of education bring to life innovations that make up teaching foreign languages. All this poses new requirements for teaching and teaching a foreign language at universities. The goal of teaching a foreign language in higher education at the present stage is to master students' communicative

competencies, which will allow them to realize their knowledge, skills, abilities to solve specific communicative problems in real life situations. A foreign language acts as a means of communication, communication with representatives of other nations, so that in education the cultural or intercultural approach to teaching continues to develop in the framework of the concept of "dialogue of cultures", with the aim of forming polymer literacy of students. So, in my opinion, in a modern university there should be no place for such processes as memorization, thoughtless memorization of texts in a foreign language, which have no practical value for the future life of students. Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in their future life and work. Indeed, a good knowledge of foreign languages now and will continue to remain in the future one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing the students with a quality complex of linguistic knowledge, skills, this requires, first of all, the educational institution to systematically create conditions for the advanced training of its pedagogical staff, and to provide the institution with the appropriate material and technical base. High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally oriented teaching of a foreign language, employment in training, the use of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creating presentations in the PowerPoint program, using Internet resources, teaching a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (creating a bank diagnostic materials for the course of the subject "Foreign Language" for computer testing in order to control students' ZUN).

At this stage in the development of methodological science, the main methods of teaching foreign languages are communicative and constructivist methods. The communicative method. Learning goal: mastery of communicative competence. Learning Content: The texts should show conflicts that encourage the student to express their own opinions. Learning management is not carried out through grammar, but is guided by communicative intentions (intentions). The student is in the center of training. Linguistic plane: the dominance of linguistic development over linguistic correctness, correctness, mistakes are made. Language becomes a means of communication. Exercises: communicative exercises. Students learn "communication in the process of communication itself. Therefore, all exercises and tasks should be communicatively justified by a lack of information, choice and reaction." Advantages of the

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method: students improve their speaking skills, the fear of mistakes is overcome. The disadvantages of the method: not given due attention to the quality of the language, communicative competence quickly reaches its limits. Constructivist method. Learning goal: the method is based on actually active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Training content: proximity to the reality of students, students are encouraged to independently construct their knowledge (for example, as part of project activities). Linguistic plane: as wide as possible. Exercises: language production is at the center of learning. Advantages of the method: preparing students for real life, real life situations. The disadvantages of the method: at the present stage have not yet manifested themselves quite clearly. An example of a constructivist method is project training. The method distinguishes between traditional and alternative teaching methods. Under the concept of alternative methods are grouped a number of different approaches, techniques, methods of language transmission. There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, and the group method. Innovative teaching methods include: computer-assisted learning (CALL), script line method (story line method), simulation method, carousel method, station learning method, group puzzle method, role-playing method, Case Study method (work over problem situations, students consider the problem, analyze the situation, present their ideas and solutions to the problem during the discussion). Scenario method (story line method). This method is based on a combination of planned educational meanings - for example, shops-goods-sales - with the interests and ideas of students. Receiving "impulses" from the teacher (the so-called key questions), students contribute to the creation of history. This method does without textbooks. We are talking about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and role-playing. The teacher sets the scope for action and presents individual episodes. Pupils pose their questions and find the answers themselves. Project training. Organization of the lesson as work on the project. Signs of the project method: - Action orientation - Teamwork - Student self-organization - Situational orientation, correlation with real life - Interdisciplinarity (intersubject projects) - Integrity - the project is considered as a whole - Product orientation, result. The following main phases of the project are traditionally distinguished: Initiation - invention of an idea for the project Start of the project Implementation of the project Presentation of the project results Assessment (reflection) of the project Training method for stations. An educational technique in which students perform work on

educational material that is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When studying at stations, students have the opportunity to choose the time distribution, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-esteem, analyze their own academic success, plan and conduct work stages.

Work at the stations allows differentiating according to the abilities, interests of students, and the degree of complexity of the task. Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, it is possible to successfully apply the simulation method. In cybernetics, this term is used to model and simulate reality. In training, we are talking about various simulation business games that provide students with the opportunity to develop their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment" that simulates real situations, for example, in business, in a company. The simulation provides an opportunity for students to try themselves in a certain role - the leader, president of the company, and makes it possible to explore the system of work of this enterprise. The participants in the game are set certain tasks - to achieve a gain in the company's profit, conclude an agreement, profitably sell the company's shares and the like. Simulations are characterized by a high degree of interest of the participants, the game is completely immersed, embodied in their role, root for the result of the work, since the overall result of the game depends on the team spirit and speed of decision-making. Thanks to the simulation, the students develop strategic planning skills, develop the ability to work in a team, negotiate, and convince a business partner. Simulations streamline students' knowledge and prepare them for the need for quick and motivated business decisions in future activities. There are computer simulations where participants work with a computer program, manage an imaginary company and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, cards. The role-playing method. Role play is an active method of learning, a means of developing a student's communication skills. Role play is associated with the interests of students, is a means of emotional interest, motivation for learning activities. Role play is an active way of teaching practical knowledge of a foreign language. Role-playing game helps to overcome students' language barriers, significantly increases the volume of their speech practice. This is training in action. There are a large number of forms, types of role-playing games in foreign language lessons. So, for example, you can use the role-playing game "At an interview", where students take on the role of employer and employee. From all of the above, it should be concluded that for the teacher today it is

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important to constantly improve their knowledge of methods of teaching foreign languages, introduce the

latest educational concepts into their teaching practice, and keep up with the times.



Fig.1. Direct method in English teaching

The direct method of teaching a foreign language is shown on above picture. (Fig.1)

The most important requirement was the refusal to learn the system. As the goal of the training, a “live” language was chosen, one that is used in everyday communication. By that time, linguists had already paid attention to the phenomenon of speech, closely engaged in the study of the phonetic level of the language. This could not affect the methodology.

What is the essence of the direct method? The main conceptual idea is already subtracted from its name: the trainees enter the world of the language they are learning “in the direct way”, that is, the way the child masters the native language. In addition, this means that students do not need an intermediary language, the influence of which, from the point of view of the followers of this method, inhibits the formation of skills. This idea has a serious methodological consequence: both the lessons themselves and the textbook exclude the use of their native language. The direct method is basically monolingual. Therefore, in order to explain and gain understanding, development is necessary

special forms of explanation. So there is a sophisticated system of methods

semantization (explanation of meaning) of vocabulary based on the provisions of lexicology

about the relationship of words among themselves - semantization through the reduction of synonyms, antonyms, through definition, description, etc. As a means of semantization, only translation is excluded. The most widely used is semantization through visualization, which is understood not only as indirect (pictures, illustrations), but also as direct (demonstration of the objects themselves, the performance of actions, etc.).

The next fundamental feature of the direct method is the rejection of the deductive approach to the presentation of grammatical material. The regularity, that is, the rule of using this or that grammatical phenomenon, is deduced only after its assimilation during repeated repetition of speech samples (phrases) both during the lesson itself and

with the help of a textbook through an exercise system. The priority of the practical application of a particular speech sample without the obligatory assimilation of theoretical material (rules and exceptions from it) is characterized as the inductance of the direct method. In addition, two more characteristics can be deduced from inductance: firstly, by repeating it many times and memorizing speech patterns in this way, students imitate a teacher or a textbook. This implies another designation of the direct method - imitation. Secondly, by modifying speech patterns, trainees act by trial and error, relying not so much on knowledge of rules as on intuition. Therefore, in contrast to the cognitive grammatical method, the direct method can be described as intuitive.

A very important role within this specific methodological system is assigned to the teacher. He is a model in the absolute sense of the word. His speech should sound clearly, understandably, phonetically correct and beautiful - the direct method for the first time puts forward the requirement of teaching phonetics, his teaching aids contain exercises for developing pronunciation skills. Therefore, it is preferable to use native speakers as teachers. In Europe, today, the so-called Berlitz schools work according to a direct method. It is known, for example, that the famous author of Ulysses, James Joyce, worked for ten years as an English teacher at a school in Berlitz in Italy.

The direct method has become a springboard for the development of such highly specific, highly technical teaching methods as audiolingual and audiovisual methods.

In these methods, linguistics’s concept of language as a set of structures was even more clearly reflected, as well as the psychological doctrine of behaviorism, which is based on the rationale for human behavior through the formula “stimulus – reaction – reinforcement”. The essence of both methods follows: the presentation of the language through ready-made formulas (structures) and their memorization using technical teaching aids (oral

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laboratory, tape recorder, etc.). The audiovisual method is also characterized by the maximum loading of the visual channel for receiving information simultaneously with the auditory one, which is achieved by displaying a "picture" (transparencies, films, video, etc.) during a sounding sound stimulus. Thanks to this, the formation of persistent associations is expected, and consequently, automatism in mastering speech structures reproduced even when one of the stimuli (visual or auditory), and subsequently the first and second are removed, is expected.

Both of these methods are very interesting for their scientific platform. Each step is explained from a linguistic and psychological point of view. Both audiolingual and audiovisual methods are very intense - they require hours of training both in the presence of a teacher and independent using technical teaching aids. The purpose of training is, as for the direct method, mastery of the "living" language.

The dominant skill, the development of which is focused on all the efforts of both students and teachers, is speaking. The time intensity, the use of technical training tools, and the repetition of the material allow you to quickly reach a certain level of development of skills, especially speaking skills. Nevertheless, only enthusiasts among teachers or certain training institutes, such as, for example, the Center for the dissemination of the French language and culture, where the audiovisual method was developed, strictly adhere to the requirements of both methods.

The complexity of the equipment, a strict sequence of actions, a large proportion of "drill" exercises, built on the endless repetition of the same structures, give the teacher a rather specific role. The times of exorbitant enthusiasm for the "laboratories of oral speech", in which they saw a panacea for all ills in the learning process, are long gone. Critics of these methods emphasize the impossibility of in-depth penetration into the structure of the language in a similar way:

the technology of the oral speech laboratory allows one to assimilate a rather limited, and therefore monotonous set of exercises, the purpose of which is mainly to reproduce (rather than produce) familiar speech structures. In the development of skills, an excessive inclination towards speaking is also observed - reading and writing remain the stepdaughters of methods and are introduced only at an advanced stage of training. As for listening, it does not find consistent development precisely as a skill: for all the auditory canal overload, listening is more a means of achieving a goal, but not a goal itself.

In addition, texts of textbooks created on the basis of both methods often become targets for criticism. As a rule, these are dialogs designed to demonstrate how native speakers speak "in life". However, the trouble is that these are specially

invented, the so-called synthetic texts, which only remotely resemble conversations of real carriers. The fact is that neither audiolingual nor audiovisual methods have given up the grammatical core of the whole concept. Grammar is used as a building material for the so-called structures. Unlike the grammatical method, the sequence of introducing structures is determined not by the logic of classical languages (in parts of speech), but by the place of each grammatical phenomenon inside the language being studied from the point of view of its simplicity or complexity. The consequence of such a progression in the selection of material is texts that are oversaturated with grammatical structures of the same order, which is why this is a rather strange impression. In subsequent exercises, the text is literally divided into separate structures, which are trained to automatism.

An important principle for both methods is the inductive approach to the study of grammar - from examples to the rule.

5. A communicative-oriented approach to teaching foreign languages

In connection with the development of a pragmatic approach in linguistics, in particular, the theory of speech acts, the interest in the mechanisms of communication through the language, in its communicative function, has intensified. The processes of direct implementation of the linguistic system and norms in practice fell into the orbit of attention of linguists.

It became clear that during the functioning of the language in communication, not a certain abstract norm or system is implemented, but those variants that are presented by speakers, listeners, readers and writers in everyday communication. Thus, the object of research has become what linguistics is called a speech - any written or pronounced text. It is important to note that speech was not considered on its own, but in the totality of the factors of its generation: who, with whom, how and for what purpose communicates. The central concept of linguistic pragmatics, and with it the methodology, has become a communicative situation, including all of the above and other factors affecting the nature, goals and methods of communication. This led to a real revolution in the methodology of teaching languages, namely, to the development and establishment of a communicative approach, the aim of which was to teach communication in a foreign language, similar in quality and characteristics to how its speakers use this language. Since all operations with language are understood in the mainstream of pragmatic theory as an action, the methodological system of the communicative approach also considers the learning process as an action performed with and in language. It follows that this methodological concept involves greater activity of students and downloading the maximum number of channels for receiving information as a prerequisite for successful

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memorization and further use of language information. The concept of a communicative situation is adopted by the methodology as a phenomenon that determines the logic of presentation of the material on the pages of the textbook and in the lesson. One way or another, the exercises of the communicative approach are connected with the need to recreate the situation of real communication, master its parameters and develop the skill of transferring the learned material to all similar situations. Hence the surge of interest in a variety of interactive exercises, role-based communication situations, role-playing games, real-life communication simulations.

Of course, such an active practice is based on language material - vocabulary and grammar. The choice of material is carried out for purely practical reasons. It is known, for example, that any traditional textbook of a foreign language has as its basis a paragraph (unit, Lektion, etc.) and a theme corresponding to it. Communicatively-oriented teaching aids partially overcome these traditions. The new one is that the basis on which the “paragraph” is built is not the “theme” (family, food, school, etc.), but the speech intention (what I want to say / write). Speech intention, for example: to request information, to ask a question / request, to express gratitude, is brought into line with possible communicative situations in which it is necessary to be able to realize such a speech intention. So there is a relation: intention -

situation. However, since the same intention can be expressed differently within the same situation (more or less politely, in a literary language or in jargon, more difficult or more simply in language), the pair “intention - situation” is supplemented component “language / speech means”. It is assumed that all alternative possibilities cannot be assimilated immediately, within the framework of the “one paragraph”. Consequently, the inevitable return to the material, but with the use of new language tools, is necessary in the logic of the textbook. In this case, the methodology speaks of “cyclic progression”, that is, an increase in complexity according to the spiral model: with each turn of the spiral we move further and further away from the starting point, inevitably, nevertheless, returning to it.

Thus, verbal intention determines the choice of both the situations themselves and the lexical and grammatical means necessary to solve the communication problem “here and now”.

The goal of teaching communication “as in life” defines a whole series of points that are extremely important in a communicative methodology.

- Real communication situations are associated not only with “spoken” texts, but also with other sign systems (road signs, pictograms, etc.) and printed texts (advertising, profiles, menus, train schedules, etc.). These texts are included in the learning process in order to operate with them in the context of the

proposed situations. Therefore, in parallel with the study of a foreign language itself, we study what surrounds native speakers of this language in their everyday life, learn to work with these types of texts - fill out real profiles, choose travel routes according to real train schedules, read real newspaper ads. The knowledge of life in the country of the language being studied goes the “natural way” during the process of teaching a foreign language. This concept is called integrated geography.

- In the communicative situation, we act not only as speakers, but also as listeners. The thesis that there is no speaking without listening leads to the realization of the need to develop not only speaking skills, but also listening (listening) skills using a special system of exercises and authentic audio materials (radio announcements, radio commercials, radio plays, information from the answering machine, etc.). d.).

Despite the fact that this approach was firmly established in the teaching methodology, it did not remain a frozen system. Over time, adjustments were made to the communicative methodology, taking into account the criticism to which it was subjected at the first stages of its existence.

A one-sided orientation solely on the situation of speech communication and increased attention to speaking did not allow paying sufficient attention to such types of speech activity as reading and writing. In addition, this predetermined the nature of the majority of the selected texts in communicative textbooks. There was a need to return the literary text to the textbook, since it is it that makes it possible to diversify approaches to reading through an understanding of the purpose for which the text is read. If it is necessary to understand the content only in the most general terms, to determine the subject of the text, that is, to find out “what is the text about?”, We use the so-called global reading strategy; if we want to delve into the content, we will adopt a detailed reading strategy; if we need specific data, facts, quotes, etc., we will adhere to a selective reading strategy. These approaches have been carried over to training texts. This is how a coherent system of learning strategies for receptive activities — reading and listening — came about.

In addition, the need was gradually realized for the students to return to using their native language as a basis for comparison or, which is very important for a teacher, as a basis for predicting possible errors. Today, methodologists are not so categorically reject the use of the native language in teaching.

Together with reliance on the native language, reliance was required on the native culture, on the personal experience of students. Awareness of the specifics of the culture of the language being studied comes through the recognition of their national-cultural characteristics and traditions. The authors of textbooks came to the need to create on the pages of

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the textbook, as far as possible, an objective picture of someone else's reality. Under the motto of an intercultural approach to teaching, new goals were set: a comparison of two or more cultures, a search for common points of contact and differences, a reaction to differences, taking into account political and cultural correctness.

The new principle of material selection and work with it is based on the processes of compulsory awareness and understanding. It is through understanding of the text, situation, phenomenon of someone else's reality that students come to the need to formulate a statement. Speaking is not understood and is not planned as a repetition or simulation of dialogs, but as a deliberate activity, for example, in discussion, in searching and bringing an argument, in the ability to convince or refute the interlocutor, to share your thoughts.

In the lesson, such forms are widely used as work in small groups with the aim of finding a joint solution to the problem with the subsequent discussion of the proposed solutions, design type tasks that go beyond the educational process and are a kind of collective creativity.

It is clear that in these conditions the activity of the teacher himself is changing. From a controlling and explaining authority, he turns into a partner and adviser.

Conclusions

So, we examined modern teaching methods. Is there a common framework on which they are all based? Yes, of course, these methods are based on a number of general methodological principles. But first of all, it must be said that all these methods have a common learning goal: to teach students to communicate in English, as well as to participate in

the formation and development of the personality of students.

Specific features give each of these methods their own appearance, and they also determine the positive and negative qualities that are inherent in each of them.

After analyzing the positive and negative traits, we can conclude that the communicative method of teaching a foreign culture is the most effective, successful and harmonious.

It should be noted that when choosing a teaching method, one must take into account not only one's own preferences, but first of all, one should be guided by the age, abilities, interests, and psychological characteristics of the students. Focusing on them, you can choose the most acceptable and effective method.

We can distinguish the following trends in the development of methods of teaching English at the present stage:

- the increasing differentiation of teaching methods, techniques and content, depending on the goals and planned levels of language proficiency, on the characteristics of the student population and the learning environment and culture;
- steady decline in translation methods;
- strengthening the role of interaction and speech activity of students; the use of mental states in the educational process;
- application of new technical means in training;
- integration of elements of different methods in modern training systems.

At the moment, there is no universal method, since the effectiveness of a particular method depends on many factors. To achieve sustainable high results, it is necessary to apply a comprehensive integrated approach, which incorporates the best elements of different methods.

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