



CURRENT PROBLEMS OF LINGUODIDACTICS AND METHODS OF TEACHING FOREIGN LANGUAGES

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Baymyrzaeva Feruza Ibrakhimovna

Master`s degree,

educator of Central Asian Innovation University, Shymkent

e-mail: baymayrzaevaferuza@gmail.com

Abstract. *Language teaching has become applied language, whereas previously it was relatively abstract and theoretical. The teacher's role in the learning process has changed significantly. The mentor teacher and teacher-dictator have been replaced by teacher-observers, teachers-mediators, and leaders. The most popular methodology is the communicative approach, which, as its name suggests, focuses on communicative experience. Communicative methodology focuses specifically on the ability to communicate.*

Keywords: *communicative methodology, communicative competence, social competence, speech activity, communicative learning.*

Аннотация: *Языковое обучение стало прикладным языком, а до этого оно было относительно абстрактным и теоретическим. Функции учителя существенно изменились в процессе обучения. Наставника учителя, учителя-диктатора сменил учитель-наблюдатель, учителя-медиатор и лидер. Первая строчка в рейтинге популярности методики - коммуникативный подход, который, как следует из названия, ориентирован на опыт общения. Коммуникативная методика ориентирована в частности на возможность общения.*

Ключевые слова: *коммуникативная методика, коммуникативная компетентность, социальная компетентность, речевая деятельность, коммуникативное обучение.*

INTRODUCTION

At the heart of the communicative method lies the notion that the language serves for communication and, therefore, the purpose of teaching the language should be a communicative competence that includes the language competence

(the possession of linguistic material for its use in the form of speech utterances), sociolinguistic communication (the ability to use language units in accordance with the situations of communication), discursive competence (the ability to understand and achieve



connectivity in the perception and generation of individual utterances within the framework of communication (significant speech formations), the so-called “strategic” competence (degree of familiarity with the socio cultural context of the functioning of language), social competence (ability and willingness to communicate with others) [1, p. 3].

The emergence of the communicative method and the very term “communicative competence” was influenced by the concept of language competence of N. Chomsky, which refers to the ability of the speaker to generate grammatically correct structures. Communicative method of teaching foreign languages is by far the most popular method in the world. And even among its critics, most firmly believe that it is the most progressive and most effective method of teaching a foreign language [2, p. 111].

Communicative teaching of foreign languages is activity-oriented, since verbal communication is carried out through “speech activity”, which, in turn, serves to solve the tasks of productive human activity in conditions of “social interaction” of communicating people (I.A.Zimnyaya, G.A.Kitaygorodskaya,

A.A.Leontiev). Participants in communication try to solve real and imaginary problems of joint activity with the help of a foreign language.

A.A.Leont’ev emphasizes: “Strictly speaking, speech activity, as such, does not exist. There is only a system of verbal

actions that are part of any activity – entirely theoretical, intellectual or partially practical” [4, p. 209]. According to the same point of view I. A. Winter “speech activity is a process of active, purposeful, mediated by the language and conditioned by the situation of communication, interaction of people among themselves (with each other)” [3, p. 452].

Consequently, the author draws a conclusion, and the learning of speech activity in a foreign language should be carried out from the position of formation and independent, determined by the fullness of its characteristics of activity. The peculiarity of the activity type of instruction is that, in its purpose and in its essence, it is primarily associated with a certain type of speech activity, so we find its wide use when it comes to teaching reading, listening, translating, etc. And only in one of the methods known to us, trying to cover the teaching of a foreign language as a whole, namely, in the communicative method, we find the main signs of the activity type of instruction. According to E. I. Passov, the author of the communicative method, “communicability presupposes the speech orientation of the educational process, which is not so much that the speech practical goal is being pursued (in fact, all the directions of the past and the present set such a goal), but rather that the path to this goal is the most practical use of language. Practical speech orientation is not only a goal, but also a means, where



both are dialectically interdependent” [5, p. 222].

As a matter of fact, at all stages of mastering the material, instruction is directed precisely to communication. But there are a number of points that require special training. So, for the ability to communicate a special role play: the ability to enter into communication, curtail it and resume; the ability to pursue a strategic line in communication, implement it in tactics of behavior contrary to the strategies of others communicating; the ability to take into account each time new (new several) voice partners, change the roles of partners, or the reversibility of communication; the ability of probabilistic forecasting of behavior of speech partners, their statements, outcomes of a given situation.

The modern communicative method represents a harmonious combination of many ways of teaching foreign languages, being, probably, at the top of the evolutionary pyramid of various educational methods. At the present stage of teaching foreign languages, most teachers-linguists consider the most effective “communicative” and criticize traditional methods that work on the principle “from grammar to vocabulary, and then transition to exercises for fixing.” Artificially created exercises do not form a user of the language, and a person who studies the language using this technique will say nothing more than say the wrong phrase. And

“communicative”, on the contrary, is called upon to “untie” the language.

The communicative method (Communicative Approach) develops all Bagramova N. V. Communicative-interactive approach as a way to increase mastery of a foreign language // Proceedings of the XXXI All-Russian Scientific and Methodical Conference of Teachers and Post-Graduate Students. Release 18. P. 3–6. Skills – from oral and written speech to reading and listening. Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas and only then begins to understand what they are in the grammatical sense.

The goal is to teach a student to speak a foreign language not only freely, but also correctly. Rules, meanings of new words are explained by the teacher with the help of vocabulary familiar to the student, grammatical constructions and expressions, with the help of gestures and facial expressions, drawings and other visual aids. Computers can also be used with CDs, the Internet, TV programs, newspapers, magazines, etc. All this contributes to the awakening of students’ interest in the history, culture, traditions of the country of the studied language. At the lessons of a foreign language, the teacher creates situations in which students communicate in pairs with each other, in groups. This makes the lesson more diverse. Working in a group, students show verbal independence. They



can help each other; successfully correct the statements of interlocutors.

The teacher in the classes takes over the functions of the organizer of communication, asks suggestive questions, and draws attention to the original opinions of the participants, acts as an arbiter in the discussion of disputable problems. Unlike audio-lingual and other methods based on repetition and memorization, the communicative method sets the exercises “with an open ending”: the students themselves do not know what will result from their activities in the class; everything will depend on the reactions and responses. Situations are used every day new. This is how students’ interest in classes is maintained: after all, everyone wants to communicate meaningfully in meaningful topics. Most part of the time in class is spoken (although reading and writing are also given attention). At the same time, teachers speak less and listen more, only directing the activities of students. The teacher sets the exercise, and then, “talking” to the students, goes into the background and acts as an observer and arbitrator. It is preferable that he uses exclusively the language he is studying.

The communicative method consists in the assimilation of the process of learning the process of communication, more precisely, it is based on the fact that the learning process is a model of the process of communication, albeit somewhat simplified, but in the basic

parameters adequate, similar to the real process of communication [3, p. 453].

All of the above regarding the communicative method of teaching speaking in a foreign language allows us to assert that the subject of instruction in this case is speech activity in a foreign language. In this method, the distinction of verbal speech skills is clearly traced, and exercises are proposed for their sequential formation. All this, in turn, gives grounds to assert that the communicative method of teaching the speaking of E. I. Passov represents the activity type of teaching foreign languages.

Conclusion

Proceeding from the foregoing, it is possible to single out the following positive aspects of the communicative method of teaching foreign languages:

1. Only in the communicative method of teaching foreign languages we find the main features of the activity type of instruction, the peculiarity of which lies in the fact that in its purpose and in its essence it is connected primarily with a separate type of speech activity, therefore we meet its wide use, when it comes to teaching reading, listening, translating, etc.

2. Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

3. The modern communicative method represents a harmonious combination of many ways of teaching foreign languages, being, probably, at the



top of the evolutionary pyramid of various educational methods.

4. Using the communicative method of instruction removes the language barrier.

5. Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas and only then begins to understand what they are in a grammatical sense. The goal is to teach a student to speak a foreign language not only freely, but also correctly.

6. In the process of training can also be used computers with CD, Internet, TV programs, newspapers, magazines, etc. All this contributes to the awakening of students' interest in the history, culture, traditions of the country of the studied language.

7. New situations are used every day. This is how students' interest in classes is maintained: after all, everyone wants to communicate meaningfully and discuss meaningful topics.

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