



Audio-Visual and Consciously-Comparative Methods of Teaching Foreign Languages

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ABSTRACT

The history of foreign language teaching methods knows numerous and varied attempts find the most rational method of teaching foreign languages. The most ancient was the natu method, which was no different from the method by which a child is taught his nat language. A foreign language was mastered by imitation of ready-made samples, by repea repetition and reproduction of new material by analogy with the studied one.

Keywords:

method, experience, classroom and laboratory.

The main purpose of the audio-visual method is to teach students oral speech. The very name of the method to a certain extent reflects the principles underlying it. It is called audio-visual, since all new material is perceived by students for a long time only by ear, and its meaning is revealed with the help of visual clarity. This method is also called structural-global, because language learning takes place according to holistically (globally) perceived specially selected structures (models). The duration of the audio-visual course is approximately four months with four hours of daily lessons, except for two days off. This is an average of 250-300 hours for the entire course of study.

All language classes are divided into classroom and laboratory. There are no homework assignments. In the process of working on grammar, students do not receive any rules and do not subject the studied phenomena to analysis, because representatives of the audio-visual method believe that such analytical work is interesting

for a linguist, but not for a beginner to learn a foreign language. Phonetics, like grammar, is studied holistically. Each new sound is assimilated in a rhythmic group. Particular attention is paid to the correct intonation. The entire cycle of classes within one lesson ends with a conversation.

The audio-visual method of teaching is still common in many educational institutions. Its elements are used in language teaching using video materials. The popularity of this method is explained by the fact that authentic materials imitate the conditions of the real language environment of native speakers, contribute to the development of students' motivation and interest. Being a kind of direct method, the audio-visual method ignores the need to teach written speech, underestimates the role of the native language of students, and completely excludes translation. In accordance with the ideas of behaviorism, much attention is paid to rote repetition and memorization, and the creative nature of the learning process is not taken into account.

Consciously-comparative method.

Consciously-comparative method is currently used in different countries, but it is most widely used in our country. Academician L.V. Shcherba played a significant role in the creation of this method. According to L.V. Shcherba, one should distinguish between: a) language (speech) as a process of speaking and understanding; b) language as a processed linguistic experience that makes the process of speaking and understanding possible; c) language (linguistic material) as an unprocessed linguistic experience based on language (speech). Linguistic experience, or linguistic material, is the same acts of speaking and understanding, but in the form of memories. Processed or ordered linguistic experience is the grammatical and lexical norms inherent in the language in a given historical period of time. Raw linguistic material is ready-made linguistic units that we perceive without subjecting them to analysis; it is a repetition of what has been heard without the introduction of creative elements. L.V. Shcherba points out that speaking manifests itself when students begin to develop a sense of language, the ability to create new contexts and distinguish possible contexts from impossible ones, correct from erroneous [18]. As a practical goal of teaching, representatives of the conscious-comparative method singled out the ability of students to read and understand text and oral speech, as well as to teach them to speak and write in a foreign language. The method is based on the following principles: awareness of linguistic phenomena in the period of their assimilation and methods of their use; connection of content with linguistic form; comparative study of linguistic phenomena; simultaneous development of all types of speech activity; distinction between active and passive language material; use of negative language material.

As a commentary on the last principle, it should be noted that negative language material can be obtained when performing any exercises, however, translations (especially written ones) from the native language into a foreign one are especially useful for this purpose in conditions of artificial (school) language acquisition. Then the sentence in the native language (in case of

impossibility of literal translation into a foreign language) will be the source of that negative linguistic material, which makes it possible to more consciously assimilate positive material, i.e. different construction compared to the native language.

Communicative method of learning a foreign language. The communicative method of teaching foreign languages today is one of the most popular in the world. Many consider it the most progressive and most effective. The communicative method appeared in Britain in the 60s and 70s, when the English language gradually began to acquire the status of the language of international communication. Then and 34 it turned out that the traditional methods, tested and reliable for that time, ceased to satisfy the needs of most foreign learners of English. This method is a set of techniques designed to teach effective communication in a language environment. Most of them have been used in the classroom before. One of its main techniques is to simulate situations from real life, designed to stimulate students to active "speaking". At the same time, it is very important that the topics are topical, related to the daily life of students, the problems that occupy them. In classes conducted according to the communicative methodology, the course of the lesson depends on the students themselves - their answers, reactions, etc. Since communication takes place meaningfully, on appropriate topics. Of course, speaking takes up most of the classes, although reading and writing are also studied. Teachers, in general, do not speak, but listen and direct the course of the lesson.

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