



## Methods of Domestic and Foreign Representatives

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### ABSTRACT

Learning English, in fact, is a rather laborious process, so for normal education it is necessary to teach English by ordinary, orthodox methods, especially since a language institute has long been established in our country, and there are proven methods and techniques that can be used to study in present time. The only drawback of the past education system is the lack of attention to such a part of the English language as spoken English, the importance of which at the present stage cannot be underestimated.

### Keywords:

oral, active, structural-functional, lexical units, speech samples, typical phrases.

The implicit approach to the formation of grammatical skills includes two methods with various modifications, namely, structural and communicative. Structural methods can be called a number of methods for the formation of grammatical skills developed by various authors within the framework of the methods that they called oral, active, structural-functional, etc., or sentence models, symbolically expressed through a formula, for example: S-V-O, where S is the subject, V is the predicate, O is the object. Structural models are also called language or speech models or, if they are expressed not by symbols, but by lexical units, speech samples, typical phrases. Another kind of implicit approach to the formation of grammatical skills are communicative methods.

Communicative methods include various variants of intensive methods, the so-called governess method and simply natural immersion in the language environment, forcing communication for communicative purposes. The communicative method of teaching foreign languages, including the formation of grammatical skills, was developed by E.I. Passov. Problem-search method. The general didactic method of teaching, which received in

the 70s. widespread in the practice of teaching various disciplines, including foreign languages. In the process of working using this method, such teaching methods are used as creating problem situations in the lesson, organizing a collective discussion of possible approaches to solving them, performing exercises that provide for various forms of communication between the teacher and students, as close as possible to the conditions of real communication. In particular, exercises are recommended that have received the name "initiative" in the methodology of teaching foreign languages, which form the ability to start a conversation, interest a communication partner, attract the attention of an interlocutor, etc. There are various options for the method: problematic presentation of educational material, problematic heuristic conversations, performing exercises of a problem-search nature, etc.

Of course, the problem-search method of teaching cannot be considered as a universal and the only correct method of teaching when trying to activate the attention and search activity of students. This method requires careful preparation of the teacher and a

significant investment of study time. Therefore, the lesson should combine the problem-search method of teaching with other teaching methods, guided by the purpose of the classes, the teaching materials available to the teacher, taking into account the stage of learning.

Person-centered method. The adaptive learning system (ALS), like any other learning model, is firmly based on the fundamental principles of its use. Since we are talking about the adaptation of the learning process in terms of a personal-activity approach, we cannot but talk about such fundamental personal categories as individuality, personality, reflection.

Therefore, first of all, the AES should use the principle of individualization of the learning process as a whole, both in a general theoretical sense and in practice, when organizing the learning process and learning in foreign language lessons. The essence of adaptation to the learning process itself cannot come from other positions, since then it will contradict the very concept of adaptation of a person to the educational process, the formation of communicative competence in each person at her own (personality) pace, taking into account her abilities, as well as her level knowledge, skills and abilities in a foreign language. In connection with what has already been said, it becomes necessary to talk about the principle of focusing on the personality of the student. That is why the principle of taking into account personal characteristics is in second place in terms of importance. In the process of learning in an adaptive learning system, it is very important that each person, moving towards the ultimate goal of his learning, constantly feel and realize how the learning process goes and whether all the reserves of the individual and the potential of the student himself are used. The principle of success in the process of learning a foreign language is the most important principle and condition for constantly maintaining interest in learning a subject. This is all the more important when teaching a foreign language in ASO conditions, when the loss of motive due to failure harms the learning process as a whole. However, it should be noted that the ASO model itself, when used

correctly, always guarantees the successful formation of communicative competence, since the density of work simply makes it impossible to fail.

The silent way method is based on the structural approach in linguistics and the humanistic direction in psychology. The author of this method is C. Gattegno, who transferred his experience of creating a program for teaching mathematics and reading in his native language to the methodology of teaching foreign languages. The name of the method reflects the author's idea that the initiative in the lesson should come from students whose speech takes up most of the teaching time, and the teacher should speak as little as possible in the lesson. Learning in silence, as opposed to repetition and reproduction after the teacher, becomes a technique that promotes mental activity and concentration of students when completing a task. The use of the method of "quiet" learning has certain limitations, as it implies a high degree of student interest and the presence of intrinsic motivation. A positive feature of this method is the stimulation of students' independence and the use of various supports and visual aids in the learning process. The method of relying on physical actions (Total physical response - TPR) was developed by psychologist J. Asher and is based on structural linguistics, behaviorism and humanistic direction in learning, as well as on the position of psychology on the coordination of speech and physical actions that accompany it. The method develops the ideas of the natural method. Its essence lies in the fact that when teaching a foreign language, it is necessary to imitate the process of mastering the native language by children, which is acquired in parallel with the performance of the corresponding physical actions. The perception of structures is facilitated if it is accompanied by actions performed by the teacher and students.

The lexical-translational method or the analytical method was used in different countries of Europe (England, France, Switzerland). The focus of this method was vocabulary. Vocabulary was created by memorizing original works. Grammar was relegated to the background and studied

haphazardly as a commentary on the text. The lexical-translational method pursued mainly general educational goals and ensured the development of reading skills and translations. Representatives of the lexical-translational method are Chauvanne (Switzerland), Jacoteau (France) and Hamilton (England). Intensive methods. The main methods used in such work as learning English can be attributed as an accelerated method, How to remember 200 words in an hour, a language in a month, learning at the pace of a machine-gun fire. Accelerated methods of teaching English are good for the first and superficial study of the language, and are needed in order to quickly get the basics in knowledge of the English language.

As for the individual method that can be applied in the discipline of learning English, such a method has always existed, but it is not suitable for everyone, since it requires a lot of willpower and self-discipline. Therefore, teaching English in this way is not very popular in our country. It is better to improve knowledge in such a variety of language as spoken English in the homeland of English, or in countries where this language is considered the state language, since no one will teach the intricacies of colloquial speech better than a native speaker. immersion method. Recently, the concept of "full immersion" has often been used as an alternative to the concept of "learning English abroad". Meanwhile, "Total Immersion" is a proprietary course, a registered trademark and it belongs to Berlitz, the world's oldest network of language schools, the founder of the modern method of teaching a foreign language, originating from the Berlitz method (direct / communicative method ). At the same time, Berlitz is currently not only the oldest school of foreign languages, but also the leading developer of the most advanced textbooks and interactive multimedia training courses.

The Total Immersion course is different from just an intensive course in a foreign language school, as they are designed for different purposes. Let's imagine a situation where you need to improve your English proficiency in the shortest possible time. You are a top manager, and time is more valuable to you than money: that is, you can allocate only

two to four weeks to solve a problem, and there are almost no restrictions on funds. It is clear that for the most effective solution of the problem in the shortest possible time, we must ensure the maximum quality of the means used and the amount of effort applied per unit of time (intensity). It is this concept that underlies the Total Immersion course - 60 individual lessons per week, conducted from 9 to 18 hours, ensure maximum learning efficiency by using 130 years of Berlitz experience and the most advanced methodological and technical developments. The course involves the use of branded teaching materials, includes a working lunch with a teacher, as well as a daily lesson with two teachers - to ensure greater dynamism and effective simulation of work situations.

Right hemispheric method. Music for the brain is like a foreign language. The brain perceives music as another foreign language. This conclusion was reached by scientists from the University of Liverpool, who studied the area of the brain, which was previously considered to be associated exclusively with the function of speech, in musicians. It turned out that they, regardless of the instrument they own, had more gray matter in this area of the brain than people who are far from music. These findings, according to Thomas Elbert, a professor of behavioral neuroscience at the German University of Konstanz, "are in good agreement with the current view that musicians process music as an additional language." This scientist is also studying the activity of the motor cortex while playing musical instruments. The present study, led by British neurologists Vanessa Sluming and Neil Roberts, involved 26 male musicians aged 26 to 66. A control group of non-musicians was matched to them by age. Broca's area was studied using three-dimensional magnetic resonance imaging. It turned out that the increase in the volume of gray matter, that is, nerve cells, in this speech zone did not depend on the type of musical instrument, in which the subject achieved mastery, but was directly dependent on the number of years spent on music lessons.

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