



Use Of Traditional and Unconventional Teaching Methods in Foreign Language Lessons

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ABSTRACT

The article discusses the main and most famous methods of teaching a foreign language. There are various methods of teaching a foreign language in the world. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating the speech of students. Using new methods, you can easily learn to speak any foreign language and improve it.

Keywords:

Grammar-Translation, audiolingual method, direct method, the structural approach, suggestopedia, total physical response, the silent way, the lexical approach, communicative language teaching.

There are various methods of teaching a foreign language. Languages have always been among the compulsory disciplines for study in schools, lyceums, colleges and universities. Over time, the approach to teaching and learning languages changed - something new was added, and something was abandoned. There are various methods of teaching a foreign language. Let's look at the main and most famous methods of teaching a foreign language. One of the oldest techniques is classical or fundamental. The purpose of the classical technique is not so much to study as to understand the subtleties and details of the principles of a foreign language. The main task pursued by the classical technique is the formation of the grammatical base of the target language. Target audience are people who start learning a foreign language from scratch. This technique is well known to those who started to learn a foreign language at school. It should be noted that it is she who is preferred by many language universities in the CIS.

Grammar-Translation. This is the oldest way of teaching language and is already

considered a classic one. As the name suggests, the core of this method is learning grammar and working hard with translation. Although at present many educational institutions have abandoned it in favor of a communicative method. It is still used at least partially.

Audiolingual Method. Sometimes the audiolingual method is also called the Army method. It is based on the postulate of behaviorism that learning and remembering various things can and should be done through constant repetition. The method involves the oral presentation of the material and multiple repetition of various lexical and grammatical structures under the guidance of a teacher.

Direct Method. This method originated in the 1900s in France and Germany in order to teach quickly the military people to communicate in a foreign language. It is also called the Natural Method. It is somewhat similar to the audiolingual approach, as it involves repeated repetition and development of various structures. However, the main difference is that the language is presented inductively, that is, the teacher does not explain

the rule to the students, but, on the contrary, helps them understand and deduce it on the basis of the language material. It is also worth noting that in both the audiolingual and the direct method, the teacher uses exclusively the studied language; mother tongue is not allowed.

The Structural Approach. As the name suggests, this method is based on structure and learning. The main idea of the approach is the hypothesis that any language consists of complex grammatical rules, and it is necessary to study them in a certain order. For example, before studying Present Continuous tense, you need to study the verb "to be", with which this tense is formed.

Suggestopedia. Although this method is often considered pseudoscientific, it was quite popular for a while. It builds on the student's confidence that the approach will work; the techniques of light hypnosis are used. Much attention is paid to ensuring that the student does not experience the slightest discomfort during the lesson. Also, the method widely uses music.

Total Physical Response. The method is based on the principle of "doing by learning". It works well with younger students - preschoolers and junior high school students. The lessons practice the execution of commands and assignments, for example: "Stand up!" "Close the door!" Thus, the student memorizes the simplest phrases, which become more and more complex over time.

The Silent Way. In this method, much attention is paid to the independence of students: the teacher, as the name implies, practically does not speak (for example, does not give detailed and lengthy explanations of grammar). Instead, he acts as an assistant who guides students. Pronunciation is of great importance - it takes a lot of time in each lesson. Also, the passed vocabulary and grammar is regularly repeated. Often, students do not even write formal tests based on what they have learned; instead, the instructor assesses their progress from lesson to lesson.

The Lexical Approach. Here the study of vocabulary is at the forefront. Initially, a list of the most frequently used words and lexical

structures is determined, and the study moves gradually, from simple to complex. Much less attention is paid to grammar than in other methods.

Task Based Learning. In this method, language learning is based on the performance of a communicative task. For example, a teacher instructs students to act out a dialogue on the theme "In a restaurant". Students in pairs or groups perform it using only the lexical and grammatical means at their disposal. Then the analysis of what language is necessary for the successful completion of the task is carried out, the teacher gives the students the necessary vocabulary and grammar, after which a similar task is performed using new language tools.

Community Language Learning. Here the basis is the work of students in a group; they help each other and share their existing language knowledge. The teacher again acts only as an assistant, and not as a teacher in the classical sense of the word. **Communicative Language Teaching.** The communicative technique is currently the most popular. It is based, as we can see from the name, communication: a teacher with students, students in pairs or groups, the whole group together. The main task of training is to teach students to communicate, and not to thoroughly learn all grammar or be able to translate texts. The teacher's communication with students is conducted entirely or almost entirely in the target language. Communication of students is also encouraged in any form; even if there are errors or inaccuracies in speech, they are not as important as the communication process itself.

This technique has proven itself in America and Europe. Continuing to conquer the world, the communicative method has come to us, taking an honorable 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 suggests, communication plays an important role in communication. The main goal of this technique is to overcome the language barrier.

The main thing is to save a person from fear of a foreign language, from the fear of speaking a foreign language and at the same time develop other language skills and abilities, in particular, speaking and writing, reading, listening. It should be noted 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 parse the grammatical constructions found in memorized phrases. In simple terms, the principle of oral anticipation works. The communicative technique is aimed at developing the skills and abilities of speaking a foreign language. It is also worth noting that the application of the methodology directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, carry out group work, develop tasks for finding errors, for the ability to compare and compare.

Today, the development of the modern industry makes the latest interactive resources available for learning a foreign language: computers of the latest generation, 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 target language and helps to form the skills that will be needed in the future. Learning 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. Each teacher is guided in accordance with his personal experience in the choice of methods and techniques of work. But, based on the results of the experimental practical work, it can be argued that the use of various techniques within the framework of communicative, inductive, deductive methods gives a positive result and, undoubtedly, contributes to an increase in the effectiveness of teaching grammar.

We believe that it is necessary to adhere to the so-called "mixed" teaching methodology. This allows you to achieve your goals and gives you high results.

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