

MODERN WAYS OF TEACHING AT ENGLISH LANGUAGE COURSES

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At this stage of teaching methods for English courses communication oriented concepts have found the greatest application. Among them the most popular are communicative, project, and activity-intensive techniques.

Now consider the mentioned method, and compare which of them is the most effective.

Methodological principles of modern methods of teaching English at language courses.

During the development of methods of teaching foreign languages, successive crises deficit and “overproduction” of ideas necessary for the formation of a new methodological direction. For example, the transition to the communicative teaching has been undertaken in apparent lack of meaningful and truly new ideas. The crisis has brought to life an active methodological and methodical search, which contributed to the development of modern concepts of teaching foreign language teaching: communicative, activity and the concept of distance learning, etc.

To understand what the basis of modern methods of teaching English is, you need to consider in detail the methodological principles that underlie these techniques.

The structure of the communicative method includes cognitive, developmental and learning aspects, which are aimed at raising student. Considering this and the concept of "communicative" as well as the diversity of the education system, we can formulate the following methodological principles of communicative methodology:

The principle of mastering all aspects of foreign language culture through communication. Communicative method first proposed the position that the communication should be taught only through communication. In this case, the communication can be used as a channel for education, learning and development.

Communication is a social process, in which the exchange of activity, experience, embodied in the material and spiritual culture. Communicating is emotional and the rational human interaction and influence each other. That communication is essential to the proper education.

Thus, communication serves as the teaching, learning and development and education in the communicative teaching methodology.

The process of learning in a course of foreign language communication is a model of the real process of dialogue on key parameters: the motivation, focus, information communication process, novelty, situational, function, character interaction and communicating system of speech means. Due to it the conditions of training, adequate real that ensures the successful acquisition of skills and their use in real communication.

The principle of the interconnected aspects of learning a foreign language culture. The complex nature of foreign language culture manifests itself in unity and interrelation of its educational, informative, educational and developmental aspects. Each of these aspects, in practical terms is equal. But true mastery of one is possible only if proper mastering others.

Therefore, any kind of work, any exercise in the learning process, integrates all four aspects of foreign language culture and is evaluated according to the presence in them of these aspects.

This principle applies not only inter aspect but intra aspect relationships. For example, it is assumed interconnection and interdependence of all four types of speech activity (reading, speaking, listening and writing) in the learning process.

The project methodology of foreign language teaching has distinct disadvantages like the communicative method. In this case, it is characterized by positive features, such as mastering the culture of design, capacity to think independently and creatively, to predict the solutions to the challenge. A positive feature is the extensive use of problematic, it makes students think.

It is worth noting that the grammar is given most often in the form of tables, which greatly facilitates the acquisition and systematization of the students.

In this case, the course itself is very interesting and exciting, because ego factor is widely used.

And now for the intensive activity method which has the following advantages.

First, it is the skills of language choice in question, based not only on the meaning of the reported, but from the ability to construct a logical sequence.

The second positive feature is the ability to build a system of grammar by this method, using speech communicative unit. This technique involves a generous speech practice.

Activity-based methodology's drawback is that the goal of learning the English language (practical, educational, educational and developmental) insufficiently interconnected, and that the percentage of independent cognitive activity is lower than in other methods.

Analyzing all the above, we can say that the ideal method of teaching the English language course at the moment does not exist. Although communicative and project techniques are currently the most harmonious and relevant from the point of view of modern methodology.