Problems of Introducing Innovative Technologies in the Learning Process in a Foreign Language

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Abstract:

This article is devoted to the description of the main function of the language that is of the communicative function. The value of verbal communication is very important in the process of language learning. The article gives the difference between a monologue and a dialogue.

Keywords: communication, length, presentation, modernization, purpose, report, opinion, approach, use.

The communicative orientation, aimed at teaching communication, the use of language in its main function - in the function of communication, has become the main feature of the modernization of the system of training personnel who speak a foreign language. This means not mastering its system, but mastering speech, speech actions in a given language. The significance of verbal communication goes far beyond the scope of one's own acts of speaking and exchanging information.

If we take into account that the study of a foreign language is necessary for the student to express his own thoughts, a certain impact on communication partners, then speech actions should be considered as the main unit of learning.

Under the modernization of the training system, it is customary to understand not only the ability to build correctly sentences, which is ensured by linguistic competence, but also the knowledge of the conditions of communication under which they can be used, as well as the ability to correctly interpret oral and written texts, taking into account the conditions of communication.

The concept of "language proficiency" means a purely verbal ability to build and understand an infinite number of grammatical and meaningful sentences.

Determining the level of communicative competence that students must achieve in the learning process is fundamentally important for specifying the purpose of learning, determining its content and means.

In other words, the definition of communicative competence and modernization give a clear idea of the ultimate goal of learning.

The formation of communicative competence is possible only in the process of speech practice, which can and should be organized in every lesson with the language. At the same time, it must be remembered that the language is an open system of words and grammatical structures that are practically unlimited in variety, therefore, its native speakers cannot fully master the language.

Considering the spheres of circulation from the point of view of the communicative needs of students, it is advisable to include the following in the communicative minimum: 1) socio-cultural 2) social and everyday 3) educational 4) fiction 5) mass information 6) science 7) office work 8) personal correspondence 9) entertainment-mass sphere.

The sentence acquires meaning (becomes a statement) only in the process of communication and only on the basis of taking into account the situation of communication, turning from a linguistic unit into a unit of communication. In the process of communication, statements, texts with a specific purpose are exchanged and speech activity is taught, only training in the construction and perception of statements is possible, the composition and form of which is determined by the goals and conditions of communication. Being the minimum unit of communication, the statement is part of a larger unit of text. The volume of the text is determined by the communicative purpose of its author.

Thus, if they teach simply the construction of a sentence, torn from the situation of communication, then they teach the language. Teaching speech activity begins where the sentence acquires a meaning determined by the context. That is, in a speech act, when the participants in communication solve real communicative tasks using the necessary language material. That is why in a communicative-oriented system of education the main learning units should be statement and text.

At the same time, the opinion to consider utterances as the main educational units does not in any way mean a refusal to learn the correct construction of a structure at the level of phrases and sentences, since language, speech is an inseparable unity. The communicative approach does not consist in the rejection of grammar, but in a functional approach to it, as well as in the use of monologic speech.

Thus, the modern concept of modernizing the system of learning foreign languages and the principles of its expansion are based on the introduction and activation of new material. Its structuring has the following typical characteristics: 1) creating a practical idea for students that, if necessary, they will need the material being studied in the process of communication, what is its function in the language system 2) familiarizing students with the approximate main action that they must master in order to the correct use of the studied material in speech 3) the development of appropriate skills and abilities in students based on the performance of communicative exercises 4) the use of the studied material by students in the process of speech practice at the level of utterance and text 5) summing up: what skills and abilities students have acquired in the classroom and during the course as a whole.

Monologic speech is the most common form of language. For oral public speech, the monologue form is the main one. Oral monologue correlates with such genres of written speech as messages, reports, abstracts. As a form of speech activity, monologue speech has certain linguistic and psychological characteristics.

The statement is a real unit of communication, the form of its existence and presentation is the text. This can be a reproduction of a text with a different target setting, an independent presentation on the topic of the text with a message, a report, participation in a discussion on the problem under discussion, the implementation of the task requires the choice of an adequate unit, the quality of which should be taught by a text of a certain length and organization, with the following characteristics: 1) sufficient length; 2) structural and compositional design; 3) structural and semantic integrity; 4) thematic exhaustion; 5) speech variability; 6) exemplary (the ability to serve as a standard for the formation of speech units by analogy).

It should be noted that textual material is often not actually an educational text in the proper sense of the word, i.e. methodically processed-limited volume adapted, saturated with studied lexical and grammatical material. As a rule, the "natural" text is chosen as the main learning – complications, difficult to understand syntax, fragmentation, unsystematic lexical and grammatical facts of the language. Organization, management, grouping of language tools serving the main thematic situations.

A monologue is the most extended type of speech. In a monologue, unlike a dialogue, there is nothing "unexpected", "abnormal", due to insufficient control of consciousness. This is organized speech, since the speaker plans his utterance as a whole, having a predetermined content. The necessary conditions for the generation of a monologue statement are the formed ability to reproduce messages, the ability to extract semantic information by verbal means, both in the form of an oral monologue and a written abstract statement.

So, participation in the act of communication of at least two participants presupposes, first of all, a dialogical structure of communication, rather than a monologue, i.e. the dialogue is more natural, because it includes the alternate participation of both participants in the communication. The dialogue consists of replicas, some of which tend to turn into a monologue. The latter is more independent of the interlocutors, to a much lesser extent it is focused on a possible speech reaction on the part of the interlocutors. And in terms of composition and language, a monologue is distinguished by a more closed structure than, say, a replica in a dialogue.

However, the noted differences between a monologue and a dialogue are quite relative.

Modern methods of teaching English are based on the classical methods of learning foreign languages. However, the psychological aspect, foreign cinema, and information technology had their influence on it. The methods of teaching English used 20 years ago were more of a reproductive nature. Learn the words, read the text, listen to the audio recording, write a letter — this is how the tasks that the tutor gave looked like. Perhaps for this reason, most adults who have studied the language for many years can read and write in English, but have difficulties in speaking.

Modern methods of teaching English have replaced reproductive methods with interactive ones. Today, gaining knowledge is the interaction of a student and a teacher. The curriculum is built, first of all, taking into account the age characteristics of students. For preschoolers and younger schoolchildren, such a type of lesson as a game, a journey, a video, a competition and others is more suitable. An adult student prefers a classical lesson. Traditional tasks are also suitable for this age: compose a story, do an exercise, read the text, perform listening, and so on. Writing a story allows you to learn how to use active and passive vocabulary, expand vocabulary, improve conversational speech.

Performing exercises helps to assimilate grammatical material. Reading a text forms not only reading skills, but also immerses in the culture and traditions of the language being studied. Listening – improves the understanding of oral speech.

Teaching methodology is a set of methods, techniques, technologies and ways of learning a language. As a rule, this is a clear algorithm of actions that will allow you to learn English from scratch to an advanced level.

Tutors should be proficient in the methodological basis of teaching, because the final result of their work depends on it. In addition, knowledge of theory is the key to employment in prestigious universities, private schools and kindergartens.

But do not forget that the most effective methods of learning English are interactive. Therefore, the method of immersion in the language environment is now very popular. This technique teaches you to "think" in English. The study of a foreign language takes place entirely in English. This is real not only in a bilingual family, but also in an ordinary classroom. It is enough for the teacher to fully conduct the lesson in English, to use visibility. To build the lesson so that, despite the foreign language, students understands the teacher. A high level of teacher training will allow you to conduct such an activity even for the youngest. If earlier parents of preschoolers and younger schoolchildren were afraid of such a method, now, seeing the enthusiastic eyes of children and their progress, they recognized the effectiveness of this technique. After all, the best method of learning English is the one that arouses interest in learning.

Many teachers combine various methods, use both immersion in the language environment and a classical lesson in their work. Knowledge of the methodology of teaching English, psychology and pedagogy allow them to identify the peculiarity of perception and thinking, to choose the right methods and forms of work. After all, along with the English lesson, other forms of organizing classes are also popular: a round table, a concert, a language club, a conference, Olympiads and many others. This allows you to include a large number of students in the language environment.

With increased motivation, skills improve. If earlier the question of how to teach spoken English was open, now it is possible to teach a person of any age to speak a foreign language. Of course, the older a person is, the more work there is to be done. And here a lot depends not even on the age of the student, but on the initial level of knowledge, motivation and diligence. However, the immersion method will allow not only to learn the language, but also to organize leisure with benefit. Its peculiarity is that the teacher not only conducts the lesson, but also controls the consolidation of the studied topic. The classic homework was replaced by recommendations: watch a movie in English, talk to a native speaker, listen to a song and complete tasks. Watching movies in English is a task that not only teaches you to understand a foreign language, but can also become an interesting entertainment. It improves pronunciation, helps to express your thoughts better in English.

Communication with a native speaker helps to develop the skill of understanding oral speech. After such practice, any foreigner is not afraid! Listening to songs in English is no longer a new, but always an interesting form of listening. Recently, computer games in English have also become popular. They are used not only for teaching children, but also adults. And we are talking not only about educational games, but also story games, arcades, simulators, role-playing and others.

Of course, some students are more suited to the traditional training option. Its basis is the study of lexical and grammatical material with the subsequent performance of tasks. Knowledge of psychology will help the teacher to improve the foreign language proficiency of any student using any method.

Sometimes it is difficult to make a choice between the immersion method and the traditional way. To choose which method is better to learn English, it is best to try learning the language in different ways. But there is not always time to attend many different courses and choose the best one. In this case, you should rely on the purpose of learning a foreign language. For those who want to learn to speak English, the communicative method is more suitable. It improves speech, thinking, creativity. Perfectly combined with various forms of organization of classes. This technique is based on the principle of group interaction. The main forms of work: business games, project activities, group work, conferences. Thanks to communication with students with different levels of language proficiency, conversational speech improves, the so-called "language barrier" disappears.

The need to learn English leaves no chance for anyone. Some do not want to learn a language with a teacher and choose a self-study method. This method appeared a long time ago. When self-help books and phrasebooks appeared on sale. People began to make attempts to learn languages themselves. But independent work is not just reading a textbook or listening to a disc. If a computer program can still correct mistakes, develop skills, then direct, pick up tasks for fixing, support – only a person can do this. Therefore, those who try to learn a language on their own do not often succeed. It is better to use this method only at the initial stage, to obtain a database. Or to supplement classes with a teacher.

In addition to teaching methods, there are many disputes among teachers regarding the selection of private methods. For example, learning to read can begin with learning letters and sounds, which then make up words. Or maybe by the whole word method. The latter is particularly well–suited for creating a language environment. It helps to better memorize words, sentences, improves conversational speech. Also, the choice of a textbook depends on the teaching methodology. In the modern world, it is not only a textbook, but also a workbook, CD and DVD, training programs. A well–chosen teaching tool is a help not only to the student, but also to the teacher. Ideally, the curriculum, textbook, teaching methods are selected individually for each student.

Also, many people are concerned about another question "How is it better to learn a foreign language: in a couple, in a group or individually?". Here, too, a lot depends on the individual characteristics, goals and objectives of the student. To improve the speaking skill, it is better to select group classes. They can be organized using a communicative method or immersion. Individual work with a teacher is well suited for exam preparation. It is usually built using a traditional technique or in combination with the immersion method.

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