Active Methods Used in Foreign Language Lessons

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Annotation: Based on the fact that the purpose of our study is to consider the possibility of using active learning methods in teaching foreign languages, we believe that in this case it is more rational to classify active learning methods, according to which all active learning methods are divided into simulation and non-simulation methods of active learning (from the English "simulation" - "imitation").

Keywords: active learning methods, teaching foreign languages, types of classes, non-simulative method, mental activity.

I. Introduction

Non-simulative teaching methods make it possible to activate the educational process within the framework of traditional forms of education, which can be based on lectures, seminars, practical, laboratory classes. Among the non-simulative methods of active learning, educational (didactic) games can also be distinguished. These games can be characterized by educational goals and objectives, the quantitative composition of the participants. Therefore, according to the quantitative composition of the participants, the games are divided into individual (one person) and paired, group, collective. The first ones are aimed at communication with the text, written or sounding and the rest are aimed at communication with partners (in addition to the text). By the nature and form of conducting, they distinguish subject games, mobile games with a verbal component, games - competitions, intellectual (tests, puzzles, crosswords, chain words), interactions (communicative). According to the degree of complexity of the actions performed, simple and complex games are distinguished, according to the duration of the conduct - long and short. So, according to the goals and objectives of learning, educational games used in foreign language classes are usually divided into language (or aspect), speech (visual-speech) and for teaching communication.

II. Literature review

It is important to note that although with the help of non-simulative methods there is an improvement and an increase in the activation of learning, they still only partially solve the problem of a future specialist in practical activities.

The task of better training a modern specialist and acquiring the full scope of skills and abilities for future professional activity is provided by simulation methods of active learning, which are based on simulation and simulation-game modeling, thanks to which the subject and social content of the future professional activity of trainees is recreated. Simulation methods are divided into gaming and non-gaming. Non-game imitate various aspects of professional activity, but when using them, students do not use different roles, but try to analyze the object or phenomenon being studied or someone else's actions. Game methods of active learning aimed at stimulating a specific professional activity using roles (at least two) can be implemented in game (interactive) classes. It is noted that it is in the game forms and methods that the highest mental activity is realized, the achievement of which occurs because of the interaction and co-change of all aspects of the intra- and intrapsychic manifestations of individuals participating in the simulated professional activity.

Among the simulation methods of a non-game character, an important place is occupied by the method of analyzing specific situations. The decision on this problem can be developed by one or more competing groups, in which each of the participants in such a joint learning activity speaks proactively. This form of cooperation can also be called brainstorming or a synthesis of thoughts (synaptic) that is much similar to it in the procedural plan, if the joint activity of the whole group is aimed at finding an original optimal solution to a theoretical or practical problem.

III. Analysis

There is also such a form of activity as group dramatization, in which its participants play opposite roles, but defend their interests on the same problem. The main organizational moment in a group dramatization is a preliminary acquaintance with the features of one's role in order to accept them as a personal position, that is, to determine what to proceed from, what to defend and what to oppose.

Approached to these two forms of collective activity is the form with the conditional name "Fire on a classmate." The goal is the ability to collectively defend one's position, one's decision, based on the positions of the professional activity that this or that subgroup represents. The solution must be defended in spite of the conflict situation of other subgroups. In case of failure, the fire is transferred to another subgroup that has an opposite view on this problem.

"Fire on a classmate" is a form of student cooperation in which the relationship between a group and a formal leader (subordinates and their leaders, the entire group and one of its members occupying a different position, etc.) is imitated. With this form of communication, the ability to make a decision under time pressure is developed, observing tactful and delicate forms of dealing with an opponent. When teaching the ability to build one's tactics in typical life situations of communication, which also requires, along with delicate and tactful forms of communication, the ability to listen to an unfounded accusation, to suppress or overcome a state of fear, confusion, uncertainty, is used in active learning and this form of cooperation between trainees, as a staging of a parry, and a staging of emotions close to this form. The latter is used to study the individual characteristics of people in situations of interpersonal communication.

A significant place in the classification we are considering active learning methods is occupied by simulation methods of active learning of a game nature. Here we can distinguish methods that simulate production processes using simulators or displays, the use of which makes it possible to acquire skills and abilities in performing actions on production equipment.

Among the simulation methods based on gaming activities between students, simulation games should be noted, which include simulation games. There are two types of simulation games: educational, role-playing, educational, and business. The reason for including these educational games in the general system of simulation games was the fact that all varieties of simulation games have the same theoretical psychological and sociological basis. In practical terms, all simulation games are united by the fact that they represent a conditional reproduction by its participants based on their accepted roles of people's practical activities. In the field of our attention are active methods used in teaching foreign languages.

It should be noted that in the late 70s the principle of communicativeness acquired great importance in the methodology of teaching foreign languages. Therefore, the search for ways to increase the effectiveness of teaching a foreign language to schoolchildren led to the interest of researchers in game methods. Therefore, N. T. Baryshnikova, advocating the systematic use of game methods in the learning process, believes that these methods have a positive effect on the dynamics of

acceptance and entry of trainees into the role. In addition, the inclusion of trainees in game methods, in her opinion, ensures their successful entry into the role of subjects of cognitive activity, which positively affects the success of mastering a foreign language and the skills of dialogic foreign language communication. Playing roles in deliberately created situations ensures the assimilation of the rules of communication in a foreign language, the development of the ability to fulfill the assigned role and the development of a strategy and tactics of professional communicative behavior.

Both in domestic and foreign studies, intensive training methods based on game methods have received wide recognition. For example, a number of researchers consider the managerial game to be the optimal method of teaching managers a foreign language (V.M. Edlemov, V.F. Komarov, Y.D. Krasovsky, E.A. Khrutsky). Some authors (Dianova E.M., Kitaygorodskaya G.A., Skalkin V.L.) refer role-playing to effective methods of teaching a foreign language. N.G. Kravchenko believes that the role-playing game carries an element of surprise that every student can meet in the process of real communication.

Partners must listen, think quickly and respond appropriately to changing situations. With the right organization of a role-playing game, it is possible to create a situation in which none of the participants will be able to remain silent. Therefore, according to N.G. Kravchenko, role-playing is an important method of teaching communication and consolidating the skills and abilities of communicative behavior. She finds role play to be highly motivating because students see the possibility of applying situations played out in a role-playing game in real life, which cannot be given by mechanical orientation, mechanical memorization of texts in a foreign language. Speaking about preparing students for foreign language education, N.G. Baryshnikova, Y.D. Krasovsky, I.F. Ladanov, N.I. Gez focused on the formation of foreign language professional competence of future specialists, by which they understand communicative competence, which includes a set of knowledge and skills of speech and business behavior, possession of a strategy and tactics of communication in a foreign language and the ability to apply special techniques of emotional communicative interaction. Game methods, according to A.A. Verbitsky, E.M. Dianova, E.E. Matetskoy, D. Freitas contain the necessary conditions for structuring the content and organization of the educational process, aimed at forming students' professional competence.

Taking into account the specifics of a foreign language, the methods and technologies of its teaching, it can be argued that the implementation of the principle of role perspective in its study will be successful if the methods and forms of educational work are considered as recreating the subject content of professional activity, its social orientation and modeling a system of relations that reflect the essential side this activity.

It can be assumed that active methods of mastering a foreign speech will be effective if students take an active position in deliberately simulated situations of a professional orientation, master it and not a pre-learned text on a specific topic, adapt to the upcoming activity and master a foreign language as a means of fulfillment. Active forms and methods contain an imitation of the conditions for the implementation of real professional activities in order to simulate actual problem situations, i.e. simulation modeling.

IV. Discussion

We believe that the use of forms and methods based on simulation ensures the achievement of a role perspective in the educational process, the unity of the content and procedural sides of education. The role perspective, game actions during the performance of assigned roles, the search for the optimal way out of communicative situations stimulate the formation of a communicative

culture of future specialists, the indicators of which are knowledge of the language and the specifics of intercultural communication, sociability, the ability to make decisions and bear responsibility for them, the ability to be a developer of new ideas and the initiator of new approaches to solving practical problems, the ability to respond in a timely manner to circumstances that are beyond control, and act as the situation dictates.

Opportunities for using active methods in teaching English to younger schoolchildren

Determining the content of teaching a foreign language is impossible without referring to psychology - the science of the patterns of mental reflection of reality in the mind of a person, which studies the mental properties, mental activity and state of the individual, depending on the conditions in which they appear. It is psychology that deals with the structure of human activity and its formation.

Junior school age - the period of a child's life from 6-7 to 10 years, when he is studying in primary school

The central neoplasms of primary school age are:

a qualitatively new level of development of arbitrary regulation of behavior and activity;

reflection, analysis, internal action plan;

development of a new cognitive attitude to reality;

orientation to the peer group.

Full living of this age, its positive acquisitions are the necessary basis on which the further development of the child is built as an active subject of knowledge and activity. The main task of adults in working with children of primary school age is to create optimal conditions for the disclosure and realization of the capabilities of children, taking into account the individuality of each child. When teaching children a foreign language, it must be remembered that the child that existed until recently based the psychological and pedagogical concept on which the teaching of foreign languages in different countries was based on the theory of language acquisition.

According to this theory, the child acquires the language because of imitation of the speech of adults, in an imitative way without purposeful learning. In other words, no one divides the flow of speech into units of assimilation for the child, does not dose out speech patterns, does not arrange them in a certain sequence, does not explain the rules of grammar - and, nevertheless, a normally developing child by the age of five or six already masters this most complex grammar, which builds with active methods of teaching standing statements, successfully solving communicative tasks, and by seven or eight complex sentences, texts of considerable length appear in the child's speech. And according to this theory, the child masters the second language in the same way as the first - spontaneously, without isolating the rules, thanks to an extraordinary ability to imitate, which is lost over the years. In order for children to learn the language material well and firmly, it is necessary to make the lesson interesting and exciting.

After analyzing a wide variety of methods for organizing educational activities, you can use a role-playing game, a game in general, especially at the initial stage of training, use some non-traditional methods of lessons, as well as poems, riddles, songs, charades, puzzles, crossword puzzles, tests - in high school.

With the help of the game, pronunciation is well practiced, lexical, grammatical material is activated, listening, and speaking skills are developed. The game develops the creative, mental

abilities of the child. It involves making a decision: how to act, what to say, how to win. Educational games help to make the process of learning a foreign language interesting and exciting. A sense of equality, an atmosphere of enthusiasm enable the children to overcome shyness, constraint, remove the language barrier, and fatigue. In any type of activity in the lesson, you can add an element of the game, and then even with active teaching methods, a boring lesson takes on a fascinating form.

The game is one of the strong motives in teaching a foreign language. There are many games that are known to all teachers that can be used in foreign language lessons; they are interesting for younger students at the initial stage of education.

Games can be divided into several types:

1. Games with letters.

2. Games with words.

3. Syntactic games.

4. Games with text.

5. Grammar games.

6. Poetic games.

7. Corrective games.

8. Riddles, puzzles.

This classification can be extended, since at the level of words, sentences and texts, lexical, grammatical, stylistic, spelling, and phonetic games can be performed. When using games in the classroom, you need to remember some points:

➢ the choice of the form of the game must be pedagogically and didactically justified; as many students as possible should be involved;

➢ the game should correspond to the language abilities of students;

➢ language games should be held in a foreign language;

➢ we must not forget that games cannot replace systematic study and intensive training.

They are based on what has already been studied, it is necessary to apply them in moderation, expediently and according to plan.

V. Conclusion

Thus, the implementation of the principle of role perspective in teaching foreign language communication through the use of forms and methods of simulation, as close as possible to the real conditions of their professional activities, providing adequate speech and business behavior, taking into account the specifics of foreign language speech, creates conditions for the successful professional development of future specialists.

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