

NON-TRADITIONAL METHODS OF COMMUNICATIVE CULTURE IN ENGLISH LESSONS

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Abstract:

In this paper, the actual problem of teaching a foreign language as a way of communication was considered. However, traditional teaching methods do not give significant positive results. This leads to the inability to display the number of facts, speak out logically and competently, spontaneously maintain a conversation and lead a discussion. That is why it is necessary to develop students' communicative cultural skills, which provide for the assimilation of language material by students and make it possible to fully realize the educational and educational potential of the subject.

Key words:

Communicative culture, education, methods, students, English language.

The existence of humanity is unthinkable outside of communicative activity. Regardless of gender, age, education, social status, territorial and nationality and many other data that characterize a human personality, we constantly request, transmit and store information, actively engage in communication activities.

The practical needs of teaching foreign languages determine the priority of certain methods. Currently, in the methodology of teaching foreign languages, preference is given to:

- ✚ communication-oriented methods aimed at the formation of skills to adequately express thoughts in a specific language. In literary works, the boundaries of external speech are usually clearly indicated by quotation marks.

- ✚ structure-oriented methods aimed at the formation of certain pronunciation skills, the selection of lexical material, the grammatical design of the statement. At the same time, the priority use of the communicative method seems to be the most logical and reasonable, since the leading role of the communicative function is undeniable.

The main goal of my work was the intention to show the priority role of non-traditional methods of communicative cultural communication in English language lessons. In this regard, the methods that give the best result will be the most acceptable and effective, which is quite relevant at the present stage. Most often, by communicativeness we mean the optimality of training in terms of the effectiveness of the impact on the student. Consequently, the basis of all methods of communicative cultural education should be the ability to establish connections, find successful forms of communication in any language. This can be difficult to do even when learning other languages, when the thoughts and actions of the communication participants are clear to each other. In this regard, a foreign language is more difficult to learn. Students do not always understand each other.

The main principle of communication-oriented learning is speech activity. Participants in communication must learn to solve real and imagined problems of joint activities using a foreign language.

In this case, learning is carried out through tasks (activities), which are implemented using methodological techniques (techniques) and exercises (exercises).

An example of non-traditional methods of student communication in this case will be tasks of the following types:

- ✚ communication games (communication games);
- ✚ communicative stimulations in role-plays and problem-solving;
- ✚ socialization (free communication).

Currently, the three-phase frame-work form of communication-oriented tasks is becoming more widespread. Almost any task can be performed in three stages:

- pre-activity (preparatory);
- while-activity (executive);
- post-activity (final).

At the same time, it is necessary to create positive conditions for the active and free participation of the individual in activities. Examples of non-traditional methods include «sketch», «role play», «round table» and « discussion».

Sketch - is a short scene played out according to a given problem situation with an indication of the characters, their social status, and role behavior.

Role-playing method allows to simulate situations of real communication and is distinguished, first of all, by the freedom and spontaneity of speech and non-speech behavior of the characters.

Round table - is an exchange of views on any issue, problem of interest to the participants in the communication. By participating in the round table, the trainee speaks on his own behalf. The problems discussed at the "round table" can be very diverse: social, regional, moral and ethical, etc. Participation in the round table requires students to have a sufficiently high level of language proficiency and certain knowledge of the problem.

Discussion is one of the forms of debate as a verbal contest. This is an exchange of views on a subject in order to achieve a unity of views on this subject. A prerequisite for discussion is the presence of any controversial issue. The final solution to this issue is developed during the discussion. For its successful conduct, the participants must have knowledge of the subject of discussion, have their own opinion on this issue and have the techniques of influencing partners and managing the conversation.

Some of the non-traditional methods of communicative cultural communication in English language lessons are considered. Their implementation will completely depend on the desire, competence and erudition of the teacher. The ability to involve students in the process of active assimilation of the English language is quite difficult and is largely determined by the desire of students to acquire and improve their language skills and abilities.

In order for students to develop a communicative culture in this direction, it is necessary to teach them self-analysis, self-criticism, and self-expression. Experience proves that the use of non-traditional approaches to teaching lessons in the educational process is interconnected, first of all, with the definition of the structure and content of the educational and cognitive activity of a student. It is necessary to plan the lesson so that the student has the opportunity to independently search for the accumulation of new knowledge, in solving problems of a problematic nature.

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