

EXTRALINGUISTIC AND METHODOLOGICAL APPROACHES TO TEACHING COMMUNICATION IN A SECOND LANGUAGE

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ABSTRACT

A communicative technique is a pattern that is in demand in modern education conditions, where the learning process is a model of the communication process. This article analyzes various teaching methods for communicating in a non-native (foreign) language, discusses the communicative needs of students of national groups. Extralinguistic approaches to teaching communication in a foreign language are also identified.

Keywords: Method, communicativeness, teaching methodology, speech activity, communication, situationality, speech.

INTRODUCTION

Methodological approaches to teaching a foreign language are diverse. This diversity is due to the fact that the opinions on the questions do not coincide: what to speak in another language in general and what is needed in order to learn how to speak another language. "When solving any issue related to teaching a foreign language, we have to unwittingly rely on one or another understanding, firstly, of the nature and organization of the human psyche in general and of the speech mechanism in particular, thirdly, of the essence and distinctive features of the language. Our point of view on the teaching methodology depends on what this understanding is" / 1.p.135/.

Prominent scientific psychologists and methodologists touched on the problem of teaching methods for communicating in a second language: A.A. Leontiev, B.V. Belyaev, V.M. Chistyakov, I.L. Bim, A.N. Schukin, T.I. Kapitonova, V.G. Kostomarov, O.D. Mitrofanova, M.N. Vyatyutnev, E.I. Passov, G.G. Gorodilova, K.Z. Zakiryanov, V.I. Sharnas, G.A. Anisimov, etc.

The method, according to B.V. Belyaev, is a set of principles. The principles of training are considered in the methodological literature as a system of initial, basic requirements for training and its components - goals, content, forms, methods, training tools, the implementation of which provides the necessary effectiveness.

The principles in the form of initial requirements for the training system for its individual components are classified on the basis of the basic for the methodology of sciences, in connection with which the following principles are distinguished:

1 linguistic - systematic, concentric, differentiation of phenomena at the level of language and speech, functionality, stylistic differentiation, minimization, situational-thematic organization of the material, the study of vocabulary and grammar on a syntactic basis;

2 didactic - consciousness, visualization, strength, accessibility, feasibility, systematicity and consistency, activity, collectivity, problems, developmental education;

3 psychological - motivation, phased formation of knowledge, skills, abilities, taking into account the individual psychological characteristics of the personality of the student;

4 methodological - communicative, taking into account the features of the native language, complexity, oral advancing, interconnected training in the types of speech activity / 2, 1990 /.

All the principles included in these groups are closely interconnected and form a single system that ensures the effectiveness of training in general. At the same time, it is possible to single out principles that play a dominant role in relation to a specific form of training or to a given stage in the development of a methodology.

The basis of teaching the Russian language as non-native is based on the following principles: 1) practical communicative purposefulness of learning with reliance on consciousness; 2) a functional approach to the selection and presentation of language material, the study of vocabulary and morphology on a syntactic basis and the choice of sentence as the minimum unit of instruction; 3) a complex-concentric and situational-thematic principle of organizing language material; 4) rational accounting of the native language of students; 5) taking into account the regional geographic aspect in the learning process; 6) the allocation of several stages of training; 7) taking into account specific goals and conditions of study, as well as psychological characteristics of students. / 3.1983 /

The concept of “method” in special literature / 4 / is considered in two meanings: as a fundamental direction in learning and as a combination of teaching and learning techniques, that is, as one of the ways of learning.

Developing the views of I.L.Bim and A.N. Shchukin, he divides the methods used in classes in the Russian language into two groups: general didactic and private methodical / or actually methodical /.

General didactic methods involve the joint activity of the teacher and students, with the help of which the learning objectives are achieved: students acquire knowledge, develop skills and abilities, develop their abilities.

The scientific literature / 2,1990 / discusses the teaching methods that are used by the teacher to present new material, organize its assimilation, control of assimilation and teaching methods that are used by students in the process of cognitive and practical activities. Methodists / 5,1977; 2,1990; / divide these methods into main and related. In the teacher’s activities, the main methods are: 1) showing, 2) explanation, 3) training organization, 4) application organization. Accompanying each of these basic methods is control, including correction and evaluation.

In the activities of students, the main methods are: 1) familiarization, 2) comprehension / or reflection /. 3) participation in a trainer, practice or application of different types of speech activity, related to practice in natural conditions as a method of cognition. Accompanying each of these basic teaching methods is self-control, including self-correction and self-esteem.

In the structure of each method, one can distinguish a group of methodological techniques, which are one of the methods of communicating or acquiring knowledge, developing skills and abilities, and monitoring their level of formation. So, methods of explanation are description,

comparison, analysis. When organizing a training, various exercises are used. The method of organizing the application is implemented using such techniques as answers to questions, retelling of the text, description of the picture, and others.

Private methodical concepts of the method, as scientists note / 2,1990; 4,1987 / is a direction in learning that realizes the goals, objectives and content of language learning and determines the ways and means of achieving them.

In science, the question of teaching methods of the second language is not new, since it began the formation of the methodology for teaching the Russian language of non-Russians. An analysis of the methodological literature shows that at the very beginning of teaching the non-native / second / language, such a classification of methods was created and spread, based on the primary semantization of words. These are: a) a direct or natural method; b) translation or comparative method; c) the mixed or combined method / 6.1958 /.

If the natural method involves the study of a non-native language directly, or directly, without any help from the native language, then the translation method involves the study of the language only by translating it into the native language. A combined teaching method allows the use of a variety of techniques, both direct and translation methods. One of the propagandists of this method was V.M. Chistyakov. He wrote: "The combined method involves the widespread use of direct, direct familiarization with the facts and phenomena of the Russian language. The native language of students is involved in the lessons of the Russian language only to the extent that it helps the study of the Russian language, and does not replace it. In the lessons, one Russian language should be studied, and not two languages together (6.1958).

The direct method and the translation-grammatical method form the basis of theoretical language teaching. In this regard, Professor B.V. Belyaev is developing a conscious way of mastering a non-native language, or a consciously practical method. He believes that "only linguistic practice leads to genuine knowledge of a foreign language - to the direct connection of a foreign language with thinking, to non-translating knowledge of the language, to thinking in a foreign language"

This implies the basic psychological principle of teaching a non-Russian student specific to the Russian language teacher's methodology: students need to be taught not just the Russian language, but thinking in that language.

According to B.V. Belyaev, non-native language is mastered in two ways: 1) in a practical way - an intuitively sensual type; 2) by acquiring theoretical knowledge - a rational-logical type.

As already noted in modern methods, different approaches to teaching the Russian language have been substantiated. There are fundamental differences between these approaches: intuitive or conscious mastery of the language is offered, in the learning process, either reliance on the students' native language is provided, or such reliance is excluded, parallel or sequential mastery of the types of speech activity is recommended.

The leading approach to teaching Russian as a foreign language is the communicative-activity approach, which received theoretical justification in the work of many psychologists and methodologists, and practical implementation in a number of modern textbooks of the Russian language.

Many methodologists (10.1982; 3.1983; 4.1987; 2.1990), taking into account the above approaches, all existing methods of language teaching are divided into the following groups:

- 1) direct - natural, direct, audiovisual, audiolingual;
- 2) conscious - translation and grammar, consciously practical, consciously comparative, programmed reading method;
- 3) combined - communicative, active, communicative-denotive;
- 4) intensive - suggestive, method of activation, emotional-semantic method, rhythmopedia, hypnopedia.

The question of the classification of non-native language teaching methods remains the most difficult in modern methodological literature. A.V. Tekuchev is right, in our opinion, considering that due to the versatility of the components that make up the learning process, the classification of methods can simultaneously be included in different classification schemes, since they include the same classification features.

From the perspective of modern methods, three groups of leading classification features of teaching methods are distinguished:

1) Methodological features. They substantiate the ultimate goal of language teaching: active language proficiency as a means of communication in its oral form (audiovisual, audiolingual teaching methods), or active language proficiency in all types of speech activity (consciously-practical teaching method), or passive language proficiency - reading ability, translate (translation and grammar teaching method).

2) Psychological signs. They determine the ways and means to achieve the ultimate goal of learning: the conscious perception by students of patterns or the intuitive assimilation of speech patterns as a result of performing mechanical exercises.

3) Linguistic features. They determine the role and places of grammar in learning: whether grammar is a starting factor in mastering the language, or is it assigned an auxiliary role, and the center of gravity in the work is transferred from language knowledge to speech practice. It also establishes a systematic or thematic-situational course construction, a linear or functional approach to the selection and presentation of language units (7.1981).

The effectiveness of teaching the Russian language is determined by the main method, which, depending on the purpose, affects the content of training, directs the activities of teachers (teaching) and students (learning), clarifies the structure, orientation of texts, situations, vocabulary and grammar, textbooks and teaching aids.

As such a method, V.I. Shernas (7.1981) introduces a complex-individualized teaching method (KIMO) into the practice of teaching the Russian language.

This teaching method is based on the theory of the activity of L.S. Vygotsky and the speech activity of A.A. Leontiev, which define speech activity as the main object of study, as well as the linguistic concept of N.M. Shansky about the need to give the Russian language as an educational subject the ultimate character (selection of a linguistic minimum), achievement of a general theory of language teaching and functional comparative grammar.

Thus, it is noted that the essence of the first component component of the binary name KIMO - comprehensiveness - embodies a structurally - systematic approach to teaching several languages, taking into account the achievements of pedagogical and other sciences, studying speech activity, patterns and ways of learning from different sides.

The individualized component shows that at the center of the KIMO training system is a student - an integral personality, his philological, cultural and life experience, language education.

The use of a comprehensively individualized method in the process of teaching the Russian language at a national school allows more efficient management of the activities of teachers and students, and helps strengthen interdisciplinary and interlanguage ties. The main thing is that a comprehensively individualized teaching method contributes to the inclusion in the pedagogical process of various linguodidactic patterns, objective factors, to which the teacher's skill and his creative pedagogical thinking can be added.

So, having analyzed the existing methods of teaching a non-native (second) language, we came to the conclusion that the most optimal method for teaching communication in a non-native (foreign) language is the communicative teaching method, and the main principles are, accordingly, the principle of communicativeness and the principle of consciousness.

The essence of the principle of communication is to teach communication in the language being studied in typical areas and situations. Its basis is the assimilation of the learning process to the process of natural communication. Speech skills acquired in the educational process, on the basis of the psychological law of skill transfer, prepare students for speech communication in natural communication.

If communicativeness assumes that students learn mastery of speech during the learning process, then the essence of the principle of consciousness is conscious learning of language

In accordance with these principles, a consciously-practical teaching method has developed. If the conscious-practical method is based mainly on the principles of consciousness, communicativeness, situationality, stylistic differentiation, then we can share the opinion of L.Z.Shakirova that the term "communicative" has come into use in the last decade to replace the term "conscious-practical" method" (8,1990, p. 37).

The theoretical basis of the communicative method was proposed by V.I. Passov. Its main specific feature is that the learning process is a communication model. The communicative method is based on the following methodological principles: the principle of speech (communicative) orientation, the principle of personalized individualization, the principle of situationality of the learning process, the principle of functionality, the principle of novelty of situations, speech-cognitive tasks, working methods (or the nature of the organization of the educational process as a whole) (9.1991) .

The communicative teaching method includes:

1) Cognitive methods, which are verbal methods and the method of self-study of materials by students. Verbal methods - this is the teacher's word, explanation or message, which can be informative or problematic. A message with elements of problem creates communication.

2) Training methods. These include imitation (imitative) and operational methods. If the former make up the work according to the models, then the operational ones are the development of skills to perform various educational operations - exercises. This is the most productive learning method.

The above allows us to conclude that the methodology of teaching the Russian language of non-Russians is considered:

A) as a methodology of teaching the Russian language to foreigners;

B) as a methodology for teaching the Russian language in a national school. The methodology of teaching the Russian language in a national school in its development was based on the foundations of the methodology of teaching foreign languages. The connection of these methods is due to the fact that language learning has a lot in common, that students should not only gain theoretical knowledge, but also practically master the languages for communicative purposes. All these techniques are closely interconnected, interdependent and call the influence on each other.

But when teaching a non-native language, it is important to take into account the factor whether the students' native language is closely related to the learner (for example, Russian - Belarusian or Ukrainian) or heterogeneous (for example, the Russian language is Finno-Ugric or Turkic), since the proximity of language systems is of great importance for determining the volume of the studied material and methods for its submission to students. In determining the methods and techniques of teaching, knowledge of the presence of a natural Russian speech environment in that locality is important.

The implementation of the communicative goal of learning largely depends on the organization of the educational process, close to the conditions of natural communication based on the modeling of speech situations.

Situations used in Russian language lessons to develop speaking skills are a reflection and reproduction of certain facts and cases encountered in the life of students and taken by a teacher in strictly defined frameworks to solve specific problems of the educational process.

It is important to emphasize that these content situations are well known to students. They clearly understand the content of the situation, understand the logic of attitude and behavior in these situations. Creating and using situations in the Russian language lessons is a kind of imitation of the elements of life itself. This is what ultimately gives students the opportunity to actively use the Russian language as a means of communication. This methodical device to a greater extent than traditional methods allows you to use psychological and emotional factors that have a positive impact on the learning process and the assimilation of material in non-native / Russian / language. If the teacher manages to create a natural situation, the lesson is interesting and lively, with the active participation of all students.

Practice shows that very often boys and girls who graduate from non-Russian schools, have good knowledge of the grammar of the Russian language and are able to freely talk about the studied literary works, find it difficult to conduct the simplest conversation in Russian about a surrounding subject or phenomenon of life, inexplicably answer questions about themselves, about their studies and intentions, this means that they did not master conversational Russian speech, i.e. cannot fulfill the most basic requirements of the Russian language program.

A study of the teachers' work experience showed that in the process of teaching Uzbek students to the Russian language, insufficient attention is paid to the development of the ability to directly exchange opinions, situationality is not always used to activate the thought process.

Work on the material of typical communicative situations prepares students for communication in situations similar to natural communication. Therefore, modeling of typical communicative situations can be recognized as one of the effective ways to implement the speech orientation of learning.

In the modern methodology of teaching a non-native language, the situational-communicative principle is considered one of the leading principles, since in any natural act of communication there is a topic and subject of communication, due to the extra-linguistic characteristics of a particular communication situation.

And in conclusion, it is important to note that the communicative orientation of learning requires that any language phenomenon (lexical, grammatical or other) is introduced in the classroom not in isolation, but in the sentence, in the text, indicating its connection with other phenomena of the language, and especially its use phenomena in speech. It is the communicative orientation of training that requires that at any level of language proficiency, and even at the initial stage, all exercises should be as close as possible to the conditions of genuine speech communication, creating typical life situations.

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