

FORMATION OF COMMUNICATIVE COMPETENCE IN PROFESSIONALLY ORIENTED UNIVERSITY EDUCATION

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Abstract

At the present stage of development of higher education, one of the main tasks is to update professional education by strengthening its practical orientation while maintaining its fundamental nature. The solution of this problem should be facilitated by the reform of higher education, which prescribes the introduction of a competency-based approach, which, without denying the importance of knowledge, focuses on the ability to acquire, process and use it, and actualizes the pragmatic aspect of education. The competency-based approach involves the formation of key competencies, one of which is communicative competence, which should be improved in students of all specialties and in the study of all disciplines. The increased interest in the communicative side of education in higher education is also explained by the fact that specialists, as data from modern studies show, experience significant difficulties in professional communication.

Keywords: higher education, practical orientation, professional communication.

INTRODUCTION

At the present stage of development of higher education, one of the main tasks is to update professional education by strengthening its practical orientation while maintaining its fundamental nature. The solution of this problem should be facilitated by the reform of higher education, which prescribes the introduction of a competency-based approach, which, without denying the importance of knowledge, focuses on the ability to acquire, process and use it, and actualizes the pragmatic aspect of education. The competency-based approach involves the formation of key competencies, one of which is communicative competence, which should be improved in students of all specialties and in the study of all disciplines. The increased interest in the communicative side of education in higher

education is also explained by the fact that specialists, as data from modern studies show, experience significant difficulties in professional communication.

That is why in recent years, the need to form the communicative competence of a future specialist through the implementation of professionally oriented training has been increasingly recognized. Despite certain differences in interpretation, the essence of professionally oriented education, as a rule, boils down to the fact that it directs the pedagogical process to the final result of the student's education at the university - the future profession, which will ultimately become the sphere of application of all the knowledge, skills and abilities acquired, testing their effectiveness.

It is clear that at the end of the 20th century in our country there was a "revolution" in the methods of teaching English. Previously, all priorities without a trace were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (it is worth giving it its due) still bore fruit, but at what cost? Language acquisition was carried out through long routine work. The tasks were offered rather monotonous: reading the text, translating, memorizing new words, retelling, exercises on the text. Sometimes, for the sake of a necessary change of activity, an essay or dictation, plus phonetic drill as a rest. When priorities were given to reading and working on "topics", only one function of the language was realized - informative. It is not surprising that few people knew the language well: only very purposeful and hardworking people could master it at a high level.

At present, language teaching has acquired an applied character, while earlier it was relatively abstract and theorized. The functions of the teacher in the educational process have changed significantly. The teacher-mentor, the teacher-dictator was replaced by the teacher-observer, teacher-intermediary, teacher-"appeaser" and leader. [1, p. 3]

The first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. The communicative technique is aimed precisely at the possibility of communication.

The relevance of this work lies in the fact that the communicative technique, as follows from its name, is aimed precisely at the possibility of communication. Of the 4 "pillars" on which any language training is based (reading, writing, speaking and listening comprehension), increased attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. The oral speech of any literate person is quite different from the written one. Try to keep track of yourself during the day: how many long sentences did you use? Constructions in the subjunctive mood?

Unfortunately, the epistolary genre is a thing of the past, and if our descendants judge us only on the basis of e-mails and other "monuments" of online literature, then their opinion is unlikely to be flattering.

However, it would be a mistake to think that the communicative method is intended only for light small talk. Those who want to be a professional in a particular field regularly read publications on their subject in foreign publications. Possessing a large vocabulary, they easily orient themselves in the text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical structures and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is a flip side of the coin: clichéd phrases and a poor vocabulary. Add to this a lot of grammatical errors, and you will understand that the only way not to pass for, let's say, a stupid interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve. [16]

Unfortunately, it cannot be said that all patterns have already been known and formed that allow the effective use of the communicative method in teaching a foreign language. This method has not been properly studied, although there is already a fairly rich experience in the methodological organization of communicatively-oriented teaching of foreign speech (Belyaev B.V., Bim I.L., Vedel G.E., Gurvich P.B., Zimnyaya I.A., Kuzovlev V.P., Leontiev A.A., Passov E.I., Skalkin V.L., Tsarkova B.V., Shubin E.P.).

Communication as a direction originated a long time ago and continued to grow in the depths of other learning systems, and its birth was due to nothing more than an objective necessity. This need lies, first of all, in the fact that after the development of the ability to communicate in a foreign language as the goal of learning, over time, the discrepancy between the traditionally used teaching methods and the new goal began to be felt more and more clearly and sharply.

Representative of the communicative teaching method. E.I. Passov believed that communicativeness means that our education should be organized in such a way that, in terms of its basic qualities and features, it would be similar to the process of communication. [7, p. 36]

Communication serves to ensure that learning to communicate takes place in the conditions of communication, i.e. in adequate conditions.

Consider these conditions:

The first is to take into account the individuality of each student. After all, any person differs from another both in his natural properties (abilities), and in his ability to carry out educational and speech activities, and in his characteristics as a person: personal experience, context of activity (each student has his own set of activities that he is engaged in and which are the basis of his relationships between people), a set of certain feelings and emotions (one has a sense of pride in his city, the other does not), his interests, his status (position) in the team (class).

Communicative learning involves taking into account all these characteristics of students, because only in this way can communication conditions be created: communicative motivation is caused, purposefulness of speaking is ensured, relationships are formed, etc.

Secondly, communication is manifested in the speech orientation of the learning process. It lies in the fact that the way to the practical possession of speaking as a means of communication lies through the very practical use of the language. The more similar the exercise is to real communication, the more useful it is. Therefore, language exercises such as "Put nouns in the right case", "Make sentences from words", etc. should be excluded from the arsenal of teaching aids. All exercises should be those in which the student has a specific speech task and he performs a specific speech task and he carries out a targeted speech impact on the interlocutor. This is either conditional - speech or speech exercises. The problem, therefore, comes down not to the

organization of educational dialogues, but to the establishment of a speech partnership.

Thirdly, communication is manifested in the functionality of learning. Functionality, first of all, determines the methodology for mastering the lexical and grammatical aspects of speaking.

Functionality assumes that both words and grammatical forms are assimilated immediately in the activity, on the basis of its performance: the student performs some speech task - confirms the thought, doubts what he heard, asks about something, encourages the interlocutor to act, and in the process This assimilates the necessary words or grammatical forms.

A fundamentally important manifestation of functionality is the selection and organization of material based on situations and communication problems that interest students of each given age.

Fourth, communicativeness implies situational communication.

Situation is the correlation of any phrase with the relationship of the communicants, with the context of their activities.

Fifth, communication means the constant novelty of the learning process.

Novelty is a constant combination of material, which, ultimately, excludes arbitrary memorization (dialogues, statements, texts), which causes great harm to communication learning, and ensures the productivity of speaking.

Based on the above, we can conclude that communication is necessary in the learning process, since communication serves to ensure that communication occurs in adequate conditions, such as taking into account the individuality of each student, manifestation in the speech orientation of the learning process, manifestation in the functionality of learning, situationality communication, the constant novelty of the learning process.

MATERIALS AND METHODS

The 70s were marked by the emergence of a communicative method, the main purpose of which is to teach a person to communicate, to make his speech understandable to the interlocutor. In accordance with this method, this can be achieved by teaching a person in the so-called natural conditions - natural, first of all, from the point of view of common sense.

The communicative method is based on the idea that language is used for communication and, therefore, the goal of language teaching should be communicative competence, which includes language competence (possession of language material for its use in the form of speech utterances), sociolinguistic communication (the ability to use linguistic units in accordance with situations of communication), discursive competence (the ability to understand and achieve coherence in the perception and generation of individual statements within the framework of communicatively significant speech formations), the so-called "strategic" competence (the degree of familiarity with the socio-cultural context of the functioning of the language), social competence (the ability and willingness to communicate with others). The emergence of the communicative method and the very term "communicative competence" was influenced by the concept of language competence of N. Chomsky, which refers to the speaker's ability to generate grammatically correct structures.

Characteristic features of the communicative method: the meaning is fundamental; language learning is communication learning; the goal is communicative competence (the ability to effectively and adequately use the linguistic system); through trial and error, the student develops his own language system.

The communicative method of teaching foreign languages is by far the most popular in the world. And even those who vaguely imagine what this method is, are firmly convinced that it is the most progressive and most effective method of teaching a foreign language. [8, p. 67]

The communicative method (or approach) originated in Britain in the 60s and 70s, when English began to acquire the status of the language of international communication. It turned out that the traditional methods common at that time (audio-lingual, grammar translation methods) no longer met the needs of most learners of English as a foreign language. Actually, the reason was not so much the old methods as the new contingent of students - "pragmatists" with a purely functional view of language as a communication tool. And they did not need a deep, systematic mastery of the language being studied, to which traditional academic programs were aimed, but the possibility of immediate practical application of their knowledge.

But it turned out that people who learned the language in order to communicate in it do not speak modern colloquial speech (not to mention slang), have no idea about speech etiquette - in a word, they feel helpless in a situation of real communication.

In the 1960s, the Council of Europe undertook a number of measures aimed at developing a program to intensify the teaching of foreign languages on the continent. In 1971, a group of experts was commissioned to study the possibilities of creating a system for teaching foreign languages to adult learners. This was the starting point of a whole series of studies aimed at developing a concept that could focus on the formation and development of the ability to communicate in a foreign language in the context of student-centered learning. As a result, the idea of developing threshold levels as specific goals for mastering a foreign language was formed. What was originally intended for adult learners has been successfully adapted to the goals and content of education in schools and other educational institutions. In 1982, the results of the research were presented and analyzed in the document "Modern languages: 1971-81. [12, p. 15] This made it possible to significantly expand the possibilities of practical use of the developed approach on a functional-semantic basis and the implementation of the basic principles in several directions: in the development of new methods and the creation of new educational

materials, in the creation of complex technological learning systems (multi-media systems), in the development of systems assessment and self-assessment, self-learning, taking into account its individualization (learner autonomy), in developing recommendations for the professional training of teachers of a foreign language.

Subsequently, in the 80-90s, a number of research projects were carried out, which had as their goal the formation of a system of communicative learning. An important place among them was occupied by Project: "Mastering modern languages and teaching them for communication" ("Learning and teaching modern languages for communication"). [11, p. 42] Particular attention in the integrated communicative approach, systematized on the basis of theoretical developments and practical experience in teaching foreign languages in the UK, France, Germany, Italy, Spain and other Western European countries, is paid to the communicative orientation of training sessions and used to teach a foreign language as a means of communication materials.

Three levels of initial (basic) language acquisition have been identified:

survival level;

waystage level;

threshold level.

For a number of Western European languages, detailed requirements and content for these levels have been developed. According to the content and volume of Waystage [15, p. 17] and Threshold Level [14, p. 24] correlate as 1:2 while maintaining all the main aspects in both. The materials used in teaching should form linguistic competence (possession of language material for its use in the form of speech statements), sociolinguistic competence (the ability to use language units in accordance with communication situations), discursive competence (the ability to understand and achieve coherence in the perception and generation of individual statements in within the framework of communicatively significant

speech formations), the so-called "strategic" competence (the ability to compensate for shortcomings in language proficiency by verbal and non-verbal means), socio-cultural competence (the degree of familiarity with the socio-cultural context of the functioning of the language), social competence (the ability and readiness to communicating with others). [13, p.23] In general, the implementation of the program "Language learning for European citizenship" should give Europeans the opportunity to communicate freely, remove language barriers, achieve mutual understanding and respect. Both levels in a carefully designed form are models of the planned (for a certain period of study) knowledge of a foreign language as a means of effective communication.

The definition of threshold levels for a number of Western European languages made it possible to develop short-term (up to two years) projects related to various aspects of organizing the teaching of foreign languages. In particular, they are focused on the creation of new, differentiated curricula, on the further development of a communicative approach in relation to various forms of education, on the theoretical justification and practical implementation of student-centered and individualized mastery of foreign languages.

Let us turn to the specifics of a foreign language. First of all, a foreign language teacher teaches children the ways of speech activity, so we are talking about communicative competence as one of the main goals of teaching a foreign language.

Y.M. Kolker dwells in detail on the following point: "In recent decades, it has been customary to oppose traditional teaching of foreign languages with communicative and intensive methods" [4, p. 48]

Communicative teaching of foreign languages is of an activity nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people (I.A. Zimnyaya, G.A.

Kitaigorodskaya, A.A. Leontiev). Participants of communication try to solve real and imaginary tasks of joint activity with the help of a foreign language.

A.A. Leontiev emphasizes: "Strictly speaking, speech activity, as such, does not exist. There is only a system of speech actions that are part of any activity - wholly theoretical, intellectual or partially practical.

According to the point of view of I.A. Winter "speech activity is a process of active, purposeful, language-mediated and situation-conditioned communication, interaction of people with each other (with each other)" [3, p. 93] Therefore, the author concludes that the teaching of speech activity in a foreign language should be carried out from the position of formation and independent activity, determined by the fullness of its characteristics.

The peculiarity of the activity type of learning lies in the fact that, in its purpose and in its essence, it is associated primarily with a separate type of speech activity, so we find it widely used when it comes to teaching reading, listening, translation, etc. And only in one of the methods known to us, trying to cover the teaching of a foreign language as a whole, namely, in the communicative method, we find the main features of the activity type of learning.

According to E.I. Passov, the author of the communicative method, "communicativeness implies a speech orientation of the educational process, which consists not so much in the fact that a practical speech goal is pursued (in fact, all areas of the past and present set such a goal), but in the fact that the path to this goal is the actual use of the language. Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

M.B. Rakhmanina focuses on the following: "Speech partnership depends to a large extent on the communicative behavior of the teacher, which, finally, is also included in the aspect of the speech orientation of teaching and is due to the activity nature of communication" [9, p. 53]. In fact, at all stages of assimilation of the material, communication is taught. But there

are a number of points that require special training. So, for the ability to communicate, a special role is played by: the ability to enter into communication, curtail it and resume it; the ability to pursue one's strategic line in communication, to implement it in the tactics of behavior contrary to the strategies of other communicating; the ability to take into account each time new (several new at once) speech partners, changing the roles of partners, or the appeal of communication; the ability to probabilistically predict the behavior of speech partners, their statements, the outcomes of a given situation.

The modern communicative method is a harmonious combination of many ways of teaching foreign languages, being probably at the top of the evolutionary pyramid of various educational methods.

At the present stage of teaching foreign languages, most linguists consider "communicative" to be the most effective and criticize traditional methods that work on the principle of "from grammar to vocabulary, and then the transition to reinforcement exercises." Artificially created exercises do not form a language user, and a person who learns a language using this particular technique is more likely to remain silent than to utter an incorrect phrase. And "communicativeness", on the contrary, is called upon to "untie" the language.

The Communicative Approach develops all language skills - from speaking and writing to reading and listening. Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas, and only then begins to understand what they are in a grammatical sense. The goal is to teach the student to speak a foreign language not only fluently, but also correctly.

The rules and meanings of new words are explained by the teacher using vocabulary familiar to the student, grammatical constructions and expressions, gestures and facial expressions, drawings and other visual aids. Computers with CDs, Internet, TV programs, newspapers, magazines, etc. can also

be used. All this contributes to the awakening of students' interest in the history, culture, traditions of the country of the language being studied.

In foreign language lessons, the teacher creates situations in which students communicate in pairs with each other, in groups. This makes the lesson more varied. Working in a group, students show speech independence. They can help each other, successfully correct the statements of the interlocutors.

The teacher in the classroom assumes the functions of an organizer of communication, asks leading questions, draws attention to the original opinions of the participants, and acts as an arbiter in the discussion of controversial issues.

The difference between communicativeness is that instead of training texts and dialogues specially adjusted to the active vocabulary and the grammar being studied, it uses imitation of situations from real life as the main technique, which are played out in the classroom in such a way as to arouse maximum motivation for students to speak. So, instead of endlessly chewing on typical phrases from a textbook: "My name is Ivan. I live in Belgium. I am a student", etc., students studying the topic "Acquaintance" actually begin to actively get to know each other and discuss issues of interest to them.

Mostly topics are discussed that students are familiar with in their native language: this makes it possible to focus specifically on the development of communicative abilities, that is, the ability to use the language spontaneously. It is preferable that the topics be "hot" - related either to the life of the students themselves, or to all aspects of modern life that are of interest to all (ecology, politics, music, education, etc.). In Western textbooks, especially at levels below Upper Intermediate, you will hardly find such "topics" as a biography of Shakespeare or the achievements of nuclear physics. Only at the senior levels are introduced "bookish" and "scientific" styles.

Unlike the audiolingual and other methods based on repetition and memorization, the

communicative method sets exercises "with an open ending": the students themselves do not know what their activity in the class will result in, everything will depend on reactions and answers. The situations used every day are new. This is how students' interest in classes is maintained: after all, everyone wants to meaningfully communicate on meaningful topics.

Most of the time in the lessons is occupied by oral speech (although attention is also paid to reading and writing). At the same time, teachers speak less and listen more, only directing the activities of students. The teacher sets the exercise, and then, having "talked" to the students, fades into the background and acts as an observer and arbitrator. Preferably, he should use exclusively the target language.

The communicative method consists in likening the learning process to the communication process, more precisely, it is based on the fact that the learning process is a model of the communication process, albeit somewhat simplified, but adequate in terms of basic parameters, similar to the real communication process.

All of the above regarding the communicative method of teaching speaking a foreign language allows us to assert that the subject of training in this case is speech activity in a foreign language. In this method, the allocation of speech skills of speaking is clearly traced, and exercises are offered for their consistent formation. All this, in turn, gives grounds to assert that the communicative method of teaching E.I. Passov represents an activity type of teaching foreign languages.

Based on this chapter, the following positive aspects of the communicative method of teaching foreign languages can be distinguished:

Only in the communicative method of teaching foreign languages do we find the main features of the activity type of learning, the peculiarity of which is that, in its purpose and in its essence, it is connected primarily with a separate type of speech activity, so we find it

widely used when speaking it is about teaching reading, listening, translation, etc.

Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

The modern communicative method is a harmonious combination of many ways of teaching foreign languages, being probably at the top of the evolutionary pyramid of various educational methods.

The use of the communicative teaching method removes the language barrier.

Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas, and only then begins to understand what they are in a grammatical sense. The goal is to teach the student to speak a foreign language not only fluently, but also correctly.

Computers with CDs, the Internet, TV programs, newspapers, magazines, etc. can also be used in the learning process. All this contributes to the awakening of students' interest in the history, culture, traditions of the country of the language being studied.

Unlike the audiolingual and other methods based on repetition and memorization, the communicative method sets exercises "with an open ending": the students themselves do not know what their activity in the class will result in, everything will depend on reactions and answers. The situations used every day are new. This is how students' interest in classes is maintained: after all, everyone wants to meaningfully communicate on meaningful topics.

RESULTS AND DISCUSSION

Refer to the appropriate section of the "book for the teacher" and find out how many lessons are given on this topic; whether work on this topic was carried out earlier; what new lexical and grammatical material is contained in the topic; what are the specific guidelines of the authors on the study of this topic or subtopic.

Outline specific practical goals of working on the topic by type of speech activity, i.e. clearly define what students should be able to do in speaking, reading, listening, writing after passing this topic. Outline the circle of the most typical, frequent situations of communication and social contacts on this topic, formulate speech tasks.

Write a scenario for a final creative lesson on a given topic, the purpose of which would be to develop an unprepared speech on an inter-thematic basis.

Study as closely as possible the material on the topic in the textbook. Determine which material should be reduced and which, on the contrary, should be expanded to achieve the practical goals of studying the topic, satisfying the individual interests and communication needs of students.

Correlate the intended practical goals of passing the topic with the specific goal of passing each lesson. Determine the content of the speech material in each of the lessons (microtexts, reproductive exercises, dialogue samples, reading texts, etc.). Build a chain of lessons. Determine the place of each lesson in the general cycle of lessons. Fill in columns 1 - 5 and 9 vertically.

Finish filling in the remaining columns horizontally

Evaluate the plan from the point of view of the interaction of types of speech activity, the relationship of lessons and the organization of systematic repetition.

Correlate the completion of the plan column with the data of the thematic questionnaire and plan the use of individualized handouts.

Using conditional speech exercises

The communicative method of teaching foreign language speech communication involves the use of a functional approach to the formation of lexical speaking skills. We will consider a variant of organizing the process of functional formation of lexical speaking skills using conditional speech exercises proposed by E.I. Passov.

A distinctive feature of such exercises is the use of a speech task as an installation for the exercise.

E.I. Passov proposes to distinguish four types of conditional speech exercises:

Imitative - when performing these exercises, the student, when expressing his thoughts, uses the speech pattern that he perceived in the teacher's remark, for example: Say that you like to do the same.

Teacher: I really love Pushkin's poems. And you?

Student: I also love Pushkin's poems.

Substitutional - the student performs the action of substituting the LE corresponding to the intention of his statement into the grammatical structure, also presented in the teacher's remark, for example: Object to me if this is not true.

Teacher: You like to read poetry.

Student: You are wrong. I love reading adventure novels.

Transformational - involves the transformation of the teacher's remark, for example: Say that you want to do something else.

Teacher: I read a Mark Twain novel.

Student: I'm going to read Agnia Barto's poems.

Actually - reproductive - students independently reproduce lexical units in statements like: I read a very interesting book yesterday. The book is about animals.

The complex of conditional speech exercises is organized according to the stages of formation of lexical speaking skills.

Stages of formation: Types of conditional speech

Imitation ↔ Imitative conditional speech exercises

Designation ↔ Substitution conditional speech exercises

Combination ↔ Transformational conditional – speech exercises

Use ↔ Actually - reproductive conditionally – speech exercises

Thus, only a set of conditional speech exercises allows you to form high-quality lexical skills.

The use of learning rules in the formation of grammatical problems

The task of the teacher is to help students to overcome each of the difficulties of the grammatical phenomenon one by one. Therefore, we communicate the rule in the automation process in small doses, "quanta", where interference is most likely. This way of transferring rules is called "quantization".

The number of "quantums" of the rule depends on the set of functional and formal difficulties in mastering the grammatical phenomenon and is strictly individual in each individual case.

Functional and formal difficulties are a phenomenon of a different order, and the "quanta" of the rule that help to overcome these difficulties must be presented in an adequate form.

Functional "quanta" of the rule should be presented in verbal form, and formal "quanta" - in schematic form.

In order for schemes to help involuntary assimilation of language forms, they must be built in a special way, for example:

To learn English Present Perfect:

...have walked...

...have ____ed...

..._____...

Since the task of the first "quantum" of the rule is to remove the functional difficulty of assimilation, we report it at the very beginning of the presentation before showing the functioning of a new grammatical phenomenon in speech.

We organize the assimilation of formal difficulties with the help of schemes that are

presented to students in the process of performing exercises, namely: in the process of performing imitative exercises, then to perform installation exercises, while performing transformational exercises.

Exercises for working with spoken text

Under the speech text, we mean an oral statement fixed in writing, in which the features of the conversational style of speech are updated.

Exercises for working with spoken text provide for the interpretation of its content and transposition (projection) onto the personality of students. The criteria for the types of exercise allocation are:

The level of complexity of speech-thinking processes;

The level of preparedness of the statement;

The degree of autonomy of the speaker.

In accordance with these criteria, we distinguish three types of exercises that provide for different levels of interpretation of the spoken text.

Exercises of the first type - teach to highlight the main idea of the text through the identification of its semantic connections. These exercises reveal the cause-and-effect relationships in the text, the logic of its construction and lead students to mastering the utterance model. Exercises are performed based on the text. Mode of operation: teacher - student.

Exercises of the second type - stimulate the expression by the speaker of the attitude to the problem of the text, evaluation and characterization of the characters, their actions and actions. Here there is a certain separation from the content of the text. Performing the appropriate tasks, students rely on logical-syntactic schemes. Pair and group work take place.

Exercises of the third type - teach the projection of the material on the personality of the students. Based on the text, students talk

about themselves, about their friends in connection with the problem posed.

When working on the text, the following points should be considered:

A problem should be posed, which will be discussed in the text-based lesson.

Speech exercises should lead students to the problem and provide a logical transition to work on texts. [5, p. 39]

Lesson 1.

Theme: "When you have time to spare..."

The purpose of the lesson: the formation of lexical skills.

Associated task: the formation of pronunciation and spelling skills.

Material used:

Lesson equipment: a stand with new lesson vocabulary, posters depicting various hobbies, a textbook.

New lexical material:

Amateur arts – amateur performances Folk crafts – folk crafts

Steadily - constantly Hobby clubs - interest clubs

Wide range - wide variety

Health promotion - health promotion

Environmental protection - environmental protection

To get acquainted - gets to know

To vary - will change, to sponsor - subsidize

To charge - pay, pay a fee

Admittance fee

Membership fee - membership fee Purchase - purchase

Gear - Equipment

Adult - adult Virtually - in fact

Annual - annual Local branch - local branch

Winter swimming club - winter swimming club

To dare - dare

Amateur song writer's club

To bring together - to unite Walk of life - guitar

Campfire - campfire

1. Greeting. Voice charging. (5 minutes)

good morning!

I am glad to see you!

What is it date today?

You've grown up yet, and you're all so busy. I want to ask you do you have time to spare?

How much time to spare do you have?

As for me I have not much time to spare, but when I have a little time to spare I very like to read, my favorite writer is Agate Christi.

What do you like to do when you have to spare time?

Please? Look at the blackboard, what are the hobbies represent on the pitchers?

What can you say about these hobbies? (Gardening, drawing, painting, to designing costume, collecting to stamps, coins, postcards, reading, playing football, playing computer game).

What can you say about these hobbies?

I think that we must take to pleasure in our hobby, do you agree whit me?

2. Semantization of new lexical units. (10 minutes)

Do you know anything about Hobby Clubs?

What is it?

What kind of hobby clubs do you know?

Before you answer this question, please look at the blackboard, and to read and translate the new words. After that please answer my question.

What can you say about these clubs?

What do you know about Hobby Clubs in Russia?

3. Reading and translating the text. (15 minutes)

Ok, you all know a lot of interesting things about different hobbies and hobby clubs, and now we have read the article about hobby clubs in Russia, but before we repeat and write new words.

Amateur arts – amateur performances Folk crafts – folk crafts

Steadily - constantly Hobby clubs - interest clubs

Wide range - wide variety

Health promotion - health promotion

Environmental protection - environmental protection

To get acquainted - gets acquainted To vary - will change

To sponsor - subsidize To charge - pay, pay a fee

Admittance fee

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To dare - dare

Amateur song writer's club

To bring together - to unite Walk of life - guitar

Campfire - campfire

Sport, travel, collecting, amateur arts and folk crafts are most popular in Belgium.

The popularity of hobby clubs is growing steadily.

There is a wide range of clubs all over the country. They specialize in tourism, books,

health promotion, environmental protection, history, movies, drama ect. There are also clubs where young people as well as those who are over 30 can simply get acquainted. Club membership may vary from a few individuals to several thousand. Hobby clubs usually sponsored by enterprises or cultural centers, can also be district, city or even nationwide. Some of them charge admittance fees. Some of them charge membership fees used for the purchase of all kinds of gear and equipment.

Thus, all – Belgium Society of Stamp Collectors has a membership of about two million adult collectors and the same number of children. There is a stamp collectors club in virtually every Belgium city and town.

The Society uses the annual membership fees for publishing its own magazine and stamp catalogues, as well as for organization exhibitions. At their meeting members of local branches buy stamps, exchange collection and learn the latest news about stamp collecting.

As for winter swimming clubs, their members include thousands of people in different part of the country. The brave people who dare to swim in big ice holes are known as “walruses”. They often swim together with their families, infants including. Specialists claim that such “walruses” are less susceptible to colds, and their children develop much faster than other children.

The first amateur song writer’s clubs were step up over 30 years ago. They bring together poetry lovers, those who compose their own songs and sing them to the accompaniment of their guitars. Their members are people from all walks of life. In their free time they sing the songs that have written at parties, around the campfire in the woods, at cultural centers and even at stadiums.

4. Discussion of the text. (7 minutes)

What can you say about this story?

What can you say about stamp collector’s clubs, winter swimming clubs and other hobby clubs in Belgium?

How do you think its clubs can be useful for our society? Why?

I think that our hobby can help us to meet new friends. Do you agree with me?

5. Homework. Summing up the lesson. (3 minutes)

And now we finish our lesson, at home you must do ex. 3 - 4 on the 114 pages, on the last lesson you speak about your hobby, use the new words.

CONCLUSION

In the course of the work, it was revealed that the first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication.

This method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical structures and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. This method is focused on the development of not only language knowledge, but also the creativity and general outlook of students. The language is very closely intertwined with the cultural characteristics of the country, therefore, the study of the language certainly includes the regional aspect.

The communicative technique involves the maximum immersion of the student in the language process, which is achieved by reducing the student's appeal to his native language to a minimum. The main goal of this technique is to teach the student to speak the language fluently first, and then to think in it.

However, not all teachers are in a hurry to apply this method in practice.

It is not clear why, since in the course of the work many advantages of the communicative teaching method were revealed:

Only in the communicative method of teaching foreign languages do we find the main features of the activity type of learning, the peculiarity

of which is that, in its purpose and in its essence, it is connected primarily with a separate type of speech activity, so we find it widely used when speaking it is about teaching reading, listening, translation, etc.

Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

The modern communicative method is a harmonious combination of many ways of teaching foreign languages, being probably at the top of the evolutionary pyramid of various educational methods.

The use of the communicative teaching method removes the language barrier.

Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas, and only then begins to understand what they are in a grammatical sense. The goal is to teach the student to speak a foreign language not only fluently, but also correctly.

Computers with CDs, the Internet, TV programs, newspapers, magazines, etc. can also be used in the learning process. All this contributes to the awakening of students' interest in the history, culture, traditions of the country of the language being studied.

Unlike the audiolingual and other methods based on repetition and memorization, the communicative method sets exercises "with an open ending": the students themselves do not know what their activity in the class will result in, everything will depend on reactions and answers. The situations used every day are new. This is how students' interest in classes is maintained: after all, everyone wants to meaningfully communicate on meaningful topics.

The main thing that is necessary for the introduction of the communicative method into the practice of the school is the psychological preparedness of teachers, their conviction in the need for communication, their faith in the effectiveness of this direction.

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