EFFECTIVE METHODS OF TEACHING A FOREIGN LANGUAGE

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Abstract: The article describes two of the most effective methods of teaching a foreign language, such as the project method and the method of creating logical-communicative support schemes in the process of teaching speaking to primary school students.
Keywords: project method, independent, support schemes, logic, development of creative skills.

One of the most important tasks facing modern education today is the education of a person with a high cultural level, the ability to adapt to any situation.

It is necessary to gradually introduce students to the practice of communication at a high level. To realize the intellectual and personal potential, it is necessary to involve students in a dialogue of cultures. In order for communication to take place at a sufficiently high level, it is necessary to raise the level of communicative culture, develop communication skills, broaden horizons, captivate children, immerse them in a new unknown world, including doing this in a foreign language.

Communicative competence is a unique system that includes skills, abilities and the ability to analyze situations that arise when communicating with different people in different situations. The term "communicative competence" in our time includes not only the ability to work with practical information, but also to pass on these skills and knowledge to the next generation.

The following tasks are solved in the process:

1. Respect for the culture of each nation, tolerance, a realistic attitude to what is happening are cultivated in students;
2. Formation of analytical and comparative skills;
3. Draw conclusions from the work done;
4. Develop flexibility in decision-making;
5. Use of modern teaching methods;
6. Analysis of changes in the level of skills that students have mastered over a certain period.

The main approaches to training are:

1. Competence-based (development of professional and communicative competence with all its components, linguistics, sociolinguistics, sociocultural, strategic.);
2. Integrated;
3. Personally-oriented (creating conditions in which the student can develop their hidden talents, move forward, and learn new things);
4. Program-targeted (training according to a program);
5. Personally-active (organize the student's movements in such a way as to direct them toward development);
6. Systemic-constructive;
7. Conscious-cognitive;
8. Intercultural.

The training system is subject to the following principles:

1. The principle of communicative focus;
2. The principle of integration and differentiation of teaching various types of speech activity;
3. The principle of consciousness and clarity, which will develop individuality and respect for the native and foreign language in the student.

To achieve the set goal, I can recommend the project method: the learning process becomes individually focused and the student has the opportunity to independently plan their activities and control themselves, draw conclusions and learn a lesson from their actions.

The essence of the project method is to allow the student to acquire knowledge in the learning process, solve practical tasks and problems that affect all knowledge from all areas. The teacher currently coordinates and tries to direct the student to move in the right direction. The project method allows the student to choose the topic, sources of information, the method of its presentation. With this method, the student himself leads the project, he feels responsible, which arouses greater interest and spurs the student to achieve the maximum result. Of course, competition, which is present in the class, plays a role here. The student tries to stand out and show himself as a leader.

We can say that this is a kind of creative work, focused on achieving the goal and developing the skills and abilities of self-organization.

Projects that are designed to teach a foreign language have the following main features:

1. Using the language as much as possible in a real situation, as close as possible;
2. Emphasis is placed on independent work, achieving the highest result;
3. Selecting a topic close to the student, which will allow in the future to determine what interests and what the student is drawn to;
4. Selecting and analyzing the material in accordance with the chosen topic;
5. Interactive presentation of the results of your work.

A successful solution to the task at hand lies in the central stage, determining the topic, problems and relevance of the selected material for research.

At the development stage, the help of a teacher will be required (especially at the very beginning of learning the language, as well as in grades 5-6). This work involves regular meetings and consultations on the selected material. This material is analyzed in detail, analyzed and the essence is highlighted. At these meetings, the material is adjusted, new directions of movement are developed.

Before starting to collect information, it is important to familiarize yourself with the language material and conduct pre-communication training.

After completing the first stages, the activity strategy is determined. At this point, the teacher is obliged to monitor the selection of information sources, prompt at the right moment what is more suitable from the selected material, and also assist in the interaction of students with cultural institutions, children's centers and other institutions.

At each stage, the main role of the teacher is to monitor the student's movements along the project ladder, it is necessary to turn knowledge into practical experience.

The next stage is the preparation of a presentation using computer tools or posters and stands. The result of all this is a demonstration of the work done.

The summing up stage includes monitoring the mastery of the material, speech development, and the development of communicative data. A general assessment is given to the entire project. Personal participation of each student. At this point, the teacher's activities are also analyzed, whether he was able to help the student complete the assigned task, whether the information given by the teacher was useful. The teacher's competence is assessed.

These project works can be used in the future, for example, in open lessons, competitions, quizzes. In my opinion, the more time you devote to independent analysis in the educational process, the better the knowledge is absorbed and systematized, since each stage was completed in small steps and was absorbed gradually.

Nowadays, there are many different seminars that are held with the participation of students from other countries. A dialogue of cultures takes place. The subject of these seminars can be on any topic, mainly it touches on current issues that are historical, international or environmental in nature. Recently, photo and video projects have been especially in demand. An understanding of the culture of another people occurs, opportunities expand and new perspectives open up.

In teaching English. The project method is especially popular, students are increasingly interested in the language, the process completely absorbs them and the results of knowledge are also impressive. Students have become more interested, have become more attentive and responsible in approaching the tasks set, every day the desire for new information is growing, which can be used for the benefit of their self-education.

I consider the use of logical and communicative support schemes in the process of teaching speaking to younger students to be another popular direction in learning a foreign language.

At the initial stage, many problems arise. Children are still small and such a load is beyond their strength, so it is necessary to take into account both the psychological characteristics of each student and to maintain contact with the structure of the lesson. The main task is to support the student's performance throughout the lesson, prevent fatigue, maintain interest and not let the student get bored. In my opinion, at a younger age, information is best absorbed visually with the help of diagrams and tables.

Logical and communicative schemes can vary from sentences to a whole image. The ultimate goal of using diagrams is to teach the student to express their own opinion, develop independence and creativity.

Diagrams allow you to differentiate the approach to the student, activate the capabilities: memory, thinking, logic, imagination, principles of memorization.

The technique itself consists of three main stages. First, a speech standard is created, which meets the requirements of the program and corresponds to the student's level. It includes previously studied language and speech material.

The second stage is the direct creation of the diagram. Depending on the level of the student and his skills, symbols are selected that become a signal. These can be both pictorial and verbal symbols.

When drawing up a diagram, you must adhere to the principles:

1. The principle of accessibility, the diagram should not be overloaded with unnecessary information;

2. The principle of image accessibility, students develop a habit of certain signals expressing a certain lexical or grammatical meaning;

3. Logical order of presentation;

4. Color parameters (Remember, warm colors improve attention and performance. You should not make a rainbow out of the diagram, this will scatter attention, it is better to use a tricolor, the main part is black, important points are blue, exceptions are red.);

5. The principle of reliability, it is better to use pictures and appliques for a brighter perception;

6. The principle of separation (each diagram includes an introduction, main part and conclusion).

Conclusion. The next stage is teaching the student, first there is familiarization, during the lesson you return to the diagram, pay attention to important aspects, and then there is teaching a holistic statement. Logical and communicative diagrams allow you to save time on assimilation and memorization, especially since the image of a picture always pops up, which can be imagined mentally. Over the past few years, there has been a tendency to an increase in students interested in the subject. Nowadays, knowledge of a foreign language is a guarantee of the future competitiveness of a student in the future.

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