

(parts of the world), the people there heard a different language. Over time, the process of borrowing vocabulary began, and over time, the process of creating a new language began.

With the help of travelers who traveled to different cities and countries, languages began to spread. People from all over the world began to communicate with each other.

I really like the cartoon "Brave" directed by Brandy Champagne and Mark Andrews. In the scene where the lords came to the kingdom with their firstborn to ask for Merida's hand and heart, a greeting from the three lords, which showed how different clans are. Appearance, inner world, attitude to each other, body composition and, ultimately, language and speech - all these are different clans. Also certain talents. The first clan, McGaffin, relies primarily on appearance, and only then on strength; the second - Mackinton by force; third - Wingwall on sharp teeth, which can bite the victim and strength very much. A place where they all live the same, but the language, traditions and habits are different. The legend told by Eleanor says that at first their kingdom was one, but when the wise king grew old, he decided to divide the kingdom between four sons. All would be well if one of the sons did not want more, and did not start a war between the brothers. As these kingdoms disintegrated, different traditions and manners began to emerge that differed slightly.

Thus, all languages most likely originate from one language.

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ENGLISH LANGUAGE TEACHING METHODOLOGY

It is important to distinguish language and speech. Language is a system of conventional symbols with the help of which combinations of sounds are conveyed

that have a certain meaning and meaning for people. Speech is a set of pronounced and perceived sounds that have the same meaning and the same meaning as the corresponding system of written signs. The language is the same for all people who use it, the speech is individually unique. The speech expresses the psychology of an individual or a community of people, the language reflects in itself the psychology of the people for which it is native, and also all others who lived before and spoke this language.

The methodology of teaching English studies the paths that lead to mastering the language, takes into account the form and content of linguistic phenomena, as well as their functions, primarily communicative, and seeks to teach students to exchange information in the target language, to participate in language communication. Learning to communicate in English is understood as teaching speech activity, which includes all manifestations of speech behavior of a native speaker.

The essence of the communicative concept in teaching a foreign language lies in the fact that in the course of training sessions, special conditions are created in which the student, relying on the acquired knowledge, independently solves communicative problems by means of a foreign language in the process of modeling communication situations or in the process of finding solutions when reading literature. At the same time, reliance is made on the method of organizing training using active methods and developing motivation for the formation of a foreign language communicative competence of a student.

The communicative approach to teaching foreign languages was studied in detail in the 70s of the last century in the framework of communicative (in other terms, communicative-functional) linguistics, the main provisions of which are as follows:

- in the process of communication, as a special kind of human activity aimed at establishing and maintaining communication and used to transfer information between people, two sides interact - linguistic and social, since any statement made in

a specific communication situation has a very wide background of preliminary conditions affecting its organization;

- the language is used taking into account the situation of communication and the influence on the verbal strategy of the writer / speaker, that is, taking into account the pragmatic effect, which excludes the possibility of the existence of isolated statements created outside the communicative context;

- units of communication (and, accordingly, training) are a certain kind of action, the so-called speech acts: statement, request, question, apology, gratitude, etc. The communicative significance of the structural elements of a speech act (words, phrases, sentences) is revealed in a coherent text that determines their functions and relationships;

- the generation of a speech act is preceded by the formation of the speaker's speech intention, which takes into account the preliminary knowledge about the communication partner, the purpose, subject, place and time of the statement;

- the most natural are oral types of communication - listening and speaking, which are manifested most often in a dialogical form.

Communicative linguistics had a great influence on the methodology of teaching foreign languages, putting into the spotlight such problems as situationally conditioned teaching of oral types of speech activity, typology of texts and situations, the development of communication-oriented exercises, the widespread use of role-playing games, listening, case-method, using modern technologies, etc.

In turn, the communicative approach is defined by David Phillips as "an attempt to avoid formal (or traditional) approaches, consisting of grammar and translation, and move to approaches in which the student uses language as a means of communication."