

MODERN AND INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

At present, there is a sharp increase in interest in the problems of the ethno-psycholinguistic level, which regards language as a reflection of socio-cultural reality, which accordingly makes it necessary to study the integral picture of the world that is present in the cultural tradition of both its own and the studied people.

Modern answers to the questions, what to teach and how to teach, the methodology and the didactics of teaching foreign languages is looking for, based on studies analyzing the correlation of language, speech and thought, thinking and communication, communicative and cognitive in speech, etc.

The principle of variability, proclaimed in Russian education, makes it possible for secondary schools to choose any model of the pedagogical process, including author's. In these conditions, the teacher of a foreign language is given a certain freedom of creativity, freedom to choose innovative models and technologies of instruction, without which the modern educational process is inconceivable.

Innovative phenomena that give rise to the specifics of the teacher's activity in modern conditions, cause the transition from the knowledge paradigm of the pedagogical process to the individual, from the "communicators" - to the interactive methods of teaching.

With the group form of the organization of the educational process, all the didactic tasks can be solved: the study of new material, consolidation, repetition, the application of knowledge in practice, the solution of creative tasks. But the effectiveness of the solution depends on the level of development of the group. Group organization involves joint activities and communication between peers, which increases the success of training, leads to changes in the motivational sphere, and forms an orientation in the overall structure of values. A variation of such training is the method of activating the reserve capabilities of the individual.

In the development of modern pedagogy, new ones were created and implemented. Training methods are intensive methods, a method of activating the reserve capabilities of the individual, etc.

One of the decisive factors influencing the effectiveness of teaching and contributing to the wide disclosure of the abilities of students becomes, therefore, the high level of development of the training group itself, the mediation of the relationships in it with the content of cognitive activity that has an educational character.

The foundation of intensive training is the activation of the group's educational activity through the activation of the psychological potentialities of the trainee's personality, and the feature consists in the organic unity of the two pedagogical functions, teaching and educating. The essence of the method is represented by the formula "in the collective and through the collective."

In communication, as is known, the main thing is the content side, and therefore, when performing communicative tasks, the student uses a whole conglomerate of operations. Thus, basically those operations are recognized, which are allocated by the teacher himself. Gradually they become unconscious in the sense that they are already curtailed, stereotyped because of their frequent use.

The fourth principle of the method of activating the reserve capabilities of the trainee is the principle of individual learning through the group. This principle due to the distinctly expressed group character of instruction in the method of activation provides an opportunity for the restructuring of the fundamental pedagogical precepts from which the learning process is carried out. This type of learning, combined with the cohesion of students. Cohesion in this method is interpreted as the unity of the group in terms of value orientations, which is expressed in the unity of opinions, approaches to the requirements of the teacher, "the specific features of conducting work in intensive training, the personality of the teacher himself.

Group training will be successful provided that the teacher is adequately prepared, both substantive and methodical, as well as with well-organized organizational work.