APPROACHES AND METHODS OF TEACHING ENGLISH: ORAL APPROACH, SITUATIONAL LANGUAGE TEACHING AND AUDIO-SPEECH METHOD.

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ANNOTATION

Approaches and methods of teaching English, as well as any foreign language, are currently constantly being reflected and rethought due to the fact that the very understanding of the nature of the language, the ways of learning it, is changing, as well as in response to the growing demand of educational institutions around the world for more effective curricula.

Keywords: intercultural communication, an international language, educational purpose of learning, approach, method, and technique.

АННОТАЦИЯ

Подходы и методы обучения английскому языку, как и любому иностранному языку, в настоящее время постоянно подвергаются осмыслению и переосмыслению в связи с тем, что меняется само понимание природы языка, способов его изучения, а также в ответ на растущий спрос образовательных учреждений по всему миру на более эффективные учебные программы.

Ключевые слова: межкультурная коммуникация, интернациональный язык, воспитательная цель обучения, подход, метод, техника.

The approaches and methods of teaching English, as well as any foreign language, are currently constantly being reflected and rethought due to the fact that the very understanding of the nature of the language, the ways of learning it, is changing, and also as a response to the growing demand of educational institutions around the world, the world to more effective curricula. Why is English regarded as an international language in the modern world? Obviously, in order to consider a language as such, a necessary condition is its widespread use. But if you look at the table of the most used languages in the world, then English will only be in third place! The thing is that the number of people who speak English as a foreign language is constantly increasing in the world, and today there are fewer native speakers than people who use English for intercultural communication.

Another factor influencing the use of English as a global language is that the use of English is geographically widespread, in contrast to other global languages such as Chinese (1,213,000,000 speakers) and Spanish (329,000,000). This allows English to be used inter culturally both within the same country and across political boundaries. Smith (1976) was perhaps the first to define the term "international language" - "international is a language that is used by people of different nationalities to communicate with each other." Working on expanding and concretizing the definition of "international language", Smith makes several important clarifications regarding the relationship between FL and culture [5]:

A. People who study "international language" do not need to adopt the cultural norms of native speakers of this language;

B. Possession of an "international language" is denationalized;

C. The educational purpose of learning an "international language" is to enable learners to exchange their thoughts and culture with others.

The term "second language" implies the study of the next language after the mother tongue. Despite the fact that the language is called the second, in reality, it can be the third, fourth or even tenth.

The scope of second language acquisition includes informal learning that occurs naturally and formal learning that takes place in classrooms. The scholarly literature makes clear distinctions between the terms "second language" and "foreign language": A second language is typically an official or socially dominant language necessary for learning, work, and other routine purposes often studied by small groups of individuals or immigrants who speak a different language from birth.

In this narrower sense, this term is opposed to the others in this list. A foreign language is a language that is rarely used in the social environment closest to the learner, can be used in upcoming travel in the future or any other intercultural communication, is studied as a compulsory subject or an elective course, but without immediate practical application. The language of the library is the language that primarily functions as a tool for further learning through reading, especially when books or journals in the desired field of study are not usually published in the student's native language. An auxiliary language is a language that students need to know for some official function in their immediate political environment or need to communicate more widely, despite the fact that their first language meets all other requirements in their work. Other languages with limited or highly specialized "second" language functions are called specialty languages (such as French for hotel management, English for aviation technology, Spanish for agriculture, and many others), and their study usually focuses only on a small set of functions and uses due to the peculiarities of specialization [3].

In the question of describing methods, the difference between the philosophy of language teaching at the level of theory and principles and the set of derived language teaching procedures is fundamental. In an effort to clarify this difference, the American linguist Edward Anthony proposed a scheme in 1963 in which he established three levels of conceptual representation and organization, called approach, method, and technique. Anthony's original model has been updated by modern linguists. Thus, the method teaching English. One of the most prominent exponents of the Oral Approach in the 1960s was the Australian George Pittman. He and his colleagues were responsible for developing training materials based on a case-by-case approach that was widely used in Australia, New Guinea and the Pacific.

The main features of the situational approach are: Language learning begins with spoken language. The material is first studied orally, then presented in writing. The language being mastered is the language of communication in the classroom. New language moments are presented and practiced in different situations. The vocabulary selection process is carried out in order to make sure that the required amount of words is learned. Grammar points are learned in such a way that easy forms should be learned before more difficult ones. Reading

and writing is taught when the basic lexical and grammatical base has already been mastered. In the 1960s, the term "situational" began to be used more and more in relation to the Oral approach [4]. The situational language learning theory is based on a behaviorally driven theory based on learning by habit. She mostly refers to the process rather than the conditions of learning. The student is expected to apply what he has learned in the classroom to situations outside of it. The goals of this method are to teach practical use of the four basic language skills, goals that are shared by almost all language teaching methodologies. But these skills are achieved through structure.

Accuracy in both grammar and pronunciation is essential and errors must be avoided at all costs. Situational language learning activities continue to be part of the standard set of procedures endorsed by many contemporary British Methodists. Textbooks based on situational language learning continue to be widely used throughout the world. But because the principles of situational language teaching, with their emphasis on oral practice, grammar and sentence structures, are consistent with the intuition of many practice-oriented teachers, this method remained widely popular in the 1980s. The Audio-Speech Method Linguists of the past have put forward many hypotheses regarding language learning, and therefore language teaching. Since scholars usually began their description of a language at the phonetic level and ended at the sentence level, it was assumed that this sequence was also acceptable for teaching. Since speech was considered a primary skill and writing a secondary skill, it was understood that language teaching should emphasize the acquisition of speech skills and that the acquisition of writing should be delayed until a certain date in the future. Since structure is what is essential and important in a language, initial practice should focus on mastering phonological and grammatical structures rather than mastering vocabulary. From these approaches, some principles of language teaching emerged, which later became the psychological basis of the audio-speech method and influenced the formation of its methodology.

Later, the followers of the audio-speech method began to refer to the theory of a well-developed school of American psychology - behaviorism. Supporters of the audio-speech approach demanded a complete rethinking of the curriculum for teaching a foreign language. They insisted on a return to teaching based on oral speech, with the main goal of obtaining a high level of speech, and rejected the study of grammar or literature as the goal of learning a foreign language. In the initial stages, training focuses on the formation of speech skills, with a gradual transition to other skills.

Oral literacy refers to accuracy in pronunciation, grammar, and the ability to respond quickly and accurately to speech situations. Learning listening comprehension, pronunciation, grammar and vocabulary are related to the development of fluency. Reading and writing skills can also be taught, but they depend on oral skills already present. Language, according to the theory of the audio-speech approach, is speech, but the speaking skills themselves depend on the ability to accurately perceive and reproduce the main phonological features of the language being studied, on the fluency of using key grammatical structures in speech, and on knowing enough vocabulary to use these structures. Since the audio-speech method is inherently an oral approach to language teaching, it is not surprising that the teaching process includes comprehensive oral learning. Emphasis is placed on spontaneity and accuracy of speech. There are many similarities between situational language teaching and the audio-speech method. The

order in which language skills and competencies are presented, as well as the emphasis on precision that is achieved through exercises and practice based on basic sentence structures and patterns, suggests that the two methods are descended from one another.

However, in fact that is, the method of situational language teaching developed from the direct method that preceded it (Direct Method) and does not have close ties with linguistics and behavioral psychology that distinguish the audio-speech method [5]. What these two methods have in common is that both methods share the same views on the nature of language and language learning, despite the fact that these views, in fact, were formed from completely different traditions.

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