NON-TRADITIONAL METHODS OF DEVELOPING COMMUNICATIVE RELATIONSHIP IN ENGLISH LANGUAGE COURSES

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ABSTRACT

This article presents recommendations for developing communicative relations in English classes using non-traditional methods. Several methods are also given as an example.

Keywords: communicativeness, lexical materials, teaching methodology, attitude, speech communication, speech errors, pronunciation.

The practical need for teaching foreign languages determines the superiority of one or another method. Currently, in the methodology of teaching foreign languages:

- structural-directive aimed at forming certain skills in pronunciation, sorting lexical materials, grammatically correct thinking;

- Communicative-directive methods aimed at forming the skills of expressing one's opinion appropriately in a certain language are also gaining importance.

The main goal of our work is to show the importance of non-traditional methods of communication in English language classes. By communicativeness, we understand, first of all, the optimal (optimum) level of teaching from the point of view of influencing the learner. Communicativeness (lat. Comminication - relationship, state of communication, that is, communication between two or more individuals based on mutual understanding). Therefore, at the basis of all methods of communicative teaching lies the ability to establish communication, to find the effective form of communication in any language. Achieving this creates a number of difficulties even in learning the mother tongue, where the thoughts and actions of students who have entered into communication are understandable to each other.

Speech activity is the main principle of communicative-oriented teaching. It is necessary for participants of speech communication to learn to solve real and hypothetical issues of joint activity with the help of a foreign language.

In this case, teaching is carried out through methodical methods (technicus) and exercises (activities).

In this case, the following types of tasks are examples of non-traditional methods of relations:

- Communication games (communicative games;

- Communicative stimulations in role plays and problem-solving (communicative interests);

- Socialization (free communication).

- At present, the three-phase framework of communication-oriented tasks (three-phase frame-work) is widely spread. In practice, any task can be performed in three stages:

1) Pre-activity (preparation);

2) While-activity (performance);

3) Post-activity (final).

In this case, favorable conditions should be created for a person to work freely. These conditions include:

- Pupils have the opportunity to freely express their thoughts and feelings in the process of communication;
- Each participant in the group and others should be in the center of attention;
- A person's ability to express himself;
- That it is more important than demonstrating knowledge of the language;
- Contradictory, paradoxical, even "wrong" opinions of students should be encouraged only if they indicate that the student is thinking independently and is in an active position;
- directing the use of language materials to an individual speech goal;
- Linguistic materials match the speaker's ability to think fluently;
- Relationships should be viewed on the basis of non-judgement and non-criticism (understanding the situation of others and being sympathetic to them).

In this case, it is necessary to consider speech errors not only as a possibility, but also as a normal state. Oral grammar helps with certain deviations from written grammar.

Also, the informative component of students, which includes the following, plays an important role in the introduction of non-traditional methods:

- Informative "frames" (frames);
- Acquired knowledge (schemata);
- Language representation of the world (language representation of the world);
- General background knowledge (background knowledge);
- General knowledge level (general knowledge).

Communicatively oriented teaching of the English language can be carried out by using tasks such as "information gap" (information gap) of students. Such tasks can be in the following non-traditional forms:

Picture gap (students are given pictures that are almost the same, but with some differences, without looking at the picture of their partner, they have to find this difference through questions and answers - matching tasks);

• Ext sentence (students have the same text, a fragment of the text in one student is not in the second student's text, it is necessary to fill this gap - jig-saw reading:

• Knowledge speech (information that one student has, the other does not have, this information must be restored - complete-the-table tasks);

• Belief speech (students' opinions are different, it is necessary to bring them to the same opinion);

• Easo's point (students have different proofs, all of them should be collected and compared).

As an example of the "Information gap" task, any communicative game, for example, the game "Treasure Island" can be given. Two participants of the game ("treasure hunters") have a map with an image of an uninhabited island. The information available in one student's map is not available in the second student's map. students try to be aware of the dangers that await them by asking each other questions and put conditional signs indicating danger on the empty squares of their maps.

Depending on the potential of the student, you can come up with a number of such games. It is also possible to offer the students to find similar games and even conduct a "games" and "tasks"

contest. Such activities help to identify students who are "good" at thinking, speaking and communicating in English. Such a situation is considered one of the important factors not only for effective work on the text, but also for the organization of role-playing and discussion in the classroom. "What is the problem with this situation?" "What actions are effective to solve the problem?" and other similar questions help to ensure the active participation of students in solving the problem.

Role-playing communication in role-playing games can also be interpreted as an unconventional method. Perhaps, role-playing communication is organized on the basis of a pre-made plot and requires excellent social skills. That is why role-playing games in English classes often include social training.

As an example, we give examples of the most common tasks in the literature:
- Line-up (students try to line up as soon as possible according to the offered characters);
- Strip-story (students get their own sentences and try to master their parts in the "story" as quickly as possible);
- Smile (students approach each other and throw a bite with a smile);
- Merry-go-round (students move in an inner and outer circle and throw bites to each other);
- Contact (students come close to each other and start a conversation);
- King words (students say any nice words in the name of the interlocutor);
- Reflection (students try to find out what other schoolmates think about them);
- Listing (students listen carefully to their partners and confirm agreement and approval by nodding) and so on.
- In order to apply non-traditional methods of communicative dialogues in lessons, it is necessary to have a clear idea of communicative organization of English lessons. In order to implement it in practice, it is necessary for students to determine the subject of communication, the purpose and form of communication, an effective way of organizing the material, and to regularly encourage students' thinking activities. Communicative organization of the lesson is not just a superficial appearance, but also an expression of the inner feelings of the teacher and the student. In some cases, the teacher and the student can actively communicate in the form of "teacher-student", "teacher-class", "student-student" and similar forms. .

Special importance should be attached to communicative skills when using non-traditional methods of communication in English classes. The analysis of students' communicative skills shows that they consist of the following blocks:

A. Requirements for teaching conversation. Scope and topic of communication (skills to communicate with peers).

B. Dialogic speech (various types of dialogue, including inquiry, exchange of ideas and information, etc.).

C. Monological speech (retelling what you heard, saw and read, etc.).

It is desirable to introduce the above-mentioned skills of communicative communication both in the basic courses of communicative-oriented teaching and in the process of intensive teaching of the English language with the use of non-traditional methods of communicative communication.

Examples of non-traditional methods of teaching are "sketch", "role game", "round table", "discussion", etc.

A sketch is a small scene based on a previously given problematic situation, which shows the participants, their social status, and their behavior in the role. Sketch differs from a role-playing game in its simplicity and characters' freedom of speech. As a sketch, it is possible to organize small scenes on the topics of "eating", "shopping", "the city and its attractions" related to the social and household sphere.

The role-playing game allows to model a real situation and is distinguished by the free, spontaneity of the speech and behavior of the characters. A role-playing game requires a certain number of characters and a problematic situation in the game. Each participant manages his actions during the game based on his communicative goals and the actions of his partners. The game ends with the resolution of the conflict.

A round table represents an exchange of ideas on a question or problem that interests the participants of the discussion. While participating in the round table, the student expresses his opinion on his own behalf. The problems discussed around the "round table" can be different: social, ethnographic, moral and so on. Participation in the round table requires the student to know the language at a high level and to have certain knowledge about the problem, therefore, the "round table" is used as a control method at a certain stage of teaching, a certain can be used at the end of working on the topic.

Argument is a kind of argument like a battle. It represents an exchange of ideas in order to reach a single opinion on a subject. There must be some problematic question for the discussion. In order to successfully conduct the debate, the participants must have knowledge about the subject under discussion, have their own opinions on this problem, be able to manage the discussion and be able to influence their partners.

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