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NEW EDUCATIONAL REALITY AND ACTIVE TEACHING METHODS

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Annotation

the conditions of generalization of higher education and, as a result, a decrease in the average level of students' basic education, the crisis of the educational system, which is in a situation of constant reforms, as well as significant changes in the sphere of motivation of the new generation. The article discusses the main parameters of the new pedagogical reality, primarily shifts in motivation in the new generation of students: concretization and atomization of learning goals, strengthening of pragmatic motivation to the detriment of general cognitive abilities. The new situation makes it necessary to revise and intensify approaches to foreign language teaching.

Introduction: In attempting to identify what we believe to be the most important parameters of the new pedagogical reality in which university teachers currently find themselves, the first thing to consider is the generalization Higher education, in other words, an upward trend in the percentage of those gaining higher education at a generational level.

Analysis of the literature on the topic : According to a study by specialists from the Higher School of Economics, in 2014 80.9% of school leavers went on to university. And that number grew by 11% in three years (69.6% in 2011). Provided the level the education of school leavers is not growing at the same rate, which means that the average level of the students is falling. Secondly, we must acknowledge with regret the decline in the prestige of the teaching profession and, as a result, the decline in the teacher's social status and authority in society. This does not reduce the level of requirements of the students, students, parents to teachers. In conditions where school and university provide "educational services", the teacher is seen as being responsible for the student's knowledge, while the student is increasingly anchored in the passive role of the client. Third, there is a process of concretizing and "pragmatizing" the educational goals, both in it the education system itself offers and what the consumer (pupil and student) expects from it. At this point, the concept of "useful knowledge" should be mentioned. J. Mokyr defined

"useful knowledge" as "the tools we use in play against nature" and explained its critical importance in achieving economic growth and the prosperity of society. Strictly and simplistically understood, this concept has changed in the minds of some ryh administrators in the idea of the uselessness of basic theoretical knowledge, of the archaic nature of classical education. The new "rationality" in the approach to education has meant that now the students only master the subjects in which they pass the USE and only to the extent required by the examination program. The general culture can only suffer as a result. The most important factor was, of course, the introduction of information technology, the impact of which on education is ambiguous. As a result of the creation of an integrated information field and the practically unlimited access to it, a confusion arose between the concepts of "knowledge" and "information", "fact" and "value judgement", "truth" and "opinion". the minds of the younger generation. Thus, an "unidentified pedagogical object" appeared on our horizon - a modern student whose *modus* operandi is not always clear to the generation of middle-aged teachers. The sensational theory of generations by Neil Howe and William Strauss defines the new generation (Generation Y, Millennium Generation) as the generation of "electronic people". “For them, mobile phones, various gadgets and the Internet have become familiar Reality. The value system of this group already includes such concepts as civic duty and morality, responsibility, but at the same time immediate remuneration, the desire for comfortable working conditions, high mobility are in the foreground.

Analysis and results : First of all, the new generation is the generation of the computer and the iPhone. And we believe we have yet to fully understand their role changing attributes of a 21st century person. Gadgets are no longer just tools, they are directly involved in activities, including educational ones, modern people delegate many of the most important functions to them, including memory functions. Today, when all information can be accessed with one click, a modern young person does not try to activate his long-term memory. Often he only keeps track of what is necessary to perform the current operation (e.g. to complete a grammar exercise), after which the information can be erased from his own memory, since it can always be found in the computer. We are getting a kind of symbiosis of human and artificial intelligence, and the development of technological advances in the near future will show us which of these components will dominate. The new generation can also be referred to as the "Barbie generation", meaning that since childhood these young people have become accustomed to the materiality and attention to detail of everything they engage in, from toys that closely mimic real objects to to being able to see differently on screen projections of any object they wish to become familiar with. The downside of these possibilities was the reduction in the ability to imagine something, to reconstruct the object according to several characteristic features and, in relation to language, to complete the context in order to reveal the essence of the statement. The new generation is often accused of reading too little. Which unfortunately is true Fiction. By constantly dealing with texts on the Internet, young people get used to the compressed way of presenting information and the linear structure of the text (with branched hypertext). Millennium people grew up in a comfortable environment. The well-being of life is the norm for them. In order to maintain this well-being, they set themselves concrete, realistically achievable goals. What happens to the educational motivation of this generation of pragmatists? The general cognitive motivation recedes into the background or becomes an abstract, unspecified goal. Pragmatic motivation comes to the fore that is atomized and focused on momentary goals. Such specific goals as doing homework, passing an exam, getting a good grade become crucial and overshadow global goals (self-improvement, knowledge, development). In order to achieve a certain goal, the student develops techniques, strategies, algorithms. At the same time, intellectual efforts are aimed at developing the optimal (fastest, least labor-intensive) solution, and the general meaning of the activity is often lost. The optimal solution may turn out to be questionable from a moral and ethical point of view (copy, find

answers on the internet, use an electronic translator in a test). But in our time of globalized information and the merging of humans with their computers, such behavioral patterns already seem normal to many. Other strategies may be more correct, but just as useless for the purposes of intellectual development and cognition. With regard to foreign language teaching, this means that global goals (improving the cultural level, mastering new means of communication and information, etc.) remain in the realm of abstraction. But even more specific goals (to master some useful grammatical skills) are atomized and reduced to solving a pragmatic problem. Carrying out a separate exercise becomes an end in itself. Mastery of each grammatical rule is transformed into the development of specific action algorithms that can be useful, extrapolated to real language activity, but can also prove to be purely mechanical. For example, the rule of replacing the subject clause with the relative pronoun *qui and the direct object with the pronoun, used successfully by the student in transformation exercises* . AT THE In translation exercises, the student uses a different algorithm: “what” means *qui* , “to which” - *que* . That is, a separate operating algorithm is formed for each exercise, but when performing exercises mechanically, none of them are successfully extrapolated to the situation impromptu speech. Success in mastering structure is achieved only when the student is derived from repeated repetitions of similar structures the rule of syntagmatic compatibility: after *qui* comes the verb predicate, and after *que* - the subject of the new sentence, which makes it easy to generate correct statements. In a real language situation, which unfolds linearly according to the laws of syntagmatics, it is precisely such bundles, possible combinations, that make it possible to correctly complete the statement that has been started. This means that the task of the developer of the task system is to gradually lead the student to the formation of a useful algorithm, since he the student often generates incorrect algorithms, which can become a source of error. Unfortunately, for a practicing teacher, the student's mind remains a black box. The mechanisms of assimilation of language laws and language structures, the transformation of rules into algorithms as well as the mechanisms of language understanding and language production still remain a mystery to us, despite the successes of psychology and neurophysiology. It is gratifying that linguistics and language didactic methods have recently been dealing with precisely these aspects of researching speech activity, but the results are still very limited and therefore hardly applicable in practice. Teachers and developers of methods work with indirect methods: comparison of what is commonly referred to by the English terms *input* (input information) and *output* (output information), introspection, observation of the behavior of students in the process of learning activities, language analysis works not only in Regarding the correction of errors, but also regarding the monitoring of the process of individual formation Student language code. So far we have little idea how the language code (paradigm) is transformed into a language code that has a syntagmatic character and is geared towards the implementation of verbal actions. All of this happens in a black box and the success of the learning process depends on the individual intellectual strategies of the learner. At the same time, in the linguistic awareness of an artificial bilingualism (or multilingualism), a so-called "intermediate language" is formed, which, unlike the natural language of the native speakers, is mobile, changeable, incomplete, characterized by interventions in the native language and first foreign language. When in the early 2000s an acute problem of the lack of modern textbooks in French for Russian-speaking students arose, the team of MGIMO teachers began to create a series of teaching materials "Le français.ru". At the beginning of the work we saw our task as preserving the best of the traditional Teachings of the national methodological school to somewhat modernize approaches and enrich them with modern achievements in methodology, including foreign ones. The strengths of the National Methodological School have always been the systematic presentation of the language material and the thoroughness of its development. At the same time, the approach itself was formal (from form to meaning), grammatical (the rules were presented in a strictly scientific form and expressed in a rather

complex metalanguage). An undoubted advantage was the emphasis on awareness of the assimilation of the material and avoiding mistakes. In fact, it was a kind of symbiosis of translational and transformative methods. It was assumed that the language code, formed in the student's mind under the strict supervision of the teacher, is step-by-step a priori error-free, allowing the student to generate only grammatically correct statements. At the same time, mistakes made by the students were perceived as annoying system failures. At one point (second half of the 20th century) this approach was quite effective. Western methods, the expansion of international contacts and a certain democratization of the educational system have led to important changes in the practice of foreign language teaching. The need to focus training on active types of language activity, mainly spontaneous speaking in monological and dialogic forms, was recognized. In teaching, creative forms of work, role-playing games, project methodology, etc. began to be used successfully. And at that moment it turned out that precisely the traditionally strong direction, which we have always been proud of, namely the training phase of mastering the structures of a foreign language, "sags".

First of all, the idea of controllability of the process of forming a language code turned out to be a myth. The teacher could control the learning of the law Pitchfork and the quality of the training exercises, but not the mechanism for translating the rules into individual algorithms. As a result, the students, mastering enormous passive reserve, continued to have difficulty speaking spontaneously. The traditional mechanical exercises for mastering the language material began to give way serious failures in the new generation of trainees. Today, our usual pedagogical approaches collide with learners' detour strategies. Orientation towards small, atomized goals and the weakening of general cognitive motivation lead to a mechanical exercise being performed purely mechanically, without relying on meaning and without understanding its place in the learning process. In other words, the student doesn't ask the question "Why am I doing this?" but is simply satisfied when they complete the task in the quickest and most efficient way. In addition, if we return to the idea of changes in the functioning of memory in a new generation of students, we find that a quickly completed mechanical task is almost instantly erased from memory, as is already unnecessary information. Involved in mechanical exercises Short-term memory, which, according to AA Leontiev, is "mainly associated with primary orientation in the environment and therefore mainly aims at fixing the total number of newly occurring signals, regardless of their information content ." It is "correlated with a specific activity. This is remembering "as long as necessary". Activation of long-term memory is associated with the awareness of the need to fix information or a course of action in order to store it in a future-oriented manner. In reality, however, at some point the rule must be erased from memory and linguistic structures fixed in folded forms in consciousness. The native speaker speaks as if he knows the rules. That is, the rule in an explicit form is deleted, shortened, and the speaker directly connects the structure to the speech reasoning operation involved in a specific speech action. The only problem is that today's student erases information about the speech act from memory before the structure is fixed as an operator, believing that this process happens by itself, that the exercise works automatically, like a tablet.

like headache. If the process of transforming a language code into a language code occurs unconsciously, not controlled by either the teacher or the student, then the strategies inherent in interlanguage come into play: simplification, optimization, choosing a universal variant, choosing a "convenient" form, tracing from the mother tongue or first foreign language. In order to correct the effect of interlinguistic strategies, the teacher must be clearly aware that there is “a prescriptive grammar of a given language as a product of logical-rational analysis and a grammar as an advantage of the individual using it, which is a product *of a Kind of processing of language experience* […]. Only the first of these grammars can be learned, while the second must be worked out by a person himself. This means that

modern active approaches to teaching a foreign language should be aimed at developing an individual grammar of the user for the purposes of communication. In relation to the new conditions, many of the usual exercise types lose their effectiveness and the task must be changed. For example, exercises typical of classic textbooks with the task "read and observe" or "read and translate", which are based on individual phrases from literary texts, seem to be ineffective today, since the student does not associate with the author in any way literary text, does not look for an "appropriation" of the structure, which for him remains an external fact of a foreign language and is quickly forgotten. Exercises on such a plan are only useful if they are available as a corpus from which the student has to derive the rule through his own heuristic efforts.

If they follow an explicitly formulated rule, they appear archaic. As well as archaic are exercises with the task of forming sentences with given words or structures. Assignments for lexical and syntactic synonymy often turn out to be useless. If the substituted word or structure is simpler and more convenient than the imposed equivalent (and, moreover, is learned first), then, due to the optimization strategy inherent in interlinguistics, that first structure will be fixed, while the equivalent will be discarded and erased from memory . Simple transformations involving phrases taken out of context and out of context usually only activate working memory and can go absolute pursue. Gap-filling exercises (especially those with a limited number of filler words) are solved by the students as a rebus, while the sense Context is often completely ignored. As we can see, the teacher today has to get rid of many stereotypes. However, this does not mean that we should completely give up the usual forms of work. It is only necessary to revise the approaches, constantly monitor the awareness of the completion of tasks and build a training system in such a way that ultimately the formation of a productive algorithm occurs Another type of exercise that makes sense from our point of view are tasks to continue or supplement a statement. Placed in a natural context (e.g. in a dialogue), such statements mimic the process of natural linear language development and create the necessary Connections between paradigmatics and syntagmatics of the interlingual. If we talk about simple training exercises aimed at memorizing forms (such as conjugation of verbs, agreement of adjectives in gender and number, etc.), then modern the level of technological development allows them to be converted into an electronic interactive format.

Conclusion : The main principle of active grammar development work is consistency, the inclusion of all tasks that are carried out in a chain organized in the direction "from form to function", "from paradigm to syntagm" and allows the student to effective algorithms for generating acquire statements in a foreign language.

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