

PROBLEMS OF INTRODUCING INNOVATIVE TECHNOLOGIES IN THE LEARNING PROCESS IN A FOREIGN LANGUAGE

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Annotation

This article is devoted to the description of the main function of the language of the communicative function. The value of verbal communication is very important in the process of language learning. The article gives the difference between a monologue and a dialogue.

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The communicative orientation, aimed at teaching communication, the use of language in its main function - in the function of communication, has become the main feature of the modernization of the system of training personnel who speak a foreign language. This means not mastering its system, but mastering speech, speech actions in a given language. The significance of verbal communication goes far beyond the scope of one's own acts of speaking and exchanging information.

If we take into account that the study of a foreign language is necessary for the student to express his own thoughts, a certain impact on communication partners, then speech actions should be considered as the main unit of learning.

Under the modernization of the training system, it is customary to understand not only the ability to correctly build sentences, which is ensured by linguistic competence, but also the knowledge of the conditions of communication under which they can be used, as well as the ability to correctly interpret oral and written texts, taking into account the conditions of communication.

The concept of "language proficiency" means a purely verbal ability to build and understand an infinite number of grammatical and meaningful sentences. Determining the level of communicative competence that students must achieve in the learning process is fundamentally important for specifying the purpose of learning, determining its content and means.

In other words, the definition of communicative competence and modernization give a clear idea of the ultimate goal of learning.

The formation of communicative competence is possible only in the process of speech practice, which can and should be organized in every lesson with the language. At the same time, it must be remembered that the language is an open system of words and grammatical structures that are practically unlimited in variety, therefore, its native speakers cannot fully master the language.

Considering the spheres of circulation from the point of view of the communicative needs of students, it

is advisable to include the following in the communicative minimum: 1) socio-cultural 2) social and everyday 3) educational 4) fiction 5) mass information 6) science 7) office work 8) personal correspondence 9) entertainment-mass sphere.

The sentence acquires meaning (becomes a statement) only in the process of communication and only on the basis of taking into account the situation of communication, turning from a linguistic unit into a unit of communication. In the process of communication, statements, texts with a specific purpose are exchanged and speech activity is taught, only training in the construction and perception of statements is possible, the composition and form of which is determined by the goals and conditions of communication. Being the minimum unit of communication, the statement is part of a larger unit of text. The volume of the text is determined by the communicative purpose of its author.

Thus, if they teach simply the construction of a sentence, torn from the situation of communication, then they teach the language. Teaching speech activity begins where the sentence acquires a meaning determined by the context. That is, in a speech act, when the participants in communication solve real communicative tasks using the necessary language material. That is why in a communicative-oriented system of education the main learning units should be STATEMENT AND TEXT.

At the same time, the opinion to consider utterances as the main educational units does not in any way mean a refusal to learn the correct construction of a structure at the level of phrases and sentences, since language, speech is an inseparable unity. The communicative approach does not consist in the rejection of grammar, but in a functional approach to it, as well as in the use of monologic speech.

Thus, the modern concept of modernizing the system of learning foreign languages and the principles of its expansion are based on the introduction and activation of new material. Its structuring has the following typical characteristics: 1) creating a practical idea for students that, if necessary, they will need the material being studied in the process of communication, what is its function in the language system 2) familiarizing students with the approximate main action that they must master in order to the correct use of the studied material in speech 3) the development of appropriate skills and abilities in students based on the performance of communicative exercises 4) the use of the studied material by students in the process of speech practice at the level of utterance and text 5) summing up: what skills and abilities students have acquired in the classroom and during the course as a whole.

Monologic speech is the most common form of language. For oral public speech, the monologue form is the main one. Oral monologue correlates with such genres of written speech as messages, reports, and abstracts. As a form of speech activity, monologue speech has certain linguistic and psychological characteristics.

The statement is a real unit of communication, the form of its existence and presentation is the text. This can be a reproduction of a text with a different target setting, an independent presentation on the topic of the text with a message, a report, participation in a discussion on the problem under discussion, the implementation of the task requires the choice of an adequate unit, the quality of which should be taught by a text of a certain length and organization, with the following characteristics: 1) sufficient length; 2) structural and compositional design; 3) structural and semantic integrity; 4) thematic exhaustion; 5) speech variability; 6) exemplary (the ability to serve as a standard for the formation of speech units by analogy).

It should be noted that textual material is often not actually an educational text in the proper sense of the word, i.e. methodically processed-limited volume adapted, saturated with studied lexical and grammatical material. As a rule, the "natural" text is chosen as the main learning – complications, difficult to understand syntax, fragmentation, unsystematic lexical and grammatical facts of the language. Organization, management, grouping of language tools serving the main thematic situations.

A monologue is the most extended type of speech. In a monologue, unlike a dialogue, there is nothing

“unexpected”, “abnormal”, due to insufficient control of consciousness. This is organized speech, since the speaker plans his utterance as a whole, having a predetermined content. The necessary conditions for the generation of a monologue statement are the formed ability to reproduce messages, the ability to extract semantic information by verbal means, both in the form of an oral monologue and a written abstract statement.

So, participation in the act of communication of at least two participants presupposes, first of all, a dialogical structure of communication, rather than a monologue, i.e. the dialogue is more natural, because it includes the alternate participation of both participants in the communication. The dialogue consists of replicas, some of which tend to turn into a monologue. The latter is more independent of the interlocutors, to a much lesser extent it is focused on a possible speech reaction on the part of the interlocutors. And in terms of composition and language, a monologue is distinguished by a more closed structure than, say, a replica in a dialogue.

However, the noted differences between a monologue and a dialogue are quite relative.

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