



## Foreign Experience of Development of English-Speaking Communicative Culture of Students

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<http://dx.doi.org/10.18415/ijmmu.v9i5.3710>

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### **Abstract**

This article examines that the problem of human communication culture has been studied theoretically and practically in the fields of linguistics, pedagogy, psychology, sociology. Particular attention was paid to the study of foreign experience in this area. As a result of familiarization with the available sources, theoretical analysis of their content, views, approaches and methods were identified that are important in the formation of a culture of student communication based on the English language.

**Keywords:** *Communication; English; Foreign Experience; HEU; Students*

### **Introduction**

The study of foreign experience in modern conditions makes it possible to rapidly develop information and communication technologies, their technical and functional capabilities, and apply them in educational practice. Innovations used in the educational process are usually called "educational technologies" or "educational innovations".

The use of educational innovations in the development of students' English-speaking communicative culture, consisting of forms, methods and technologies [2], which can be used to solve problems in the field of education or the educational process based on a new approach, can increase their interest in the process.

If we consider the fact that educational innovation manifests itself in the form of new ideas, specific goals to change the system or direction of activity, non-standard approaches, unusual initiatives and best practices [2], then social networks such as Telegram Facebook Formation of the page "Art »Manifests itself as a unique innovative approach to the development of a culture of communication among schoolchildren on the basis of the English language.

## **Materials and Methods**

In this paper were used research methods as study of pedagogical, psychological and linguistic literature; comparative analysis; questionnaire; test; conversation; pedagogical observation; interview; pedagogical experience; expert evaluation; mathematical-statistical method.

## **Discussion**

### **Jenry Sweet's Theory**

The English linguist J. Suite, who worked in the late 19th and early 20th centuries, is the founder of the theory of learning foreign languages not only for practical, but also for theoretical purposes. Consequently, while the practical study of foreign languages serves the development of oral speech, reading skills, speaking and writing, theoretical study requires knowledge of the history and etymology of the language being studied.

In the theory of J. Suite, the following ideas prevail: teaching a foreign language based on its phonetics; take a living literary language as a basis in the study of foreign languages; remember that a sentence is a manifestation, not a word as a unit of language; the relationship between the text and speech, speech and speech, the expression of the existing situation (that is, the sentence should not be studied outside the text, and the word should not be studied in isolation from the sentence); language learning and grammar analysis based on linked text; explain grammar rules based on the text.

Unlike others, G. Suite emphasizes the need for careful assimilation of the essence of the text in the study of foreign languages [19; 20].

### **Teachings of Maximilian Berlitz**

Berlitz, a German educator, is based on the idea that a language should be learned for practical purposes. MD Berlitz provides the following guidelines for a thorough study of foreign languages:

1. The language material must be immanently assimilated (ie without translation). The word acts as a connecting link in the intellectual expression of an event, the essence of an action. The main requirement is not to use words of your native language to express them. In the process of assimilating grammatical concepts, it is advisable to comprehend their content in an inductive way (defining common features for a specific description), without comparing it with the native language.
2. If language learning material is learned through imitation of the teacher, thoroughness is achieved.
3. The native language should not participate in the study of a foreign language.
4. The meaning of linguistic phenomena (lexical and grammatical units) is revealed through visualization (images, behavior, interpretation).
5. New material must first be presented orally.
6. Reliance on the interaction of teacher and student is the most effective method of encouraging students to speak [4, 25, 27, 28].

The Berlitz methodology is based on the following principles: first, speak a foreign language, and then master the skills of reading and writing; It is advisable to master vocabulary and grammar not in the process of practical conversation, but in the process of natural conversation. Teachers are only distributors of languages; students should be actively involved in the educational process; students can use their native language only in the educational process. It is impossible to force students to translate during the learning process; only for one of the students to completely exclude the translation of the text into the native language [5].

The system of teaching foreign languages consists of the following stages: explanation of new lexical rules based on observation; students express their concepts; conversation of the teacher with the audience; 4) read the topic under study from the textbook; final interview [6, 29, 23, 24, 25].

## **F. Guen's Theory**

The French Methodist F. Guen, unlike Dr. Berlitz, advocates the study of foreign languages on the basis of practice, as well as the mother tongue. He was the first in English language teaching methodology to advance the idea of classification according to topics of social and natural existence (family life, school, society, nature, etc.).

Based on his practical experience, he put forward the following practical and methodological recommendations for teaching foreign languages: it should be borne in mind that a person learns a language in accordance with his needs; speech, not speech, is the most important unit in the study of foreign languages; speaking is fundamental in language learning.

According to the theory of F. Guen, a person's vocabulary in foreign languages can be divided into three groups: specific to the concept of an object: words related to objects of society, nature and social life; specific to the concept of an object: words related to the psyche and human activity (for example, understand, want, do, seek, skip, forget); Expression of expressive concepts: words that summarize words related to the first and second groups (for example, beauty, friendship, cooperation, sympathy, greatness, strength, etc.); in addition to the above, words related to everyday life: greetings, farewells, apologies, words used in speech situations expressing sympathy [7, 21, 22, 30, 31, 27, 28].

According to F. Guen's system, the lesson is organized according to the following principles:

- the teacher describes the task in his native language;
- the teacher also expresses content in a foreign language through actions;
- students repeat sentences after the teacher (exercises for correct pronunciation);
- the teacher presents all the sentences in order, and the students together repeat his actions;
- then a student with a good command of the language describes all the actions in the appropriate language, the rest of the students follow his instructions;
- then all students repeat sentences and perform actions accordingly;
- all lessons are initially organized orally, at the end of the lesson, students write down the learned sentences in notebooks;
- the essence of grammatical material is revealed based on the current situation;
- when mastering foreign languages, the main part of speech is the verb, since all other parts of speech are formed around it;
- lexical materials are classified by topic (family life, school, society, nature, health, shop, etc.) [8; nine; ten].

## G. Palmer's Teachings

The English methodologist G. Palmer emphasizes that the free study of English as a foreign language, while mastering the skills of listening, speaking, reading and writing, gives effective results. G. Palmer's work is based on the ideas of the development of oral speech. In this regard, the author recommends: classification of difficulties in learning a foreign language (pronunciation, spelling, etymology, semantic, syntactic difficulties); teaching listening and speaking; first, the formation of passive linguistic wealth, then its active use in reproductive speech; demonstration, translation, interpretation into a foreign language, reliance on the content of the text when expressing the meaning of words; assimilation of the essence of the text by memorizing speech passages; selection of words according to certain criteria; selection of texts by topic, compilation of a mini (small) dictionary and definition of types of reading [11; 12].

G. Palmer also recommends the purposeful and appropriate use of artistic and simple colloquial speech in mastering foreign languages. He also first defines the concept of "lexical unit" (ie ergon), which includes a word, a group of words, an affix and a fixed connection [13].

## Theory of Georgy Lozanov

Bulgarian psychotherapist G. Lozanov is the founder of the suggestive method. According to him, a person learns a foreign language through role-playing games that combine historical events expressed in works of art with a modern way of life. The artificially created language environment during the game encourages a person to organize verbal communication. Language learners first perform exercises related to the organization of the communication process, under the guidance and participation of a teacher, and then independently. In G. Lozanov's theory, the leading place is occupied not only by the suggestive (self-giving) method, but also by the method of a sincere approach (trust) to the learning process [17; 16].

## Teachings of Max Walter

The methodological system of the German methodologist M. Walter "Method without translation" contains ideas characteristic of the views of M. D. Berlitz and F. Guen, and enriches them with advanced methods that ensure effective assimilation of lexical material. The advanced methods recognized by M. Walter include: demonstration of an object or its image, demonstration of behavior; synonyms, antonyms and descriptions in a foreign language; to present an unfamiliar word illuminating an object, object, event, human activity, not in isolation, but in the form of a set of words or sentences [1, 15].

Practical exercises M. Walter help to develop skills and abilities to group words in a person learning a foreign language. Exercises by M. Walter to find antonyms and synonyms used in this text; selection of single-barreled words; showing words on the topic, etc. [1, 15].

## F. Klossen's Methodical System

According to the Belgian methodologist F. Klossen, the study of foreign languages is based on the following three goals: developing the skills of speaking, reading and writing in accordance with a practical goal; the necessary vocabulary is formed; learned the basic grammatical concepts; a person's ability to learn foreign languages is developed in accordance with the educational goal; general educational purpose. In this case, a person gets acquainted with the history, culture, everyday life, social life of the nation in whose language he speaks [1,18].

One of the goals is to choose the status of an educational institution based on the field of activity. F. Klosschet also argues that when teaching languages it is necessary to use not one, but several methods, choosing them based on the nature of the language being studied and the learning conditions.

Already today, when studying foreign languages, it is necessary to take into account the following practical and methodological conditions put forward by F.Kloss: to support the student's desire to be active; creating an atmosphere of trust (sincere approach to the educational process) and kindness; encouraging students' personal initiative; recognition of the advantages of conscious knowledge of a foreign language, and not imitation of it; act in the interests of students when choosing topics and textbooks [1; 18].

### **Conclusion**

Thus, foreign experience in this area is also of practical value for the development of a culture of communication in English among students. Hence the views, individual approaches and methodologies (G. Suite, M. Berlitz, F. Guen, G. Palmer, G. Lozanov, M. Walter, F. Kloss, M. West's theory). Psychological sociolinguistic, social and communicative competence allows a person to adequately learn a foreign language, in which he develops the ability to communicate effectively (E.V. Aleshinskaya, E.P. Turbina, M.N. Shopina). In addition, for the effective conduct of communication in English by students, the main pedagogical task is to achieve consistency in practice, the development of richness of speech based on practice (practice). A positive solution to this problem depends on the organization of the pedagogical process based on a personal approach.

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