Integrated Approaches to Teaching Foreign Languages

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Abstract: The topical issue today is the question of what should be a foreign language lesson in modern conditions. The goals and content of education are changing, new means and technologies of education are emerging.

Keywords: foreign language, lesson, modern conditions, grammatical structure, lexical composition.

INTRODUCTION.

The main goal of learning a foreign language is the possibility of communication. Communication in a foreign language is impossible not only without mastering its lexical composition and grammatical structure, but also an important component is the idea of the socio-cultural environment of the language being studied. Therefore, the lessons should be carried out an integrated approach to learning.

A modern lesson should include goal setting and communication orientation. Work on the development of lexical skills goes in parallel with the study and assimilation of grammatical structures. New vocabulary is practiced in training grammar exercises. For example, the topic "Disaster" is practiced on the grammatical topic "Passive Voice": Many forests (to destroy) because of fire.

LITERATURE REVIEW.

Live English speech should sound at the lesson. The use of listening exercises is a very important aspect. When doing this exercise, students are faced with a number of challenges:

➢ primary understanding of the text (depends on the level of knowledge of lexical and grammatical units of the language);

➢ adapt their hearing to foreign speech;

➢ supplement the text (dialogue) with missing information;

➢ reproduce the content;

➢ express their position on a given problem;

➢ get acquainted with the social and cultural aspects of the life of the country of the studied language.

Therefore, no doubt, an integrated approach is so important. Students, as a rule, have a lot of questions about the culture and life of the country, and if you answer them, carry out appropriate types of work, interest them, then motivation will increase and training will be crowned with success.

Over the past decades, a wide variety of "methods", "approaches" and "techniques" in teaching foreign languages have been offered abroad: "full understanding and physical response" by Jemz Asher, "natural" approach by Krashen and Terrell, "collective language learning with the help of

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consultant Charles Curran, the "communicative approach" by C. Brumfit, J. Keith, W. Littlewood, H. Widdowson, "The Way of Silence" by Caleb Cataño and many others.

However, none of them has received more or less widespread distribution and recognition. Abroad, schools are dominated by the so-called "communicative" approach in a variety of ways, determined by the corresponding textbooks. In Russia, the officially recognized approach is "cognitive-communicative", or "competence-based". But in practice, the goal of teaching communication in a foreign language for the vast majority of graduates of schools and non-linguistic faculties remains unattainable due to the lack of a truly scientific method and textbooks of precisely this, communicative, orientation.

The outwardly passive, relaxed state of students sitting in comfortable chairs in low light contributes to the active mental activity of the brain in the non-dominant right hemisphere, where it is assimilated with the greatest efficiency. The material put into memory in this way is further activated in educational activities in the classroom in personality-oriented communicative exercises to the level of stable speech skills. In the same communicative exercises, both grammar and phonetics are activated at the same time, often in game or competitive forms.

DISCUSSION.

The scientific method of teaching should be based on a scientific concept defined by a system of interrelated and interdependent principles implemented by a strategic learning model and its technological base and teaching materials.

An example of such an approach is the methods of G.K. Lozanova and G.A. Kitaygorodskaya. Their common conceptual core is a psychological orientation: the use in the educational process not only of explanation with subsequent training of the explained language material, but also of suggestion in the process of mastering language material and the formation of speech communication skills.

This concept has received a convincing scientific substantiation by the achievements of physiological science in recent decades. In 1968, Roger Sperry put forward and proved the "split brain theory", for which he received the Nobel Prize in 1981. According to this theory, the human brain has two hemispheres with different functions. The left hemisphere specializes in logical stereotypical operations and includes the language center that performs system-structural mental operations, while the right hemisphere is responsible for emotional manifestations. The distribution of brain functions between the hemispheres is presented in the following table.

During the analysis, the following technological features of ICT tools were noted: interactivity (change of content or method of communication), publicity (organization of remote online communication and publication in the public domain), multimedia (use of materials of different formats: text, audio, photo, video materials) and hypertext structure (creating hyperlinks and following active links), which opened up wide opportunities for using ICT for the formation and development of foreign language communicative competence.

An important stage in the development of informatization of education was the use of new generation Web 2.0 technologies for teaching a foreign language ("blog technologies" and "web forums" for the formation and development of writing skills; "wiki technology" for the formation and development of reading and writing, as well as to create collective projects within the group; "podcasts" for the formation and development of listening and speaking; linguistic corpus for the formation of lexical speech skills).

The above technologies in teaching a foreign language can be used to manage the educational process, multimedia presentation of material, increase the volume of educational information, perform group and individual tasks and projects, form an authentic foreign language environment, control and feedback.

An integrated approach to information activities in teaching a foreign language based on information systems LMS, MOOC

According to the results of the study, it was revealed that all the author's electronic resources developed by teachers for teaching a foreign language are focused on the formation and development of individual skills and the development of skills in foreign language speech activity.

DISCUSSION

In the course of the study, the course "English for Lawyers" and the course "English for Biologists" for information systems LMS, MEP were developed and applied, the concept of "complex application of ICT" in the process of teaching a foreign language was revealed as the simultaneous and interconnected use of information resources and information systems in the conditions remote access, focused on the organization and implementation of information activities in the information environment:

➢ Creation in LMS, MEP systems of authentic texts in various professional areas in English for reading;

➢ creation in LMS, MEP systems of various exercises for working out professional terminology and grammatical structures in various professional areas for control and self-control when automating error diagnostics;

➢ creation in LMS, MEP systems of audio and video files in various professional areas for listening and understanding the main content of authentic texts related to various genres (message, story, presentation), at an appropriate recording speed (MOOS) and / or subtitles (LMB);

➢ creation in LMS, MEP systems of various samples of professional texts for the formation and development of the academic style of writing various official documents and business letters to clients;

➢ creation in LMS, MEP systems of various thematic files and hyperlinks for searching, selecting and processing information when preparing oral reports in various professional areas.

The above analysis of a number of works shows that the concept of "information and educational environment" is interpreted as a condition for information interaction between students, a teacher and ICT tools for the formation and development of knowledge, skills and abilities (terminology, grammar, reading, writing, listening and speaking) when systematic, interconnected and complex use. In relation to our research, an integrated approach provides for the formation and development of all backbone linguistic, professional and ICT knowledge, skills, free speech activity in various areas of professional communication using all the possibilities of ICT tools and on the basis of one information system.

Capabilities of information systems LMS, MOOC

To create an information and educational environment, a number of universities use one or more information systems (LMS, MEP) that operate on the basis of ICT. At the same time, information systems have the following pedagogical capabilities:

➢ availability of the entire volume of educational material at any time, in any place, self-extraction of knowledge;

➢ variability of forms of presentation of educational material (creation of files, pop-up windows, links, hyperlinks to text, audio and / or video material; creation of intermediate, control tests for practicing and checking the assimilation of text, audio and video material;

➢ creation of intermediate and control tests for working out grammatical structures and lexical material; creation of interactive homework and simulators for independent work of students);

➢ interactive information interaction between students and teacher for feedback, between students and ICT tools for testing and monitoring results, between students to create a single research project;

➢ providing systematic teacher support for all levels of students, including those in remote groups.

CONCLUSION.

Based on the results of comparison and generalization of information systems used for teaching a foreign language, the following didactic possibilities were identified:

- ➢ individualization and differentiation of the learning process (stage-by-stage formation and development of all backbone language skills and development of skills of speech activity of a foreign language for the professional activity of students);

- ➢ providing access to the network of information;

- ➢ visualization of educational information (replacing textual content with audiovisual content);

- ➢ unlimited execution of training tests in the process of assimilation of educational material and self-training of students;

- ➢ implementation of control with feedback, with diagnostics of errors, implementation of self-control and self-correction;

- ➢ development of communication skills (formation of writing and speaking skills for professional activities);

- ➢ intensification of all levels of the educational process; deepening interdisciplinary connections (labor law in a foreign language, constitutional law in a foreign language, etc.);

- ➢ improvement of information and methodological support of pedagogical activity (high rate of information updating);

- ➢ structuring information in accordance with the chosen educational program.

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