THEORETICAL BASIS FOR THE USE OF TRADITIONAL AND MODERN METHODS OF TEACHING A FOREIGN LANGUAGE

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Annotation: *This scientific article talks about the emphasis on learning English in our country, and the methods used in teaching English.*
Key Words: *Educational modernization, ZUN objective system, Overcoming topics and interdisciplinary subjects, performance rating system, regulations*

INTRODUCTION

For the country to develop socially, economically and spiritually, it needs literate, dynamic and skilled people, which requires improving the quality of mass education by modernizing the entire education system. Education improves flexibility, efficiency, emphasize the personality of the student, develop his activity and creativity.

Educational modernization involves changing the goals and intended outcomes of education, reducing the volume of required content, and changing methods and technologies to master content at all levels of education. Education, personalization of the learning process, and the ability of the education system to change. [4,192]

Modern modernization focuses on preserving the fundamental nature of education, while enhancing its practical and positive orientation, leading to the replacement of the ZUN objective system, i.e. training system. required in terms of knowledge, skills and abilities. Education modernization will be carried out from the perspective of the capacity-activity approach (CAP). The essence of KDP is that updated educational content will form the basis of students' skills, and the process of mastering the selected content will be proactive.

METHODOLOGY

Trained skills have several characteristics:

1. They are multifunctional, can be implemented in students' daily life to solve different problems, solve professional problems, perform social roles, etc. ;

2. Overcoming topics and interdisciplinary subjects;

3. They provide additional development of students' intelligence, thinking, self-esteem, self-reflection;

4. They are multidimensional, that is, they can be characterized from the point of view of developing students' mental capacities and from the point of view of developing different skills, including intellectual skills.

In general, skills are formed that can be exercised by students in an autonomous, interactive, or socially oriented manner. One of the goals of

educational modernization is to identify key competencies on an interdisciplinary, interdisciplinary basis. At the same time, it is very important to take into account the psychological and pedagogical conditions of the training (in stages)[5, 85]

Therefore, the capacity-activity approach to education modernization has several advantages:

-it allows you to create new content "from the results", i.e. standards-based;

-it ensures the integrity of the content;

-allows you to organize the process of mastering the content on an activity basis, providing not only the formation of knowledge, skills and abilities, but also the intellectual abilities of the students, as well as their personal qualities;

-request a new performance rating system;

-allows you to recognize the abilities of students of a particular age;

-make it possible to build on the achievements of the previous training period, that is, a certain consistency in training;

-emphasize the differentiation in teaching in elementary, middle and high schools.

The modernization of education will affect all areas of education, including areas such as "foreign languages"[6, 123]People use language (code system) to communicate; they communicate through it. Methods of studying problems related to foreign language teaching - code is widely studied in linguistics. Thus, linguistics describes the norm of a language, that is, the acceptable use of verbal linguistic means, a set of rules (regulations) governing the use of linguistic means in the words of an individual [7]

For foreign language teaching methods, it is important to distinguish between science, language, and speech. Modern linguistics understands language as a socially meaningful code and rules for its operation, fixed in the minds of a group of people. In other words, language is a system of linguistic tools necessary for communication and the rules for their use. Speech is understood as the implementation of the language system in specific communicative acts. The concept of "speech" includes both the process itself and its products - active speech. Language and speech, although they are two sides of the same phenomenon, a single whole, operate with units characteristic of each.

There are language units and speech units.

The language units are: phonemes, morphology, words, phrase combinations (sentences), micro and macro texts. These are the elements of the language, organized according to their formal-semantic characteristics.

Speech units are situational conditional utterances of varying length, in which linguistic elements are organized according to semantic and communicative characteristics. In other words, speech units necessarily correlate with a particular communication situation.

When determining the content of training, the question naturally arises - to teach what? language or speech? We start from the fact that you need to start by teaching speech, that is, teaching first how to understand and reproduce, as well as produce (create) basic utterances, defined by situations. possible communication situations in terms of foreign language learning. language at school.

The study of language as a linguistic phenomenon can provide knowledge about the language system but does not lead to the use of this system for communication purposes, which is confirmed by the practice of language teaching in Vietnam. school. When students only focus on teaching the language system, separating phonetics, grammar and vocabulary, students cannot apply the rules of grammar and words they have learned when solving the simplest communication tasks[8, 224]

Teaching ready-made phrases related to specific situations also cannot guarantee mastery of the foreign language learned, since language proficiency can only occur when the assimilation of speech material leads to forming a language system in students, when students can build utterances according to the inherent rules of that language in terms of grammatical concepts and word usage in communication activities.

In teaching English at school, one has to follow the sequence from speech to language. Thus, the linguistic component, which includes language and speech materials, serves as the first component of educational content. The choice, sequence and dose of formal means of expression (language) are determined by the need to communicate. The study of grammar, vocabulary, and phonetics determined by communication leads to violations of the traditional implementation sequence of the language system. Student communication, as a rule, is limited to the framework of the pedagogical register[9, 416]

A statement in foreign language teaching takes the form of a unit of study. It can be a word, a sentence, a utterance or a typical sentence pattern, a dialogue pattern, a monologue with a length longer than a sentence about a situation or topic. A group of structures that combine sentences of different types (affirmative, negative, exclamatory, interrogative) can serve as a unit of learning. Working with such pronunciation units contributes to the formation of a linguistic system. The training units themselves are practical proposals, correlated with specific situations. They are pronounced with a certain intonation depending on the purpose of communication, they are correct in terms of the norm of language, grammatical structure and vocabulary.

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