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CLASSIFICATION OF TRAINING METHODS IN THE TEACHING FOREIGN LANGUAGE

Abstract: One of the acute problems of modern didactics is the problem of classification of teaching methods. The article describes the problem of classification of teaching methods.

Key words: verbal methods, visual methods, practical methods, story, explanation, conversation.

Language: English

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Introduction

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Currently, there is no single point of view on this issue. Due to the fact that different authors base the division of teaching methods into groups and subgroups on different characteristics, there are a number of classifications. The earliest classification is the division of teaching methods into the methods of work of the teacher (story, explanation, conversation) and the methods of work of students (exercises, independent work). It is common to classify teaching methods with sources of knowledge. In accordance with this approach, there are:

- 1) verbal methods (the source of knowledge is an oral or printed word);
- 2) visual methods (the source of knowledge is the observed objects, phenomena, visual);
- 3) practical methods (students gain knowledge and develop skills by performing practical actions). Let's look at this classification in more detail.

Verbal methods. Verbal methods occupy a leading place in the system of teaching methods. There were periods when they were almost the only way to transmit knowledge. Currently, they are often called outdated, "inactive". The assessment of this

group of methods should be approached objectively. Verbal methods allow you to transmit a large amount of information in the shortest possible time, put problems before the students and indicate ways to solve them. With the help of the word, the teacher can evoke in the minds of children vivid pictures of the past, present and future of humanity. The word activates the imagination, memory, and feelings of students. Verbal methods are divided into the following types: story, explanation, conversation, discussion, lecture, work with a book.

Story. The method of storytelling involves an oral narrative presentation of the content of educational material. This method is used at all stages of school education. Only the nature of the story, its volume, and duration change. The story, as a method of presenting new knowledge, usually has a number of pedagogical requirements:

- the story should provide an ideological and moral orientation of teaching;
- contain only reliable and scientifically verified facts;
- include a sufficient number of bright and convincing examples, facts that prove the correctness of the proposed provisions;
- have a clear logic of presentation;

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- to be emotional;
- be presented in simple and accessible language;
- reflect the elements of personal assessment and the teacher's attitude to the facts and events presented.

Explanation. An explanation should be understood as a verbal interpretation of the laws, essential properties of the object under study, individual concepts, and phenomena. Explanation (this is a monologue form of presentation). Explanation is most often used when studying the theoretical material of various Sciences, solving chemical, physical, mathematical problems, theorems; when revealing the root causes and consequences in the phenomena of nature and social life. Using the explanation method requires:

- precise and clear formulation of the problem, the essence of the problem, the question;
- consistent disclosure of cause-and-effect relationships, arguments, and evidence;
- use of comparison, comparison, analogy;
- attract the brightest examples;
- perfect logic of presentation. Explanation as a method of learning is widely used in working with children of different age groups. However, in middle and high school age, due to the complexity of the educational material and the increasing intellectual capabilities of students, the use of this method becomes more necessary than in working with younger students.

Conversation. Conversation is a dialogical method of teaching in which the teacher, by posing a carefully thought-out system of questions, leads students to understand new material or checks their assimilation of what they have already learned. Conversation is one of the oldest methods of didactic work. It was masterfully used by Socrates, from whose name the concept of "Socratic conversation" was derived. Depending on the specific tasks, the content of the educational material, the level of creative cognitive activity of students, the place of conversation in the didactic process, there are different types of conversations. Heuristic conversation is widely used (from the word "Eureka" (find, open). In the course of a heuristic conversation, the teacher, based on the knowledge and practical experience available to students, leads them to understand and assimilate new knowledge, formulate rules and conclusions. Communicative conversations are used to communicate new knowledge. If the conversation precedes the study of new material, it is called introductory or introductory. The purpose of this conversation is to create a state of readiness in students to learn new things. Anchoring conversations are used after learning new material. During the conversation, questions can be addressed to one student (individual conversation) or to students of the entire class (front-line conversation). One type of conversation is an interview. It can be conducted with the class as a whole, or with individual groups of

students. It is especially useful to organize an interview in high school, when students show more independence in their judgments, can pose problematic questions, and Express their opinions on certain topics put by the teacher for discussion. The success of conversations depends largely on the correctness of the questions posed. Questions are asked by the teacher to the entire class so that all students are prepared for the answer. Questions should be short, clear, meaningful, and formulated in a way that awakens the student's thoughts. You should not use the double prompting questions or thought-provoking to guess the answer. You should not formulate alternative questions that require unambiguous answers such as "Yes" or "no". In General, the conversation method has the following advantages:

- activates students;
- develops their memory and speech;
- makes students' knowledge open;
- has a great educational power;
- it is a good diagnostic tool. Disadvantages of the conversation method:
 - takes a long time;
 - contains an element of risk (the student may give an incorrect answer, which is perceived by other students and recorded in their memory);
 - you need a stock of knowledge.

Discussion. Discussion as a learning method is based on the exchange of views on a particular issue, and these views reflect the participants' own opinions or are based on the opinions of others. This method should be used when students have a significant degree of maturity and independence of thinking, are able to argue, prove and justify their point of view. A well-conducted discussion has a great educational value: it teaches a deeper understanding of the problem, the ability to defend one's position, and to take into account the opinions of others.

Lecture. A lecture (a monological way of presenting a voluminous material) is usually used in high school and takes up the entire or almost the entire lesson. The advantage of the lecture is the ability to ensure the completeness and integrity of students' perception of educational material. The relevance of the use of lectures in modern conditions increases due to the use of block study of new educational material on topics or large sections. The school lecture can also be used when repeating the material passed. These lectures are called overview lectures. They are conducted on one or more topics to summarize and systematize the studied material. The use of lectures as a method of teaching in modern schools allows to significantly enhance the cognitive activity of students, involve them in independent searches for additional scientific information to solve problematic educational and cognitive tasks, perform thematic tasks, conduct independent experiments and experiments bordering on research activities. This

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explains the fact that the proportion of lectures in high schools has recently begun to increase. Working with a textbook and a book (the most important method of learning). In primary classes, the book is mainly used in lessons under the guidance of a teacher. In the future, students are increasingly learning to work with the book on their own. There are a number of techniques for independent work with printed sources. The main ones are:

- Taking notes (a summary, a short record of the contents of the reading). Notes are taken from the first person (from yourself) or from a third person. Taking notes in the first person is better for developing independent thinking.

- Drawing up a plan of the text. The plan can be simple or complex. To make a plan, after reading the text, divide it into parts and title each part.

- Quoting (verbatim excerpt from the text. Output data must be specified (author, title of the work, place of publication, publisher, year of publication, page).

- Annotation (a brief summary of the contents of the reading without losing significant meaning).

- Reviewing (writing a short review expressing your attitude about what you read). These are brief characteristics of the main types of verbal teaching methods. The second group of this classification consists of visual teaching methods. Visual methods. Visual teaching methods are those methods in which the assimilation of educational material is significantly dependent on the visual and technical means used in the learning process. Visual methods are used in conjunction with verbal and practical teaching methods. This is a brief description of teaching methods, classified by sources of knowledge. It has been repeatedly and reasonably criticized in the pedagogical literature. Its main drawback is that this classification does not reflect the nature of students' cognitive activity in learning, does not reflect the degree of their independence in academic work. Nevertheless, it is this classification that is most popular among practical teachers and methodologists.

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