

ADVANTAGES OF MIXED METHODS IN TEACHING FOREIGN LANGUAGES

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Annotation: *This article analyses information about the direct impact of social-political, official-departmental, scientific-educational processes on the emergence of the new method. People's professional aspirations, increasing desire to spend holidays in other foreign countries (tourism) and the rapid development of communication tools have increased the interest in learning foreign languages.*

Key words: *language of foreign countries, new and old textbooks, printed texts, grammar material, reading and writing skills, writing book, colorful pictures.*

INTRODUCTION

In addition, people's professional aspirations, increasing desire to spend their holidays in other countries (tourism), and the rapid development of communication tools (for example, telephone, radio, television) have increased the interest in learning foreign languages.

Main part: In European countries, foreign languages were taught only in gymnasiums, but by the 1960s, this situation changed completely, and English was introduced as a subject of study for all students, that is, now not only gymnasium and real school students, but also low mastering high school students had the opportunity to learn English. In developed countries, the interest in learning foreign languages has grown to such an extent that it has even begun to be studied in non-school educational institutions, including public higher education institutions, where mainly adults are educated.

This situation led to the emergence of a new method. Thus, in the 70s of the last century, after a series of attempts, the communicative method was created, and new curricula were adopted, which set the main directions of foreign language education and aimed to "teach students how to communicate".

The main directions of the communicative method are the pragmatic direction and the pedagogical direction. The need to implement a pragmatic goal in the communicative method arose from the characteristics of the socio-political sphere. As opposed to teaching the "ancient languages" Latin and Greek, in a pragmatic way, that is, to be able to explain one's thoughts to others, to find one's way as a diplomat or businessman in the country where the language is being studied, to be able to communicate with people, by reading and understanding TV shows, radio broadcasts, newspapers and magazines began to be studied. According to the goal of pragmatic orientation, foreign languages were learned for everyday communication.

Communicative didactics has adopted a number of principles from ALM, AVM in a pragmatic direction. In particular, principles such as situationality, originality of language

material, presentation of new educational material in daily dialog were accepted and developed in practice.

The main goal of learning a foreign language was to learn how to use foreign language knowledge in everyday communication and to express one's opinion, and to acquire foreign media at the level of understanding. It was determined that the main goal of learning a foreign language based on a pragmatic approach is not to provide knowledge of language and country studies (this goal was set by GTM), but to create skills in listening, speaking, reading and writing speech activity in a foreign language. It is known that in learning a foreign language, in addition to the educational goal, educational goals and cultural goals are also reflected.

The educational goal of learning English in European countries is defined as follows: Anglo-American cultural representatives have presented many examples of high humanity to mankind, and in their writings, values that are very valuable for the foreign language lesson, including the appreciation of truth, freedom, knowledge of rights, tolerance, respect for the human person and there are unique examples of the qualities of respect for the people of foreign countries, such positive qualities should be established in all young people.

In this way, they develop a sense of awareness and compromise. Since the written sources in English are rich in works on life issues, the English language class served to educate a diverse worldview.

Students should be introduced to the spiritual and cultural life of the English and American peoples through written sources and should be introduced to the level reached by England and America today and taught to use them in practice.

The principles of the communicative method are as follows:

- To guide the students in acquiring the content of education, to create an opportunity to expand their worldview by giving them an understanding of the country where the language is being studied;

- Increasing students' activity: considering the student as an active participant in the educational process. This participant must acquire knowledge consciously and independently and be able to use a foreign language in practice;

- Application of social forms of the lesson. The form of the traditional frontal lesson (the teacher speaks, and the students only listen. In some cases, if required, they can say something) is enriched by working individually, in pairs, in groups, and in plenums;

- The teacher's role in the lesson is not "informer" or "manager of technical means", but an assistant in the educational process;

- The study material is not based on a predetermined study system, but on the basis of study material that can be adapted, changed, replaced and expanded in every way to the goals and needs of the study group;

New textbooks based on the above principles were created in European countries in the 80s, and in our country in the late 90s. To distinguish the new textbooks from the old ones, the following can be specified. Authentic texts are selected according to the topics of the textbooks, that is, texts published in the country where the language is studied have been selected either directly or by adaptation.

Conclusion: The exercises focused on the text rather than the grammatical material. Exercises are structured on the basis of the principle of simple to complex. Rather than providing a ready-made grammar rule, the focus was on students to understand or create the rule themselves. Emphasis was placed on the simultaneous development of speaking, listening, reading and writing skills. The textbook is created as an educational set, that is, a textbook, a notebook, a teacher's book and CDs (in the form of audio cassettes or video cassettes). In the textbooks, a lot of attention was paid to visuality, that is, colorful pictures appropriate to the topic are reflected.

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