

**THE CLASSICAL APPROACH TO LEARNING A FOREIGN
LANGUAGE**

Annotation: In this article highlights of the classical approach to learning a foreign language. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc.

Key words: classical approach, foreign language, education, quality, effectiveness, English.

In connection with the above, the classical approach to learning a foreign language has also been somewhat transformed, but the unshakable principles of the "classics" of domestic language techniques have been preserved. Sometimes they are actively used in schools of other methodological directions. The classical course is aimed at students of different ages and most often involves learning the language "from scratch". The tasks of the teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of psychological and language barriers that hinder communication. The classics have not changed the goals, but the methods due to the new approach are already different.

The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - it is necessary to develop students systematically and harmoniously. The classical method partly turns language into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is primarily aimed at developing students' ability to understand and create speech. The methodology involves classes with Russian teachers, but this order, although not quite "fashionable", cannot be considered a minus: a teacher who is not a native speaker has the opportunity to analyze and compare two

language systems, compare constructions, better convey information, explain grammatical rules, and prevent possible errors. The general fascination with foreign specialists is a temporary phenomenon, because the Western world has appreciated the priority of bilingualism (bilingualism). The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

The first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique works perfectly in Europe and the USA.

The communicative technique, as its name already implies, is aimed precisely at the possibility of communication. Of the four "whales" that support any language training (reading, writing, speaking and listening to speech), special attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. The oral speech of any literate person is quite different from the written one. Try to take care of yourself during the day: have you used a lot of long sentences, constructions in the subjunctive mood? Unfortunately, the epistolary genre is a thing of the past, and if our descendants judge us only on the basis of e-mail and other "monuments" of online literature, then their opinion is unlikely to be flattering.

However, it would be a mistake to think that the communicative method is intended only for light small talk. Anyone who wants to be a professional in a particular field regularly reads publications on their subject in foreign publications. Having a large vocabulary, he easily navigates the text, but it costs him enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed primarily to remove the fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is also a flip side of the coin: cliched phrases and a poor vocabulary. Add to this a lot of grammatical errors and you will understand that the only way not to be considered, to put it mildly, an unintelligent

interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve. Those who study by the communicative method are the "light cavalry". They prance under the walls of the fortress, make swift attacks and want to tear down the flag, not noticing how beautiful the besieged citadel is.

Do not lose sight of the fact that another clear gradation of methods of teaching English has the form "our - foreign". There are not so many foreign ones. If we discard American English and the TOEFL test as a kind of indicator of the results of language learning, then there are two monopolists in the field of teaching British English - Oxford and Cambridge. Both these university centers and other educational institutions work with certain publishers, therefore, for example, a textbook developed in Birmingham or Lidds can be offered under one brand or another. Both publishers strive to preserve their prestige, so there is no doubt that world-class products are coming to the Russian market. Their mutual competition is the key to quality.

The Oxford and Cambridge approaches to language are united by the fact that most courses are based on a communicative methodology integrated with some traditional teaching elements. It assumes maximum immersion of the student in the language process, which is achieved by minimizing the student's appeal to the native language. The main purpose of this technique is to teach the student to speak the language fluently first, and then to think in it. It is also important that mechanical reproducing exercises are also absent - their place is taken by game situations, work with a partner, tasks for finding errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. Often textbooks contain excerpts from the English-English dictionary - it is English-English, and not English-Russian, French, Italian, etc. The whole complex of techniques helps to create an English-speaking environment in which students should "function": read, communicate, participate in role-playing games, express their thoughts, draw conclusions. Oxford and Cambridge courses are focused on the development of not only language knowledge, but also creativity and the general outlook of the student. The language

is very tight is intertwined with knowledge of the cultural characteristics of the country, therefore, the courses certainly include a country-specific aspect. The British consider it necessary to give a person the opportunity to easily navigate the multicultural world, and this is easily done with the help of such a powerful unifying factor as English. We have not yet overcome isolation enough to understand the importance and inevitable necessity of this aspect. For Britain, for all its legendary traditionalism, globalization is by no means an empty phrase, but a serious problem that they are trying to find a solution to right now.

If we return to the problem of course organization, then this can easily be done using the example of the textbook "Headway", which occupies one of the leading places in the ratings of our courses. This is a course (or English learning system) specially developed by London methodologists John and Liz Soars for young people and adults. Each of the five levels (Elementary, PreIntermediate, Intermediate, Upper-Intermediate) has its own methodological kit, which includes a textbook, a book for students and teachers, audio cassettes, and can be mastered within about 120 academic hours. Since Liz Soars has extensive experience as an examiner when passing "The Cambridge RSA Dip TEFL", at the end of studying any level of the course, a student can try to pass the certification exam and get a certificate.

Each lesson consists of several sections. The first one is usually devoted to the development of conversational skills (for example, the fact-file of a famous person is being discussed) and the analysis of some grammatical constructions, the performance of a written task on the practice of communication, discussion of certain topics, the practice of composing dialogues based on suggested hints, listening to audio cassettes, as well as fixing and repeating the material passed in previous classes. Work on the text is usually preceded by classes in pairs, answers to questions, filling in tables. All this orients the student well to the perception of subsequent information, stimulates interest in reading. The lesson usually ends with an audio part, which is also preceded by various exercises that make it easier to perceive new material. A distinctive feature of the Headway course is the study

of grammar at two levels: first in the context of the lesson, and then more fully in the student's workbook (self-study and revision exercises). It is also summarized at the end of the textbook in a special appendix. The kit also includes the book "Headway Pronunciation", which allows you to practice both the pronunciation of words and intonation - an equally important aspect of the language palette.

So, if we summarize, or, to put it in English, make a summary, British methods have a number of distinctive features. Most of them are developed based on the integration of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach make it possible to develop an individual human personality, affect its worldview, value system, self-identification, and ability to think. Simply put, the individual approach, which is now popular, is put at the forefront. All British methods, without exception, are aimed at developing four language skills: reading, writing, speaking and listening.

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