THE ROLE OF SITUATIONAL APPROACH IN TEACHING FOREIGN LANGUAGES

Abstract. Time moves so fast, and it makes its own adjustments to the field of education. New methods of teaching a foreign language are emerging, and many of them really deserve attention. As studies in the field of language learning show, the acquisition of knowledge about the language is not enough to communicate with people, since the learned words and grammatical rules are not tied to a certain situation. Accordingly, this nullifies the conversation, since each time you have to choose the appropriate words for a certain situation.

Keywords. principles of the situational approach, learning a foreign language, memorizing phrases, communicative methodology, effective learning, real life situations.

Introduction. The situational approach to learning a foreign language, which remains relevant to this day, was developed by British linguists in the XX century. Teaching a foreign language through a situational approach is carried out by using the learned vocabulary related to specific situations that may arise in real life. This is what English courses for beginners are built on, where people come who need to master the language in a short time. The situational method is a productive activity for practicing new vocabulary through communication. The situational method
allows students to actively use the language in everyday life in various situations. And it should be used absolutely at all levels of teaching foreign languages.

**Discussion.** This is a method where the situation plays a major role. As the Australian linguist Michael Holiday observed, "we learn our native language through situations, how to behave in a particular place, rather than learning abstract rules about how to speak" [1]. It is used to enable you to quickly and effectively achieve the intended tasks in the existing specific conditions.

The problem of the situational approach in teaching a foreign language is the subject of the works of N.D. Galskova, A.A. Leontiev, E.I. Passov, V.L. Skalkin. The situational method is combined from many ways and means of teaching a language. The structure and content of this method is not stable. This approach complements the audio-language, communicative methodology and is non-standard, creative that allows you to choose non-standard solutions. It is believed that well-known teachers E.M. Ilyin, V.F. Shatalov, M.P. Hudzik, I.P. Volkov, etc. thanks to the situational method, have achieved significant success in teaching, educating and developing students [2].

The situational approach allows you to master grammar at a subconscious level, when memorizing phrases in general. For example, each lesson when reproducing phrases from the teacher "open the textbooks or look at the board" will not remember the rules or will not think about which article or preposition to choose, it is enough to remember the situation. The situational approach to teaching a foreign language helps to involve even the most backward students in the lesson, since all students are involved, which is necessary for acting out life situations.

The situation is a form of functioning of communication, a unit of communication. There are two types of situations: real situations, which have the maximum value in learning a foreign language, and artificial, which include the display of pictures, diagrams, etc. When these artificial objects do not show real meaning, then verbal situations can be created to make the meaning understandable, or far-fetched situations. Submitting a list of words with their direct translation is a long day yesterday. Therefore, when it is necessary to introduce new vocabulary, a lexical approach is adopted. This is the formation of a list of necessary phrases and
expressions and their corresponding pictures [3].

Principles of the situational approach are:

– language learning related to certain real life situations becomes a habit;
– error correction and speech correction;
– an integral part of learning, helping to avoid memorizing incorrect speech patterns;
– language skills are practiced first orally and then in writing;
– the meaning of words is remembered only in a linguistic and cultural context.

The situational approach in teaching foreign languages has its advantages and disadvantages. The advantage of the situational approach is that it creates interest in learning, focuses on listening and auditory, language skills. Students behave like active learners. The disadvantage of the situational approach is that not always materials in textbooks, prose and poetry cannot be taught by this method [4].

Communicative learning assumes that the learning process is built as a model of the communicative process. In communicative learning, situations are used not at the final stage of mastering the material, they are not an application to learning, but its essential basis at all stages of mastering the material. The situation should become a unit of organization and the basis for managing the process of learning foreign language communication. It is important to find criteria by which it is possible to methodically correctly simulate the situation of speech communication.

As you know, success in teaching foreign languages is determined by the correct organization of the educational process. Teaching schoolchildren natural communication in a foreign language in the conditions of the educational process is a complex and ambiguously solvable task. The task of the teacher is to involve students in active speech activity in the classroom. And therefore, one of the most effective means of unlocking the creative potential of students is teaching communication. Various forms of activity (educational and cognitive, socio-political, labor, sports, artistic, household) are implemented in communication. The content of communication is problems, the basis of which are the subjects of discussion. The experience of the school shows that the statements of students during the conversation, when the issue is discussed, become natural if joint
activities are organized within the framework of group communication.

Consider the main functions of the educational and speech situation in the educational process. In the classroom, educational and speech situations are designed to perform two main functions: stimulating and teaching. These situations should be created taking into account the basic conditions for the formation of speech skills and abilities. It so happens that the situation created by the teacher in the lesson can become a situation of silence or formal participation as shyness, uncertainty.

Psychologists have found that in adolescence, interesting conversations for children are, firstly, those in which new facts and information from different areas are reported; secondly, it is talk about relationships, actions. It is very important to ensure the content of statements in the language being studied, to exclude statements that have no connection with reality, do not correspond to it. Communication in the classroom is mainly carried out in such organizational forms as teacher-student, teacher-class, student-student. At the first stage of teaching foreign languages, it is necessary to teach students so that they can successfully correct each other's statements. For example, correct, ask clarifying questions [5]. In the next step, communicative actions can be implemented using replicas. Here are some examples:

Consent (disagreement): You are right; I think the same thing; I like it, I'm afraid you're wrong;

Clarifying phrases: As for me, I think...; I believe that...

Generalization of judgments: in general; to summarize everything, let's come to a conclusion;

Emotional reactions: This is quite strange (terrible, pleasant); Excellent; Well done;

Comments expressing the request: Can I...? You can...? Yes...?

Comments giving a negative assessment: I find it bad; I don't find it very good.

Remarks of Surprise: Is that correct? And you? How so? Really...

The situation in an easy and relaxed form will allow students to remove communicative barriers in communication, increase the volume of their speech practice, help everyone plan their statement, unite everyone together with the plot,
organizational forms, rules, etc., lay the foundations of the technology of group discussion.

As a result of the analysis, the greatest opportunities in the embodiment of speech situations open up in the play activity of children. At the junior level of learning, students like imaginary situations with elements of role-playing. It is at this stage that speech situations can enhance their learning effect. You can suggest simple situations: "You met a tourist from the UK. Let's get to know him better." Introductory dialogue. The speech situation should be (if possible) adequate to the real situation of communication; very clear to students; to cultivate in them an attentive attitude to classmates, a sense of collectivism, initiative; should stimulate motivation to learn; to awaken students' interest in the task, the desire to perform it well. When proposing communication situations, it is necessary to take into account the language training of students. Situations can be simulated in various ways: with the help of visualization, verbal description, dramatization. For example, in elementary school, when studying the topic "Family", students bring photos of their family members. You can suggest the following tasks: - Show photos of your family members and tell us about them. A speech task is given: "This is your mother. Introduce us to her. The class should be willing to ask questions. Subject. "My apartment". An image of the apartment is given and asked to tell a little about your apartment." In high school, when studying the topic "Leisure", you can suggest the following situations: "Claire loves to cook. It's her hobby. You were at her birthday party and you really enjoyed her cake. Ask Claire to tell you the cake recipe. Helen loves music. Listen to her story about your hobby and ask her questions." Some students may be offered a television program individually. "Advise what I can watch on TV." It is necessary to teach students not to close themselves within the framework of the topic being studied, but to expand their statements, to associate them with previously studied topics. The content of the statements should not be imposed. For example, when studying the theme "Travel", the themes "My city", "My village" are repeated. There are situations: "Your plans for the weekend", "Your plans for the next vacation", "You are sitting in the train car. Describe what you see from the window," "Help Mom pack her things for the trip."[6] The ability to
evaluate events and facts from different points of view expands the social experience of students, teaches communication. Often in the classroom, students act as a teacher, and they really like it. The teacher should try to apply teaching methods that help to increase the effectiveness of the lesson.

Conclusions. Teaching methods occupy a special place in teaching. They are interrelated communication techniques between teacher and learners. Despite the lack of a single definition of this concept, today there are many systems and classifications of teaching methods.

Analyzing the above facts, we came to the conclusion that the main focus of situational training is "learning by action". In teaching foreign languages, first of all, it is necessary to develop spoken language, so that in the future there are no difficulties in the process of real communication [7]. With the help of this method, students have the opportunity to show and improve analytical and evaluative skills, learn to work in a team, and apply theoretical material in practice. Being an interactive teaching method, it gains a positive attitude from students who see in it a game that provides the development of theoretical provisions and mastery of the practical use of the material.

References: