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THE USE OF TRADITIONAL APPROACHES AND METHODS IN THE MOST EFFECTIVE TRAINING

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Abstract: The article deals with the TBE methodology in teaching the English language. Mastering a foreign language is always connected with the choice of the appropriate methods of teaching. The experience of teaching the English language given by experts-native speakers is the major factor. Nowadays one of the key issues in this process is its effective introduction and use in the modern programs, including the federal ones.

Keywords: needs analysis, lesson planning, traditional, communicative, language, motivation, competence, reading, professional training.

Nowadays a debate about the advantages and disadvantages of methods of teaching English is still taking place. Traditional methods are widely criticized. Many specialists consider the traditional approaches to learning a foreign language too boring. Training based on traditional methods is considered to take too much time, that is why a lot of students do not complete it. Moreover, it does not give learners an opportunity to "immerse" in the language environment and to overcome the barrier of "inner translation". However, even if this well-reasoned criticism is taken into account, it is impossible to ignore the main advantage of using the traditional methods – gradual acquisition of fundamental, basic knowledge, application of which will be long-term one. As practice shows, the use of traditional approaches and methods in combination with communicative and humanistic ones provides the most effective training.

Such training courses are specially created in order to expand the scope of activities, using a compilation of various approaches, styles of teaching, using the

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latest materials in language learning. The importance of this comprehensive approach is undeniable. Working with a student within the framework of this methodology begins with an analysis of his needs (needs analysis) using his various forms (filling out a pro forma menu-approach, when the teacher offers programs that meet the needs and needs of the student; personal interview; work-shadowing - awareness and identification of ways overcoming obstacles that hinder the activation of the linguistic potential of the individual, including overcoming the language barrier). Ultimately, such a multifaceted approach provides detailed information about the student's needs and, if necessary, strengthening his motivation, bringing the learning process into proper alignment and determining what exactly a potential student should do to achieve this goal.

In the absence of proper motivation, this technique suggests using the achievements - building a specific educational process with the formation of motivation for a positive attitude towards it with the help of a suggestive technique.

The instructor then proceeds to lessons planning, which selects the "ingredients" for the class: authentic materials. These are, first of all, newspapers, magazines, announcements, documents, digital recordings, radio and TV programs, brochures, reports, the Internet when studying prepositions of place, phrase structure and stress in a word - everything that makes learning easier and diversified. According to the selected aspect of the language. The teacher also selects headings, tables, tips, etc., which will be needed in the course of work in the lesson. The use of such a quantity of visual material ensures the connection of a visual teaching method that contributes to a faster memorization of grammar and vocabulary.

In addition, TBE methodology offers a combination of the following teaching methods:

1. A communicative method integrated with some traditional techniques using only English-English dictionaries (monolingual dictionaries). Grammar and vocabulary are always studied in context.

2. The connection of the socio-cultural teaching method (cultural knowledge) appeals to such an aspect as the social and cultural environment of the target language. This "living" method does not aim at mastering only "lifeless" lexical and grammatical forms.

3. The humanistic approach is based on addressing the student as a person, models of behavior of an introvert and an extrovert. This approach in educational terms, as a rule, is personality-oriented - the student is the "center" of the educational process: he makes assessments of various situations, expresses an opinion, draws conclusions, determines the model of his behavior in a particular case, involving humanistic relationships: striving for complicity, empathy, acceptance of each other, joint activities and joint enthusiasm for communicative and cognitive activities.

4. The emotional-semantic approach involves the creation of interest groups within the framework of the lesson, which enhances the motivation of an individual student and facilitates the task of mastering the necessary knowledge and skills.

The result of applying an integrated approach to language learning are the following activities in the classroom: versatile game situations (role-playing), working with a partner, searching for comparisons, comparisons for memory and logic, incl. synonyms, antonyms (find synonyms \ opposites), false-true statements, odd word out tasks, finding collective nouns for a group of words (classification), expressing thoughts , conclusions, mandatory inclusion of the regional aspect, the practice of drawing up a dialogue based on the suggested prompts; filling in gaps (gap-filling), multiple choice, working with the structure of a word (word formation), transformation (rephrasing) of statements, finding and correcting errors

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(error identification and correction). The latter type of work is especially important because it develops the learner's attention to detail in the language.

The systematic nature of language teaching according to this method is built in such a way that its center is the **word**. A word is studied at the level of its structure (word formation, prefixes and suffixes), its use (word use), including in idioms and metaphors, in lexical and grammatical contexts, that is, at the level of at least a phrase or text. Such a multilevel study pursues the main goal - **remembering** a word. The following memorization techniques are used:

- Associative perception (the most effective);

- Visual perception;

- Repetition of a word, if necessary, using rhyme;

- Working out a word within the framework of the current grammar and vocabulary;

- Tests for memorization;

- Use in speech.

The phrase repetition of a word means not only mechanical repeated reproduction, but a longer memorization process.

To effectively memorize a word, you need to use as many of the above types of exercises as possible.

The study of vocabulary takes place in accordance with 4 main areas of development of language skills (skills development): passive, receptive (reading and listening) and active, productive (speaking and writing). According to British experts, the question of learning English should be approached in the following order: listening - speaking - reading - writing. Let us note the key points of approaches to the study of these aspects.

If students do not speak at all, then initially they can speak in any language, and then, having explained the problem in a language they understand, they achieve their goal with the help of English.

In mastering writing skills, students should be aware of three main tasks: what-why-how - **what, how** and **why** they should state in writing. At the same time, it is initially necessary to distinguish between the styles of official and unofficial letters and the rules for their writing. In order to write an essay, you must:

- create the described situation;

- collect ideas that will be accepted or rejected;

- think over a letter plan;

- directly put letters on a draft, check, rewrite, check again.

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