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## **COMMUNICATIVE METHODS IN TEACHING ENGLISH**

Annotation: Teaching the form of oral communication in a foreign language as a concept and terminological combination has taken a firm place in methodological literature.

Key words: Teaching, communication, foreign language, foreign language, synonymous.

A person communicates with other people from the moment of birth, but sometimes people who are distinguished by high achievements in studying the phenomena of the material world turn out to be helpless in the field of interpersonal relations. In the modern world, almost all collective activities of organizations are based on communication processes. Therefore, among the professional qualities that determine the success of the teacher's professional activity, especially the communicative qualities that ensure the effective interaction of the lesson, or more precisely, the communicative competence, should be highlighted. The teacher's communicative competence is the main tool for solving management problems, because the words organized in speech play the role of a tool in the management of other people. The process of discussing ideas and developing solutions is primarily a process of communication. However, communication is effective only when the people communicating with each other are competent in a given situation. The development of communication skills depends not only on the experience of this communication and its systematic nature. Special attention should be paid to the formation of competence in communication. One of the first problems facing a psychologist working in this direction is the problem of determining the main parameters of communicative competence in order to diagnose the level of its development. Diagnosing communicative competence can be done only on the basis of knowledge of its structure. Thus, studying and diagnosing the parameters of a person's communicative abilities is an urgent problem of psychology, the solution of

which is important for each person and for the whole society. Analyzing the scientific and methodological literature on the problem of diagnosing the communicative competence of a person, each psychologist chooses himself, often chooses a very narrow set of diagnostic parameters, and the reasons for the choice are rarely explained and far from them. always done by a specialist. In world educational practice, the concept of competence serves as a central, kind of "node" concept - "because competence, firstly, embodies the intellectual and skillful components of education; secondly, the concept of competence is the ideology of interpreting the content of education formed from the "result" ("output standard"); thirdly, the basic competence has an integrative character, because it *is a series of homogeneous or closely related skills related to a wide range of culture and activity. includes skills and knowledge* . the new century, the socio-cultural context of learning foreign languages in Russia. Their educational and self-educational functions in schools and universities, and their professional importance in the labor market as a whole have increased significantly; this has led to an increase in the motivation to learn international communication languages. Also, the need to use foreign languages has increased. changing requirements, determining new approaches to the selection and organization of the content of the material. The content of the school course is determined by communicative goals and tasks at all stages of education: in primary school, in the second and third levels, where education is already aimed at developing the communicative culture and socio-cultural education of schoolchildren, enables them to be communicative. equal partners in intercultural communication in a foreign language in everyday, cultural-educational and professional spheres. Thus, a foreign language becomes a tool of socio-cultural education as a means of knowledge in the conditions of communicatively oriented education. Communicatively oriented teaching of foreign languages is the formation of linguistic, conversational, practical, sociolinguistic and intellectual communicative competence of students when the student is ready to use the foreign language as a means of verbal and mental activity. Unfortunately, it cannot be said that all the patterns that allow effective teaching of speech activity

are already known and formed, but one thing can be said for sure: the basis of the methodological content of a modern lesson should be communicative. Teaching the form of oral communication in a foreign language as a concept and terminological combination has taken a firm place in methodological literature. However, it has only replaced or is synonymous with the concept of teaching foreign language speech. Although there is a fairly rich experience in the methodological organization of communicatively oriented teaching of foreign language speech, the topic of teaching foreign language communication has not yet been properly studied (Belyaev BV, Bim IL, Vedel GE, Game technologies in the process of teaching foreign languages).

game technologies as one of the ways to help form the cognitive interest of schoolchildren in teaching a foreign language.

The research hypothesis is that the formation of the cognitive interest of schoolchildren in learning foreign languages is more effective in the following cases:

- building training based on the consistent introduction of game technologies into the educational process.

The following research tasks were determined in connection with the goal and hypothesis:

- study and analysis of scientific and methodological literature on the research topic;

Study the types and types of exercises available in the practice of teaching a foreign language using game technologies;

- classification of game methods of teaching English according to the principles of organization and definition of a role-playing game;

- experimental verification of the effectiveness of using game technologies in the process of teaching foreign languages;

A complex of theoretical and empirical research methods was used to solve the tasks.

Theoretical: analysis and synthesis, summarization and interpretation of pedagogical, psychological, philosophical, historical, cultural and methodological literature; socio-pedagogical analysis (analysis of programs and textbooks , training manuals).

Empirical: inquiry methods (interviews, questionnaires, interviews with students); self-assessment method, pedagogical experience included in the educational process.

- the use of game technologies in foreign language lessons, in particular, role-playing games, is an important method of stimulating the educational and cognitive activity of schoolchildren;

- in this article, we experimentally (according to the results of pedagogical practice) proved the methodological importance of using role-playing games in foreign language classes, participation in this game consists in the formation of a number of mental neoplasms in the child. . It is imagination and consciousness that enable him to transfer the properties of some things to others; the formation of the character of human relations, which gives a certain meaning to one or another actions of a person. He has a meaningful direction in his experiences, the child seeks to generalize them. Based on all this, he can form cultural behavioral skills that allow him to effectively engage in collective and individual activities;

- 1. The methodical system of foreign language teaching, built using game technologies, ensures effective formation of speaking skills and competences of schoolchildren in a foreign language;

2. Role-playing games in the process of teaching foreign languages.
3. Practical use of role-playing games in foreign language classes.

Thus, we proved in practice the effectiveness of using game technologies in foreign language classes to stimulate the learning and cognitive activity of schoolchildren.

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