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## **TRADITIONAL AND INNOVATIVE APPROACHES TO THE STUDY OF FOREIGN LANGUAGES**

Due to globalization, learning foreign languages in today's world has become an integral part of professional training [1]. Through historiographical analysis of foreign language teaching in the prerevolutionary Russian schools, one can not ignore the outstanding works of such masters of their craft, as JL Vitlin, which in this thesis, emphasizes the use of the Russian language in explaining the grammar, vocabulary and spelling, thus emphasizing the relationship with foreign language learners. VE Rauschenbach, who established the unbreakable bond selection studied languages for their practical value. AA Mirolyubov cites in his doctoral thesis the genesis of foreign language education [2].

The mid 20s of 20th century:

With the beginning of industrialization and the ascension of foreign languages as preferential, Russia mandated a widespread withdrawal of foreign languages in the higher education system [3].

Early 1940s. Commemorates the emergence of sustainable scientific interest in the problems of the history of foreign language education, which was the cause of a series of articles in which the authors (V.D. Arkina, K.A. Ganshina, Z.M. Tsvetkovoy, V.M. Sedik etc.) cover a wide range of issues, systematize accumulated historical and pedagogical material, thus creating a foundation for the further development of Russian linguistics [2].

The Post-Soviet period of language training included two stages: in the 90s – transformation, paradigm shifts in language training, and at the beginning of the 21st century, stabilization. Many researchers, such as L.Yu. Nikshikova, classified education generally and language acquisition as particular to cultural environment. AI Firosova emphasizes the importance of the social aspects of language education. A.N. Shchukin, who emphasized religion as the primary scope of foreign languages in prerevolutionary Russia, made an invaluable contribution to the development of Russian linguistics during this period [3].

There are many methods of learning a foreign language, the oldest of which is traditional – classical, fundamental technique, making it possible not only to operate a variety of lexical strata, but to look at the world through the eyes of a native speaker [1].

1960s – 70-s, Abroad;

The humanistic paradigm was developed, the essence of which was to focus on the individual student. The humanistic approach has led to the appearance of several new foreign procedures and unconventional teaching methods; a method relying on physical actions total physical response, the «quiet» training method the silent way, the «community» method community language learning, neurolinguistic programming Neuro-Linguistic Programming [4].

We cannot ignore such methods as:

Behaviorism – an approach based on the elements of the behaviorism psychology of B.F. Skinner, including a system of principles of human behavior in strictly defined conditions .Cognitive – an approach based on the theory of socio-constructivism, according to which the student is an active participant in the learning process, rather than the object of the teacher's training activities.

Communicative approach – an approach that appeared in connection with the nomination of a new learning goal – the acquisition of language as a means of communication, taking into account the peculiarities of real communication . At the heart of the learning process is a model of real communication .Global approach / Gestaltism- the style of language learning based on the Gestalt principles – a psychology according to which human behavior consists of some integral units – «gestalt». According to this approach, training must be based on material non-separable units. Eclectic approach – combinative approach combining elements of multiple, sometimes conflicting methods as a whole.

Deductive approach – «from the general to the specific» aims to explain the rules and testing them in practice.Lexical approach is based on the priority position of vocabulary learning. The approach seeks the mastery of vocabulary in all its diversity, with emphasis on the formation of verbose speech skill usage [4].

In the era of modern teaching methods, one should consider the following criteria:

- 1) Creating an environment in which the student feels comfortable; stimulate student interest;
- 2) Affect the student as a whole person to engage in the learning process; his emotions, feelings and sensations;
- 3) Enhance student, making the student a major player in the educational process;
- 4) Ensure the differentiation and individualization of the learning process;
- 5) Provide various forms of work in the classroom; individual, group, collective.

Among the modern, innovative methods of teaching a foreign language, the most distinguished multilateral method is based on the following principles: recognition of language as culture, effluent study, authentic language materials; building sessions around a single focus with simultaneous combination of the four types of speech activity [5].

Also, the so-called method of silence is of interest, according to which knowledge of the language is inherent to the person who wants to learn it. According to this method, the teacher does not impose a point of view. Pronunciation is taught by the use of complex color tables on which each color or symbol represents a certain sound, which combined create words.

We cannot ignore the physical response method, the essence of which is that the student gains knowledge for some time going into a liability before the onset of a tipping point, after which the student must answer questions put to him while using only gestures [6].

And so, I would like to emphasize once again that there are many methods of learning foreign languages, both traditional and innovative, which have made possible the most effective learning of foreign languages.

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